

# APRU Distance Learning and Internet Conference 2003



*Anne Forster: The University of Sydney*



# The Human Dimension:

## Working together on distance learning projects

- Globalisation and the challenges of partnerships
- Characteristics of research-intensive universities
- Resistance to distance learning and ICT adoption
  - Undermining or liberating at the personal level
- The new economies of learning and teaching
- The planning process for distance and elearning projects





TARGET

*Learners*

ALIGN

*Institution*

DESIGN

*Environment*

CONNECT

*Infrastructure*





## ① Target the learners

- Characteristics of the learners
  - : Prior Learning
  - : Learning Styles
- Their context(s) demographics / needs
- the competitive environment
  - ie. Market analysis and segmentation





## ② Align strategically with the institution

- MISSION
- GOALS
- CORE VALUES





## ③ Design the Learning experience/ environment

- Curriculum / Learning resources
- Interactions / Activities / Assessments
- Accreditation / Quality assurance
- Support services:
  - Academic
  - Library
  - Technical
  - Remedial
  - Social/Health and well-being
  - Identity/Brand





## ④ Connect and align with the infrastructure

- Leadership
- Structure and governance (internal and external)
- Investment/Resources
- Partnerships & People
  - the broader team: academic & professional
  - professional development and training
  - rewards/incentives
- Administration
- Technology and Communication
- Continuous improvement and evaluation
- Promotion, marketing and scholarship



# Ageing and Aged Care: A world-wide concern

---

## ★ Innovation:

Creative design and educational technology to target the social, health and economic impacts of Australia's ageing population.

## ★ University wide investment strategy:

An initiative of the Vice-Chancellor's strategic development fund.

## ★ Multi-faculty/interdisciplinary enhancement:

Creative interdisciplinary responses to professional associations, government and industry that complement existing University resources.

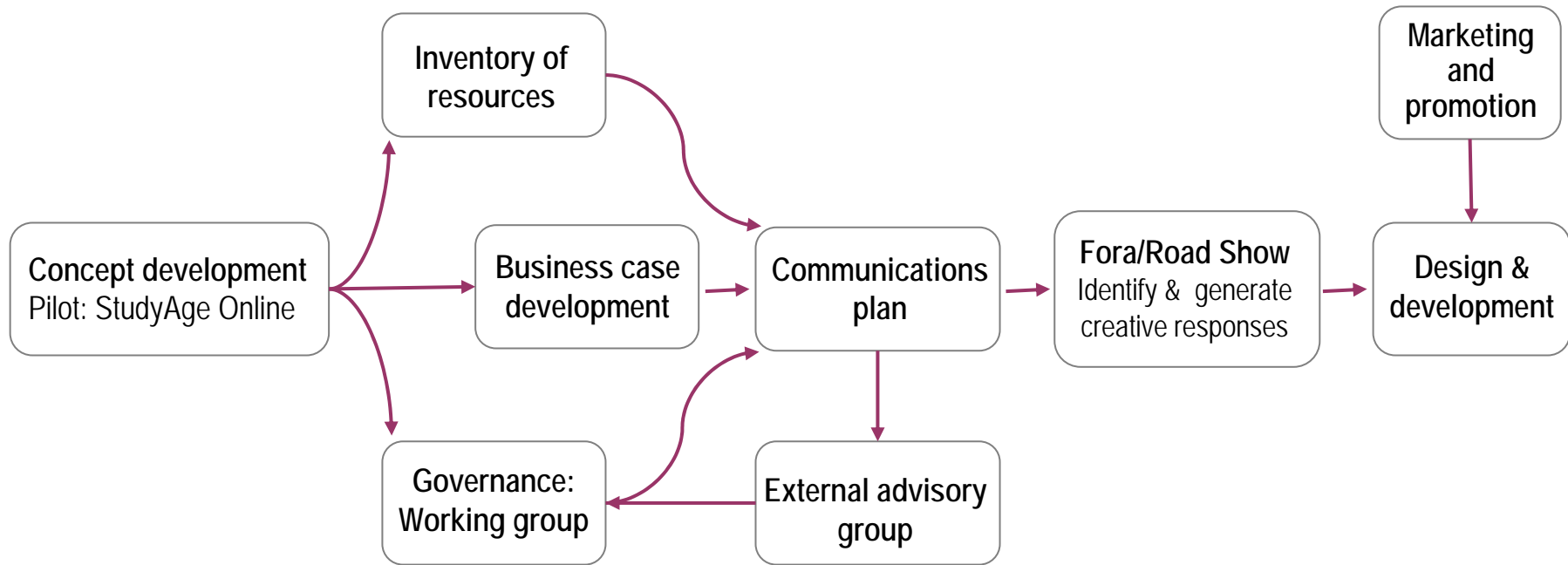
## ★ Pooling of learning resources:

