

Enriching Learning and Teaching through Cross-Functional Partnerships: Insights from FlexAP

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What does Learning Environments (LE) do?

Academic Services and Digital Experience

- Developers, Educational Technology support (LMS, Lecture Capture)

Video and Media

- Media production, professional development

Learning and Teaching Support

- Learning Design, Assessment support, professional development

Websites: <https://le.unimelb.edu.au/> and <https://lms.unimelb.edu.au/>

W hat is FlexAP?

The strategy:

Flexible Academic
Programming (FlexAP)

- Planning begins 2015
- Implementation 2019-2023
- Multiple activity streams

The challenge:

To provide students with more flexible, high quality educational opportunities that are consistent with the core educational values and mission of the University.

Cross functional partnerships

Faculty partners:

- Faculty Project lead
(eg Subject Coordinator)
- Teaching teams
- Teaching assistants
(including students, alumni)

LE partners:

- Project Manager
- Learning Designer/s
- Educational Technologist
- Video Producer/ editors

...and the wisdom of the wider team!

Design and development process



EOI stage

Subject coordinators and teaching teams bring their vision,

Project Manager and Learning Designer help to define this vision

..and the journey begins!

“All we have to decide is what to do with the time that is given us”(Gandalf)

Initiation stage

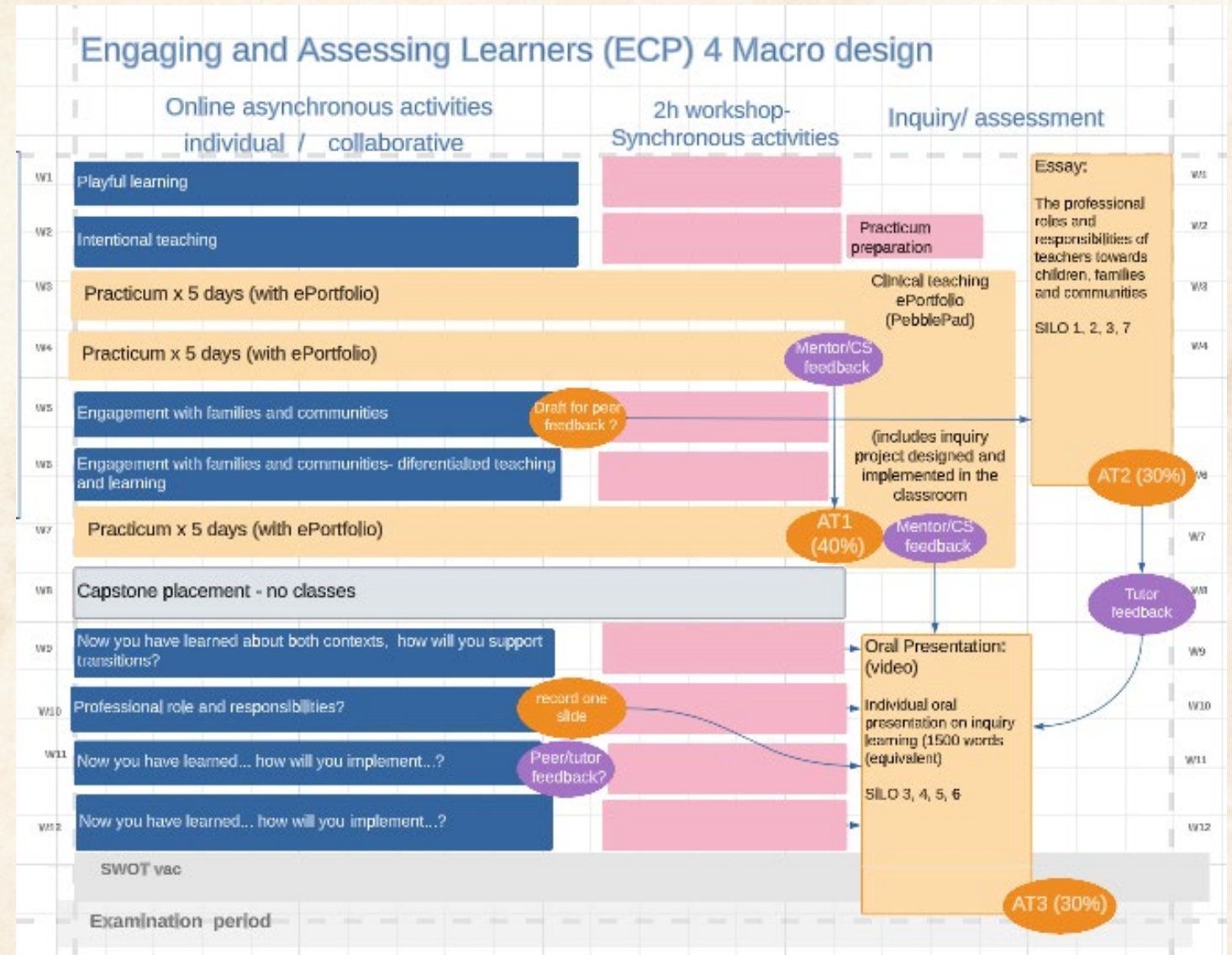
The FlexAP Project Manager:

