TECHNOLOGY ENHANCED LEARNING AND TEACHING WHITE PAPER

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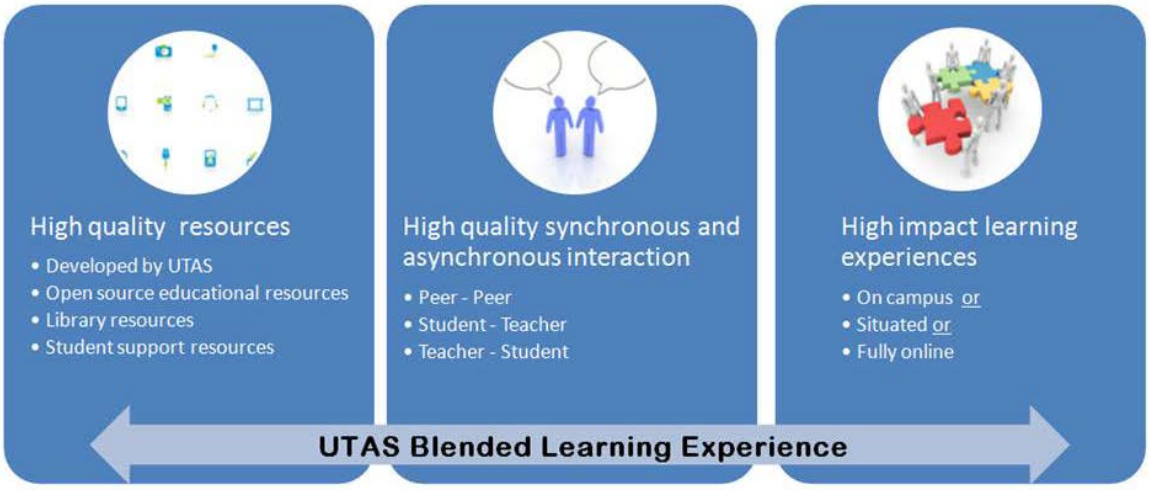
Our Vision

UTAS will be a leader in blended learning. Our brand of blended learning will feature:

- high quality unit and course resources made available to students online, including those authored by students and open educational resources, and administrative and student support resources;
- opportunities for synchronous and asynchronous interactions - peer to peer, student to teacher and teacher to student; and
- high impact learning, teaching and assessment experiences delivered on campus, situated in a context such as field work or a practicum, or fully online.



Forging a direction in learning that puts students firmly at the centre, the blended learning vision:

- provides UTAS students with a contemporary learning experience that reflects their expectations and the 21st century skills expected of graduates;
- enables students, regardless of location, time and mode of study to:
  - access core information about their units and courses;
  - communicate with their teachers and peers;
  - access high quality learning resources; and
  - monitor and receive feedback on their progress.
- recognises that UTAS is highly regarded for its interactive teaching, and builds on this to encourage interaction in both synchronous and asynchronous modes;
- places significant emphasis on academic choice with respect to how and where the high impact learning and assessment experiences will take place, encouraging these experiences to be tailored to achievement of the learning outcomes of the unit and course;
- encourages recognition of the expertise of UTAS teachers through sharing developed resources with the broader academic community; and
- encourages and affirms the use of high quality content sourced from experts in Tasmania and around the globe, through open educational resources and collaborative opportunities not bounded by place.

Introduction and Scope

Technology is ubiquitous in today's world and in a modern university. At UTAS technology crosses the remit of learning and teaching, research, library services, student support, student administration, marketing, human resources, finance, planning and corporate services. The focus of this white paper is learning and teaching.

The vision articulated in the Strategic Plan for Learning and Teaching, 2012-2014 (UTAS, 2012) compels us to embrace technology to enhance student learning. Technology can also help us meet other aspects of this vision - to capitalise on collaborative opportunities, increase participation and retention in higher education, to prepare our graduates for the twenty-first century and reach out as a global educator.

> UTAS will unlock potential and transform the lives of individuals and the communities in which they live. We will ensure that UTAS graduates will be equipped and inspired to shape and respond to the opportunities and challenges of the twenty-first century. Through the acquisition of subject and multidisciplinary knowledge and skills our graduates will be able to participate as socially responsible citizens in local, national and global society.
>
> We see excellence in the student experience and of student learning as the overall goals that frame our approaches to Learning and Teaching. UTAS will ensure therefore that teaching and the learning environment are of the highest quality and are enriched by world class research and the fruits of our global and local partnerships. Our approaches will be innovative and use technology that enhances learning and teaching. Excellence will be recognised, rewarded and celebrated.
>
> UTAS will increase participation and attainment in tertiary education. UTAS embraces its role as a global educator and its unique responsibility in raising the educational attainment levels of Tasmanians.
>
> Strategic Plan for Learning and Teaching, 2012-2014, (UTAS, 2012)

At UTAS we use technology in learning and teaching for eight key purposes. To:

- improve the quality of the learning environment and student learning outcomes;
- access the best quality resources from around the world;
- connect students to each other, their teachers and to the world;
- prepare students to thrive in a technology rich environment;
- improve access to, and flexibility of, university study for students;
- build UTAS reputation and brand in a global education market;
- increase student enrolments through targeting new groups of students; and
- meet the service expectations of students, staff and stakeholders.