Units of study and learning resources will be designed for multiple purposes.

## ★ Academic governance:

Governed by senior academics, led by a world renowned researcher and coordinated by the Vice-Chancellor's Special Projects Office.





# Personal Perspectives



- Teachers
- Course developers
- Administrators
- Policy & Planners
- Learners



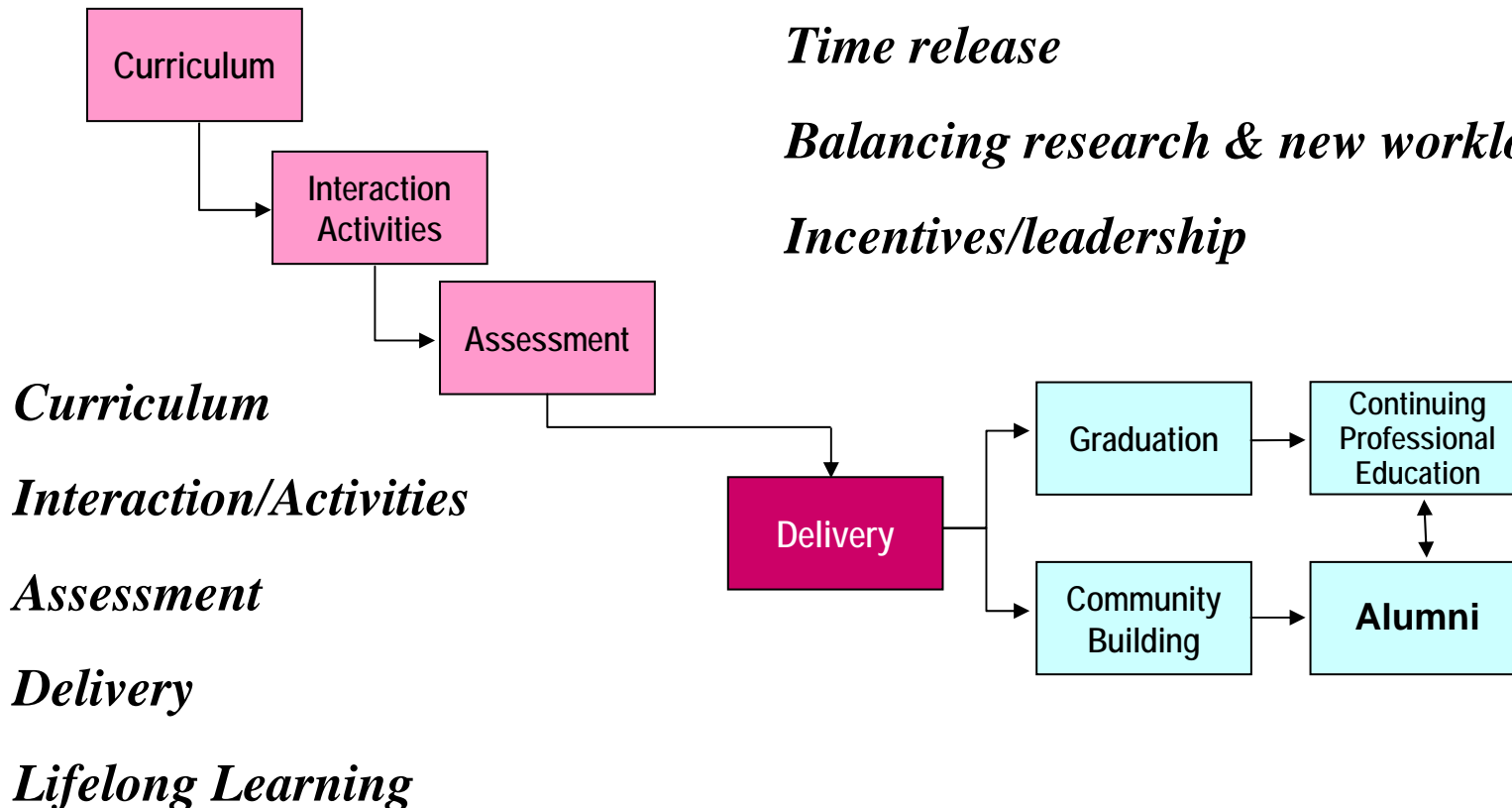
*Anxiety, Resistance*

*Professional development*

*Time release*

*Balancing research & new workloads*

