ACODE Workshop 82

Bringing Learning into the Online Space: Adapting our TEL Strategy to the new normal

Murdoch UNIVERSITY

Mike Fardon
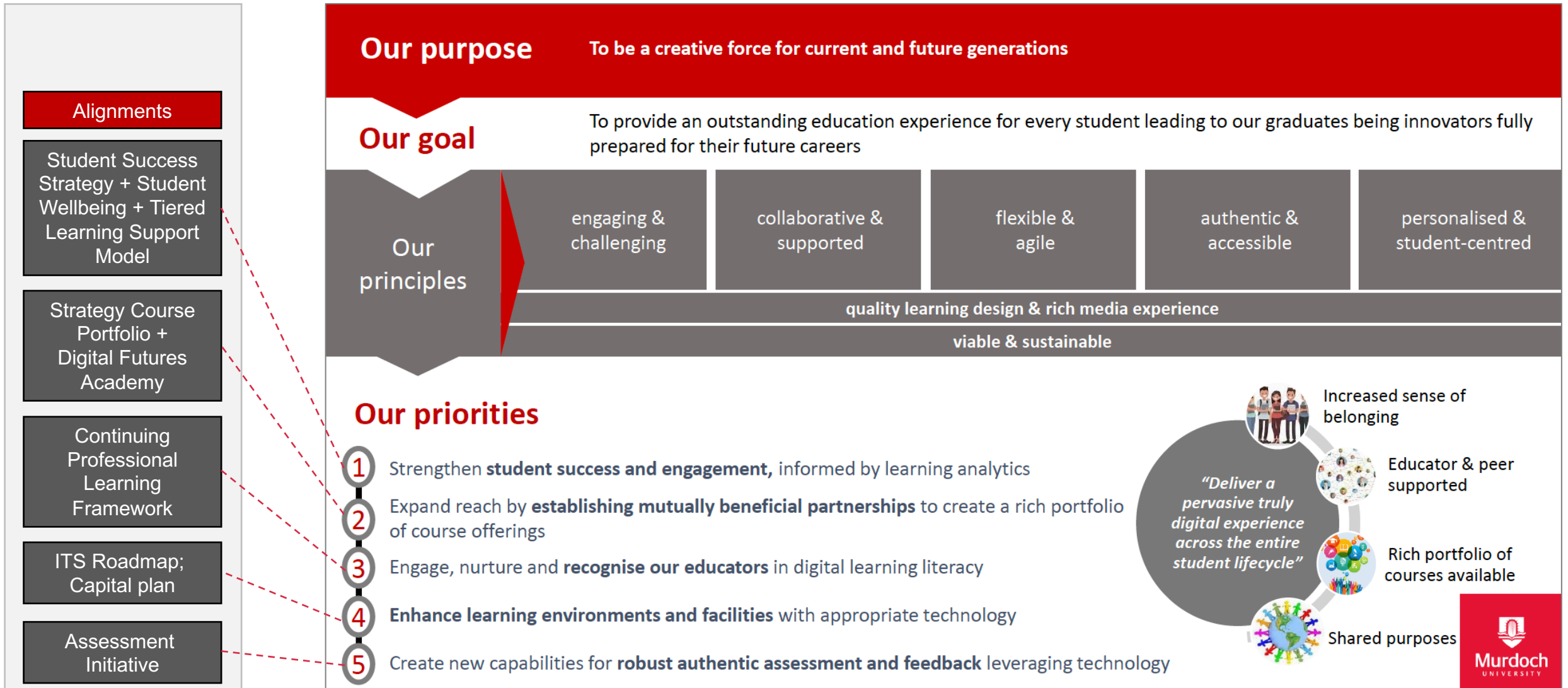**Senior Manager, Learning and Innovation**

(Astrid Davine
Manager, Digital Design)

5 November 2020

Technology Enhanced Learning (TEL) Strategy

Enhance the digital experience across the entire student lifecycle

Alignments

- Student Success Strategy + Student Wellbeing + Tiered Learning Support Model
- Strategy Course Portfolio + Digital Futures Academy
- Continuing Professional Learning Framework
- ITS Roadmap; Capital plan
- Assessment Initiative

