ACODE-CADAD Workshop, November 5th 2015 – Pre reading and call for facilitators

Dear Colleagues

We are rapidly approaching our event on the 5th November. Details are found on pages 2-4 and we encourage you to read through these and some of the hyperlinked material before the event. As you probably know the intention is to explore three contemporary yet future orientated issues affecting many of our institutions and us.

We are also seeking help from our member to run the day. We are asking for six volunteers to work as facilitators or rapporteurs as described below.

Facilitators x 3
Your job is to facilitate discussion of the sub-themes using whatever techniques you are most comfortable with but ensuring a wide discussion and individual contributions. We aim to have some online collaboration tools available on the day such as *Padlet* but be prepared to work in analogue mode if necessary! Please note the outcomes of each of the sub-themes. All have a common outcome:

In generating outcomes to your discussions, consider a number of stakeholder perspectives and how these might be influenced; what are the implications for these stakeholders, i.e. ourselves (ACODE-CADAD, our offices and staff), or institutions (DVCs, CIOs, COOs etc.), and for government (the Minister, Department etc.), others?

And others specify a technique (e.g. SWOT), a timeframe (e.g. 3-5 years), or areas we would like the discussions and outcomes to consider. Feel free to modify within reason and preference.

Rapporteurs x 3
Your job is to take observations of and report back on the proceedings of the discussion(s), especially at the end of the day when we will ask you for the general findings and outcomes distilled from the group discussions. Depending on the usability of the findings we are planning to produce a report or similar publication as a consequence of the day so your role is important in capturing the discussions and themes arising.

Facilitators and Rapporteurs
Although we are not operating the day in traditional 'world-café' style, we would like to maintain some continuity for the delegate groups who will be discussing the three sub-themes. We ask therefore that each sub-theme have a dedicated facilitator-rapporteur pairing for the day and that you brief incoming groups on the deliberations of the previous group you will have facilitated. We appreciate this limits your personal ability to be involved in all of the sub-theme discussions but it will ensure depth of discussion and reporting as a consequence of the day.

If you are prepared to help on the day we would be delighted to hear form you as soon as possible by contacting cadad-sec@mq.edu.au or secretariat@acode.edu.au

We look forward to seeing you in Adelaide. Please remember to register for this one-day event through Eventbrite and for your own ACODE or CADAD meetings through the usual channels.

Many thanks.

Helen Carter (ACODE President)   Ian Solomonides (CADAD President)

Designing the Future
Provocateur James Hamilton, MQ
Facilitator TBC
Rapporteur TBC

A recent EDUCAUSE paper discussed potential gaps between current LMS platforms and tools, and the future of, "Next Generation Digital Learning Environments", (NGDLE) where the principal functional domains are, "…interoperability; personalization; analytics, advising, and learning assessment; collaboration; and accessibility and universal design". The paper argued that there is not a single "über" application that can meet these needs and that a building block or "Lego" approach is required where we need to, "… invent new architectures that support a digital confederation." and, "invent a model for technological coherence…".

All well and good, however, unlike the *Lego Movie* (2014) there appears to be no unifying thought in the paper about how this might be established, let-alone governed; there is no *Man Upstairs* or *Master Builder*. Much is discussed about standards, interoperability, tools, design and experience but only passing reference is made in conclusion to the EDUCAUSE paper where, "The culture of higher education teaching and learning must evolve to encourage and even demand the realization of the NGDLE. We need to adopt "NGDLE thinking," … We must, as a community, encourage one another to move culturally and socially into the NGDLE mindset."

As many of our institutions contemplate changes of our own LMS environments and platforms it is timely to imagine what the LMS may look like in 5 years time. In doing so what drivers will we be responding to and how?   What risks will we be attempting to mitigate? What will the implications be for our organisations?

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The Health of the System
Provocateur Cassandra Colvin et al., UniSA
Facilitator TBC
Rapporteur TBC

Following the ecology theme, we can imagine higher education as a set of nested systems from the individual/classroom (micro) level through the institutional/sector (macro) level and within these systems, a number of variables interacting with each other. We attempt to 'measure' or evaluate variables within the system using a variety of tools, techniques, and data to inform students, teachers, institutions and governments about the health of the system.

Citing a Jisc report on Learning Analytics in a recent blog, Martyn Harrow, Jisc's Chief Executive says that, "… current use of analytics focuses on monitoring student engagement and on preventing dropout among 'at risk' students, as well as helping to improve the grades of students not at risk of dropping out. However, there is scope for universities to go much further." At the same time, the Australian Government is endorsing a number of Quality Indicators for Learning and Teaching (QILT) surveys that target the student life cycle, whilst in the UK there are calls for widespread adoption of the United Kingdom Engagement Survey (UKES) based on the NSSE, and now proposals for a Teaching Excellence Framework. And there are many other examples of data being gathered into system health and performance to provide to actionable insight to higher education stakeholders.

In a higher education system that increasingly relies on this kind of data, what are the strengths, weakness, opportunities and threats that you see emerging over the next 3 to 5 years and how can we help our institutions respond appropriately? You may wish to consider the implications from a number of different stakeholder perspectives, such as students, teachers, educational leaders, policy makers etc.

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Work and Life Readiness
Provocateur Shelley Kinash, Bond.
Facilitator TBC
Rapporteur TBC

One of the contemporary trends in higher education and declared mission of many universities is to prepare students for 'employability'. Other outcomes are sometimes associated with this, notably entrepreneurship and other capabilities or attributes associated with preparing students for work and life. Allied to this, there is much talk attached to trans disciplinary teaching and the preparation of graduates and lifelong learners for a future that requires 21st Century skills and capabilities. The formation of graduates will therefore require much more than a degree based on discipline content and conferral. It will require a radical rethinking of what we teach, what students learn and how that learning might be demonstrated for credentials and to potential employers.

Following the idea of the learning ecology, what do you see as the major forces acting on graduate work and life readiness now and into the future? What new approaches to educating for the future can we imagine and how do digital technologies impact on this? In short, how can universities better prepare students for work and life readiness?

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Scehdule	4
From 9:00am	Tea & Coffee - registration
9:30am – 10:00am	**Welcome –** DVC Flinders, ACODE President, CADAD President,
SESSION 1	
10:00am – 10:20am	Setting the Scene - Stanley Frielick and Jo McKenzie
10.20am – 10.35am	Provocation 1 – Designing the Future, James Hamilton
10:35am – 12:00pm	Group work 1 – each group works on one of the themes
12:00pm – 1:00pm	Networking Lunch
SESSION 2	
1:00pm – 1:20pm	Provocation 2 – Health of the System, Cassandra Colvin, Shane Dawson, Tim Rogers
1:20pm – 3:00pm	Group work 2 – each group cycles to work on a new theme
3:00pm – 3:30pm	Afternoon Tea Break
SESSION 3	
3.00pm – 3.20pm	Provocation 3 – Work and Life Readiness, Shelley Kinash
3:20pm – 4:30pm	Group work 3 – each group cycles to work on a new theme
4:30pm – 5:00pm	**Wrap Up** – reporting back from the rapporteurs and next steps
SESSION 4 – Networking/Learning Spaces Tour	
6.30pm for 7:00pm	ACODE / CADAD representatives and guests **Workshop Networking Dinner**