1. Scopes requirements
2. Creates a timeline
3. Assembles a specialist LE team
 - Learning designers
 - Educational technologists
 - Video producers/editors

Co-design stage

1: Macro design

High level map of student journey



Includes Faculty team and Learning Designers

Co-design stage

1: Macro design

2. Subject Planning Outline Template (SPOT)

Detailed plan of activities and resources.

Faculty team and

E&AL4 FlexAP subject planning outline template (SPOT)

Key: Blue = messages for Cristina and Alex Green = messages for LD team Magenta = proposed video production Yellow = Educational technology notes Red = Stackle Prompts

	Title and topic (include sub-topics if applicable)	Weekly intended learning outcome/s	Progress towards associated assessment tasks	Pre-workshop online activities	Workshop activities
	Topics	Step 1: Describe purpose and alignment		Step 2: Describe learning activities	
Week 1	Intentional teaching Assessment for Learning & Development	On successful completion of this week's learning activities, you will be able to: <ul style="list-style-type: none">Articulate the importance of intentional teaching to support learning through playDemonstrate an indepth understanding of the Early Years Planning Cycle and how this model is used within the Approved Learning FrameworksHighlight the importance of families as a source of knowledge and information for assessmentApply relevant curriculum pedagogy and assessment tools for a diverse range of children	AT1: This week, familiarise yourself with the placement manual. AT2: This week, prepare to begin your essay by reflecting on your previous experiences in placement, when building those relationships.	Please include the time it will take for students to complete each activity. ** we'll discuss this together! Students introduced to the Approved Learning Framework and the role of intentional teaching video proposed – 'define intentional teaching, this is where it fits within the framework') Self-record with slides Reflective prompt on key takeaway (Stackle) Overview of planning cycle frameworks (LMS page content) Required Readings: quiz? Tayler et al 2013 The quality of early childhood education and care services in Australia. Pyle, A., and C. DeLuca. 2017. "Assessment in Play-Based Kindergarten Classrooms: An Empirical Study of Teacher Perspectives and Practices." <i>The Journal of Educational Research</i> 110 (5): 457–466. doi:10.1080/00220671.2015.1118005 Reflective prompt on key takeaway (Stackle) – Comparison to primary settings Additional Reading/Resource: <ul style="list-style-type: none">EYPC Planning Cycle DocumentGuarrello, C., van Driel, J., & Cochrane, C. (2022). Toward assessment for playful learning in early childhood: influences on teachers' science assessment practices. <i>Journal of Research in Science Teaching</i>, 1-35. https://doi.org/10.1002/jres.21811 Familiarise yourself with the weekly placement requirements and then respond to poll ["word cloud" for phrases] *Shared document – Purpose of observations and appropriate analysis tools. Students will identify a range of observations they will need to complete while on placement,*	Please include the time it will take for students to complete each activity. Group brainstorm – similarities and differences between Early Years Planning Cycle, Assessment for Playful Learning and Clinical Teaching Model. Tutor to scaffold discussion (whiteboard markers, tutor-scaffolded discussion – take a photo?). Small groups – each group allocated a planning cycle framework and asked to: <ul style="list-style-type: none">Identify where in the cycle educators can engage with familiesProvide examples of how this can be done (format of planning cycle document, brainstorming) [A3 print-out and post-its?] reflective task? (Pre-class, Students will identify a range of observations they will need to complete while on placement – polling activity) Shared document – Purpose of observations and appropriate analysis tools. and identify the relevant document/resource they could use to analyse this type of observation. (create a group repository of tools and documents – structured collaborative document? Eg a table, downloadable – links to placement (pebblepad??) Tutor tells about format of classes - Outline the sequence of activities btw pre-workshop and workshops

