THE MORNING *LaTTe*

LaTTe's NEWSLETTER - SEPTEMBER 2021

The Learning and Teaching Technologies Advisory Group (LaTTe) provides recommendations to guide the strategic directions and use of learning technologies. This newsletter aims to share our activities and if you'd like to know more, or get involved, please contact your LaTTe representative.

Digital Learning Thresholds

The new Digital Learning Thresholds (DLTs), which will replace our current Quality Matters thresholds, are moving through the consultation and feedback stages of development and toward the approval stage. LaTTe has provided feedback and that is being synthesised with the draft DLTs prior to returning to LaTTe in September for approval. Offers to pilot the DLTs have come in from the School of Nursing and Midwifery which will provide an excellent case study for how these new thresholds influence learning design choices in the digital environment.

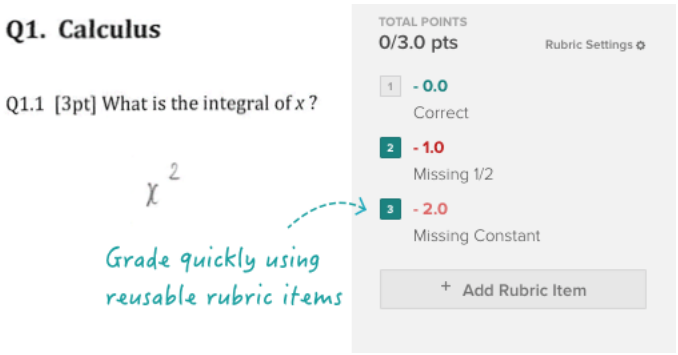
Good practice in the digital space is always evolving as new technology, new needs, and new pedagogical insights emerge. The Digital Learning Thresholds are designed to augment and enrich the preceding stages of curriculum design in the digital learning environment—your vUWS site—and are framed within the pedagogical theory called Community of Inquiry (see, for instance, Garrison, Anderson & Archer, 2010).

Community of Inquiry is not a prescriptive pedagogy; rather it offers a series of lenses that allow us to adopt different critical perspectives both in observation and in reflection. There are three lenses, or rather "presences," that we can view our digital learning design through: teaching presence, social presence, and cognitive presence. Our DLTs will align with at least one of these presences, which will allow for both a concrete focus on targeted elements of the digital learning environment, but also opportunities to expand beyond that focus.

These three presences also align with ways of thinking and doing that are already deeply immersed in the teaching practices here at Western. These are student-centred concepts that we reflect and consider in our curriculum design. The goal of the DLTs is to provide critical points of focus to ensure consistency of design at a foundational level, while elevating and expanding those reflective and creative processes already engrained in our teaching culture.

We look forward to updating you further as this exciting process continues. Stay tuned for more in the coming months!

Garrison, D. R., Anderson, T., & Archer, W. (2010). The first decade of the community of inquiry framework: A retrospective. *The internet and higher education*, 13(1-2), 5-9.



Digital Assessment and Gradescope

Digital assessment has been a key focus since the rapid shift to online learning from 2020 onwards. The choice of technology to meet pedagogical objectives, however, has not always been a simple process. As a result, LaTTe has been instrumental in the development of a digital technology assessment framework. This framework outlines considerations related to making an informed decision on the choice of digital tools to implement assessment designs. The framework will be put in practice in a Proof of Concept for a new digital assessment tool called **Gradescope**.

Gradescope is a web application providing academic staff with a suite of tools for grading written and typed exams, fixed-template assessments, homework assignments, and auto-grading submitted programming code, as well as providing efficiencies and equitability in grading and the feedback processes. The tool is based on AI-assisted grading algorithms designed with a strong focus on the STEM disciplines such as computer science, physics, mathematics, chemistry, biology, engineering and eCommerce.