*Incentives/leadership*

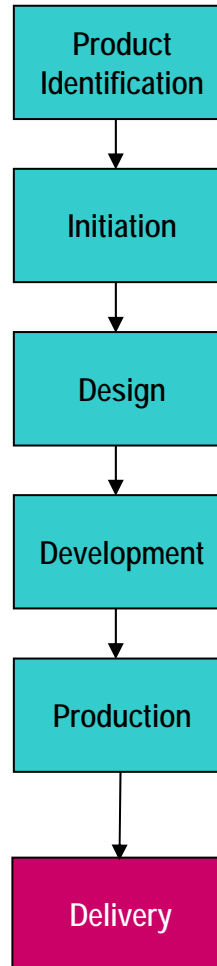


*Workload: demand high*

*Engagement at the start up or the fix up*

*A service provider or a team member*

*Incentives/rewards*



*Product Identification*

*Initiation*

*Design*

*Development*

*Production*

*Delivery*





## *Recognising the value chain: integration and coordination*

*Identifying the target audience: Customer/sales*

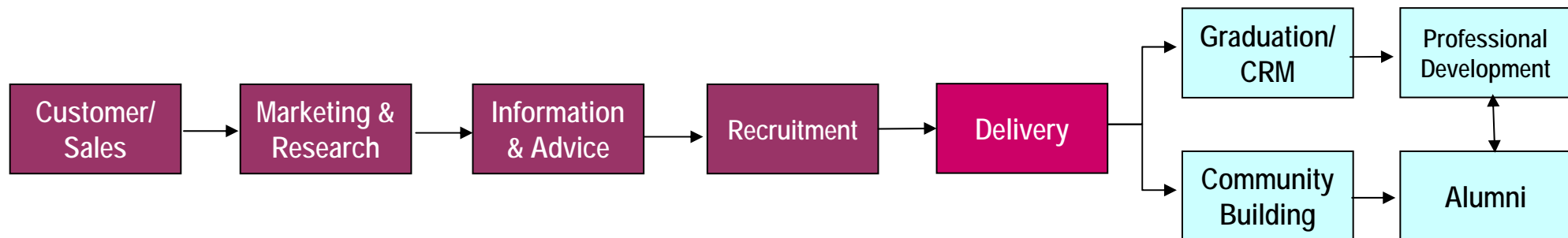
*Characteristics and needs: Marketing research*