Includes Faculty team and Learning Designers

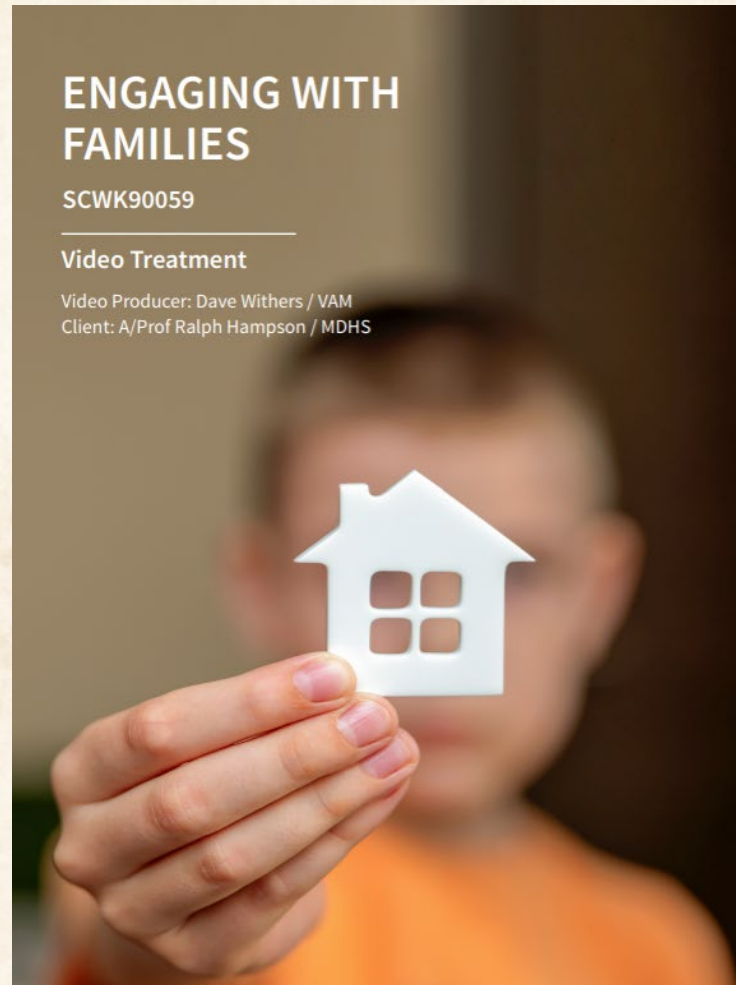
Co-design stage

1: Macro design

2. Subject Planning Outline Template (SPOT)

3. Media production agreement

Planning, design and scheduling video/media production



ENGAGING WITH FAMILIES

SCWK90059

Video Treatment

Video Producer: Dave Withers / VAM
Client: A/Prof Ralph Hampson / MDHS

Production Overview

Target outcomes

The Learning Environments **Video and Media team** aims to provide the **Medicine, Dentistry and Health Sciences** faculty with 8 x high-quality video presentations filmed in the Elisabeth Murdoch Building Studio as part of the FlexAP program. The resulting videos will provide students with a diverse range of perspectives, anecdotes and explorations of methodology from experienced practitioners within the family social work field.

In addition to the studio sessions, the Learning Environments team will provide video editing support for pre-existing role play material that will be reworked into smaller segments to align with activities on the LMS.

