

Paving the way to open practice: An institution-wide TELT blueprint



Developing a whole of institution approach to Technology Enhanced Learning and Teaching

Background and Context

Drivers

Facilitating change

The White Paper

- Methodology, consultations and data
- Structure and peer review
- Endorsement and dissemination
- Towards embedding

Background and context

- ‘Sandstone’ university
- Research intensive
- Only university in the state
- 30 000 students
- Predominantly face to face delivery

- New senior management
- New strategic plans
- New LMS
- DVC supportive of Open agenda
- Growth and quality agendas
- Performance expectations for staff



Drivers



Insitution

- Quality teaching
- Increase load
- Staff workloads
- Leverage spend on LMS
- Reduce overheads for space



Students

- Preference for: blended learning;
- flexibility of time;
- communication options;
- timely and continuous feedback



External

- QA/ standards
- Funding
- Competition
- Open agenda
- MOOCs

Facilitating change

- Recognise and legitimise drivers (evidence-based)
- Engage staff and students
- Provide a clear focus
 - Identify and prioritise enablers
 - Acknowledge and address barriers
- Move beyond plans
 - Benchmark to others
 - Socialise change
 - Support and Incentivise actions

Keep students at the centre



A White Paper with Green edges

White papers are documents setting out details of future policy on a particular subject. The White Paper allows the [Government] an opportunity to gather feedback before it formally endorsed the policies.

Green Papers are consultation documents. The aim of these documents is to allow debate on the subject and generate feedback on its suggestions.

Adapted from
<http://www.parliament.uk/>

Methodology

1. Background documentary analysis

- Confirm drivers from the Literature (recent TELT reports/discussion papers) and align to existing University strategic plans

2. Consultation across the University

- Committees; Communities of Practice; Central and faculty stakeholders; students

