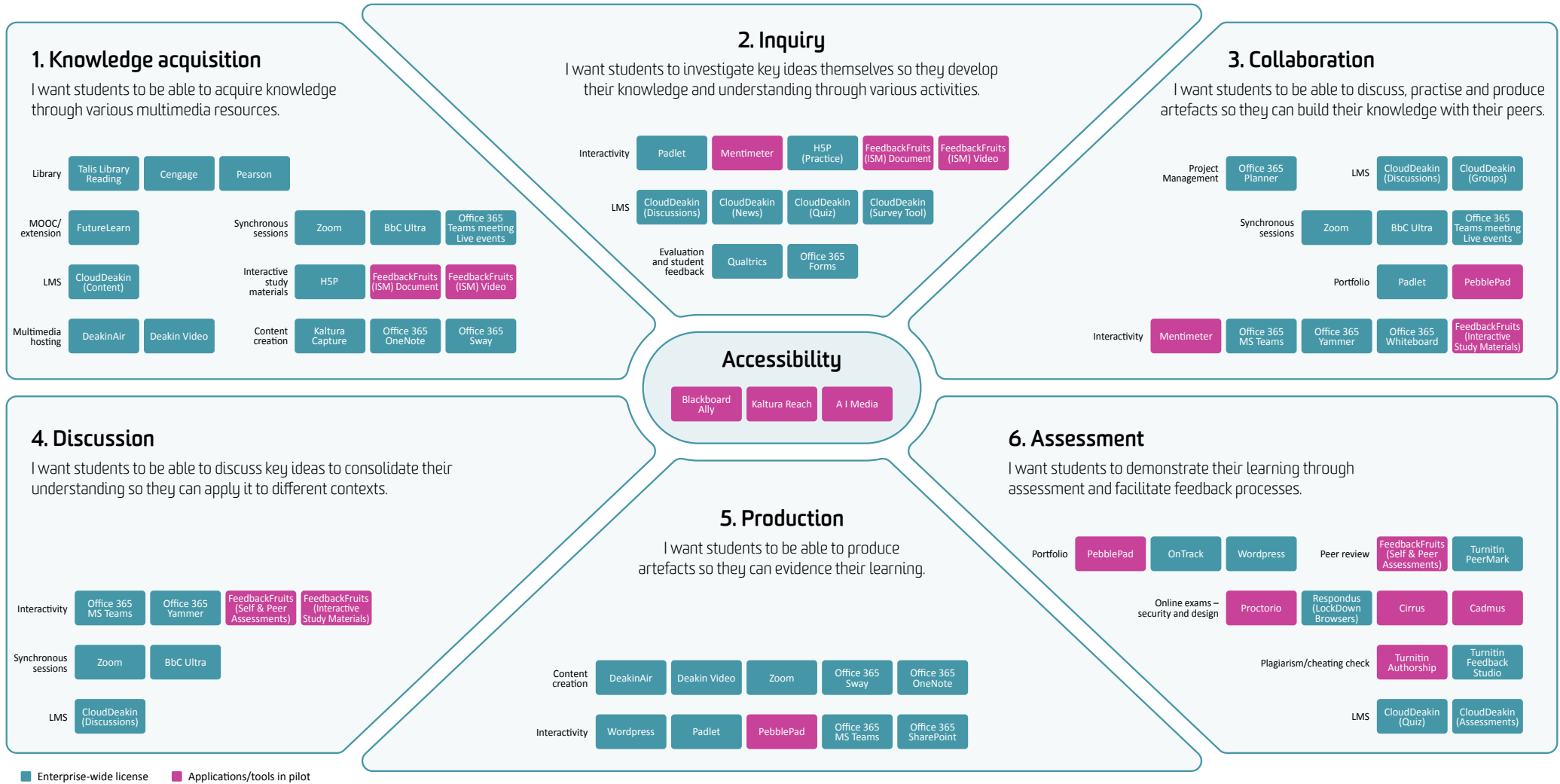


# Deakin's Digital Learning Environments



Deakin's Digital Learning Environments are comprehensive and evolving. The diagram above outlines the range of digital tools available for learning and teaching at Deakin University, according to the learning activity types they facilitate (Laurillard, 2002). Some tools support multiple activity types – in the following tables, we explore the different ways in which tools can be used to support different pedagogical purposes. This is an interactive PDF – you can click on a tool and it will take you to discover more information.

The information below outlines the different tools, pedagogical use, teaching and learning use cases and support resources available.

## 1. Acquire Knowledge: these tools support the presentation of information in a variety of forms to help learners acquire new knowledge.

|                  |                            | What does the tool do?   | Pedagogical use of tool   | As a teacher I want to be able to ...   | As a learner I want to be able to ...  | Resources   |
|------------------|----------------------------|--|---|---|--|---|
| LMS              | Cloud Deakin Announcements | CloudDeakin (Brightspace by D2L) is a Learning Management System (LMS) that enables you to develop resources, setup discussion threads, quizzes, and assignments as part of learning activities. | <p>CloudDeakin enables you to structure the students' learning experience in one location where students can engage with activities synchronously and asynchronously. It supports the presentation of different types of content on HTML pages, including text, embedded video and audio files, images and other documents. It also supports more interactive activity types, such as discussion forums and quizzes, and is integrated with numerous other tools used for teaching and learning.</p> <p>The minimum standards for CloudDeakin unit and course sites can be found in the <a href="#">Course Design and Delivery Procedure</a>.</p> | As a teacher I want to develop an engaging, structured learning experience that supports students to engage with key concepts in different ways.        | As a learner, I want to access the resources within CloudDeakin so I can engage with the learning resources at a time that is convenient for me. | <a href="https://dteach.deakin.edu.au/clouddeakin-guides/">https://dteach.deakin.edu.au/clouddeakin-guides/</a>       |
| Content creation | Kaltura Capture            | Kaltura Capture enables you to record videos on your computer and create a shareable link through DeakinAir. Kaltura Capture supports desktop capture, voiceover and webcam.                     | This tool enables you to record and share key concepts with your cohort in an asynchronous manner. First you need to design your content in 'bite sized chunks' so learners can easily digest the threshold concepts. Next, once your supporting resources are developed, you can record using Kaltura capture. To make this a more active experience, you can add a quiz at the end of it or embed the video in H5P with quiz elements throughout.   | As a teacher I want to be able to explain threshold concepts in a short video so students can review prior to coming to the weekly synchronous session. | As a learner, I want to be able to record presentations so I can evidence my learning.   | <a href="https://dteach.deakin.edu.au/deakinair-user-guides/">https://dteach.deakin.edu.au/deakinair-user-guides/</a> |