Project deliverables

Item	Description	Qty.	Duration
Orientation video	Professionally shot presentation to camera filmed in VAM Studio 3 + support visuals	1	3-5 min
Expert Interviews	Professionally shot interviews filmed in VAM Studio 3 + support visuals	7	7-10 min each
Edit support	Existing role play videos to be edited into smaller segments to align with subject build	3	TBC

Project schedule*

Milestone	Party Responsible	Date
Commencement	Client & Producer	Nov 7
Script / interview development	Client & Producer	Nov 7 - 29
Filming in studio	Client & Producer	Nov 30 - Dec 6
Production End Date	Client & Producer	Dec 6
Post Production / Reviews	Client & Producer	Dec 7 - Jan 31
Final Delivery	Producer	Jan 31, 2023

*Dates are representative of the blocks of time available for each phase of production and not the amount of time required for each task. Studio access dependent upon University policy re: COVID-19 restrictions.

Includes Faculty team, Video Producer, Educational Technologists, Learning Designers

How did you find the co-design journey?



What was it like to co-design with students?

'Involving the student in the team made us always ask the question, "How are students going to respond to this?"

'Having Ella in the process made us more aware of keeping the student in mind.

And because she's also completed the subject, she could tell us where things could be improved.'

A/Prof Ralph Hampson, Faculty project lead



FlexAP partner/Social Work student Ella Cattach interviews Ralph Hampson.

Co-development stage

- Purpose-designed activities/resources
- Sustainable practice
- Capacity-building
 - For teaching team
 - For LE team

2.2 Pre-seminar activity: Case study response ^{AR}

Step 1: Read the case study

To prepare for the seminar activity, please read the case study and then respond to the questions below.

[✎ Edit](#)

Illana (31) lives with her daughter Rebecca (15), and there are no other children. Rebecca's father, Peter, lives separately and Illana never sees him. Rebecca however, has contact with him. The family have been referred to a family support agency because of Rebecca's truancy, difficulties at school and suspected stealing. An issue of contention between Illana and Rebecca is Rebecca's contact with her father. Rebecca's parents are both from an Italian background but were born and grew up in Melbourne, Australia.



Step 2: Prepare your case study response

Now respond to the prompts below. Please download your responses and bring them to the seminar.

Please note: These responses are personal to you, and you can choose what you would like to share in the seminar discussion.

[✎ Edit](#) [📄 Reports](#)

Week 2 Case study analysis

- Immediate reaction
- Identify presenting issues
- Explain presenting issues

Export your case analysis

On this page you can export your initial analysis of the case. Click on 'Create document' button to download a Word document and bring it along to the seminar.

[📄 Create document](#)

Co-development stage

- Purpose-designed activities/resources
- Sustainable practice
- Capacity-building
 - For teaching team
 - For LE team

5.1 Case study: SUTU [▲]

Before diving into the creative play activities, we will first hear from a practitioner about what creativity is and feels like in the creative arts. Watch the following interview with SUTU, an Australian visual artist.

Time: Allow 20 minutes for these activities.

Step 1: Watch a Case study example - SUTU

Take notes as you watch the interview with SUTU, and jot down any comments that you find particularly salient to your own creative practices, regardless of which domain they are in.