*Deciding promotion: Information and advice*

*Application and Enrolment Procedures: Recruitment*

*The learning program policy and rules: Delivery*

*Lifelong learning: CRM: Success/Community/Alumni/CPE*





- ✦ *Quality Systems*
- ✦ *Faculty Planning*
- ✦ *Management Strategy*
- ✦ *IT Systems*
- ✦ *Support and Administration Services*
- ✦ *Financial Management and Investment*
- ✦ *New Business Management*

*Committees,  
Committees,  
Committees and the  
Over-committed*

Quality Systems

Faculty  
Planning

Management  
Strategy

IT Systems

Support/ Admin

Financial  
Management

New Business  
Management



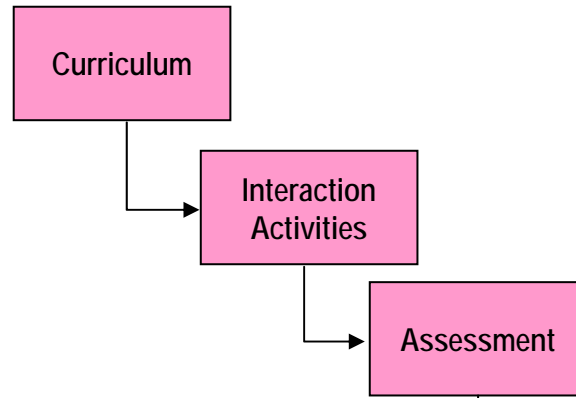
# The students' experience



The University of Sydney

