How Academics Resolve Challenges in Education

Introduction

Professor Bob Fox
Academic Lead, Curriculum
Office of the Pro Vice-Chancellor (Education)
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Overcoming Educational Challenges

How Academics Resolve Challenges in Education

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GIF Guides and Moodle Media Galleries

Dr Jodi Brooks (School of the Arts & Media)
and Dr Emily Chandler (PVCE)
Designing new course learning activities through digital uplift process in ARTS2061 (Contemporary Approaches to Cinema)

• The aim was to teach students in a Level 2 Film Studies course a digital literacy skill that would support their understanding of film studies concepts and debates, enrich peer learning, and be a valuable employment skill.

• To this end I wanted to introduce new learning activities into the course that would model different ways of applying, testing, and “doing” theory.
Guiding principles informing curriculum design and learning tasks in this course

• “Design learning tasks and select problems or examples that connect with students’ interests, preferences, curiosity and current knowledge”

• “Design learning tasks that value and draw out diverse perspectives, experiences and forms of prior knowledge”

• “Foster collaborative and cooperative learning that helps students feel connected to peers”

From “Self-management, success and wellbeing – Curricular approaches: Resource Handout) by Jacquelyn Cranney [UNSW Connections; 070219]
Why use GIFs to teach film theory concepts?
office hours are over

June 4, 2015 at 2:56pm
When Professors Try to Act Like They’re Down

First things first. I'm the realest.

January 24, 2015 at 11:00am
In Grad School, When We Went to the Free Conference Reception

https://officehoursareover.tumblr.com/
Learning through doing: animated GIFs activity

- Offers an effective way of *illustrating* and *exploring* key concepts and debates in contemporary film theory and screen studies (discipline specific benefit);
- Provides an opportunity for students to draw on and share their interests, perspectives and experiences;
- Activates the course LMS as a collaborative space for sharing and discussing work, and in so doing encourages students to engage with other areas of the course LMS more actively.

*A key challenge in the development of this activity was how to ensure that it could cater to students with different levels of technical proficiency.*
GIF Guides and Moodle Media Galleries

Course: ARTS2061 Contemporary Approaches to Cinema
Activity: GIF-making / delaying cinema

Rationale:

• Making course relevant to students’ personal engagements with cinema
• Opportunity for higher-order learning (content creation)

Considerations:

• What are the students’ experience levels?
• Do they have access to PhotoShop?
GIF Guides and Moodle Media Galleries

GIF guides aimed at 3 competency levels:

- Giphy (beginner), ezGIF (intermediate), PhotoShop (advanced)

Aid students in levelling up

Provided as Word documents in Moodle

Instructions and screenshots to support ESL students

Clearly written and accessible
GIF Guides and Moodle Media Galleries

Displaying students’ creations allows:

- Realisation of course concepts
- Continued skill-building

Moodle Media Gallery

- Carousel format displays many GIFs
- Option for students to like or comment
Using media galleries to enable student discussion and reflection and build research skills

• In the final section of the course media galleries were used to support and showcase student research activities and findings.

• These media galleries functioned as digital scrapbooks where students could post research materials that they wanted to share and discuss and included screengrabs from films, GIFs, archival materials, reading lists, interviews, clips, and questions and comments.

The benefits of using the three curriculum design principles borrowed from Jacquelyn Cranney’s “Curricular Approaches: Resource Handout” were evident in how students used the galleries.
Media gallery example

After viewing the film, we find these topics/aspects of the film interesting

- Temporal restrictions placed on filmmaking - production constraints - Daniel
  How did it influence the film? Aesthetics, pacing
  Each event continue on from the last week
  Mother’s transition - complications and complexity of relationships

- Experimental filmmaking focusing on specific meaning LGBT and Queer Identities, Family Relationships - Experimental films tend to focus on introspective topics - Celine

- Amateur Acting used in experimental filmmaking and improvised scripting - Celine - Cindy - Jessie

- Taboo topics in film: can art become illegal? What are its limitations? - Cindy

- Queer sexualities & gender identities represented - the temporalities of the film relate to the theme of exploration & transformation that is prevalent in queer narratives - Celine - Jessie
Friday 12:00PM tutorial