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|                             |                    | What does the tool do?   | Pedagogical use of tool  | As a teacher I want to be able to ...  | As a learner I want to be able to ...  | Resources   |
|-----------------------------|--------------------|--|--|--|--|---|
| Content Creation            | Office 365 OneNote | OneNote is a digital notebook that is accessible across all devices and automatically backs up to Microsoft's Office 365 cloud.  | <p>OneNote allows you to organise content for yourself and/or learners including hyperlinked text, embedding multimedia resources, and translation services.</p> <p>You can organise the content in a way that is meaningful to you and share it with others for a/synchronous collaboration.</p> <p>You can develop a Class Notebook that provides read-only sections for learners and collaboration spaces that support learner-to-learner, teacher-to-learner and learner-to-teacher interaction. It provides a digital space for groups to engage, exchange ideas and build resources.</p> | As a teacher, I want to scaffold content so learners can engage with key ideas in different ways to acquire knowledge.           | As a learner, I want to be able to organise my ideas and write notes in a digital space so I can refer to my notes in future and review key ideas. | <a href="https://www.microsoft.com/en-au/microsoft-365/onenote/digital-note-taking-app">https://www.microsoft.com/en-au/microsoft-365/onenote/digital-note-taking-app</a> |
| Content Creation            | Office 365 Sway    | Sway is a presentation tool that provides a dynamic platform for you to present ideas and content to your audience. It enables you to choose from existing templates or create your own. | Sway enables you to organise key concepts and ideas in a cohesive manner that is determined by you. Given we are accessing information from many different sources, it is important to be able to able to embed RSS feeds, HTML pages and different types of multimedia. Sway will provide you with one link that can be embedded within CloudDeakin or shared through other platforms so learners can progress through key ideas.   | As a teacher, I want to scaffold content and add different multimedia resources so students can consolidate their knowledge.     | As a learner, I want to be able to consume key ideas through different types of multimedia so I can consolidate my knowledge.                      | <a href="https://sway.office.com/howtosway">https://sway.office.com/howtosway</a>   |
| Interactive study materials | H5P                | H5P makes it easy to create and share rich, interactive learning experiences using your own presentations and then the ability to embed it into CloudDeakin.                             | <p>When you are presenting key concepts in an asynchronous format, it is important that students are provided with formative feedback throughout so they can master key concepts.</p> <p>H5P transforms your presentation into an interactive learning experience by providing a suite of options. These can be embedded throughout the presentation and enable students to get formative feedback along the way.</p>  | As a teacher, I want to develop interactive learning experiences, so students receive formative feedback to master key concepts. | As a learner, I want interactive learning experiences, so I receive feedback to master key concepts.   | <a href="https://dteach.deakin.edu.au/clouddeakin-guides/unit-management/h5p/">https://dteach.deakin.edu.au/clouddeakin-guides/unit-management/h5p/</a>                   |

## 1. Acquire Knowledge: these tools support the presentation of information in a variety of forms to help learners acquire new knowledge.

|                             |  | What does the tool do?   | Pedagogical use of tool   | As a teacher I want to be able to ...  | As a learner I want to be able to ...   | Resources   |
|-----------------------------|--|--|---|--|---|---|
| Interactive study materials | FeedbackFruits<br>Interactive document | FeedbackFruits have a series of interactive study materials (document, video and audio) that adds interactivity, so learners actively engage with material rather than passively consume the material. These are integrated with CloudDeakin so can be embedded within your unit material. | <p>If you have a series of readings or resources learners need to progress through to develop their understanding, it is important to make this an active process.</p> <p>FeedbackFruits – Interactive document and video enables you to add open and closed questions throughout a body of text or resource, as well as comments. Learners can see the responses from their peers as well as their own comments. If there is a particular idea or concept learners have been challenged by in the past, you can lock the questions so the students cannot continue reading until they have contributed to the question or discussion.</p> <p>Once the students have contributed to the activity, you can review the responses to the questions and the discussion topics to determine which key concepts need additional support or where extension might be required.</p> | As a teacher, I want to be able to share documents with students to review and critically evaluate so they can check their understanding of key concepts throughout. | As a learner, I want to be able to check my understanding throughout the reading, so I know I understand key concepts.        | <a href="https://feedbackfruits.com/interactive-document">https://feedbackfruits.com/interactive-document</a>         |
| Interactive study materials | FeedbackFruits<br>Interactive video    | FeedbackFruits have a series of interactive study materials (document, video and audio) that adds interactivity, so learners actively engage with material rather than passively consume the material. These are integrated with CloudDeakin so can be embedded within your unit material. | <p>If you have a series of readings or resources learners need to progress through to develop their understanding, it is important to make this an active process.</p> <p>FeedbackFruits – Interactive document and video enables you to add open and closed questions throughout a body of text or resource, as well as comments. Learners can see the responses from their peers as well as their own comments. If there is a particular idea or concept learners have been challenged by in the past, you can lock the questions so the students cannot continue reading until they have contributed to the question or discussion.</p> <p>Once the students have contributed to the activity, you can review the responses to the questions and the discussion topics to determine which key concepts need additional support or where extension might be required.</p> | As a teacher, I want to be able to add multimedia resources for students to review so they can challenge their thinking on key ideas.                                | As a learner, I want to be able to discuss key ideas with my peers within the set readings so I can consolidate my knowledge. | <a href="https://feedbackfruits.com/interactive-video">https://feedbackfruits.com/interactive-video</a>               |
| Multimedia resource hosting | DeakinAir                              | DeakinAir is a multimedia hosting platform that enables you to upload multimedia resources. It has basic editing functionality within the CloudDeakin and the ability to add machine generated captions.   | Once you develop your multimedia content, you can host it in DeakinAir and share it via URL. DeakinAir is integrated with CloudDeakin so you can embed your multimedia resources into CloudDeakin.  | As a teacher, I want to be able to upload multimedia resources for students to engage with through CloudDeakin and other platforms.                                  | As a learner, I want to be able to browse public content so I can find resources to help me in my study.                      | <a href="https://dteach.deakin.edu.au/deakinair-user-guides/">https://dteach.deakin.edu.au/deakinair-user-guides/</a> |

## 1. Acquire Knowledge: these tools support the presentation of information in a variety of forms to help learners acquire new knowledge.

|                             |              | What does the tool do?  | Pedagogical use of tool   | As a teacher I want to be able to ...   | As a learner I want to be able to ...   | Resources   |
|-----------------------------|--------------|---|---|---|---|---|
| Multimedia resource hosting | Deakin Video | DeakinVideo is a multimedia hosting portal that is based on Mediasite. It enables you to upload multimedia resources and add machine generated captions. In addition, it facilitates lecture capture for on-campus lectures with the recordings hosted in DeakinVideo.  | DeakinVideo functions in the same way as DeakinAir, hosting your multimedia content. In addition, it is integrated with the lecture theatres so when you record an on-campus lecture, it is automatically saved in DeakinVideo.<br><br>Once you have developed your multimedia content, or recorded your lecture, you can embed within CloudDeakin and share with other platforms and stakeholders. | As a teacher, I want to be able to record on-campus lectures, so they are automatically uploaded to DeakinVideo.  | As a learner, I want to be able to browse public content so I can find resources to help me in my study.      | <a href="https://dteach.deakin.edu.au/deakin-video/">https://dteach.deakin.edu.au/deakin-video/</a>   |
| Synchronous sessions        | Zoom         | Zoom is a web conferencing platform that can be used to host synchronous sessions for up to 300 participants, with screen-sharing, breakout rooms and basic polling functionality.  | Zoom, and BbC Ultra can be used for synchronous, interactive sessions to create a sense of connection and belonging within your cohort. They support discussion through audio, video, and/or chat; polling; breakout groups; interactive whiteboard; annotation of resources; sharing third party resources; and non-verbal feedback such as emojis and raising hands.                              | As a teacher, I want to facilitate interactive learning experiences so that students can build a sense of connection and apply key concepts through different activities. | As a learner, I want an interactive learning experiences so that I can build my connections within my cohort. | <a href="https://deakin365.sharepoint.com/:u:/s/TrainingResources/EffJza9djy5JtSe5df-nb0YBbZjudJ27hJiKwtFALBttwQ?e=HKIoMK">https://deakin365.sharepoint.com/:u:/s/TrainingResources/EffJza9djy5JtSe5df-nb0YBbZjudJ27hJiKwtFALBttwQ?e=HKIoMK</a> |
| Synchronous sessions        | BbC Ultra    | BbC Ultra is a web conferencing platform that can be used to host synchronous sessions for up to 250 participants with different functionality including video conferencing, screen sharing, and breakout rooms. It is integrated with CloudDeakin so the recording will automatically be uploaded to the CloudDeakin site. |   |   |   | <a href="https://dteach.deakin.edu.au/clouddeakin-guides/communications/bb-collaborate/">https://dteach.deakin.edu.au/clouddeakin-guides/communications/bb-collaborate/</a>   |

## 1. Acquire Knowledge: these tools support the presentation of information in a variety of forms to help learners acquire new knowledge.

