

K O O N G G A

Bulletin of the Rotary Club Of Ku-ring-gai Inc - Chartered 6th February 1959

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Rotary monthly theme: Rotary fellowships

This week: Club changeover

No Clayton's changeover this year. This is the real thing. Come and celebrate President Tony's 2 years in charge and see him depart in a blaze of glory and President Graham rise like a phoenix in his stead.

Despite (or perhaps because of) raising the membership of the club to 47 by inducting many of his bikie mates, it's not "on yer bike, Tony", even if the golfers in the club are glad to see Graham the golfer take over. Will he start with a membership drive to level the score?

Changeover is also a time to thank the outgoing board of directors and committee chairman, welcome their successors, celebrate the achievements of the past year and hear what's planned for the new Rotary year.

The details: 6.30 for 7 pm, Monday 29 June at Avondale Golf Club, Avon Road, Pymble (black tie or lounge suit).

Last week's guests & announcements

President Tony:

- Welcomed our guest speakers, Emma Adarrio and Suzannah Cowley, and Eunice Price;
- Discovered that giving away oven cleaners is just as hard (and evokes just as much mirth) as acting as a salesman for them;
- Had a go at promoting the latest Microsoft product, but confessed that he wasn't quite ready to do so; and
- Thanked 10 members who have signed up online to assist with the Lifeline Book Fair.

Michael Midlam:

- Spoke enthusiastically about the Rotary Leadership Institute course which he had just completed and strongly recommended it to any member who wants to learn more about Rotary (whether or not they have leadership aspirations); and
- Announced that this year's BowelCare program is in its



final week and strongly recommended that anyone who hasn't had the easy and inexpensive cancer diagnosis test do so.

Vale Past President Harry Jerram

Past President Harry Jerram passed away peacefully on 22 June, aged 89 years.

Harry joined the Rotary Club of Ku-ring-gai in May 1985, with the classification 'Insurance Broking'. He served on the board of directors from 1994 - 1999, as Club Service Director from 1994 - 1996 and was President of the club in 1997/98. He also served on the Welfare Committee from 1998 - 2000. He resigned from the club in June 2006 and became an active Probus Club member.

Harry was the ultimate gentleman, always delighted to greet his fellow Rotarians and their partners (or, indeed, anyone) - as one member put it "always with a twinkle in his eye" - and never had a bad word for anyone. As another wrote "he was well liked and greatly respected . . . in every way a Great Rotarian".

A celebration of Harry's life will be held in the Magnolia Chapel of Macquarie Park Crematorium, cnr Delhi Road and Plassey Road, Macquarie Park at 10 am on Tuesday, 30 June.

In lieu of flowers, please consider donations to the RSPCA.

The value of on-demand learning

This is an article by Lou Coenen (Associate, UTS Business School, UTS Sydney and a member of our club) and Shirley Carr (Accreditation and Quality Manager, UTS Sydney) which appeared in the June 2015 newsletter of 'Business/Higher Education Round Table'.

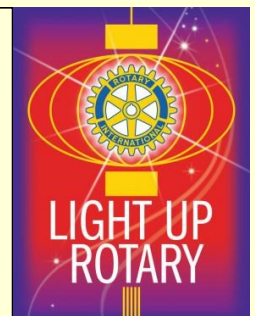
What is "On-demand Learning"?

On-demand education implies that the education experience is available to the learner whenever they choose - wherever they might be - at the level of depth that is desired / needed. This flexibility in time and location is their ultimate value.

MOOCs (Massive, Open, On-line Courses) represent just one example of "any time, any place" (ATAP) education. There is also a wide array of other ATAP-based offerings.

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The club meets every Monday 6.30pm at Killara Golf Club, 556 Pacific Highway, Killara. Visitors welcome (Tel: 9498 2700). www.kuringgairotary.org.au

Rotary International
Theme 2014-2015

- **Instant “information” sourcing** - *Google* and other search engines are the most basic form of on-demand education by providing curated resource lists.

“Wikis” are short overviews of specific topics developed collaboratively by open communities of contributors. Whilst *Wikipedia* is probably the best known globally, there are a wide variety of “wikis” focused on individual topic areas

- **Focused “snippets”** – A number of short textual, audio, and visual information resources covering specific topics are also available. “Snippets” are generally in the under 15 minute range. Examples might include shorter *YouTube* videos, *Khan Academy*, or *iTunes-U*. Over the last five years, an increasing number of shorter, topic specific segments have been made available on-line by Universities, academics, companies, or subject matter experts.

While they are available in both desktop and mobile environments, the main limitation of snippets is that their short duration limits their topic coverage and can't provide learner/teacher interaction. Also they can be either publicly available or restricted to a particular audience. Typically they offer no certification of attendance or successful completion.