Our purpose
To be a creative force for current and future generations

Our goal
To provide an outstanding education experience for every student leading to our graduates being innovators fully prepared for their future careers

Our principles

engaging & challenging	collaborative & supported	flexible & agile	authentic & accessible	personalised & student-centred

quality learning design & rich media experience

viable & sustainable

Our priorities

1. Strengthen **student success and engagement,** informed by learning analytics
2. Expand reach by **establishing mutually beneficial partnerships** to create a rich portfolio of course offerings
3. Engage, nurture and **recognise our educators** in digital learning literacy
4. **Enhance learning environments and facilities** with appropriate technology
5. Create new capabilities for **robust authentic assessment and feedback** leveraging technology

"Deliver a pervasive truly digital experience across the entire student lifecycle"

- Increased sense of belonging
- Educator & peer supported
- Rich portfolio of courses available
- Shared purposes

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Strategy	Murdoch University Strategic Plan and Future Horizon 2017-2027				
	Students and Education Strategic Plan 2018-2023				
	Technology Enhanced Learning (TEL) Strategy				
Plan	Educational Technology Roadmap			Course/Unit Transformation Plan	
Operations	People (Academic and Professional)	Partners (Internal and External)	Services	Students	Learning Environments (Spaces, Platform and Technologies)	Digital Learning Standards and Related Policy Areas
Governance	University Education Committee (UEC)				
	Technology Enhanced Learning (TEL) Steering Group	College Academic Committees	Academic Quality Committee (AQC), incl. Professional Learning Committee	Strategic Course Portfolio Committee	Technology Investment Committee (TIC)	Capital Projects Investment Committee (CPIC)
	Project teams e.g. Micro-credentialing; Assessment and Feedback; Student Success				
Measures	Learning Analytics				
	ACODE Benchmarks for TEL (biannual)	Jisc Digital Experience Survey (annual)	TEL Staff Survey (annual)	Staff Engagement Measures	Unit Evaluations (each teaching period)	Related QILT Measures

Technology Enhanced Learning (TEL) Framework

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Top 6 Initiatives (2020) – Core and Candidates

Implementing Digital Learning Standards
(+ employability, wellness, study skills, digital fluency)

Education Analytics v4.0
(for student success and continuous improvement)

Murdoch Global (branding TBD)
(strategic approach to online program management)

New Academic Building
& Learning Spaces Taxonomy

Micro-credentials Roadmap

Staff/Student Microstudio &
SimLab Centre Proposal

Authentic eExams

Academic Efficiency with
Grades Transfer Rollout

ePortfolios &
Career Learning &
Employability

Learning Platform
Ecosystem Explorations

COVID-19: Key Phases in L&T Continuity

Phase 1: Supporting students in China

Phase 2: Preparing for future scenarios

Phase 3: Contingency for off-shore TNE locations

Phase 4: Implementation of contingency plan for Dubai campus

Phase 5: Readiness for onshore continuity

Phase 6: Implementation of 100% online for onshore learning and teaching

Phase 7: Implementation of online exams and 100% online for Singapore campus

Phase 8: Onshore resumption of learning and teaching

Phase 9: 2021 learning and teaching delivery model

Onshore Scenarios

Infectious disease outbreak

- Managed through scenario playbook
- L&T continuity managed through customised catch-up approaches

20-30% non-attendance at campus

- Original scenario that was established some weeks ago
- Assumes students (and staff) may not attend campus due to self-isolation, illness or preference

Online lectures and tutorials

- Model to support physical distancing for our learning and teaching activities

Campus closure for students (partial)

- Forced closure based on formal advice from authorised government agency, similar to what has occurred in other countries