|                      |   | What does the tool do?  | Pedagogical use of tool  | As a teacher I want to be able to ...   | As a learner I want to be able to ...   | Resources   |
|----------------------|---|---|--|---|---|---|
| Synchronous sessions | Office 365<br>MS Teams<br>Meetings<br>Live Events | Microsoft Teams is a collaboration software that has a meeting functionality for up to 250 students with different functionality including video conferencing, screen sharing.  | MS Teams meetings can be used in units that are already using it for collaborative learning. MS Teams can be used to schedule and facilitate an interactive session that creates a sense of connection and belonging with your cohort. It also provides different functionality to facilitate different experiences such as audio, video, and/or chat; interactive whiteboard; and non-verbal feedback such as emojis and raising hands.<br><br>There is currently no breakout room functionality for small group work so this would need to be considered when selecting whether to use MS Teams. | As a teacher I want to facilitate interactive, synchronous learning experiences without including another platform. | As a learner, I want to be able to easily access the meeting chat after the synchronous session has ended.                  |   |
| Library              | Talis Library Reading List                        | Talis Aspire is a platform that creates and manages reading lists to help learner and staff access published content.   | Learners need access to different resources as part of acquiring knowledge. As such, you can create a Talis Library Reading List that provides access to various resources such as published articles, journals, newspapers, and eBooks. This list can be created with the support of your <a href="#">Library Liaison Officer</a> .   | As a teacher, I want accessible resources for students, so they can build their understanding around key concepts.  | As a learner, I want to be able to access different resources remotely so I can build my understanding around key concepts. | <a href="https://dteach.deakin.edu.au/wp-content/uploads/sites/103/2019/05/Benefits_of_Talis_Aspire.pdf">https://dteach.deakin.edu.au/wp-content/uploads/sites/103/2019/05/Benefits_of_Talis_Aspire.pdf</a> |
| Library              | Cengage   | Cengage is a digital learning platform that supports adaptive learning that's personalised to use publisher content, quizzes, video, audio and other interactive activities for teaching purposes.<br><br>This is an externally hosted subscription- based service that can be used by staff and students to access content hosted externally (by vendor) for teaching and learning purposes. | These resources are an additional cost and should be discussed in consultation with your <a href="#">Library Liaison Officer</a> .   |   |   |   |

1. Acquire Knowledge: these tools support the presentation of information in a variety of forms to help learners acquire new knowledge.

|                    |             | What does the tool do?   | Pedagogical use of tool   | As a teacher I want to be able to ...   | As a learner I want to be able to ...   | Resources |
|--------------------|-------------|--|---|---|---|-----------|
| Library            | Pearson     | <p>Pearson is a publisher that uses an adaptive learning platform to support personalised learning that uses publisher content, quizzes, video, audio and other interactive activities for teaching purposes.</p> <p>This is an externally hosted subscription- based service that can be used by staff and students to access content hosted externally (by vendor) for teaching and learning purposes.</p> | <p>These resources are an additional cost and should be discussed in consultation with your Library Liaison Officer.</p>  |   |   |           |
| Support/ extension | FutureLearn | <p>FutureLearn is a social learning platform that hosts open and degree courses from universities across the globe.</p>  | <p>FutureLearn is a social learning platform that enables learners to engage with online MOOCs that are facilitated by institutions around the world. It uses facilitated comments sections to encourage learners to apply their knowledge and create a sense of connection with educators and other learners across the globe.</p> | <p>As a teacher, I want to embed a FutureLearn MOOC into my unit content to support/ extend learners so that learners can connect with learners across the globe.</p> | <p>As a learner, I want to explore FutureLearn MOOCs to extend my learning and connect with other learners.</p> |           |

## 2. Inquiry: these tools support learner to take an inquiry-based approach to their learning through the analysis, comparison and critique of resources and threshold learning concepts.

|     |  | What does the tool do?  | Pedagogical use of tool  | As a teacher I want to be able to ...  | As a learner I want to be able to ...  | Resources   |
|-----|--|---|--|--|--|---|
| LMS | CloudDeakin Discussion and Announcements | CloudDeakin (D2L) is Deakin's Learning Management System (LMS). The Discussions functionality enables threaded discussion forums that can be accessed by all members of a unit site, or restricted to particular groups. Announcements appear on the unit homepage. | Discussion forums provide space for students to ask questions to be answered by the teaching team or other students. Discussion forums are available to all students in the unit by default, or can be restricted by particular groups, so questions and answers can be accessed by all students for whom it is relevant. Announcements can be used to share answers to common or urgent questions.                              | As a teacher I want to provide a forum for students to be able to ask questions of me or each other about the content. I also want a space where learners can discuss and investigate problems I pose to them. | As a learner I want to discuss unit content with teachers and my peers, get answers to any questions I might have and see whether other people have already asked the same question. | <a href="https://dteach.deakin.edu.au/clouddeakin-guides/">https://dteach.deakin.edu.au/clouddeakin-guides/</a> |
| LMS | CloudDeakin Quiz                         | CloudDeakin (D2L) is Deakin's Learning Management System (LMS). The Quiz tool enables you to setup quizzes to reinforce learning.   | Quizzes can be used to prompt inquiry by posing questions that students need to find answers to, or scaffold the process of inquiry by breaking a research or inquiry task down into smaller steps. They can be used as part of learner assessment or as a formative or self-check activity.   | As a teacher I want to prompt my students to investigate concepts further to find the answers to questions.  | As a learner, I want to be able to demonstrate my understanding of a concept in response to a questions or scenario.   | <a href="https://dteach.deakin.edu.au/clouddeakin-guides/">https://dteach.deakin.edu.au/clouddeakin-guides/</a> |
| LMS | CloudDeakin Survey Tool                  | CloudDeakin (D2L) is Deakin's Learning Management System (LMS). The Surveys tool creates surveys which allow you to monitor unit trends and opinions and assess learner satisfaction.   | The survey tool can be used to gather learner feedback throughout trimester to inform unit design and delivery. This allows students to see the impact of, and benefit from, their feedback, unlike eVALUate feedback which is not available to be implemented until the following trimester. It is embedded within the unit site so does not require the use of an additional platform. However, it is not supported on mobile. | As a teacher I want to survey my students for their perceptions of learning experiences and to evaluate learning activities throughout the trimester so I can act on their feedback straightaway.              | As a learner I want to be able to provide feedback on, and influence, my learning experience through trimester.  | <a href="https://dteach.deakin.edu.au/clouddeakin-guides/">https://dteach.deakin.edu.au/clouddeakin-guides/</a> |



2. Inquiry: these tools support learner to take an inquiry-based approach to their learning through the analysis, comparison and critique of resources and threshold learning concepts.

|               |            | What does the tool do?   | Pedagogical use of tool  | As a teacher I want to be able to ...  | As a learner I want to be able to ...   | Resources   |
|---------------|------------|--|--|--|---|---|
| Interactivity | Mentimeter | Mentimeter is an interactive presentation software that can interact with audiences and capture real-time voting and feedback. | Mentimeter allows for the submission of learner questions (for clarification or further exploration of content), and for the posing of questions by the teacher to prompt further inquiry, research or analysis of the content by students. Students can 'up-vote' other students' questions so teachers can more easily identify and address common queries.                                    | As a teacher I want to be able to provide a safe space to test students' understanding and for my students to ask about anything they don't understand or want to know more about, so I can guide them to extend and deepen their knowledge. | As a learner I want to be able to contribute questions and ideas about the content.             | <a href="https://deakin365.sharepoint.com/:u/s/TrainingResources/ETZLXRVPQDBDgnCpJJetTjQB3pF09XxXMMu8hzmZEX0-w?e=zG1brm">https://deakin365.sharepoint.com/:u/s/TrainingResources/ETZLXRVPQDBDgnCpJJetTjQB3pF09XxXMMu8hzmZEX0-w?e=zG1brm</a> |
| Interactivity | Padlet     | Padlet is an online virtual bulletin board that can be used to collaborate, reflect, share links and pictures in one place.    | Padlet allows users to post mixed media and comment on other posts, asynchronously. Anonymous posting is available.  | As a teacher I want students to share material they have found or created when researching a topic, and be able to interact with other students' contributions.  | As a learner I want to be able to share and discuss content with my peers.                      | <a href="https://dteach.deakin.edu.au/2020/08/06/padlet-license-supporting-collaboration-in-online-learning/">https://dteach.deakin.edu.au/2020/08/06/padlet-license-supporting-collaboration-in-online-learning/</a>                       |
| Interactivity | H5P        | H5P is a tool that can be used to develop interactive content that can be embedded in your unit sites.                         | Integrating H5P into your content facilitates inquiry through exploration, knowledge checks, and feedback loops that enables learners to develop their knowledge and understanding through various different activities.<br><br>The different activities that facilitate this are quizzes, charts, recorders, turning cards, documentation, drag and drop and branching scenarios to name a few. | As a teacher I want students to be able to interact with learning materials to interpret and analyse content and apply concepts.   | As a learner I want to be able to apply new concepts as I go to integrate and test my learning. | <a href="https://dteach.deakin.edu.au/clouddeakin-guides/unit-management/h5p/">https://dteach.deakin.edu.au/clouddeakin-guides/unit-management/h5p/</a>   |