Comments (3)

William - Tue, 9 Apr 2019, 3:07 PM
Relating this to 52 Tuesdays, I can totally see how this would be useful in a comparative look at other innovative Australian independent cinema practices. Robert Connolly's idea of 17 Directors seems similarly experimental to Matthew Cormack and Sophie Hyde's idea with 52 Tuesdays. In my own project I've looked at how these new innovative practices can shape and mirror the narratives created, as well as bring a new level of realism to a film. I wonder if the film funding process was the same? Did Robert Connolly have to go through similar state funded measures (screen australia, etc) and how he would have pitched this?

Thomas - Tue, 9 Apr 2019, 4:29 PM
I really like how you've collected a great number of examples of various other small independent films. I think that in understanding 52 Tuesday's approach to production and distribution within Australia and the rest of the world it is important to research the other ways in which filmmakers have tried to promote their own films. These other films would also have had a small budget so it'd be interesting to know whether they implemented similar strategies to reduce costs.

Patrick - Tue, 9 Apr 2019, 7:37 PM
Thank you for giving me so many interesting films to add to my list of films to watch! In relation to 52 Tuesday's I think its great because it gives a very interesting look at other Australian films that used unique approaches to their funding/production scheme. Robert Connolly's idea of 17 directors is super interesting, especially when considering the concept of "positive constraints" as an inducer of creativity and authenticity. I'm really interest by Fell, as a friend of mine actually saw it at Sydney Film Festival and said it was fantastic! I wonder if these films had similar unique funding agreements as 52 Tuesdays did, with a set amount allocated and very little investor involvement/restrictions being implemented, to me that would seem like the dream!
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Project Planning and Control: Using pre-lecture activities and post-lecture resources to support effective face-to-face and online learning

Dr Steve Davis | Dr James Vassie | Dr Qingyang Lei
What were the challenges?
Large enrolment, sizable distance education cohort, and international background.

Project Planning and Control:

- CVEN9702 is a postgraduate course in which students learn how to finish projects on time and under budget.

The challenges:

- Large student enrolment numbers.
- Significant distance education cohort.
- Many international students from different cultural backgrounds.
What was the desired outcome?
A good and equitable student experience for internal and distance students.

The initial approach to the challenges prior to Digital Uplift:

• Previously, Sli.do was employed to enable students to ask questions of the lecturer anonymously during class as well as to answer the lecturer’s questions, but this took class time.

• Although it is a useful tool, the use of Sli.do in fact created the problem of reducing the time spent working on problem sets.

• Digital Uplift aimed to move some of the theory to before the class so as to allow for more time to be spent working on problem sets during the class (i.e. a flipped approach).
How did Digital Uplift approach the challenges?

Identifying appropriate digital learning resources and activities.

Solutions identified:

• H5P course presentation pre-lecture activities.
  – Move some of the theory out of the lectures (flipped classroom).
  – Formative questions to self-test students’ understanding of the concepts.

• Lightboard-based problem-solving videos
  – High quality, error-free worked examples that are much easier for distance students to follow compared with in-class worked examples.
How were the Digital Uplift team leveraged?

Resource development, budgeting and project management.

What did the PVC(E) Digital Uplift team bring?

• Pedagogical and technical expertise and experience.
• Agile project management workflow, including:
  – Accommodating scope changes.
  – Reasonable weekly action items and deadlines.
• Funding to outsource some development to freelancers and students, and free up lecturer’s time.
What did the Digital Uplift team develop?

1. Pre-lecture activities in H5P to introduce and explain key concepts

How were they produced?

• The lecturer and one of his postgraduate students would prepare “storyboards” in Word documents that outlined what each slide in the H5P activities should contain.

• These storyboards also provided guidance with respect to the design of the formative questions and the feedback these questions should provide upon being answered.

• The lecturer and educational developers reviewed these storyboards during weekly meetings.

• These storyboards were then provided to an Upwork external freelancer, who used them to build the H5P activities in Moodle.
What did the Digital Uplift team develop?

1. Pre-lecture activities in H5P to introduce and explain key concepts

What did the final product look like?