*“It’s the total experience”*

## Teaching & Learning Process



Product Identification

Initiation

Design

Development

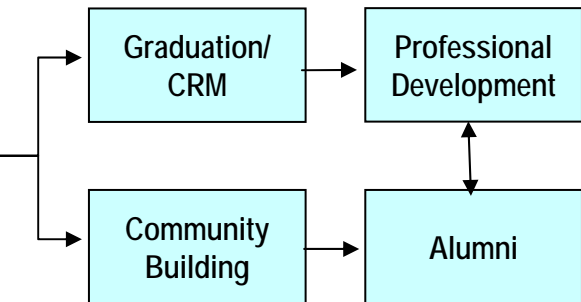
Production

Course & Resources Development Process

## Business & Support Process



## Lifelong learning Process



## Infrastructure

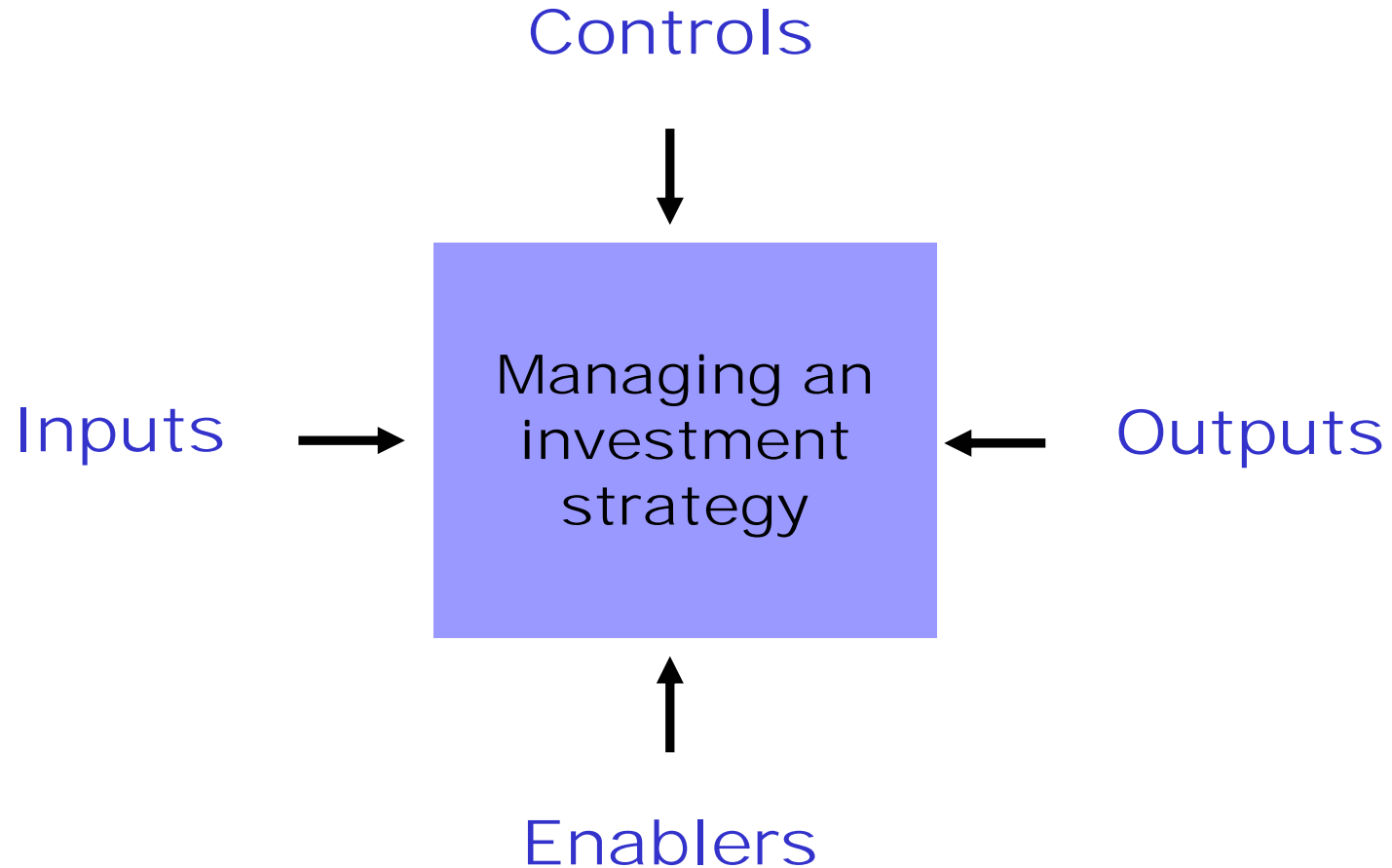


Model adapted from Standing Stones 2000

# Innovation & Technology in Education Ventures

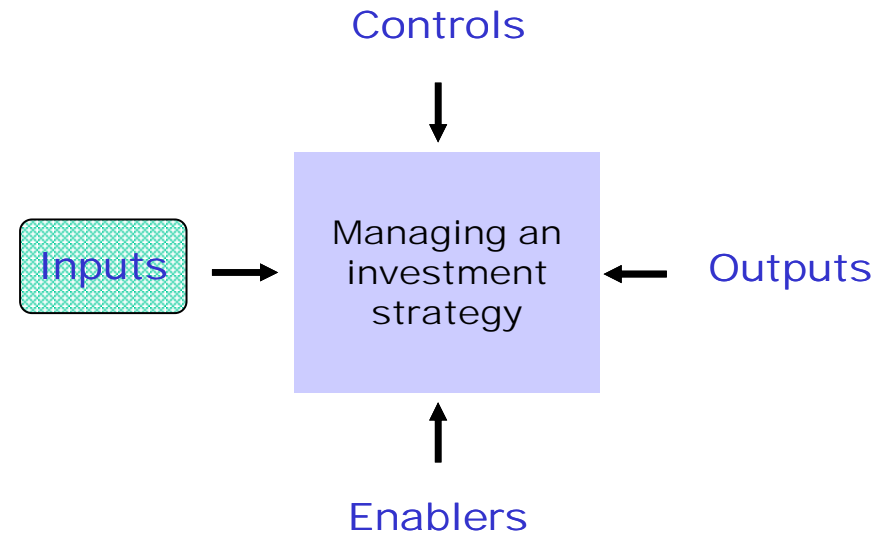
- **A managed investment strategy**
- **University-wide, inter-faculty**
- **Building capability in ICT enabled T&L**
- **Business & project management**
- **Commercial, post-graduate, distributed, global**





