Flexible spaces for students have been incorporated into the upgrade of Red 6.

**Teaching Space Upgrade**

Anyone who walks past or through Red 6 on a regular basis will have witnessed its transformation from a time-worn building into a dramatically refreshed facility with new paint, new technology, new furniture, reconfigured walls and the removal of a stage. These creative changes have lifted Red 6 (as well as four spaces in Blue 1 and one in Yellow 1) to a new level.

The principles that have guided the upgrades are starting to impact on the way the teaching spaces are used. Take a walk past Red 6 a couple of times, look into the rooms and see how often the layout changes. Some days a single room may change 3 or 4 times. Whichever way you look at it the signs are good that students and lecturers are using the new facilities and using them well.

All changes of this size come with issues; something missed or something unexpected. For instance, the demand for teaching spaces with cameras for use with Collaborate was underestimated. However, it is clear that the higher demand is a positive consequence of the specific design decisions to promote flexible spaces that incorporate new technologies, in order to provide lecturers and students with more control over their teaching and learning.

Challenges also arise after such an upgrade, with some being more technical than others. These include how to get more than one camera working with Collaborate at a time or how to encourage people to use the writable glass surfaces. These issues are being addressed and solutions will be tested soon.

Here are some tips from ITMS for using the upgraded Teaching Spaces;

When exiting the room, please remember to:

- Turn off the keyboard
- Place the mouse back on the charging dock
- Turn off the Infra Red pen
- Place microphones back on the charging dock
- Log off the computer only (do not shut it down)
- Shutdown the audio visual equipment via power button on the AMX Touch screen/key pad.
- Ensure all equipment has been placed back into the draw.

On the subject of Technical support, the current phone label for ITMS/AV Support “Teaching Space Support” will be changing to “Technical Support” as the IT Kiosk are getting lots of calls to move furniture. However, the data shows that the number of calls for technical support has dropped compared to the same periods last year which is fantastic!
PD OPPORTUNITIES
The Office of Learning and Teaching provides a range of professional development opportunities – both online and through workshops (just contact your VET or HE Developer to discuss the options). The aim is to provide a service that meets the needs of staff regardless of location or time frames. The full program of options, and information on how to register, can be found on our website at: http://www.cdu.edu.au/olt/pd/pdcalendar.html. Listed below are some of the new sessions on offer this year:

Learning and Teaching Open Sessions
The Office of Learning and Teaching are now running VET and Higher Education Learning and Teaching Open Sessions in the new Teaching Spaces at Casuarina each week. The Higher Education sessions are held every Friday afternoon from 2 – 4pm while the VET sessions are every Thursday morning from 11am to 1pm.

These sessions support VET and HE lecturers by:
- Providing an opportunity to practice using the new teaching spaces.
- Offering support to assist in working through the online PD units.
- Enhancing your knowledge and skills regarding the use of Learnline to support student learning.
- Answering questions you may have about Learnline.

The sessions are facilitated by the VET and Higher Education Training and Development Team with support from the Learnline Development Team. Please register and check the available locations through the Office of Learning and Teaching PD Calendar: http://www.cdu.edu.au/olt/pd/pdcalendar.html

Introducing Rubrics
This Learnline unit deals with the design, development, implementation and evaluation of rubrics. It briefly takes you through what rubrics are and why their use is recommended for certain types of assessment at CDU. Emphasis is placed on giving insight on how to create appropriate rubrics for your assessment tasks. The unit also points you to further resources, especially exemplars of rubrics available on the web from other institutions and individuals.

Giving students feedback
The aim of this unit is to offer a range of sensible methods of providing feedback on student work so that it is useful to the student while not being onerous on you.

PRINCIPLES OF LEARNING AND TEACHING
Feedback
In this issue we explore another one of The 6 Key Principles of Online Teaching at CDU, which is Feedback. The principle of Feedback is focused on students being given effective and prompt information on their learning progress. Giving feedback should be viewed as a developmental process which aims to help students know what their weaknesses and strengths are and how they can improve in their learning. Therefore feedback should be an ongoing practice throughout the learning period. Some examples include:

- During the learning process to affirm understanding or point out misconception
- On formative assessment to allow students to assess progress in their learning
- On summative assessment (graded) to let students determine their overall understanding of a particular content area.

The following are characteristics of good feedback:
1. It should be worded positively and supportively
2. It should be clear and constructive
3. It should demonstrate what good performance is e.g. through the use of rubrics
4. It should advise on how to improve performance
5. It should be prompt

Some of the things you can do to manage and enhance feedback in an online environment are as follows:
- Have clear instructions about how the feedback will be given and how it can accessed
- Have multiple avenues for communicating feedback e.g. email, the discussion board, on assignments scripts, through the grade center or announcements; the choice will depend on the nature of the feedback and whether it is directed at an individual or a group
- Provide opportunities for students to solicit feedback through queries
- Where possible and appropriate, use online self-assessment questions that have automated feedback
- Have information about when students should expect feedback on their queries and assessment and this should be within a reasonable timeframe to allow for effective utilization of the feedback
- Use the rubric tool on Blackboard for grading, where appropriate
- As a final note, feedback should ideally be underpinned by continuous dialogue between the teacher and the student(s) so that it becomes a natural part of the learning process and not just a formal endeavor.

Further resources on Feedback are available from the Office of Learning and Teaching. These include an online PD unit entitled “Giving student feedback”.

Johanna Funk from the Northern Institute testing the Learnline mobile environment on an iPad with Higher Education Developer Boitshwereal.

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