- Pre-lecture activities enabled a flipped classroom.
- H5P “course presentation” content type.
- Average length of 35 slides/activity.
- Small number of formative questions per activity:
  - Question types included multiple choice, true/false, calculated fill-in-the-blanks, drag-and-drop.
  - Most questions displayed written feedback for correct and incorrect selections.
What did the Digital Uplift team develop?

2. Post-lecture problem-solving Lightboard videos

How were they produced?

- Problems were set up by the lecturer in front of a green screen and the storyboard (essentially a two-page Word document) guided the editing process.

- Problems were solved and discussed on the Lightboard. Multiple takes were recorded when mistakes were made; small mistakes were removed in post-production.

- Once edited, the green screen footage and Lightboard footage were spliced into single videos.

- The videos were uploaded to UNSWelearning on YouTube and embedded in the Moodle course page.
What was the outcome?

How did students respond? Does Digital Uplift empower academics?

Comments made by students during the term:

- “Pre-lecture activities helped me to prepare before the lectures.”
- “Lightboard videos allowed for commentary on a topic/problem that isn't possible in paper-based examples.”
- “Online resources were effectively complementary to the written material, if not better.”
- “Excellent, clearly structured. This is the perfect way of putting out any information. Each and every course in UNSW should follow this pattern of teaching.”

Raising student expectations:

- Other CVEN academics have reported (complained?) that students have been asking for digital learning resources and activities similar to CVEN9702 in their courses.
But that’s not all…

The Digital Uplift of CVEN9702 produced many more resources and activities.

Moodle re-design

GeoGebra-STACK quiz

Bookmarked Lecture Recordings

STACK+GeoGebra in 2 mins

Start the question
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Bachelor of International Public Health

unsw.to/digital-uplift
Addressing key challenges in the delivery of the Bachelor of International Public Health program

Adam Craig & Amanda Yeung
BIPH

BIPH course

- First (only) fully online undergraduate programs offered by UNSW
- Delivered in collaboration with ASU through the PLuS Alliance
- Developed in partnership with PVCE (and others) to create 14 new ‘digitally uplifted’ courses
Challenge

How do we keep a fully online course fresh and interesting, and ensure students are engaged for the duration (3-years)?

• ? Who are our students?
• ? How do they want to learn?
• ? What does ‘engagement’ mean, from an educational outcome perspective?
Ratu Seniveusi Waqausa
Village Chief - Nagigi Village
What should you consider when using case studies in your teaching?

- Ensure that the case study (and associated activities) align with the learning outcomes
- Real vs realistic
- Complex case studies do not necessarily have a correct answer
- Encourage students to consider multiple viewpoints
- Focus on the process used to arrive at the conclusion
- Design appropriate follow-up activities
What technology can be used to create case studies?

- PowerPoint, Word
- In Moodle: Moodle book, Moodle lesson, H5P
- Other e-learning tools: Prezi, Smart Sparrow, iSpring, Adobe Captivate, Articulate
- Videos: Filmed scenarios, interviews, do-it-yourself animations (e.g., Vyond)
Testimonials

“I’ve really enjoyed the course so far. I’ve really gotten into the scenario and am finding the online discussions really interesting”

“Webinars and discussion forums were great. I love how engaging the lecturer is with this course and how hands-on she is in her teaching methods.”
Acknowledgements

• Husna Razee
• Albie Sharpe
• Heather Worth
• Xanthe Lawson
• Judith Lissing
• Mary Nguyen

• Shaun Lehmann
• Institute for Global Development
• DEx Creative Services
• School of Public Health and Community Medicine
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BENV2930

Living Architecture: Green Roofs and Green Walls

Prof. Linda Corkery
Shaun Lehmann
Overview
Living Architecture: Green Roofs and Green Walls

- Course gives students from a variety of disciplinary backgrounds an overview of the uses and benefits of living architecture
- Previously a content-rich, intensive face-to-face summer course
- Moved to a ‘mostly online’ mode for the 2018/2019 summer period
- Some changes in teaching personnel and content also
- Good opportunity to undergo a Digital Uplift
Educational Challenges
Focusing the Digital Uplift

There were two main educational challenges:

1. Moving content online
2. Giving students access to project sites, designers, researchers and industry voices
1: Moving content online
Choosing the most appropriate tool

• H5P was chosen for online lessons
  – Already incorporated in Moodle
  – Quick and easy to edit and maintain
  – Reasonable ability to insert knowledge checks
Why a course on living architecture?