## 2. Inquiry: these tools support learner to take an inquiry-based approach to their learning through the analysis, comparison and critique of resources and threshold learning concepts.

|                                 |                                     | What does the tool do?   | Pedagogical use of tool   | As a teacher I want to be able to ...   | As a learner I want to be able to ...   | Resources   |
|---------------------------------|-------------------------------------|--|---|---|---|---|
| Interactivity                   | FeedbackFruits Interactive document | FeedbackFruits have a series of interactive study materials (document, video and audio) that adds interactivity, so learners actively engage with material rather than passively consume the material. These are integrated with CloudDeakin so can be embedded within your unit material. | The addition of practice questions to the interactive study materials creates opportunities for students to interpret and apply the material as they go. Teaching staff can add comments to highlight areas of the material for particular attention, and students can add comments to embed their own responses and reflections on the material. | As a teacher I want students to be able to interact with learning materials to interpret and analyse content and apply concepts.  | As a learner I want to be able to apply new concepts as I go to integrate and test my learning.                 | <a href="https://vimeo.com/256386106">https://vimeo.com/256386106</a> |
| Interactivity                   | FeedbackFruits Interactive video    |  |   |   |   | <a href="https://vimeo.com/256385846">https://vimeo.com/256385846</a> |
| Evaluation and Student Feedback | Qualtrics                           | Qualtrics is a software that can be used to generate and distribute online surveys, capture responses and generate reports all from one platform.  | This survey tool can be used to gather learner feedback throughout trimester to inform unit design and delivery. This allows students to see the impact of, and benefit from, their feedback, unlike eVALUate feedback which is not available to be implemented until the following trimester.  | As a teacher I want to survey my students for their perceptions of learning experiences and to evaluate learning activities throughout the trimester so I can act on their feedback straightaway. | As a learner I want to be able to provide feedback on, and influence, my learning experience through trimester. |   |
| Evaluation and Student Feedback | Office 365 Forms                    | Forms is an easy to use form/survey tool that forms part of Microsoft's Office 365 suite.  | Forms can be used to gather learner feedback throughout trimester to inform unit design and delivery. This allows students to see the impact of, and benefit from, their feedback, unlike eVALUate feedback which is not available to be implemented until the following trimester.   | As a teacher I want to survey my students for their perceptions of learning experiences and to evaluate learning activities throughout the trimester so I can act on their feedback straightaway. | As a learner I want to be able to provide feedback on, and influence, my learning experience through trimester. |   |

### 3. Collaboration: these tools support students to work collaboratively by facilitating discussion and co-creation/co-production of resources.

|                      |                               | What does the tool do?  | Pedagogical use of tool   | As a teacher I want to be able to ...   | As a learner I want to be able to ...   | Resources   |
|----------------------|-------------------------------|---|---|---|---|---|
| LMS                  | CloudDeakin (D2L) Discussions | CloudDeakin (D2L) is Deakin's Learning Management System (LMS). The Discussions functionality enables threaded discussion forums that can be accessed by all members of a unit site, or restricted to particular groups. The Groups function supports selective release of/access to content by selected groups of students.                        | As a Learning Management System (LMS), CloudDeakin enables you to structure the students learning experience in one location where students can engage with activities synchronously and asynchronously. It facilitates collaboration through discussion forums and the groups tool.  | As a teacher I want to generate discussion so students can build a sense of connection within the cohort.                         | As a learner, I want to be able to actively participate in discussions that consolidate my understanding of key concepts.       | <a href="https://dteach.deakin.edu.au/clouddeakin-guides/">https://dteach.deakin.edu.au/clouddeakin-guides/</a>   |
| LMS                  | CloudDeakin (D2L) Groups      |   |   | As a teacher, I want to allocate students into random groups so they can work on collaborative learning tasks.                    | As a learner, I want to be allocated into groups, so I can meet new people in my unit and work on collaborative learning tasks. | <a href="https://dteach.deakin.edu.au/clouddeakin-guides/">https://dteach.deakin.edu.au/clouddeakin-guides/</a>   |
| Synchronous Sessions | Zoom                          | Zoom is a web conferencing platform that can be used to host synchronous sessions for up to 300 participants, screen sharing, breakout rooms and basic polling functionality.   | Using Zoom or BbC Ultra, you can facilitate collaborative learning sessions that promote discussion, practice and production between learners. Breakout rooms can be used to create smaller groups for discussion and interaction in a safer and less intimidating space.<br><br>The interactive whiteboard and ability to annotate resources also support collaboration. | As a teacher, I want to facilitate small group work in synchronous sessions to promote collaborative learning through discussion. | As a learner, I want to work in small groups within synchronous sessions so I can discuss key ideas with my peers.              | <a href="https://deakin365.sharepoint.com/:u:/s/TrainingResources/EffJza9djy5JtSe5df-nb0YBbZjudJ27hJiKwtFALBttwQ?e=HKIoMK">https://deakin365.sharepoint.com/:u:/s/TrainingResources/EffJza9djy5JtSe5df-nb0YBbZjudJ27hJiKwtFALBttwQ?e=HKIoMK</a> |
| Synchronous Sessions | BbC Ultra                     | BbC Ultra is a web conferencing platform that can be used to host synchronous sessions for up to 250 participants with different functionality including video conferencing, screen sharing, and breakout rooms. It is integrated with CloudDeakin so you can schedule it and the recording will automatically be uploaded to the CloudDeakin site. |   |   |   | <a href="https://dteach.deakin.edu.au/clouddeakin-guides/communications/bb-collaborate/">https://dteach.deakin.edu.au/clouddeakin-guides/communications/bb-collaborate/</a>   |

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|                    |                    | What does the tool do?   | Pedagogical use of tool  | As a teacher I want to be able to ...   | As a learner I want to be able to ...   | Resources   |
|--------------------|--------------------|--|--|---|---|---|
| Project Management | Office 365 Planner | Planner is a planning software that gives teams an intuitive, collaborative, and visual task management experience for getting projects completed. You can create Kanban boards in minutes and generate reports of the tasks seamlessly. | Central to teamwork and cooperative learning is the ability to project manage to ensure projects are completed in a timely manner. Planner gives you oversight of projects, the tasks allocated within and how projects are tracking. These can be learner driven so they can evidence their project management skills throughout the lifecycle of a project.  | As a teacher, I want students to demonstrate their ability to manage their projects in a timely manner so they can evidence their project management skills.    | As a learner, I want to be able to allocate tasks to my group so we can track the group project and highlight any risks/concerns. |   |
| Portfolio          | Padlet             | Padlet is an online virtual bulletin board that can be used to collaborate, reflect, share links and pictures in one place.  | Padlet can facilitate a sense of 'connection' for students by enabling them to post onto a 'virtual wall' to collaborate with their peers seamlessly. It can sometimes be challenging to collaborate on visual artefacts, but Padlet provides a simple, intuitive and accessible way to do this.   | As a teacher, I want a space where students can collaborate on images and videos so they can get different perspectives from their peers.                       | As a learner, I want to share my images with my peers so they can provide different insights on how my work can be improved.      | <a href="https://dteach.deakin.edu.au/2020/08/06/padlet-license-supporting-collaboration-in-online-learning/">https://dteach.deakin.edu.au/2020/08/06/padlet-license-supporting-collaboration-in-online-learning/</a> |
| Portfolio          | PebblePad          | As a portfolio platform, PebblePad enables the collation and curation of assets and artefacts to demonstrate learning, capabilities and professional identity, while supporting reflective and integrative learning.                     | PebblePad allows for collaboration, co-creation and co-ownership of assets so students can showcase their work.<br><br>NB. While PebblePad does support this collaborative work, it is primarily a space for individuals to showcase their work and identity. When shared for collaboration, everyone becomes a co-owner of the asset and can edit all content without restriction, individual contributions to the work cannot be tracked, and only one person can edit the asset at a time. We would only recommend group work in PebblePad where the platform is already being used in the learning, and with the establishment of clear guidelines around editing and ownership. | As a teacher I want students to co-create a space to showcase their work, and for each of them be able to keep and share a copy of this in their own portfolio. | As a learner I want to be able to co-create artefacts that I retain ownership of so I can re-use and share these later.           | <a href="https://dteach.deakin.edu.au/dle3/portfolio-resources/">https://dteach.deakin.edu.au/dle3/portfolio-resources/</a>   |