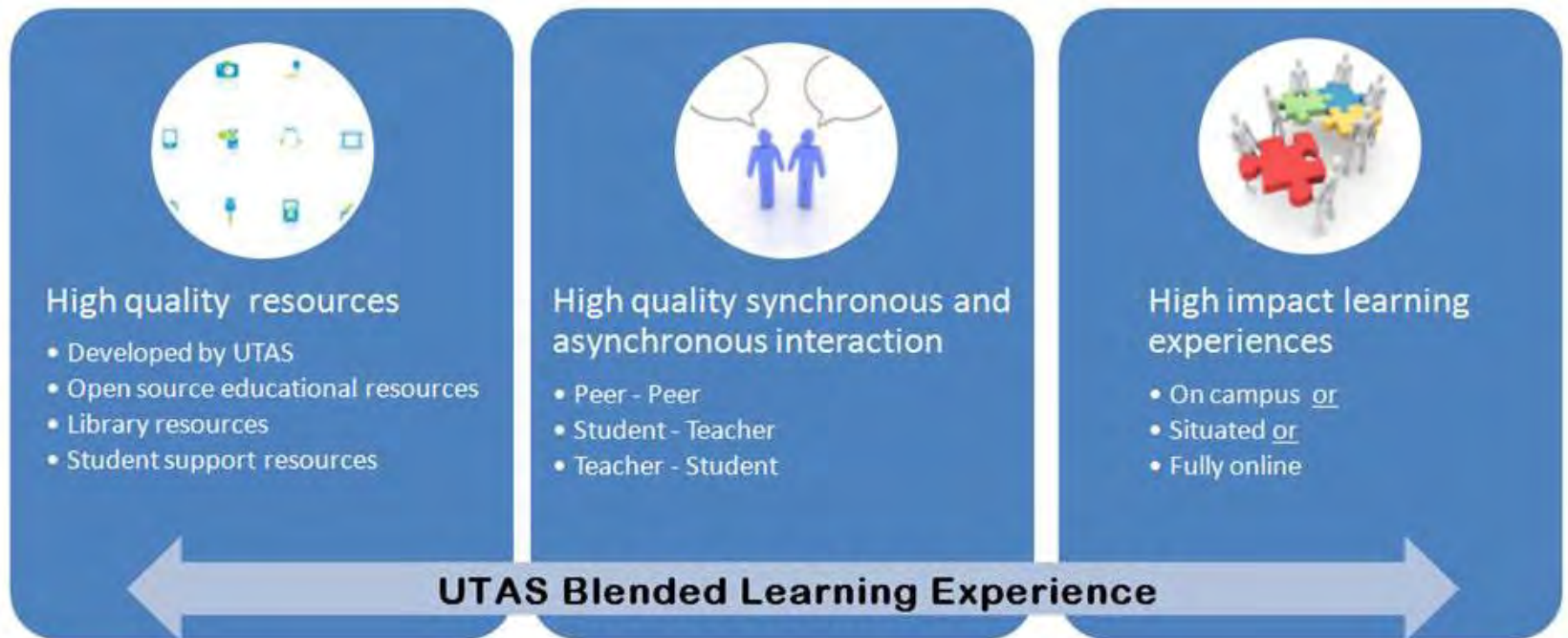
3. Scoping the paper

- Purpose; Alignment of values; Place of online; Open agenda; Governance and identifying necessary support papers

4. Models/Narrative/Enablers/Barriers



Providing a clear focus – the UTAS Blended Learning Model



Providing a clear purpose – our 'Open Educational Practices'

Opening UTAS to the world would serve four key purposes;

1. To promote the UTAS reputation and brand in areas of specialisation and research expertise;
2. To grow enrolments in UTAS delivered courses;
3. To contribute to areas of social and community need; and
4. To enhance curriculum offerings.

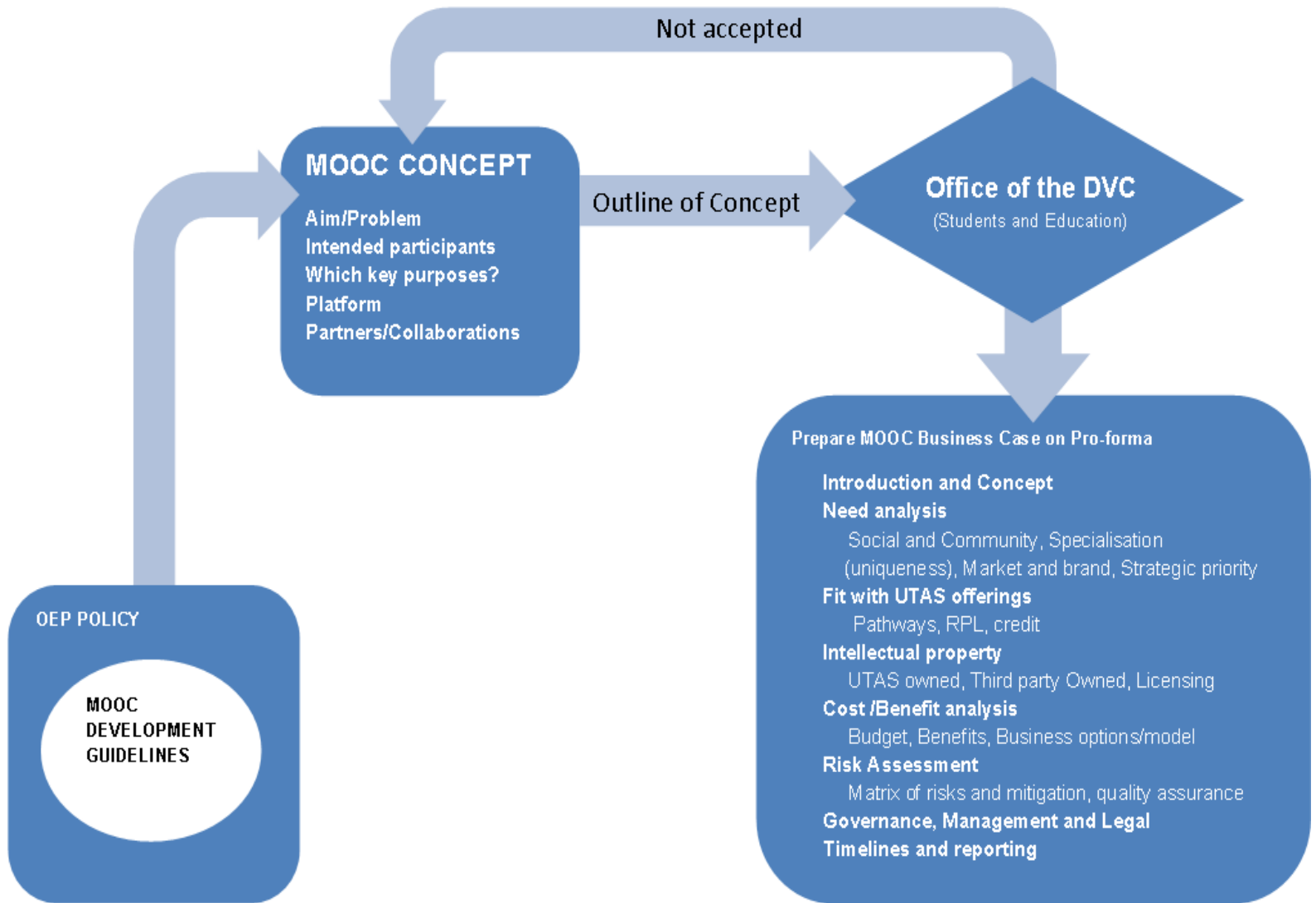
Principles and Enablers (an example)