Technology enhanced learning and teaching (TELT) has been part of the higher education

landscape for at least 30 years. During this time technologies and pedagogical practice have evolved and matured and the conditions for the delivery of high quality learning and a satisfying student experience are well characterised. Consequently, there is much to be learnt from recent sector-wide national and international studies focussed on technology enhanced learning and teaching. The key findings of these studies, referenced in this white paper, are included in Background Paper 1

Given the student-focussed nature of this white paper, it is fitting to refer to a specific study at the outset. The ECAR Study of Undergraduate Students and Information Technology (Dahlstrom, 2012) outlines the results of surveys administered to over 100,000 students at 195 institutions from around the world. A key finding was that 'Blending modalities and engaging learners is a winning combination' (p.7). The survey concluded that blended learning environments are the norm in terms of delivery and that students say that blended learning best supports how they learn. Furthermore, 'Students believe that technology is critical to academic success and that it plays an important part in their future accomplishments' (p 19) and 'Students want multiple communication options, and they prefer different modes for different purposes and audiences' (p.25).

This white paper sets out a five-year vision for UTAS in technology enhanced learning and teaching. Chapter 1 considers the UTAS context and the values of the institution. Chapter 2 describes the optimal student learning environment. Chapter 3 examines the notion that UTAS can use technology to extend its influence and contributions nationally and internationally through open educational practices. The interplay between the vision, technology and governance is explored in Chapter 4, and the enablers necessary to achieve it, in concert with the principles, are then revisited in Chapter 5. In addition to considering the current literature, the white paper has been informed by a series of consultations across UTAS with major stakeholders (Appendix 1). Appendix 2 contains a glossary of terminology used in this white paper.

The blended learning vision at the heart of this paper capitalises on what we already do well at UTAS. It recognises the diversity of learning styles and expectations of current students and their need to balance their study commitments with work, family and social life. It seeks to embrace the potential of technology to support and enhance the work of university teachers. It confronts and responds to the external environment with which we interact: The increasing move to openness in the higher education sector, with high quality content increasingly available for adaptation and reuse, and the affordances of new technologies providing mobile learning, personalisation of learning platforms and opportunities for real time data and analytics to support student learning.

Chapter 1. Our Purposes and Values

UTAS aspires to position itself as a lead university in an increasingly competitive global market. Technology is an essential enabler to realise this aspiration. The Vice Chancellor has outlined the need for UTAS to 'embrace technology as a key component of the learning experience, and to deliver curriculum with the flexibility required by students who may be restricted by geography or the demands of our work' (Rathjen, 2011, p.6). Adoption of the blended learning model will assist us in achieving this vision. The model reflects the purposes and values of UTAS. Therefore, in adopting this vision for technology enhanced learning and teaching we note and affirm UTAS values.

At UTAS we recognise that the potential of technology enhanced learning is not only for the benefit of local and national students who require flexibility in study or who have difficulties accessing on-campus education, but also in reaching out to a global audience. In 2010 UTAS invested in a new core component of the learning management system (LMS). The Desire2Learn (D2L) suite offers a powerful platform for online learning. Implementation of the system has included co-construction, with the vendor, of a platform that provides a high quality learning experience and integrates applications such as web conferencing, which facilities vibrant real-time interactions, and ePortfolios, that facilitate students and staff responding to the graduate employability and external stakeholder agendas. The affordances of the LMS, called MyLO (My Learning Online), enhance the learning experience of students studying both on and off campus.

> Recognising that from relationships flow opportunity, we must configure ourselves to facilitate meaningful partnerships with government, industry and communities in Tasmania and across the world. *(Open to Talent, 2012, P.9)*

UTAS recognises the evolving democratisation of education through the availability of online learning resources. The provision of a second, openly accessible instance of the D2L platform provides UTAS with the opportunity to take its areas of expertise to the world. Opening up our resources in areas of expertise will also provide opportunities to forge partnerships with other universities, and with governments, industries and communities. Sharing our expertise can not only build reputation and brand, it can also help us to respond to areas of social need.

With a wider uptake of technology enhanced learning, new possibilities arise for the use of online assessment and analytics to inform students and staff about the progress of learning, and guide enhancements to the learning process. The learning analytics functions afforded by the D2L learning suite are beginning to be explored. Together with academic analytics, learning analytics can empower greater responsiveness to students' needs and proactive approaches to achieving high quality student learning outcomes.

Adoption of technologies can assist us nurture a *vital* and *sustainable* community, through facilitating interactions that go beyond what is possible when bounded by time and location.

Inclusion of students who may otherwise be unable to attend university can be afforded through flexible offerings and assistive technologies allowing us to work from the strength that diversity brings. Coupled with the quality interactions that are a vital component of our blended model, the opportunity for sharing of student authored resources, and resources sourced from high quality open repositories, we are able to design learning experiences that draw on diverse perspectives.