### 3. Collaboration: these tools support students to work collaboratively by facilitating discussion and co-creation/co-production of resources.

|             |                            | What does the tool do?  | Pedagogical use of tool  | As a teacher I want to be able to ...  | As a learner I want to be able to ...  | Resources   |
|-------------|----------------------------|---|--|--|--|---|
| Interaction | Mentimeter                 | Mentimeter is an interactive presentation software that enables you to engage with your cohort and gather immediate feedback in a synchronous and asynchronous manner.  | <p>Mentimeter facilitates a sense of connection through the co-construction of knowledge that can be built using digital polling strategies. There are many reasons to apply Mentimeter to your teaching including engagement; reinforcing threshold learning concepts; and fostering a shared learning experience.</p> <p>It is important to consider the digital polling question types and placement to maximise engagement and challenge students. If the questions are carefully constructed, a beneficial dialogue can be created and extended upon.</p> | As a teacher, I want to gather different perspectives to facilitate discussion and shared learning.  | As a learner, I want to see how my peers are responding to different questions so I can feel a sense of connection with my cohort. | <a href="https://dteach.deakin.edu.au/dle3/collaboration/digital-polling/">https://dteach.deakin.edu.au/dle3/collaboration/digital-polling/</a>         |
| Interaction | Office 365 Microsoft Teams | Microsoft Teams is an industry-based tool that acts as a hub for different platforms and types of content. By allowing users to access all their content (e.g. resources, chat, meetings, planners) in one place, it facilitates a seamless experience without the need to navigate between multiple platforms. | Microsoft Teams is a collaboration hub that enables teachers, students, and industry partners to collaborate. It enables video and chat functionality for group discussions and team meetings; artefact generation; and project management software. It provides students an opportunity to work together on collaborative learning tasks in one space whilst the teacher can oversee the project and facilitate or provide input where required.  | As teacher, I want students to collaborate, discuss key ideas, generate artefacts, and project manage their work so they can evidence their learning throughout a trimester. | As a learner, I want to be able to collaborate with my group seamlessly using one piece of software so I can evidence my learning. | <a href="https://dteach.deakin.edu.au/dle3/collaboration/ms-teams/">https://dteach.deakin.edu.au/dle3/collaboration/ms-teams/</a>                       |
| Interaction | Office 365 Yammer          | Yammer is a social platform that helps you to connect and engage across the organisation. It is part of the Office 365 suite and enables you to start conversations, share knowledge, and build communities.  | It is important for students to feel connected and part of a community which can be achieved in Yammer. You can build a community of practice or a community around a given topic, unit, course, or career progression.  | As a teacher, I want to build a community of practice, so students feel connected to a wider community while studying online.  | As a learner, I want to join different communities that I am interested in so I can create new connections with my peers.          | <a href="https://www.microsoft.com/en-au/microsoft-365/yammer/yammer-overview">https://www.microsoft.com/en-au/microsoft-365/yammer/yammer-overview</a> |

### 3. Collaboration: these tools support students to work collaboratively by facilitating discussion and co-creation/co-production of resources.

|             |  | What does the tool do?   | Pedagogical use of tool   | As a teacher I want to be able to ...   | As a learner I want to be able to ...  | Resources |
|-------------|--|--|---|---|--|-----------|
| Interaction | Office 365 Whiteboard  | The Microsoft whiteboard is a digital canvas that enables you to post ideas on a canvas and collaborate with your peers.   | It is important for students to connect with each other and collaborate on key ideas in the online space. The whiteboard enables students to post ideas on a digital hub synchronously so they can share ideas and build artefacts in one space.<br><br>The whiteboard supports post-it notes, texts and free hand drawing, all of which can be used by students to share and evolve their ideas or in response to activities.  | As a teacher, I want students to build their ideas in response to a collaborative activity, so they feel they are connected.  | As a learner, I want to be able to share my ideas on a digital canvas so I can explore other peoples' ideas and connect with my peers.                           |           |
| Interaction | FeedbackFruits Interactive Study Material<br><br><b>Video, Audio and Interactive Documents</b> | FeedbackFruits have a series of interactive study materials (document, video and audio) that adds interactivity, so learners actively engage with material rather than passively consume the material. These are integrated with CloudDeakin so can be embedded within your unit material. | Often there are different resources including text, video and audio that are passive in nature. To make this a more active experience and for the learner and provide more insights for the teacher, this software enables you to add open and closed questions through the resource and open discussion prompts. If there is a particular paragraph or idea that has been challenging from a learner perspective, teachers will be able to determine where this has occurred and embed support materials within the next synchronous session or the LMS. | As a teacher, I want students to provide feedback on a dance routine and see the comments from their peers so they can implement it in their own practice and final submission. | As a learner, I want to be able to watch a dance routine and provide feedback so I can develop my critical evaluation skills and understand where I can improve. |           |

#### 4. Discussion: these tools support different forms of discussion through which students can articulate, challenge and respond to ideas and different perspectives.

|                     |                               | What does the tool do?  | Pedagogical use of tool   | As a teacher I want to be able to ...  | As a learner I want to be able to ...  | Resources   |
|---------------------|-------------------------------|---|---|--|--|---|
| LMS                 | CloudDeakin (D2L) Discussions | CloudDeakin (D2L) is Deakin's Learning Management System (LMS). The Discussions functionality enables threaded discussion forums that can be accessed by all members of a unit site, or restricted to particular groups.  | The discussion space enables you to scaffold the content and create a space where learners can articulate their ideas, and challenge and respond to teachers and their peers. It provides students an active opportunity to engage with their peers and build a sense of connection also.   | As a teacher, I want students to be able to discuss key ideas so they can challenge and respond to each other online.                                    | As a learner, I want to discuss key ideas with my cohort so I can learn to articulate key ideas and questions. | <a href="https://dteach.deakin.edu.au/clouddeakin-guides/">https://dteach.deakin.edu.au/clouddeakin-guides/</a>   |
| Synchronous session | Zoom                          | Zoom is a web conferencing platform that can be used to host synchronous sessions for up to 300 participants, screen sharing, breakout rooms and basic polling functionality.   | Zoom, and BbC Ultra facilitate synchronous discussion through audio, video, and/or chat; polling; breakout groups; interactive whiteboard; annotation of resources; sharing third party resources; and non-verbal feedback such as emojis and raising hands.<br><br>The discussion can be from teacher to learner; learner to learner; and learner to teacher.<br><br>This can be facilitated with the whole cohort or broken up with breakout rooms. | As a teacher I want students to discuss content and ideas with me and with their peers, in real-time.  | As a learner I want to discuss unit content with teachers and my peers in real-time.                           | <a href="https://deakin365.sharepoint.com/:u:/s/TrainingResources/EffJza9dJy5JtSe5df-nb0YBbZjudJ27hJiKwtFALBttwQ?e=HKloMK">https://deakin365.sharepoint.com/:u:/s/TrainingResources/EffJza9dJy5JtSe5df-nb0YBbZjudJ27hJiKwtFALBttwQ?e=HKloMK</a> |
| Synchronous session | BbC Ultra                     | BbC Ultra is a web conferencing platform that can be used to host synchronous sessions for up to 250 participants with different functionality including video conferencing, screen sharing, and breakout rooms. It is integrated with CloudDeakin so you can schedule it and the recording will automatically be uploaded to the CloudDeakin site. |   | As a teacher, I want students to be able to articulate their ideas so they can challenge each other and build their knowledge through robust discussion. | As a learner, I want an opportunity to share my ideas with my peers so I can build a sense of connection.      | <a href="https://dteach.deakin.edu.au/clouddeakin-guides/communications/bb-collaborate/">https://dteach.deakin.edu.au/clouddeakin-guides/communications/bb-collaborate/</a>   |