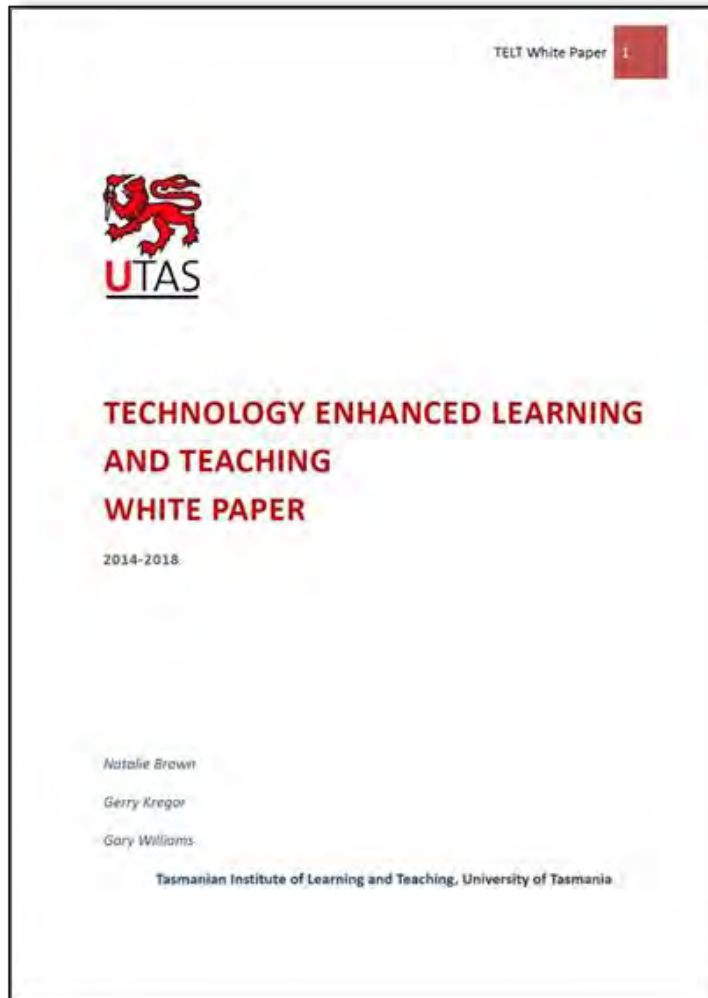
PRINCIPLE 5:

UTAS WILL BE AN ACTIVE CONTRIBUTOR TO A VIBRANT COMMUNITY OF OPEN EDUCATIONAL PRACTICE

ENABLERS:

- Develop a UTAS learning object repository with accompanying procedures that facilitate quality assurance and licensing considerations.
- Provide professional learning for, and opportunities for sharing of practice among, UTAS staff in open education practices.
- Facilitate, and recognise through performance expectations, the role of all staff in developing their digital scholarship practices.
- Review and refresh processes for awarding of recognition for prior learning and credit into UTAS courses, with a view to increasing open education provision.





Benchmarking:

1. External peer review

Socialise change:

1. Learning and Teaching committee
2. Faculty forums
3. Communities of Practice
4. Senate
5. *Teaching Matters*

Support & Incentivise:

1. Operational Plans
2. Resourcing
3. Documentation
4. TPE indicators

**Thank
you**



<http://www.zoo.org.au/healesville/animals/tasmanian-devil>

A draft version of the White Paper is available from:

<http://www.teaching-learning.utas.edu.au/news/news/telt-white-paper>

or please contact the author.

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