- **Focused “classes”**– These learning experiences are typically a single ATAP session of one hour duration. Depending on the topic, these may cover a specific topic in depth and thus be a standalone “class”.

Classes can be publically available or have a restricted audience. The latter are typically fee-based. The main difference between the “snippet” and the “class” is the duration and depth of the content covered. They may have a certification of attendance or successful completion and could earn Continuing Education credits.

- **On-line “courses”** – These are the predecessors and now parallel partners of MOOC's. The term “on-line course” simply refers to any course that is fully or partly available on-line whether free or for-fee. As part of an accredited college course/programme offering, they can earn credits towards a degree.

The Early Days of MOOCs

Many saw the arrival of MOOC's as a disruptive force which would fundamentally change tertiary education. They offered free access to high quality courses from leading universities, and taught by well-respected academics. Further, they were delivered on-line making them accessible from anywhere on the globe given an appropriate internet connection. They represented a fundamental change which reflected the impact of the internet on modern pedagogy.

The Initial Timelines Proved Optimistic

While on-line courses had been available for years, the first MOOC was **Introduction to Artificial Intelligence** offered by Stanford professors Sebastian Thrun and Peter Norvig in 2012.

It was more of an experiment to learn if free internet-based education could have a significant impact on reaching a global community of learners. The sign-up rate greatly exceeded expectations with over 160,000 students in 190 countries signing up even though the courses were ‘not for credit’.

These numbers led to the sudden realisation that the

offering of such courses was not only possible but potentially a significant game-changer.

Over time more universities created MOOC courses and also developed appropriate on-line materials. Many new enhancements improved student learning but unexpected anomalies emerged. These included dropout rates (80%-90%), inconsistent learning outcomes, and challenges with student qualitative assessments.

A number of other issues also emerged including Intellectual Property (IP) ownership, high operational costs, course marketing, accreditation of the course, etc. These issues reaffirmed that these early MOOCs were still relatively experimental and needed changes to achieve their vision.

Fast Forward To Today

Recent research at Harvard has demonstrated that the passive experience approach of MOOCs needed to become a more interactive and collaborative experience.

By incorporating more real-world applications of theoretical concepts and encouraging active social learning among the cohort, completion rates have improved to over 85%. Student satisfaction with the course content and teaching has reached similarly high levels.

Cultural Changes In The Educational And Business Landscape

Many factors are rapidly changing the global educational and business environments:

- **Fast Pace of Change** – The business landscape is changing at an unprecedented pace. The need for on-demand learning is increasing in order for a company and its employees to stay current and survive.
- **Learner-Focus** – The availability and accessibility of information has grown globally consistent with the rise of access to the internet, the speed of communication, and the evolution of “Gen Click”. “Gen Click” includes individuals of all ages who are both computer and applications literate. They expect information to be available 24X7.
- **Rapid optimisation of “course-making” tools and pedagogy.** While there were early missteps, the rapid spread of on-line courses promoted the sharing of research and best practice resulting in improved course retention rates and student pedagogy even in global, multi-cultural, and multi-lingual environments. The passive individual learner experience of the past has changed to one which is much more interactive and collaborative involving the learner, their peers and their teachers. Today's teaching technologies even allow teachers to see the current progress being made by each student thereby making timely remediation possible.
- **Better understanding of the economics of on-line education.** Various course fee structures are still being tested to determine what works best for all parties with fee-based / free / blended charge structures all emerging. This rapidly expanding body of research is providing better guidance for the future.

Increasingly for-fee on-line degree programs are emerging. There are now fully accredited Universities who have developed completely on-line, for-fee degree programmes at all levels and at significantly

lower prices than their on-campus equivalents. This is possible because the underlying costs of offering the courses on-line can be significantly lower than on-campus, can be ATAP, and have the possibilities of significantly larger cohort sizes.

- **The Cognitive Surplus** – Subject matter experts are developing specialist courses either for free or on a for-fee basis outside of the traditional academic environment. The sheer number of these individuals and ranges of experience allows mashups of amazing capability and scope. Sources such as **SkillShare.com** and **Lynda.com** are excellent examples. Major international consulting firms e.g. **McKinsey & Company** and news media e.g. **The Economist**, and other commercial organisations are increasingly providing on-line information and education in ATAP formats either on a free or for-fee basis.

The Value Propositions for Tomorrow's ATAP Education in Australia

Universities are increasingly focusing on educational support for their targeted communities. By working with government, business, and community stakeholders, Australian tertiary institutions can tailor their ATAP materials to community needs whether global or local. The formats can range from snippets through full degree programs covering an extensive variety of topics.

Most of today's ATAP offerings are still targeted around the classic University 18-25 year old demographic. However, this represents only 13% of Australia's population. In looking at the 25 and over age (68.4% of total population), a much wider potential exists for the on-going education of two major groups – those currently in the workforce or who wish to enter it and those who simply want to develop more knowledge in non-employment related areas.

