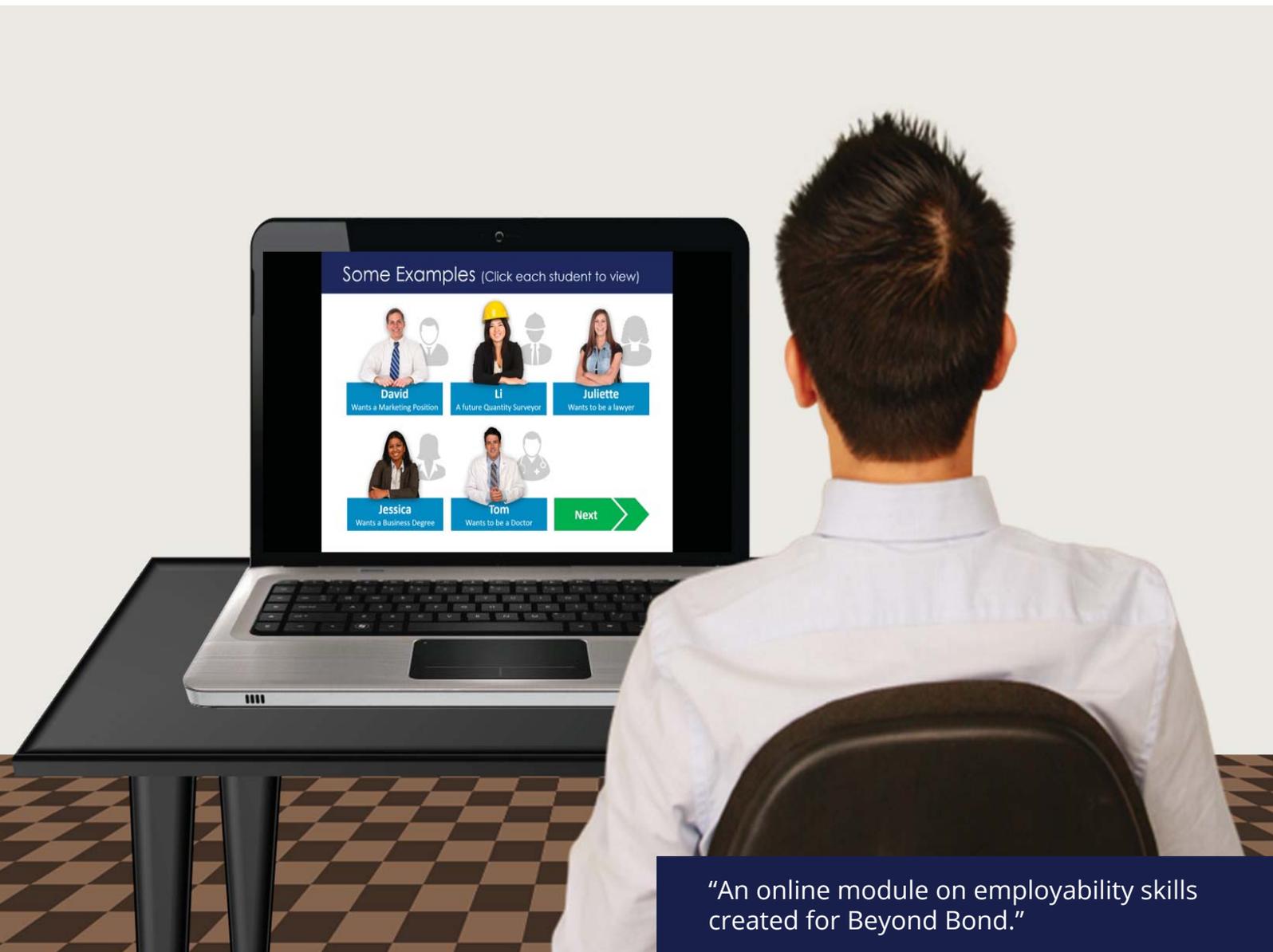


## Shilo Brosnan Online Modules to Support Student Assessment



"An online module on employability skills created for Beyond Bond."

Beyond Bond Professional Development and Community Engagement is a practical, activity-based program, exclusive to Bond University, that aims to enhance student employment outcomes.

Administered by the Career Development Centre (CDC) as a mandatory degree requirement, it extends across the duration of all undergraduate degrees.

The Beyond Bond program ensures that all Bond students engage in various extra-curricular activities that complement their academic studies in addition to certain mandatory Core activities. For semester 152 Beyond Bond integrated several online modules that provided online opportunities for students to complete mandatory Core assessment. Shilo Brosnan explains the impact of these modules on student assessment.

## Tell us what Happened?

*Shilo:* A key component of the Beyond Bond program is delivered via workshops within the other core subjects. There are 2 hours of workshops within each of cores 1, 2 and 3 each semester.

One of the difficulties of this approach is when students miss class, so we wanted an opportunity to help those students review the content presented.

Online modules were created based on existing PowerPoints that were presented during the Core workshops. These were delivered to students through the iLearn Student Learning Management system.

## What Technologies were involved?

The original slides were developed in PowerPoint with quizzes added using iSpring, an interactive authoring tool that works as an add-on to PowerPoint.

