

Guidelines: Learning and Teaching Technologies

What learning and teaching technologies are currently supported at Federation University?

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These guidelines describe which learning and teaching technologies are approved for use at Federation University, provides further guidance on how each individual technology should be used and where learning content/material should be stored. As per the [Use of Learning and Teaching Technology Procedure](#), only the approved and supported technologies listed in this document should be used. This is to ensure efficiency and consistency in supporting students and academics in learning and teaching.

Please note: No copyright content may be stored or distributed via any learning and teaching technology outside of the **Course Readings** platform or as outlined in the [Copyright guidelines for teaching](#). Please contact Course Readings for assistance. Storage of Learning and teaching content is governed by the [Use of Learning and Teaching Technology Procedure](#)

Name/Type	Purpose of Use	Supporting Compliance Documents
Moodle Learning Management System Primary L&T portal Access to Turnitin, Kaltura, ePortfolios, Course Readings etc. View support resources	<ul style="list-style-type: none"> Learning content storage (<100MB) ⁽¹⁾ Assessment submission and feedback (documents/quizzes etc.) Record of student activity and engagement Generation of compliance (activity reports - TAFE) Data source for analytics Communication with students via forums and messaging Non-teaching activities (eg. communities of practice, project work, orientation, staff support) 	<ul style="list-style-type: none"> Use of Learning and Teaching Technology Procedure Evidence of Student Participation / Engagement (VET) Copyright Higher Education Assessment Procedure Academic Integrity Procedure Social Media Procedure VET Qualification Delivery Procedure (Delivery and reporting) VET Assessment procedure HESG Dual sector funding contract (Section 7, 10) Standards for Registered Training Organisations (RTOs) 2015 Users' guide to the Standards for RTOs 2015
Kaltura Media streaming View support resources	<ul style="list-style-type: none"> Storage and publication of user generated video and audio-based learning content (My Media) Video assessment and branching video (via Moodle) Note: FedFlix (Public facing) should not be used for Learning Content 	<ul style="list-style-type: none"> Use of Learning and Teaching Technology Procedure
Mahara ePortfolio View support resources Pebblepad eportfolio (Maternal and child health Only)	<ul style="list-style-type: none"> Collation and showcasing of learning experience, evidence and reflective practice Assessment (via Moodle) Digital Resume 	<ul style="list-style-type: none"> Higher Education Assessment Procedure

Adobe Connect Virtual Classroom View support resources	<ul style="list-style-type: none"> • Delivery and recording of synchronous online teaching and learning. (Presentations, Ad-hoc polling etc.) • Virtual office hours 	<ul style="list-style-type: none"> • Evidence of Student Participation / Engagement (VET)
Microsoft TEAMS Collaborative Environments View support resources	<ul style="list-style-type: none"> • Telephony, Video conferencing, Chat • Content sharing ⁽²⁾ • User generated content • Student collaboration • Ad-hoc polling • Synchronous Learning ⁽³⁾ • Non-teaching activity (eg. communities of practice, project work, orientation, staff support) 	<ul style="list-style-type: none"> • Evidence of Student Participation / Engagement (VET) • Social Media Procedure • Copyright
Turnitin Academic Integrity View support resources	<ul style="list-style-type: none"> • Submission of Student Assessment items ⁽⁴⁾ • Similarity checking as part of plagiarism deterrence (Academic Integrity) 	<ul style="list-style-type: none"> • Higher Education Assessment Procedure • Academic Integrity Procedure • Student Plagiarism Procedure
Qualtrics Surveys View more information about Qualtrics	<ul style="list-style-type: none"> • Evaluation of learning and teaching • Surveys for feedback, research etc. 	<ul style="list-style-type: none"> • Student Survey Policy
eReserve Course Readings	<ul style="list-style-type: none"> • Creation of reusable reading lists available to Moodle courses • Store and manages links to Library database content (journal articles, eBooks) and freely available web links • Note: This is the only permissible way to make book chapters or articles available to students electronically under statutory licence. 	<ul style="list-style-type: none"> • Copyright guidelines for teaching • Third Party Teaching Materials • Copyright
Zoom Video conferencing (Performing Arts only)	<ul style="list-style-type: none"> • Zoom supports multiple simultaneous audio, allowing participants sing/play at the same time 	

Potential Issues with using non-supported technologies in learning and teaching

In line with University policy, it is paramount that the appropriate technologies are utilised for establishing clear, effective and supported learning environments for both staff and students. The use of non-supported technology, including the installation of non-approved software, may be in breach of policy and this may have a negative impact on both staff, students and the University. See examples that may arise:

STAFF EXPERIENCE

- **Clarity on where to go for training, resources, and support** – Currently training, resources and support for learning and teaching technologies (Moodle, Turnitin, Kaltura, Adobe Connect and Mahara) reside with CTIQ. Training, resources and support for teaching administration technologies (MS Office 365, Skype and fdlGrades) reside with ITS. The use of external social media apps is not supported by either CTIQ or ITS, and must not be used as a primary means of communication nor as a method for gathering assessment. This guide provides clear direction for staff regarding professional learning, specific to the relevant learning and teaching technology.
- **Compromising integrity** – Quality online learning and teaching centres around choosing the right technology to maximise student learning needs and outcomes of the course – ‘pedagogy before technology’. Learning and teaching technologies must be fit for purpose, and teaching practices should not be compromised to fit the technology. Whilst the use/trial of additional technologies to address short term needs may be necessary, long term use can compromise the integrity of staff teaching practices and student learning outcomes.
- **Sustainability and reusability** – There exists a significant risk of loss of resources should licensing expire and/or access to cloud-based content creators and object storage be revoked. Content created with unsupported tools may also present additional complications issues where updating is required. Centrally located resources, supported within the LMS are encouraged to prevent loss and provide consistency for students.
- **Master Shells and copying of content** – Technologies not integrated with Moodle are not supported during backup, restore and duplication functions, thus exposing staff to lost learning and teaching activities and resources, lost data, and/or may require redevelopment each semester.
- **Copyright/licence compliance** – The University is licenced to make copyright material available for educational purposes under specific conditions and systems. Systemic breach of licences may result in litigation against the University, and/or reputational and financial risk. Loss of licences would impinge on the ability to use copyright content to teach.

STUDENT EXPERIENCE

- **No single point of learning** – Use of technologies not integrated together can result in students missing instructions or messages posted in one platform and not the others. There are challenges with learning how to navigate a multitude of platforms and where to find materials or activities.
- **Limited tracking of progress** – When resources and activities are located outside of the LMS, it is difficult for students to track their own progress. Whilst the likes of MS Teams and social media sites can add benefits to learning, they do not include progress tracking for activities or resources.
- **Inconsistency of delivery** – Multiple systems with undefined use results in different adoption of technology in different courses.
- **Equity of access** – Where students experience vastly different technology experiences across courses, there is potential for the student to feel disadvantaged in one model over another. Students could challenge the University around their lack of progress.
- **Equity of skills** – Using multiple technology systems requires students to be upskilled in additional digital literacies. Student resources may not always be available, placing the burden on students to upskill themselves.
- **Clarity on where to go for training, resources, and support** – Use of technologies not integrated with University approved learning technologies means that the appropriate training, resources and support are either not provided, or inconsistent when developed by individual lecturers.

Written by: These guidelines have been co-developed between staff from the following areas: Centre for Academic Development (CAD), VET Practice Unit, ITS, Library, the Copyright Office and school representatives lead by Adam Barbary, Manager: Learning & Teaching Support and Production. CAD.

The guidelines align with learning and teaching advice described in the column “Supporting Guidance Documents”

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