Australia's work force eligible age group represents approximately 54% of the population. This group could benefit from all forms of ATAP education from snippets to full degree programs. Those who simply want to gain new knowledge outside of their "work environment" can be of any age and meaningful access to the right ATAP platforms is likely to initiate study.

Either way, the advantage of ATAP programs is that they can be effectively accessed whilst commuting, travelling, at work, or at home.

The Current "To-Do" List

The arrival of on-line education has reinforced the value of the University as a core resource of knowledge and learning for its stakeholders. However, providing effective ATAP education in all community environments is complex. Some of these challenges include:

- *What Certifications Are Meaningful?* - Many pursue education in order to advance their careers but what accreditation will be meaningful in the business market and acceptable to an employer?
- *What are the best disciplines for ATAPs?* ATAP pedagogy and materials have already established a firm foothold in Australian education. The underlying question is how should a University evolve its focus on ATAP materials. This involves complex educational and ROI decisions.
- *Which learners will benefit from ATAP courses and*

how can they best be reached? What is the profile of the ATAP learner and what courses/materials would best fit their needs as well as the targeted community.

- *What are possible monetisation scenarios?* – As government funding of education declines, ATAP courses and their wider base of potential learners may provide important offsetting revenues and profits.
- There are a number of successful and proposed business models that could be applied. The subscription model used by **Lynda.com** has allowed them to be consistently profitable through the offering of mostly snippet sized mini-courses for a nominal residual monthly or annual fee.
- In addition to the provision of traditional for-fee courses, Universities can have ancillary income streams by charging for tailored courses and materials delivered to their traditional students as well as providing tailored "packages" to companies and associations who want bespoke materials and courses to fit their internal needs. The mode of delivery of tailored packages is especially important for organisations with widely distributed operational facilities that may not be in close proximity to the campus of the educational source.

Summary:

The rise of the MOOC's has had a disruptive impact on education. However, rather than being negative, they, and the wider range of ATAP materials, are greatly expanding the value that Universities can bring to their global, federal, state, and local communities. In 2012 UTS Professor Timothy Devinney identified the reasons why MOOCs and thus ATAP courses/materials are a fundamental part of the modern University. "Technology has finally caught up with the ideal... individuals have learned how to learn without direct instructions... they allow younger people to learn in a way they are comfortable learning..." and "they reduce the major cost of education by being flexible in terms of a personally valuable and non-replaceable asset... time. (Devinney, 2012)

As one would expect from such a relatively rapid and significant evolution, there are many hurdles and opportunities. Ultimately, solutions will be found and new futures will unfold in ways that we can only imagine today.

Last week: Emma Adarrio and Suzannah Cowley: The magic of Roseville Cinema



Emma Adarrio's family bought the Roseville Cinemas in 1975, when she was 2 years old, so she cannot remember a time when they were not part of her life. She learned the business "from the ground up", working in all the roles of running the cinemas. Her father, Hans Van Pinxteren, died when she was 17 and after that she helped her mother continue operating the cinemas.

Roseville Cinemas has long been a fixture of the North Shore community. The building was originally erected in the early 1900's by Ku-ring-gai Council to serve as the Town Hall for the area. It was used for dances and festivities, a meeting place for locals and for Roseville College

events. When World War I broke out, the first Australian recruitment drive for soldiers was held in the building. Emma displayed the recruitment poster, along with other movie memorabilia.



In 1919, after the war, the building was renamed Traynor's Picture Palace, and so began the journey to becoming the cinema we know and love. In 1936 DB O'Connor, (a pioneer of Australian film production,) renovated it in beautiful Art Deco style to a large theatre with a seating capacity of over 500 people.

Since then, it has remained a family owned business with close connections to the local community. Emma recalled her father entertaining patrons by singing on the stage - he would sing 'happy birthday' to celebrating moviegoers - and special events such as hiring 2 camels for the première of 'Burke & Wills'. On one occasion, the family even stopped the traffic on the Pacific Highway for an event.

In 1995 the building was converted to a twin cinema, and in 2011 it underwent a massive overhaul, replacing both ageing film projectors with state-of-the-art digital technology. Now the projectionist has become an usher, as movies are downloaded via the internet and can be pre-programmed to run and can be controlled remotely.

The building is one of the few surviving independent cinemas in Sydney's suburbs, resisting the encroachment of multiplexes by dedication to showing a range of top-quality local and foreign films, and continues to be an important part of the community. Patronage has increased in recent years, partly due to links with local businesses (such as combined restaurant and movie deals). The building is heritage listed with the National Trust.