Offshore Scenarios

Closure of Dubai campus

- Already in play
- Possibility of extension impacting exam period

Closure of Singapore campus

- Currently DORSCON ORANGE
- DORSCON RED would mean cessation of all f2f teaching
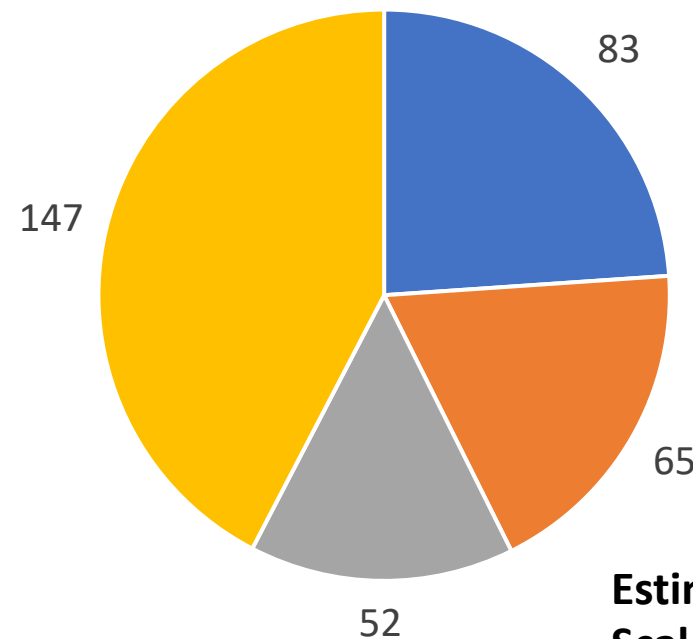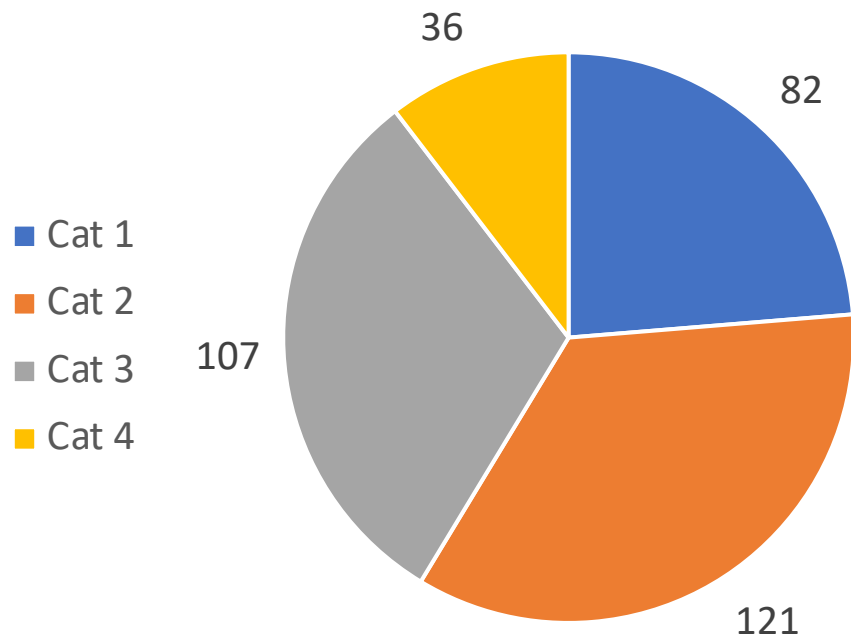
Functional Responsibility for L&T Continuity