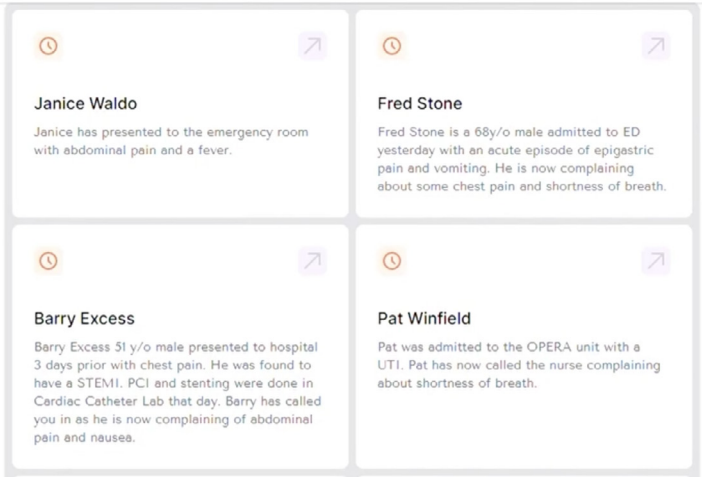
Further information can be found at the Gradescope website and this video.

To register an Expression of Interest in participating in the Proof of Concept, please get in touch with your LaTTe school representative.

New Technology Demonstrations

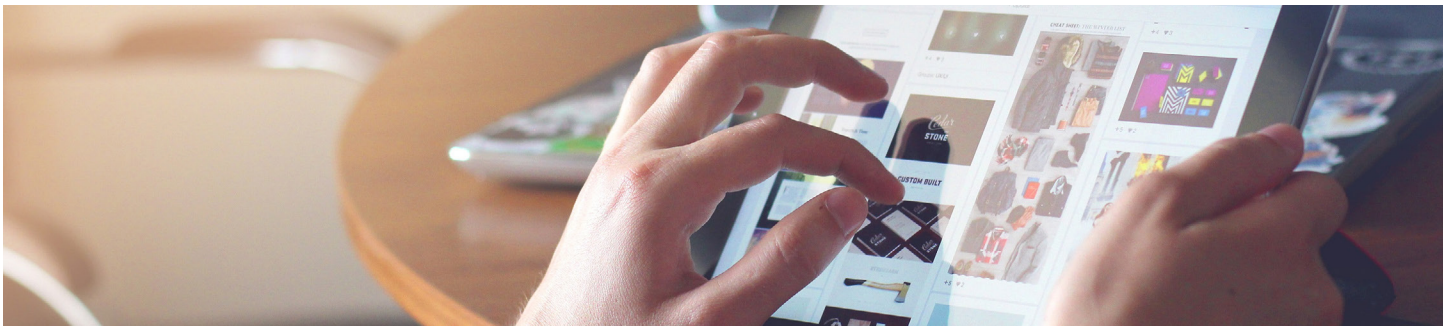
LaTTe is exploring two new technologies: SimConverse and FeedbackFruits.

SimConverse is an AI based application that provides students with communication training. Students can engage in dynamic conversations with virtual AI patients in a variety of clinical and delivery settings. The patients can be chosen from a large, shared library, or instructors can create their own patients. Through the use of AI, patients can change state midway through the conversation and remember the previous state they were in, creating more realistic and unpredictable scenarios for students to practice. There is also a marking aspect to the software where instructors can use the inbuilt AI to automatically grade the conversation against pre-set rubric.



New Technology Demonstrations

Feedback Fruits is a digital assessment platform that LaTTe is exploring two specific modules: Group Member Evaluation and Peer Review. Group Member Evaluation is a module that supports students' collaboration skills in group work activities. Rubrics are used to assist students in evaluating their peers' contribution to group work, and instructors are able to provide feedback on the group task but also the feedback students are providing to their peers. The Peer Review module supports critical self and peer review of learning using qualitative feedback criteria, scales or rubrics.



Technology is about You, the Digital U

Working with our technology partners, LaTTe has created a space of learning and higher thinking where staff can apply technologies to their work.

If you would like to learn how to make your eLearning content interactive and engaging with **Adobe Captivate**, register today for our free one hour online workshop.

If you're interested in finding out how to best use **LinkedIn Learning** to upskill and drive your professional development, there is a free one hour online workshop coming soon. Register now.

Keen to know more?

Contact your **LaTTe representative** or visit LaTTe's webpage.
Have a great day! From your colleagues on LaTTe.

LEARNING FUTURES