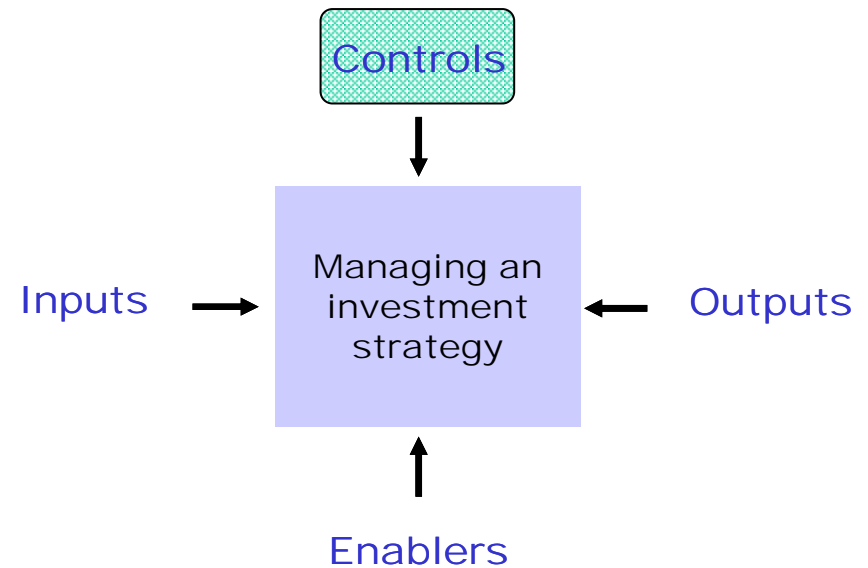
## Inputs

- Research
  - Disciplinary
  - Pedagogical
  - Market
- Curriculum design
- IP and brand of U Sydney
- ICT Expertise
- Investment



## Controls

- Quality Assurance processes and standards
- Project Management processes
- Business processes
- Monitoring key indicators