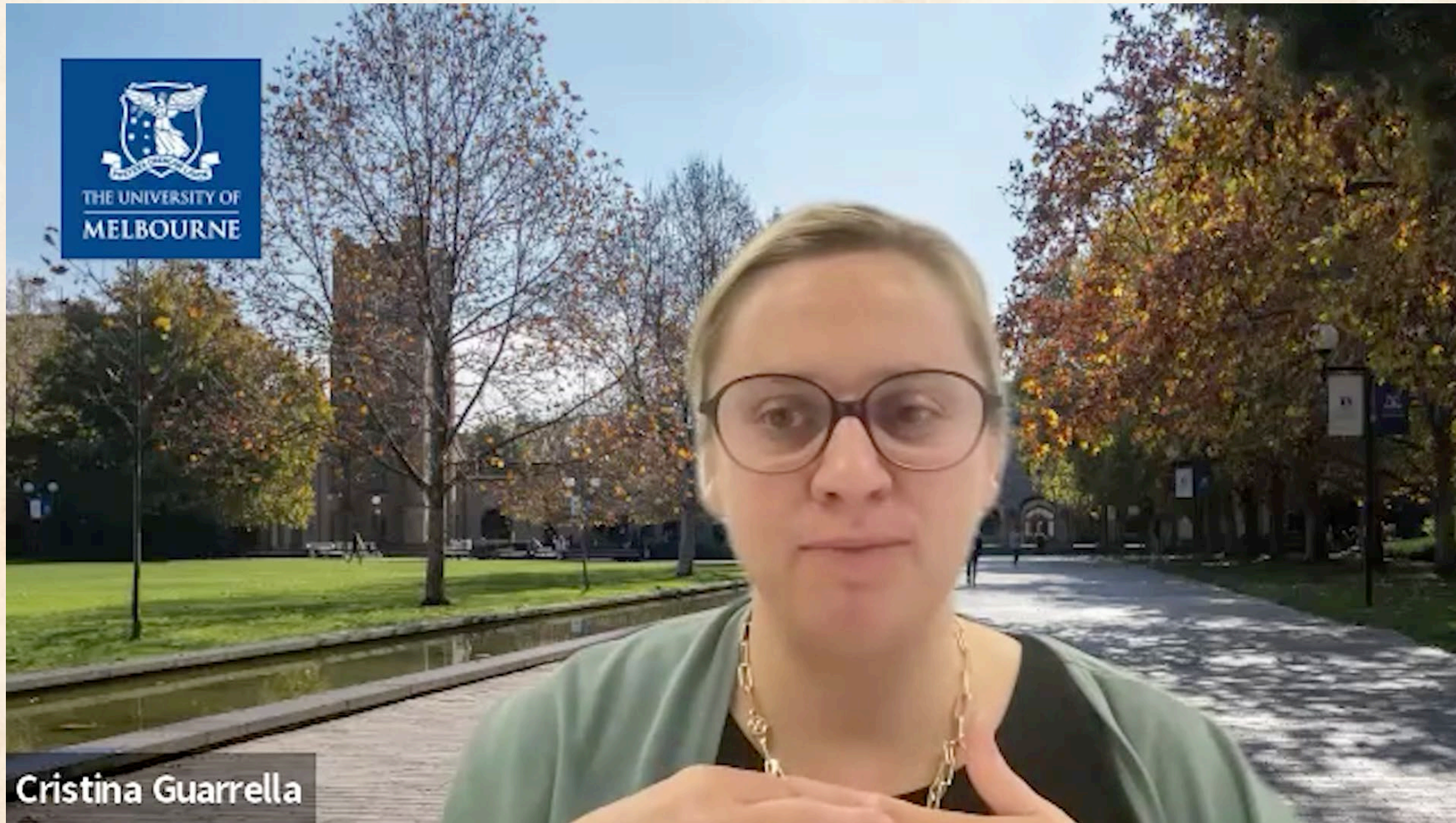


SUTU. (2020). Case study: SUTU. The University of Melbourne. [Download transcript]. [[Listen to audio only version](#)]

Step 2: Reflect on Assignment 2 (Case study)

In light of what you have just watched, think about [Assignment 2 \(Case study\)](#). In what ways are various aspects of the creative process described by SUTU similar or different to your own? What can you learn, or what can you implement into your assignment, from what you have seen and heard?

What was your experience of co-development?



The impact

- 69 projects completed or in progress
- 115 subjects delivered
- 350+ staff involved in development and skills-enhancement

"To date, almost 34 per cent of all student study has been enhanced through the FlexAP initiative".

UOM Annual Report 2022, p.53.

Reflections on the journey..and the sequels!



Thank you for sharing your experience!:

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Ralph Hampson

Lecturer in Social Work - Health Sciences – MDHS

Solange Glasser

Lecturer in Music Psychology - MCM - FFAM

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and special thanks to
Handy Kartika and
Evan Bittner from LE!

Enquiries about co-designing with LE?

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Or visit:

<https://le.unimelb.edu.au/about/our-services>