#### 4. Discussion: these tools support different forms of discussion through which students can articulate, challenge and respond to ideas and different perspectives.

|               |   | What does the tool do?  | Pedagogical use of tool   | As a teacher I want to be able to ...   | As a learner I want to be able to ...  | Resources   |
|---------------|---|---|---|---|--|---|
| Interactivity | MS Teams                                  | Microsoft Teams is an industry-based tool that acts as a hub for different platforms and types of content. By allowing users to access all their content (e.g. resources, chat, meetings, planners) in one place, it facilitates a seamless experience without the need to navigate between multiple platforms. | Microsoft Teams is a collaboration hub that enables teachers, students, and industry partners to collaborate. It enables video and chat functionality for group discussions and team meetings; artefact generation; and project management software.<br><br>It provides students an opportunity to discuss key ideas within the cohort or within small groups (private channels). They can do this synchronously through the meeting functionality or asynchronously through the chat functionality. Everything is evidenced and the teacher can be tagged so they know where they need to assist or clarify key ideas. | As a teacher, I want students to build an artefact collaboratively so they can demonstrate teamwork skills and evidence it through their active discussion. | As a learner, I want to be able to discuss how our artefacts are generated and built so I can evidence my learning.                                | <a href="https://dteach.deakin.edu.au/dle3/collaboration/ms-teams/">https://dteach.deakin.edu.au/dle3/collaboration/ms-teams/</a> |
| Interactivity | Office 365 Yammer                         | Yammer is a collaboration software that helps you to connect and engage across the organisation. It is part of the Office 365 suite and enables you to start conversations, share knowledge, and build communities.   | It is important for students to feel connected and part of a community which can be achieved in Yammer. You can build a community of practice or a community around a given topic, unit, course, or career progression.   |   | As a learner I want to be able to chat online to other students outside of my unit sites.  |   |
| Interactivity | FeedbackFruits (Self and Peer Assessment) | FeedbackFruits Self and Peer Assessment tools provide the capability for students to evaluate and provide feedback on their peers' work.  | These tools support peer review and feedback  | As a teacher I want to provide opportunities for students to discuss their work with, and receive feedback on their ideas, from peers.                      | As a learner, I want to be able to engage in a structured discussion of my work with peers, and ask for feedback on particular aspects of my work. |   |



4. Discussion: these tools support different forms of discussion through which students can articulate, challenge and respond to ideas and different perspectives.

|               |  | What does the tool do?   | Pedagogical use of tool   | As a teacher I want to be able to ...  | As a learner I want to be able to ...  | Resources   |
|---------------|--|--|---|--|--|---|
| Interactivity | FeedbackFruits (Interactive study materials) | FeedbackFruits have a series of interactive study materials (document, video and audio) that adds interactivity, so learners actively engage with material rather than passively consume the material. These are integrated with CloudDeakin so can be embedded within your unit material. | <p>If you have a series of readings, or resources learners need to progress through to develop their understanding, it is important to make this an active process.</p> <p>FeedbackFruits – Interactive document and video enables you to add open questions throughout a body of text or resource, as well as comments to start a discussion pertaining to a particular section of the resource.</p> <p>This is a learner to teacher resource and doesn't facilitate learner to learner interaction and is designed so the teacher can gather feedback from students. It can be used as formative feedback for the teacher to identify if any key ideas need clarified and support resources required through synchronous or asynchronous materials.</p> | As a teacher I want to build discussions into learning materials so students can comment or ask questions. | As a learner I want to be able to ask a question about part of a video, and pin it to that section of the video. | <a href="https://dteach.deakin.edu.au/dle3/self-peer-assessment-resources/">https://dteach.deakin.edu.au/dle3/self-peer-assessment-resources/</a> |

## 5. Production: these tools support students to consolidate and articulate their learning through the production and creation of artefacts.

|                  |                 | What does the tool do?  | Pedagogical use of tool   | As a teacher I want to be able to ...   | As a learner I want to be able to ...   | Resources   |
|------------------|-----------------|---|---|---|---|---|
| Content Creation | Kaltura Capture | Kaltura Capture enables you to record videos on your computer and create a shareable link through DeakinAir. You have the option to capture anything on your computer screen, along with voiceover and your webcam.         | Kaltura and Mediasite provide options for students to record multimedia presentations and then share the resource through a link that is generated via DeakinAir or DeakinVideo.  | As a teacher, I want students to be able to consolidate key ideas through a video presentation so they can evidence their learning.   | As a learner, I want to be able to generate and edit multimedia resources so I can evidence my learning.                                  | <a href="https://dteach.deakin.edu.au/deakinair-user-guides/">https://dteach.deakin.edu.au/deakinair-user-guides/</a>   |
| Content Creation | DeakinVideo     | DeakinVideo is a video portal that is based on Mediasite. It enables you to upload to CloudDeakin and access basic editing functionality within the CloudDeakin environment. To make these video resources more accessible. | Once you develop content, you need to host it somewhere, rather than uploading directly to CloudDeakin,<br><br>This software enables you to upload any recordings to DeakinVideo so you can share with your students through a direct link or embed within CloudDeakin.   | As a teacher I want students to practice articulating their capabilities and achievements through creating videos presenting themselves as emerging professionals.          | As a learner I want feedback on how I present myself as an emerging professional to improve my employability.                             | <a href="https://dteach.deakin.edu.au/deakin-video/">https://dteach.deakin.edu.au/deakin-video/</a>   |
| Content Creation | Zoom            | Zoom is a web conferencing platform that can be used to host synchronous sessions for up to 300 participants, screen sharing, breakout rooms and basic polling functionality.   | Zoom can be used for learners to present their responses and resources in a synchronous manner using different features and then record it to submit as evidence of their learning.   | As a teacher, I want students to be able to deliver their presentations synchronously so they can demonstrate their conceptual understanding and reflect on their practice. | As a learner, I want to be able to demonstrate my presentation skills so I can articulate the key ideas and share the relevant resources. | <a href="https://deakin365.sharepoint.com/:u:/s/TrainingResources/EffJza9dJy5JtSe5df-nb0YBbZjudJ27hJiKwtFALBttwQ?e=HKloMK">https://deakin365.sharepoint.com/:u:/s/TrainingResources/EffJza9dJy5JtSe5df-nb0YBbZjudJ27hJiKwtFALBttwQ?e=HKloMK</a> |
| Content Creation | Office 365 Sway | Sway is a presentation software that provides a dynamic platform for you to present ideas and content to your audience. It enables you to choose from existing templates or create your own.                                | Sway provides learners with options on how to present their resources. It enables them to create engaging content and consider various artefacts that can enhance this resource such as photos, videos and other types of multimedia. In doing so, learners can consolidate key ideas and generate an engaging resource that reflects their conceptual understanding. | As a teacher, I want students to share multimedia rich resources so they can evidence their learning in different formats.  | As a learner, I want to create multimedia rich resources so I can embed different types of multimedia.                                    |   |