There is an increasing interest in incorporating green roofs and green walls in urban development, on commercial, residential and institutional buildings, for many reasons. Of particular interest is how they may help moderate microclimates and assist in the adaptation and/or mitigation of climate change impacts.

Architects, landscape architects, structural engineers, and horticulturalists are collaborating to deliver these projects. Research is confirming multiple benefits.

The technical aspects of designing, constructing and managing these features are important for professionals in all disciplines to understand and appreciate.
2: Giving students access to sites and industry voices
Leveraging digital technologies

• Access to sites:
  – Insta360 scans of two green roof spaces in Sydney, one green wall, and a nursery
  – Scans had labels added, and were embedded in maps with hotspots
• Access to industry voices:
  – Interviews were filmed with landscape architects, academics, a horticulturalist, and a representative from a company who commissioned a green wall
  – A total of 10 interviews were filmed
Outcomes

How was this received by students?

- Liked frequent pop quizzes integrated into the modules—some would like more quizzes to help break up the reading
- Appreciated the detailed explanation of key concepts
- Enjoyed the learning experience of the interactive 360 images
- Some would prefer recorded lectures rather than working through the slides
- Generally: online courses are fun. “I can start my learning on the phone!”
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Question & Answer
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Engaging students in learning: Exploring Sydney’s entrepreneurial ecosystem

Professor Christopher Jackson, Mr Martin Parisio, Dr Ava Parsemain and Mr Danny Carroll
About the course & educational challenge

- The course aims to expose students to the fundamentals of global entrepreneurship ecosystems and the **practical** aspects of identifying, evaluating, and developing business opportunities.

- Developing the **entrepreneurship mindset**.

- Not just academic focused – **preparing students to be entrepreneurial and for life**.

- **Engaging students**

- The **inherent industry focus** in the course presented a unique educational challenge.

- The Sydney ecosystem is “at our doorstep”.
Our approach

• **Multidisciplinary collaborative** approach
  - Subject matter expert (Professor Christopher Jackson)
  - Digital uplift team (Dr Ava Parsemain and Mr Martin Parisio)
  - Business Digital Learning team (Mr Danny Carroll)
  - Michael Crouch Innovation Centre (MCIC)
    » Sydney-based industry entrepreneurs

• Post course meeting / feedback
Our solution

• What was developed?
  – MyTours App for **smart phone**
  – **Interviews**
  – Audio (bandwidth) / transcripts and video
  – Inexpensive
  – Site License
Educational activity

- Students were required in groups to travel to business start-up locations and where businesses have found finance within the Sydney ecosystem.
  - Watch the interviews (experts) – talking about their “habitat” on location.
  - Wanted students to “see”, “hear”, “taste” and “smell” what it’s like to be and entrepreneur in Sydney. To walk the streets, sit in a café, meet local people.
  - **To be immersed in the culture.**
  - Collaboration / Social bond / taking photographs as way to create the social bonds within the social groups.
4. WYNYARD STATION / 5. ANGEL INVESTORS
Student responses

• Overwhelmingly positive

• "The treasure hunt was a memorable experience." COMM5040

• "Huge thanks for the course, I thoroughly enjoyed it and learnt a lot." COMM1040

• "The treasure hunt was a very nice bonding experience that stimulated us to think about business from a new perspective." COMM1040
Student COMM1040 course evaluations

(T2C 2019 myExperience)
Student COMM1040 course evaluations

(T2C 2019 myExperience)
Student COMM1040 course evaluations

4. The assessment tasks were relevant to the course content

- Course (COMM1040 Entrepreneurial Communication) 5.45
- Overall School (UNSW Business School) 5.09
- Overall Faculty (UNSW Business School) 4.91
- University 5.00

(T2C 2019 myExperience)
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Talk to me: Using podcasts to foster engagement in online courses

Dr Carlo Caponecchia & Dr Vanessa Huron
The challenge

Workplace safety *(insert groan here)*

Proposed solution

Audio Podcasts!