Royalty free music was provided using an Audioblocks subscription and the resulting module was added to the Beyond Bond iLearn subject as a SCORM object.

Several short animated videos were also created and embedded within the modules using animation tools such as VideoScribe, Wiideo and Powtoon.

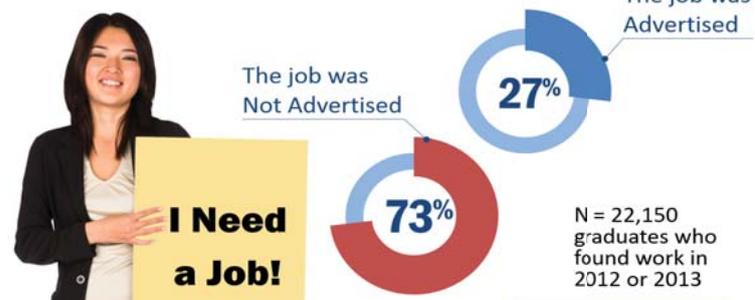
## What did you hope to achieve by using online modules?

The modules provided an alternative option to hosting catch up sessions and workshops which are very time intensive.

Due to the large number of students enrolled in the Beyond Bond program there were challenges in chasing down students for one-on-one catch up sessions.

The modules were also well suited to students who have advanced standing for the Core curriculum and had more difficulty attending the Beyond Bond workshops timetabled within the Core program.

*“The modules provided an alternative option to hosting catch up sessions and workshops which are very time intensive.”*



Animated visuals provide added impact to employment statistics.

## What were some of the benefits of this approach?

The online modules significantly reduced the use of time and resources. Of the students who completed the online modules in Core 1 there was a correlated 100% completion rate of the required assessment tasks for Beyond Bond.

The online modules provided a highly effective way to ensure students were able to complete the required assessment, and potentially indicated that the modules were also an effective means of engaging students with the content.

The module results were automatically tabulated in iLearn grade centre so that it was possible to monitor which students had completed the modules successfully.

## What challenges did you face?

Getting student uptake to initially attempt the modules was a major challenge. The most successful online module completion rate was only 40%.

A potential reason for the low completion rate may have been student difficulty navigating to the resources within the iLearn environment. One of the biggest challenges was due to the nature of the Beyond Bond subject being ongoing, rather than completed within a single semester.

Revisions need to be made to the Beyond Bond modules every semester but it was not possible to update the existing SCORM module in iLearn so a new object had to be created. This was frustrating as it had made it difficult to manage grade centre with the different versions of the modules.

## How did you address these challenges?

We have recently started using system generated individualised emails and this has already had a positive effect as the students feel the email is directed at them, rather than the cohort.

Increasing one-on-one tutor support (core) has also had a positive flow on effect as students are reminded about the online modules and the tasks that they need to complete.

## What advice would you give someone who wanted to try something similar?

Give it a try. Start out with a small group first so you can make sure everything is working well. Allow time to address the issues, and it's always going to take longer than you originally plan.

Also use a variety of approaches, resources and styles. If the modules are too repetitive students will lose interest.

## What conclusions did you come to?

Providing online modules is not a panacea, these must be developed as part of a whole program strategy. Accessing and reflecting on the student data is critical.

You need to be able to assess and reflect on what is working and where students are struggling. Our on-going plan is to address student uptake by developing a more directed strategy.

However despite the challenges, the use of online modules has greatly decreased time spent chasing students and has been a worthwhile addition to the Beyond Bond Program. ■

## Tom's Story



**Industry Experience**  
Tom works many hours in Bond's medical lab and completes a reflection on his experience in his 5th semester. This valuable exercise helps Tom to reflect and articulate the work skills he has learnt. Tom hopes to use this reflection to gain entry into Medicine.

**Intensive Interview Workshop**  
Tom signs up to a mock interview process during his 3rd semester. He knows that medicine is a highly competitive field, and that practice makes perfect. Tom plans to strengthen his critical thinking, communication, ethical thought & action and leadership skills.

**Volunteering**  
Tom has always been caring, compassionate and willing to help. He volunteers at an Aged Care facility during his 2nd semester. Tom builds networks and develops an understanding of the health related issues that currently exist in Aged Care environments.

Students explore fictional career stories helping them to see the value in Beyond Bond activities.

## Jessica's Story



Jessica is confident of the quality of her business ideas, yet is aware that she will need to build the technical business knowledge and some fantastic employability skills to really be successful.

It's not about ideas, it's about making things happen.



Jessica has a plan...

Next

**Shilo** is the current Transformer Program manager. She worked for 10 years as an environmental engineer and project manager both in Australia and the UK before commencing at Bond.

Shilo has a Bachelor of Engineering (UQ), a Masters of Project Management (Bond) and a Masters of Learning & Development (USQ).

Shilo has a keen interest in life skills and is passionate about creating useful and interesting learning experiences for students, supporting the first year experience and assisting students to manage the transition into and out of university.

## Network Map – who do you know already?

Create a drawing of who you know – in the form of a network diagram.

Look for a career/company/industry that interests you.