Function Responsibility	Kylie Readman (PVC-E)				
Key College Stakeholders:	Michelle Picard and Mark Israel (Deans L&T) Andrew Webster and Graham Hardy (Deans AO)				
Function Lead	Mike Fardon (Snr Mgr L&I)				
Assessment Principles	Kylie Readman (PVC-E) for noting with Academic Council				
Baseline Readiness Stream	**Delivery of Online Classes** Clarence Sin Martin Hill (backup)	**Assessment Scenarios** Astrid Davine Shannon Johnston (backup) Jenny Lai (exams)	**Learning Resources** Jeff Asselin Kyra Klaasen (backup)	**L&T Systems** David Edwin Michael Nodding (backup)	**Labs** Mark Israel Nick Psanoudakis
Unit Readiness Coordinators	**ABLSS** Miriam Everall	**SHEE** *Distributed*		**PVCE** Rebecca Wilkinson / Astrid Davine	
Support Stream	**Academic Support** Robin Baker Richard Lefroy (backup)	**Learning Support** Stephen Johnson	**Student Advice** Amy Cleasby	**Student Mgnt** Irina Walters	**Student IT Support (BAU)** Andrew Bell
Lead stakeholders from ITS Stream	Michael Grant, Anthony Wishart, Damien Patrick, Jarren Beveridge, Bart Kuiper				
Work/study from Home Stream	Michael Grant, Julie Whitlock, Jackie Taylor, Aman Alagh				

L&T System Priorities

Priority	Description	Status	Cost
Live webcasting of classes using Echo360	Most relevant to supporting scenarios of growing number of students not attending campus	• Ready to implement if required	20K for 2020 (Est only)
Scale up virtual conference solution (Zoom or Blackboard Collaborate)	Mandatory requirement to support online delivery expectations for whole campus operations	• Prioritise Collaborate Scale-up • Zoom as back-up option	50K for 2020
Support for online exams	Rapidly deploy ProctorU to support online exams, initially for Dubai campus.	• Analysis, vendor engagement, costing underway	TBD
Moodle capacity	Projected 100% increase in use of Moodle during the next 6 months. Online exams requiring further analysis	• Analysis initiated	TBD
Blackboard Ally	Improve accessibility of learning resources	• Timing likely now to prevent progress	20K imp 40K ongoing

Model for final assessments (online exams)

Type 1: Open task	Type 2: Flexible exam	Type 3: Timed exam
• Submission **due date** occurs in the final assessment (exam) period • Made available to students **48 hours or more** before it is due	• **Timed**, but student complete anytime within a **23-hour** window • **7am to 6am** the next day	• **Timed**, beginning at a specific time and day
	• Duration of 1-hour, 2-hour or 3 hour • Standard additional time allowance	• Duration of 1-hour, 2-hour or 3-hour • Standard additional time allowance
• Moodle Assignment tool	• *Moodle Assignment tool*, or • Moodle Quiz tool	• Moodle Assignment tool, or • Moodle Quiz tool
Open book conditions		
Timetabling will be set by the Exams Office		
Appears in exam timetable		

Focus for continuous improvement?

Suggested focus areas…	Comments
1. Continued focus on **active learning** practices in virtual classes	• Student feedback continues to indicate this remains an important area of improvement, though students don't expect perfection • Some staff are beginning to embrace technology options to facilitate active learning

2. Production of **quality learning resources** to substitute lecture "content"	• Recycling the "blended learning" experience
	   • "Chunking" longer lectures into logical topics
	   • Interactive resources using tools available

3. Alignment with assessment principles, e.g. **authentic** online exams + alternatives to exams	• Continued emphasis on constructive alignment leading to authentic assessment • Connects with academic integrity
4. Progress use of **data and analytics** to inform practice and service delivery	• Understand the stages of evolution: descriptive, diagnostic predictive, prescriptive • Requires commitment, investment and capacity building

…balancing with fiscal and workload challenges that are evident

Where are we headed in learning and teaching for 2021 and beyond?

Units that still have face to face lectures will transition to other forms of engagement with content utilising online tools and platforms.