## 5. Production: these tools support students to consolidate and articulate their learning through the production and creation of artefacts.

|                  |                    | What does the tool do?   | Pedagogical use of tool   | As a teacher I want to be able to ...  | As a learner I want to be able to ...   | Resources   |
|------------------|--------------------|--|---|--|---|---|
| Content Creation | Office 365 OneNote | OneNote is a digital notebook that is accessible across all devices and automatically backs up to Microsoft's Office 365 cloud.  | OneNote provides an opportunity for learners to organise their thoughts, and present key ideas in a scaffolded manner. This can be shared amongst collaborators so they can evidence what has been completed by the different team members.   | As a teacher, I want students to curate their artefacts in an organised manner so they can critically evaluate and reflect on their conceptual understanding.  | As a learner, I want to be able to curate my resources in an organised manner so I can evidence my learning to enhance my graduate employability.               |   |
| Interactivity    | Padlet             | Padlet is an online virtual bulletin board that can be used to collaborate, reflect, share links and pictures in one place.  | Padlet is a virtual wall that enables learner to connect with others and demonstrate the evolution of visual artefacts. Learners can use this to seek and provide feedback and create a narrative of how an artefact has been generated and developed over time. Padlet can be used as evidence to inform different activities such as critical reflection and evaluation.  | As a teacher, I want students to be able to connect with each other and provide feedback on visual artefacts so they can develop their critical evaluation skills and demonstrate how they have responded to feedback. | As a learner, I want to be able to create a visual narrative of my artefact so I can evidence how I have incorporated different feedback to enhance the result. |   |
| Interactivity    | Wordpress          | WordPress is a university hosted content management platform that provides the capability to develop websites and blogs within CloudDeakin.  | Building the digital literacy of learners is important to embed throughout their lifespan at Deakin. Part of this is being able to articulate their ideas and easily share these in the public domain to reflect their conceptual understanding of key ideas presented. Using different formats such as websites and blogs enables learners to experience different software that can be used to communicate in different ways. | I want students to publish their artefacts throughout the trimester so they demonstrate what they have learnt by articulating their conceptual understanding and learning journey.                                     | As a learner, I want to be able to share resources, thoughts, reflections, throughout the trimester so I can demonstrate what I have learnt.                    |   |
| Interactivity    | PebblePad          | As a portfolio platform, PebblePad enables the collation and curation of assets and artefacts to demonstrate learning, capabilities and professional identity, while supporting reflective and integrative learning. | PebblePad allows students to create a purposefully curated selection of digital artefacts, including images, videos and documents, as evidence of learning and achievement. This portfolio may also reflect the learner's personal or professional identity. PebblePad assets and portfolios are learner-owned and controlled, and students retain and can continue to develop these past graduation.                           | As a teacher I want my students to create and add to portfolios that demonstrate what they know and what they can do.  | As a learner I want to be able to showcase my learning and achievements, in ways that I choose and can control.   | <a href="https://dteach.deakin.edu.au/dle3/portfolio-resources/#designing">https://dteach.deakin.edu.au/dle3/portfolio-resources/#designing</a> |

## 5. Production: these tools support students to consolidate and articulate their learning through the production and creation of artefacts.

|               |                 | What does the tool do?  | Pedagogical use of tool  | As a teacher I want to be able to ...   | As a learner I want to be able to ...   | Resources |
|---------------|-----------------|---|--|---|---|-----------|
| Interactivity | Microsoft Teams | Microsoft Teams is an industry-based tool that acts as a hub for different platforms and types of content. By allowing users to access all their content (e.g. resources, chat, meetings, planners) in one place, it facilitates a seamless experience without the need to navigate between multiple platforms. | Microsoft Teams enables learners to be at the centre of teamwork projects where they can use the synchronous and asynchronous functionality to chat, discuss key ideas, generate artefacts, and project manage all in one space. This can then be used as evidence of their learning through user insights and version history of the artefact generation. | As a teacher, I want students to articulate their conceptual understanding and reflect on their practice through formative and summative activities so they can consolidate what they have learned. | As a learner, I want to be able to demonstrate what I have learned through conversation, artefact generation, and project management so I can evidence my learning. |           |
| Interactivity | SharePoint      | SharePoint is a secure place to store, organise, share and access information from any device. It can be used to generate artefacts and maintain the version history; to create websites; and to share resources across different platforms.  | SharePoint has version control functionality which can demonstrate how an artefact has generated over time. It will enable you to see who has actively contributed and the breadth of contributions.   | As a teacher, I want to be able to see how an artefact has evolved so I can determine their current understanding.  | As a learner, I want to be able to build and artefact over time and see the progression so I can consolidate what I have learned.                                   |           |

## 6. Assessment: These tools support the provision of formative and summative assessment so students can evidence their learning.

|                     |                          | What does the tool do?  | Pedagogical use of tool  | As a teacher I want to be able to ...  | As a learner I want to be able to ...  | Resources |
|---------------------|--------------------------|---|--|--|--|-----------|
| LMS                 | CloudDeakin Quiz         | CloudDeakin (D2L) is Deakin's Learning Management System (LMS). The Quiz tool enables you to set up quizzes to assess and reinforce student learning.   | <p>The quiz functionality can be used as formative or summative assessment to assess their conceptual understanding at any given point and reinforce threshold learning concepts.</p> <p>Using multiple-choice, short-answer, written or calculation-type questions, you can embed feedback and automatic grading to use it as a formative activity.</p> | As a teacher, I want to build formative assessment activities with feedback so students can assess their conceptual understanding and access relevant support/extension materials. | As a learner, I want formative feedback to reinforce threshold learning concepts so I can know what I need more help with. |           |
| LMS                 | CloudDeakin Assignments  | CloudDeakin (D2L) is Deakin's Learning Management System (LMS). The Assessment function allows you to set up a folder to which students can submit documents for assessment. Some restrictions around submission can be applied, including deadlines and the number of files.                       | <p>The assignment functionality enables you to develop formative or summative assessments that can be manually assessed.</p> <p>By setting up a folder at an allocated submission time, learners can be prompted to submit resources for assessment.</p>   | As a teacher I want to assess my students' ability to apply key concepts to propose solutions to real-world problems.  | As a learner I want to get feedback on my understanding, articulation and application of concepts.                         |           |
| Plagiarism checking | Turnitin Authorship Tool | Turnitin Authorship tool is a platform that is used to detect contract cheating on learner submissions. This tool conducts extensive investigations to determine collusion, similarity and contract cheated work submitted by students and generates reports for investigating academic misconduct. | Platform that detects and highlights collusion and contract cheating on learner submissions.   | As a teacher I want to detect any contract cheating on learner submissions for academic integrity.   | As a learner I want to know that my University can detect cheating so that my degree maintains credibility.                |           |

## 6. Assessment: These tools support the provision of formative and summative assessment so students can evidence their learning.

|                                  |                               | What does the tool do?  | Pedagogical use of tool   | As a teacher I want to be able to ...   | As a learner I want to be able to ...  | Resources |
|----------------------------------|-------------------------------|---|---|---|--|-----------|
| Plagiarism checking              | Turnitin Feedback Studio      | Turnitin Feedback Studio is a tool that check for collusion, originality, plagiarism checks in learner work and generates a report with findings to safeguard academic integrity.   | Platform that supports students to check the originality of their work  | As a teacher I want to check students work for originality and for potential collusion on their work  | As a learner I want to check if I have any collusion in my work, references to avoid plagiarism              |           |
| Online exams security and design | Proctorio                     | Proctorio is a tool that supports remote proctoring service that records the learner, their audio and screen work when completing assignments and quizzes in exam mode using Learning Management System (LMS). On completion, the tool generates a report that lists any suspicious behaviour for investigation.<br><b>Note:</b> Online Exams project is piloting this tool in T2 2020. | Platform that supports assessment security and invigilation of remote assessments by monitoring and flagging suspicious behaviours. | As a teacher, if I need to conduct exams for assessment, I want to be able to detect behaviours that may indicate cheating.                                     | As a learner I want to know that my University can detect cheating so that my degree maintains credibility.  |           |
| Online exams security and design | Respondus (lockdown browsers) | Respondus Lockdown Browser is a customised browser that is used in online exam environments where students cannot access other applications, print, copy and use other URLs during a set time.  | This tool helps mimic a closed-book exam  | As a teacher, if I need to conduct online exams for assessment, I want to make sure that students cannot access other applications or webpages during the exam. | As a learner I want to know that my University can prevent cheating so that my degree maintains credibility. |           |