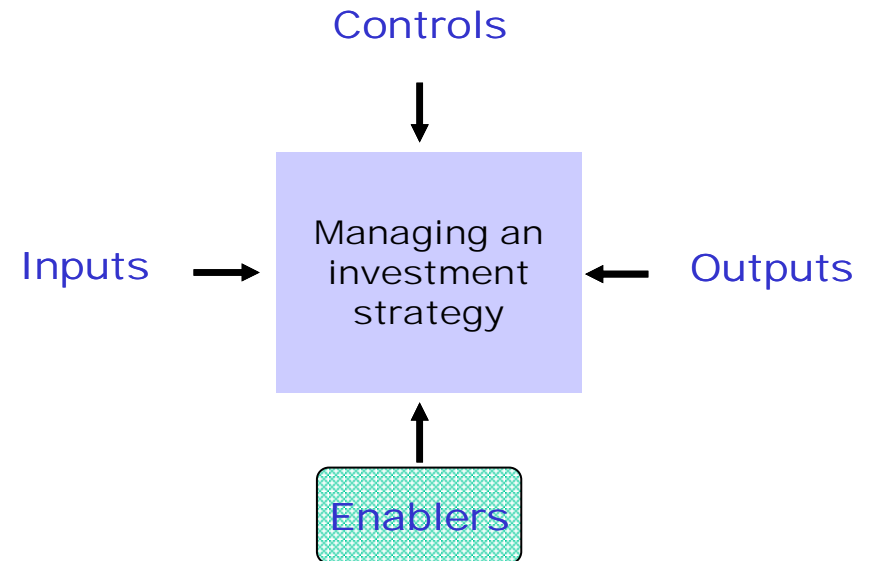
## Enablers

### Human

- Entrepreneurial Academics
- Professional and Specialists

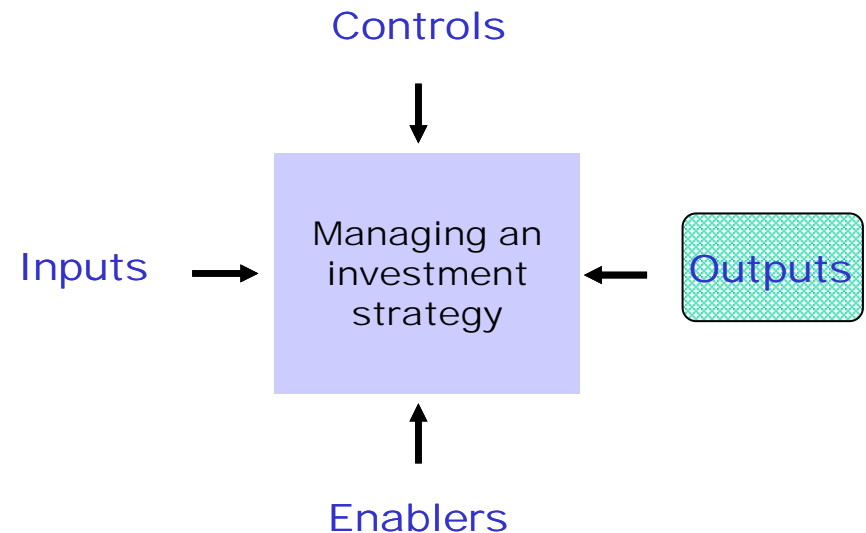
### Technology

- ICT
- Infrastructure
- Services



## Outputs

- Quality learning experience for students worldwide
- New revenue streams
- Enhanced reputation
- Capacity to innovate with learning technologies



## Controls

- Quality Assurance processes & standards
- Project Management processes
- Business processes
- Monitoring key indicators

## Inputs

- Research
  - Disciplinary
  - Pedagogical
  - Market
- Curriculum
- IP of USydney
- ICT Expertise
- Investment

## Outputs

- Quality learning experience for students worldwide
- New revenue streams
- Enhanced reputation
- Capacity to innovate with learning technologies



## Human

- Entrepreneurial Academics
- Professional and Specialist

## Technology

- ICT
- Infrastructure
- Services

## Enablers



# Veterinary Science



Interactive distance education for animal health professionals offering awards in VPHM :

- ❖ Graduate Certificate
- ❖ Graduate Diploma
- ❖ Masters



- Commenced in February 2003
- A flexible program delivered by distance education with residential intensive blocks (3-5 days in length)
- Specifically designed to equip professionals for current and future employment in the national and international arena





# International Partnerships

- The Global University Alliance
  - George Washington, UniSA, AUT, Rochester, RMIT, Derby, Glamorgan,
- UBC-ITESM Masters in Distance Education & Technology
- Oldenburg-Maryland Masters in Distance Education





# National Partnerships

- Open Learning Australia (OLA), 19 Australian Universities
  - <http://www.ola.edu.au>
- Collaboration for Online Higher Education Research (COHERE), 8 Canadian Universities
  - <http://www.cohere.ca>
  - *“to improve access...and to integrate online learning with our research culture and values”*





# Critical Success Factors

- Trust, relationship, mutual benefit of people
- Harmonisation and coherence of programs
- Quality Assurance of processes and experience
- Leadership and governance with recognition and rewards
- Patience for the time it takes for good design
- Students who want the offerings and enjoy the experience
- Reflection and value through the scholarship of teaching





[A.Forster@vcc.usyd.edu.au](mailto:A.Forster@vcc.usyd.edu.au)

[www.itev.usyd.edu.au](http://www.itev.usyd.edu.au)