*How?*
- Supplementary resources for respective modules

*Why?*
- Technology that “meets students where they are” *i.e.* mobile compatible
- Allows for learning “on the go” and without resource download (“Mobile learning” see Cochrane & Bateman, 2009)
- Good way to convey nuance and tone
The opportunities presented

- Breaking the ‘Workplace Safety’ stereotype
- Developing materials that stimulate interest and demonstrate relevance
- Providing material that is “cross-module”
- Providing wider workplace and social context for the modules
- Aligning structure with the models and principles
- Enabling students to “Learn by stealth”
Podcasts for learning & teaching

Audio podcasts:

- convey authenticity > vulnerability > intimacy ("What Podcasts Can Teach Us, The Chronicle of Higher Education)
- deliver stories / narrative structures (Cavanagh, 2019)
- provide opportunities for:
  - authentic learning activities
  - multiple perspectives;
  - hypothesis generation;
  - modelling of an expert’s thought processes (Turner et al., 2011)
The planned workflow

1. Determine theme & objective(s)
2. Create and edit storyboard and script
3. Record (and source) audio
4. Seam together the audio and add ‘stings’
5. Distribute the podcasts
1. Determine theme & objective(s)
   - Mind map of themes (whiteboard brainstorm session!)
   - Examples with underlying themes
   - Themes with case study examples that fit each
   - Don’t choose examples with ongoing inquests...

2. Create and edit storyboard and script
   - Research podcast typology (wow, there are 7 types of podcast...?!)
   - Listen to countless podcasts + take notes
   - Choose one style for four podcasts
   - Make hybrid style podcasts, each with a different mix of audio
   - How do we want to incorporate the interviews?
   - Interview questions???
   - Potential stings???

3. Record (and source) audio
   - Book studios and organise recording with Brian
   - Convince experts to participate! (who though?)
   - Carlo to chat with experts before to determine content
   - How do we get a organic but not sloppy interview?
     - Will we integrate commentary?
     - How will we get the readings in audio format?

4. Seam together the audio and add 'stings'
   - A lot of work ensuring that the audio cut to sound perfect (thanks Brian!)
   - Oops, does that audio says ‘subscribe’ rather than ‘prescribe’? Rerecord...
   - Will we integrate commentary?
   - How will we get the readings in audio format?

5. Distribute the podcasts
   - How are we going to host the podcasts?
     - YouTube?
     - Moodle?
   * Somewhere that can be easily edited
   * Avoid podcast hosting sites with weird T&Cs
   * Mobile compatible

---

Do this whole process 4 times...
The obstacles

- Choosing the right themes
- Determining which podcast types to use
- Choosing the perfect interviewees and sound bites
- Ensuring the podcast felt ‘organic but not sloppy’
- Striking the right balance in tone
- Selecting the right ‘sting’ (and where to place it!)
- Hosting the podcasts
The outcome

Four hybrid podcasts exploring four major workplace safety topics

**ALL IN YOUR HEAD**
*Topic:* Psychosocial hazards & mental health at work
*Style:* Solo commentary, non-fiction storytelling

**RED FLAGS**
*Topic:* Hazard reporting
*Style:* One-on-one interview, repurposed content (ABC Radio), non-fiction storytelling

**FATAL ATTRACTION**
*Topic:* Workplace fatalities & injury stats
*Style:* One-on-one interview, solo commentary, repurposed content (ABC Radio)

**WATCH YOUR BACK**
*Topic:* Ergonomics & musculoskeletal disorders
*Style:* One-on-one interview, non-fiction storytelling
Response

- Podcasts are currently been trialed for the first time in AVIA3013/GENS5013 (T3 2019).
- Early student feedback suggests that students find the podcasts:
  - to be of a high quality
  - useful in facilitating learning
  - make them want to learn more about the topic
Other course resources

Other resources made during the AVIA3013/GENS5013 DU include course overview presentations and online modules.
Acknowledgments