## 6. Assessment: These tools support the provision of formative and summative assessment so students can evidence their learning.

|                                  |   | What does the tool do?   | Pedagogical use of tool  | As a teacher I want to be able to ...   | As a learner I want to be able to ...   | Resources |
|----------------------------------|---|--|--|---|---|-----------|
| Online exams security and design | Cirrus                                  | <p>Cirrus e-Assessment tool is an intuitive interface that can be used to create learner assessments and quizzes as part of online exams. The tool provides multiple question types including advanced mathematical and complex formulars based question types. The tool also provides an audit trail and a revision history for tracking and reporting purposes.</p> <p><b>Note:</b> Online Exams project is piloting this tool in T2 2020.</p> |  |   |   |           |
| Online exams security and design | Cadmus                                  | <p>Cadmus is a tool that provides an online assessment environment where academics create and students' complete assessments in one shared place.</p>  | <p>The tool supports the creation of authentic assessment with focus on scaffolding feedback processes between students and teachers. Ideal for written, take-home, open-book assessments.</p> | <p>As a teacher, I want to design authentic assessment where students develop their report over time with relevant support resources and checklists in the process.</p> | <p>As a leaner, I want to produce a report that I can present to industry experts, with support materials and feedback along the way.</p> |           |
| Peer Review                      | FeedbackFruits Self and Peer Assessment | <p>FeedbackFruits allows students to evaluate self and peer work and provide feedback to peers on their work and contribution made to group work.</p>  | <p>Platform that supports peer evaluation on group work and their contribution to group work.</p>  | <p>As a teacher I want students to evaluate their peers and prove feedback to improve evaluative judgement.</p>   | <p>As a learner I want to be able to provide peer feedback to my peers on their work and the contribution made to group work.</p>         |           |

## 6. Assessment: These tools support the provision of formative and summative assessment so students can evidence their learning.

|             |                   | What does the tool do?  | Pedagogical use of tool  | As a teacher I want to be able to ...  | As a learner I want to be able to ...   | Resources   |
|-------------|-------------------|---|--|--|---|---|
| Peer Review | Turnitin PeerMark | Turnitin's PeerMark tool is a peer review assessment tool that enables learners to read, review and evaluate resources that have been submitted by their peers. These can be anonymously distributed or manually distributed by the teacher.  | Self and peer assessment enable students to develop their critical evaluation skills by determining whether their peers have met specific standards and criteria.  | As a teacher I want students to learn how to provide constructive feedback.  | As a learner I want to receive feedback on my draft assignment so I can improve upon it before submitting for assessment. |   |
| Portfolio   | PebblePad         | As a portfolio platform, PebblePad enables the collation and curation of assets and artefacts to demonstrate learning, capabilities and professional identity, while supporting reflective and integrative learning.  | PebblePad allows students to create a purposefully-curated selection of digital artefacts, including images, videos and documents, as evidence of learning and achievement. This portfolio may also reflect the learner's personal or professional identity. PebblePad assets and portfolios are learner-owned and controlled, and students retain and can continue to develop these past graduation. Teachers can provide templates or workbooks to scaffold learner learning and production. | As a teacher, I want to be able to assess my students' learning across my unit, through the iterative creation of portfolios or workbooks. | As a learner I want to get feedback on how I have represented my skills and knowledge to improve my employability.        | <a href="https://dteach.deakin.edu.au/dle3/portfolio-resources/#designing">https://dteach.deakin.edu.au/dle3/portfolio-resources/#designing</a> |
| Portfolio   | OnTrack           | OnTrack is a tool that provides students with task-oriented approach to portfolio assessments to stay aligned and to track their progress on learning. This tool also provides students a workflow through a series of tasks in order to achieve a target grade to complete their unit learning outcomes. | OnTrack helps students to achieve their learning outcomes by taking the focus away from grades and placing the importance on learning of the content delivered by the unit. Grades will not be allocated for tasks during the course of their learning, instead, their learning will be assessed using the learning outcomes at the end of the unit.   | As a teacher I want students to track their progress through the workflow they set to track progress.                                      | As a learner I want a way to track my progress and see if I'm achieving my learning outcomes.                             |   |



6. Assessment: These tools support the provision of formative and summative assessment so students can evidence their learning.

|           |           | What does the tool do?  | Pedagogical use of tool   | As a teacher I want to be able to ...  | As a learner I want to be able to ...  | Resources |
|-----------|-----------|---|---|--|--|-----------|
| Portfolio | Wordpress | It is a university supported authoring tool that allows people to develop websites and blogs. | Platform provides the capability for students develop websites and blogs as part of learning. | As a teacher I want to provide a platform for students to develop websites and blogs as part of teaching learning. | As a learner I want the ability to develop websites and blogs as part of learning. |           |

## Accessibility: These tools support teaching teams to provide accessible content to achieve WCAG 2.0 compliance.

|  |                 | What does the tool do?  | Pedagogical use of tool  | As a teacher I want to be able to ...   | As a learner I want to be able to ...   | Resources  |
|--|-----------------|---|--|---|---|--|
|  | Blackboard Ally | <p>Blackboard Ally is integrated with CloudDeakin and offers automatically generated alternative formats for your content to track accessibility.</p> <p>It will automatically review your content and resources to support WCAG 2.0 accessibility standards.</p> <p>You are also able to generate a report with guidance and tips on how to enhance accessibility.</p>   | <p>When you upload content into CloudDeakin, Blackboard Ally will automatically review the content and associated files to generate alternative accessible formats such as a tagged PDF, HTML, ePub etc. where the current file type does not meet WCAG 2.0 accessibility standards.</p> | <p>As a teacher I want to my resources to be accessible so all learners can review resources needed to develop their knowledge throughout the unit.</p> | <p>As a learner, I <b>need</b> accessible learning materials so I can choose how I consume the resources and can actively participate in my learning.</p> | <p><a href="https://dteach.deakin.edu.au/clouddeakin-guides/unit-management/blackboard-ally/">https://dteach.deakin.edu.au/clouddeakin-guides/unit-management/blackboard-ally/</a></p> |
|  | Kaltura Reach   | <p>Kaltura Reach uses automated speech recognition to generate captions for your multimedia resources. These can be added to any resource that has been created using Kaltura and uploaded to DeakinAir.</p>  | <p>Captions and transcripts ensure that learners can access all multimedia resources. Although this is an accessibility requirement, it also enables all learners to choose how they consume their resources.</p>  | <p>As a teacher, I want my multimedia resources to have captions and transcripts so learners can choose how they review the resources.</p>              | <p>As a learner, I <b>need</b> captions to be provided so I can build my conceptual understanding of key ideas presented.</p>                             | <p><a href="https://dteach.deakin.edu.au/2020/07/16/alternative-formats-proving-popular/">https://dteach.deakin.edu.au/2020/07/16/alternative-formats-proving-popular/</a></p>         |
|  | A I Media       | <p>A I Media support human requested captions and transcript files for multimedia generated resources using DeakinAir or DeakinVideo. These caption and transcript files are generated on request by the Access and Inclusion team at a tool that supports human requested captions (ASR) and transcript files for video content generated using DeakinAir (Kaltura) and Deakin Video (Video) platforms.</p> <p>These caption and transcript files are generated on request by Access and Inclusion team at the Division of Learner Administration (DSA).</p> |  |   |   |  |

## Reference

Laurillard, D. (2002). Rethinking University teaching: A conversational framework for the effective use of learning technologies (2nd ed.). London: Routledge Falmer.