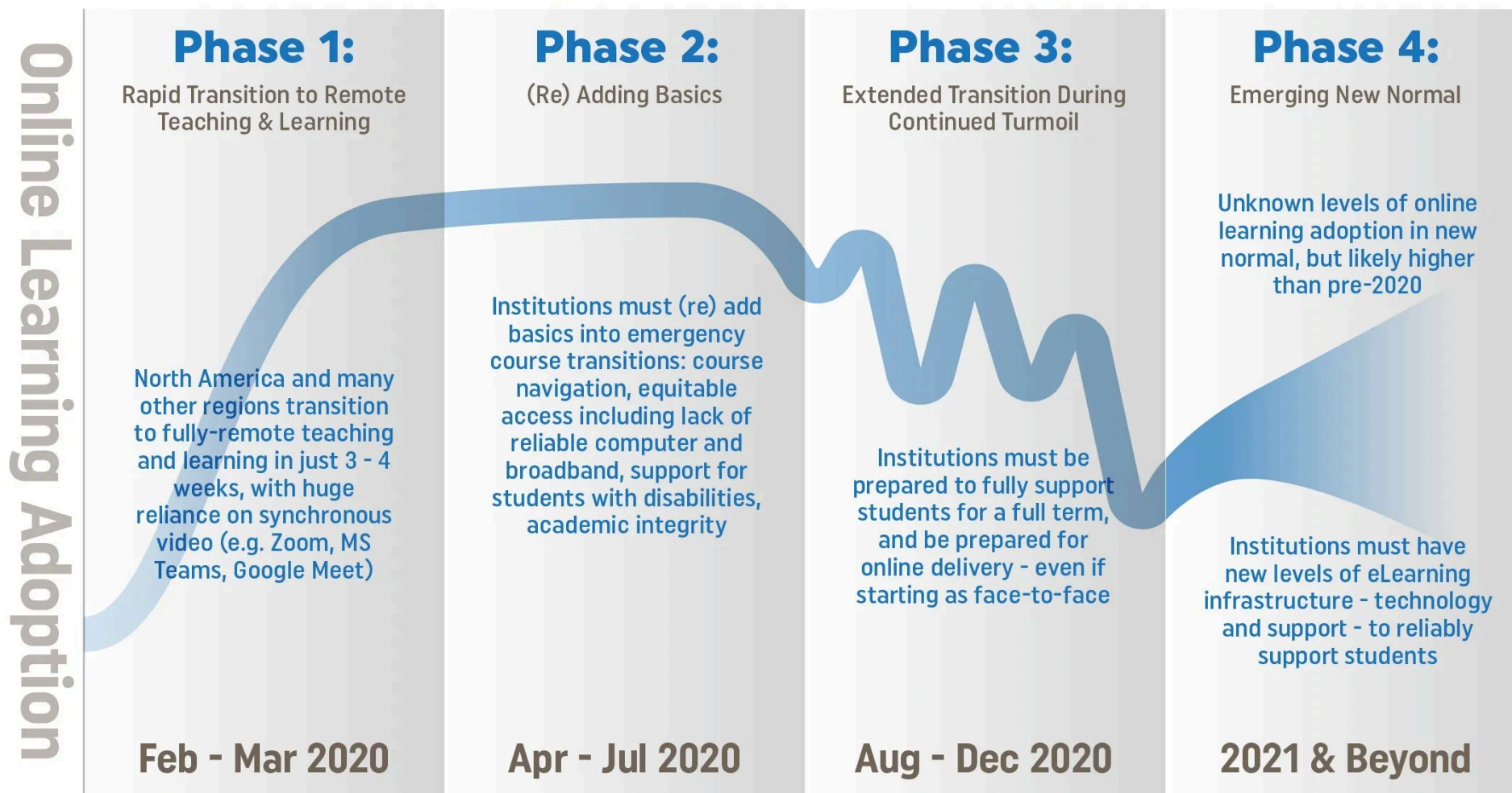Tutorials, workshops and labs will continue to be held face to face.

For students who cannot attend campus, or who choose not to, online options will need to be available, except in units where the experiences cannot be replicated in an online environment.

All activities scheduled for face-to-face interaction must adhere to appropriate physical distancing and hygiene requirements.

For all online materials and activities, the Digital Learning Standards will be the guide.

Time, as well as central and college support, will be provided to complete the transition to increase online engagement in 2021.

Hill, P. (2020, March 31). Retrieved from https://philonedtech.com/revised-outlook-for-higher-eds-online-response-to-covid-19/

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