- **Support:** The Office of the Pro-Vice Chancellor (Education) and UNSW Science

- **Podcast Creation:** Mr Brian Landrigan (PVCE), Dr Carlo Caponecchia (UNSW Science), Dr Faisal Khattak (PVCE), Dr Vanessa Huron (PVCE)

- **Interviewees:** Dr Robyn Coman, Dr Anne Wyatt and A/Prof Sharron O’Neill (UNSW Canberra)

- **Audio Clips:** Australian Broadcasting Corporation (ABC),

- **Legal support:** Carla Corradi (UNSW Legal)

- **Voice Talents:** Dr Amanda Yeung (PVCE), Ms Roxie Vuong (PVCE), Ms Ursula Sinnis, Ms Xana Chambers
Further resources


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ATSI2012

Contemporary Issues in Indigenous Politics

Dr Diana Perche
Shaun Lehmann
Overview

Contemporary Issues in Indigenous Politics

This course covers

• The ways in which issues in Indigenous affairs are framed and debated in Australian politics
• The impact of powerful interests, ideology and political institutions - constraining and enabling political participation by Indigenous people and communities
• Issues of representation, recognition, sovereignty, self-determination

The students

• Are drawn from a range of degree programs (Arts, Law, Social Work, Education)
• Not all are completing a Major in Indigenous Studies; some are General Education
• More than half of the cohort identify themselves as Aboriginal and/or Torres Strait Islander students
Educational Challenges
Focusing the Digital Uplift

The educational challenges of focus:

1. To give students access to the voices and perspectives of figures working on Indigenous issues from inside the Australian political system.

2. To give students access to the voices of activists who seek to influence the policies affecting Indigenous people from outside the Australian political system.

We usually rely on media reports, parliamentary records, government documents, speeches, academic analysis etc – but these are not tailored to the needs and knowledge base of the students.
I: Voices from inside the Australian political system
Interviews with politicians

• We secured three interviews with First Nations Federal politicians:
  – The Hon. Linda Burney MP, Member for Barton, NSW and Shadow Minister for Families and Social Services and for Indigenous Australians
  – Senator Malarndirri McCarthy, NT
  – Senator Patrick Dodson, WA

• These interviews were conducted by Dr Diana Perche and filmed by the PVCE media team

• Interviews focused on the pathways into politics for these politicians, and on how issues relating to Indigenous Australians are addressed through parliament
The Hon. Linda Burney MP was interviewed in her electorate office in Kogarah

Senator McCarthy (centre) and Senator Dodson (right) were interviewed in their senatorial offices at Parliament House in Canberra.

The final product in each case is an interview video of 20-30 minutes in length
2: Activist voices

The next phase of the Digital Uplift

- The next phase of the Digital Uplift is to interview activists working on Indigenous issues from outside of parliament.

- Important for the students to hear a range of voices, and understand how issues reach the political agenda as the result of sustained activism and lobbying.

- Focus on contemporary case studies based on specific political issues.
Anticipated impact

How will this benefit students?

• Students will develop a deeper understanding of the political process, including
  – The role of individual actors and organised interests
  – The importance of ideas and ideology in political debates
  – The limits and constraints imposed by the institutions and rules governing the process
  – The length of time it can take to bring about real change.

• Students will identify many different ways of participating in the political process
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<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>12:30 – 13:30</td>
<td>Lunch and digital poster series</td>
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<td></td>
<td>• Innovative solutions to teaching problems regularly encountered by staff at UNSW.</td>
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<td>• 8 poster screens in the first 30 minutes, then the screens will display another 8 in the following half hour</td>
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<td>13:30 – 14:30</td>
<td>Problem solving seminars*</td>
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<td>- When to move content online (Tyree Room)</td>
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<td>- How to reduce marking load (Galleries Room)</td>
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<td></td>
<td>*Ensure you bring a laptop or device that can access Moodle</td>
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<tr>
<td>14:30 – 15:15</td>
<td>Panel discussion: Sustainability of online resources</td>
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<td>15:15 – 15:30</td>
<td>Closing</td>
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<tr>
<td>15:30 onwards</td>
<td>Networking session (drinks, nibbles and gelato)</td>
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