Next week: Mahiar Mahjoub: The International Genetically Engineered Machine (iGEM')



The International Genetically Engineered Machine (iGEM) is an annual international competition for undergraduate research in synthetic biology. Established in 2004 by the Massachusetts Institute of Technology, it has

grown in size and prestige each year, and now includes over 200 teams from universities around the world.

iGEM teams design and carry out their own research projects, and are given the opportunity to present their work at an international conference (the iGEM jambo-ree). Each project is aimed at solving real-world problems using novel genetic technologies. Some of the work done by past iGEM teams has been developed into practical applications in human health, agriculture, and environmental management, and the results of many projects have been published in prestigious scientific journals.

iGEM provides students with a complete scientific experience, from designing and troubleshooting experiments

to presenting work to an international audience, and it teaches undergraduates key skills for careers in scientific and industrial research, that will enable them to advance the frontiers of scientific understanding. iGEM also introduces full-time researchers and undergraduates to a growing international community that advocates open-source technologies and transparency in scientific research, with all findings from the competition made publically available without charge.

Mahiar Mahjoub is a member of this year's team from the University of Sydney, which will be studying the use of bacteria for synthesis of chemicals that are vital for our health and industries, and also degrade industrial pollutants detrimental to the environment. The team is trying to develop fast growing and efficient strains of the bacteria *E. coli* which can synthesise epoxides from alkenes. Mahiar will describe how he and his fellow undergraduate team members, whose studies range from molecular biology, biochemistry, mathematics and computer science to engineering, are tackling the challenge.

Travellers' tales

From Istanbul, Turkey.

First opportunity with sufficient internet access to read Koongga. Thanks for another great read Michael.

It seems that all 20 million residents must pass nearby our hotel! Lots to see, lots going on, traffic a madhouse, but very friendly people - including the shopkeepers who hang outside their shops and pounce on you as you walk by - very politely of course. Adele's travel agency booked us into the best boutique hotel we have ever experienced. The manager sat down with us on arrival for nearly an hour and over a cup of Turkish coffee ensured we will enjoy our 6 day stay and see and experience all the good stuff.

Photo of Hagia Sophia museum in Istanbul. Built 532-537 AD, for about 1,000 years this was the largest church in the world and glory of the Byzantine Empire.



Also, a nearby street with lots of restaurants where we ate last night. As part of the service the restaurant manager collected us in his car from the hotel - a common occurrence apparently, even though it was only 2 blocks



away. I wonder if it was because of the danger of us being tempted to go to another if we walked there, as they all have spru-

ikers to hassle passers-by.

Bob Ivey

Calendar of events

July	6	Mahiar Mahjoub: The International Genetically Engineered Machine ('iGEM')
	13	Theo Glockemann: Rotary Australia World Community Service
	20	Darcy Sharpe: Living with the aid of a guide dog
	27	
August	3	
	10	
	17	
	24	
	31	
September	7	
	14	
	21	
	28	
October	5	

Club officers and committee chairmen 2014-15

Board of directors

President	Tony McClelland
Vice President	John Aitken
President Elect	Graham Timms
Secretary	Geoff Hungerford
Treasurer	Graham Maslen
Director - Membership	Greg Newling
Director - Public Relations	Michael Midlam
Director - Club Administration	Joy Newling
Director - Service Projects	John Aitken
Director - Rotary Foundation	Graham Timms

Service committee chairmen

Club Service	Joy Newling
Vocational Service	Michael Midlam
Community Service	Ross Lambert
International Service	Roger Desmarchelier
Youth Service	[Vacant]
Bobbin Head Cycle Classic	Bob Elsworth
Sergeant-at-Arms	Malcolm Braid

Club committees 2014-15

Administration: Joy Newling, Geoff Hungerford, Rob Hall, Graham Maslen, Michael Tyler (Koongga)

Bobbin Head Cycle Classic: Bob Elsworth, Graham Timms, Tony McClelland, Ross Egan, John Aitken, Michael Midlam, Emyr Evans, Dilys Geddes, Geoff Hungerford, Jack McCartney, Linda Lam-Rolfs

Club History: Malcolm Braid, Tom Jackson

Community: Ross Lambert, Michael Midlam (Bowel scan), Lou Coenen, Linda Lam-Rolfs, Gary Dawson, Roger Desmarchelier, Chris Hoch (Red Shield), Caroline Jones, Nick Kenyon, Loïc Lacombe, Ross Egan (Daffodil Day)

International: Roger Desmarchelier, Graham Maslen, David Forsythe, Peter Tang, Georgina Manning, Lindsay Forest, Loïc Lacombe, Emyr Evans, John Aitken

Membership: Greg Newling

Public Relations: Michael Midlam

Rotary Foundation: Graham Timms, Peter Tang

Vocational: Michael Midlam

Youth: Joy Newling (acting), Bob Ivey, Malcolm Braid, Tom Jackson, Ted Price, Joyce Enos, Greg Goodman, Linda Lam-Rolfs, Jack McCartney