Our blended learning units, with their high quality resources and encouragement of sustained interaction, will be testimony to our commitment to create and serve a shared purpose. This value will perhaps best be illustrated by our sharing of resources with a broader community to serve the common good. The creation of a culture of blended learning will enable sharing of UTAS research and education expertise beyond our own enrolled students. Our blended learning design will enable the incorporation of open educational practices and open the door for short courses and public outreach.

Creating a technologically rich and connected environment where students engage with each other, and the global community, on contemporary issues and innovative practices will allow us to collaborate to be the best we can be. This environment will go beyond the virtual learning environment of the LMS and extend to on-campus spaces that enable students to engage with each other and with online resources, and enable teachers to use technology to enhance on-campus experiences.

Chapter 2. The UTAS Learning Environment

PRINCIPLE 1: THE UTAS LEARNING ENVIRONMENT WILL USE TECHNOLOGY TO ENRICH THE STUDENT LEARNING EXPERIENCE THROUGH THE PROVISION OF QUALITY RESOURCES; RICH PEER-PEER, STUDENT-TEACHER, AND TEACHER-STUDENT INTERACTIONS; AND ENGAGING, HIGH IMPACT LEARNING EXPERIENCES

The ECAR report (Dahlstrom, 2012) concludes that blended learning environments are now the norm, with students identifying that these environments best support how they learn. Furthermore, the report states that: 'Students expect their instructors to use technology to engage them in the learning process, and instructors are responding' (p.9). Given the scope of this study, and the coherence of these findings with surveys of UTAS students (Kregor, Breslin, & Fountain, 2012), the argument for adoption of a blended approach is compelling.

Recent Australian reports (e.g. James, Krause, & Jennings, 2010) on the study-work balance of university students have outlined that, on average, students have 13 hours of paid work each week and are spending less time on-campus. Coupled with the family responsibilities of many students, it is well documented that students need flexible and convenient access to learning resources. Furthermore, with the increasing affordability and ownership of mobile devices such as tablet PCs and iPad-type devices students are expecting that these resources are accessible not only anywhere and anytime, but also from a range of devices.

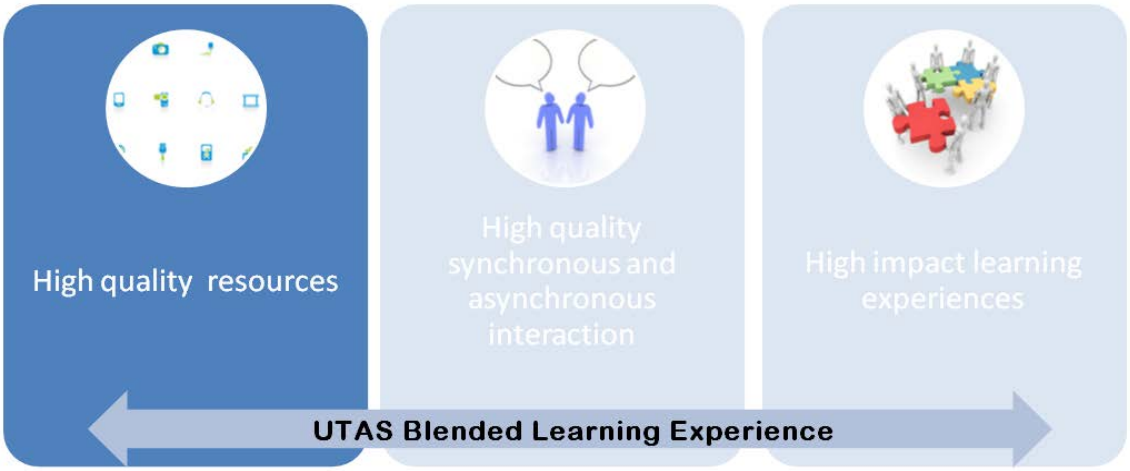
Online provision of unit resources poses some dilemmas to academic staff and administrators. Will the provision of unit resources result in students not attending face to face classes? Will student experience and student learning be compromised? To address this, a distinction needs to be made between online resources and online education. Units delivered online have been proven to be highly successful in achieving quality student outcomes, however these units are purposefully designed to provide learning experiences for students. They are not simply a collection of online resources. Extending this argument, provision of reources online, inclusive of a series of recorded lectures, does not constitute an online unit. In addition to the resources, two other elements must be present – opportunities for interaction and high impact learning experiences. These high impact learning experiences are purposefully designed to help students achieve the learning outcomes of the unit. It is most likely that their experiences will be different depending upon the mode of study – on-campus, situated in a context (e.g. workplace, field setting), or fully online.

In the UTAS blended learning model, the distinction in the type of delivery will be made according to where the purposefully designed high impact learning experiences take place. These may be on-campus, situated or fully online, acknowledging that some units will utilise more than one of these modes.

Element 1

All UTAS students, regardless of location or mode of study, will have:

- access to core unit and course information;
- access to the same suite of high quality learning resources;
- access to online library resources; and
- access to excellent student support services.



Administrative information

The online environment offers many advantages to both students and staff in the provision of resources to support learning. In the first instance, provision of the unit outline and timetable information can be automated or streamlined through the LMS (MyLO). This has a number of advantages for all stakeholders. Basic unit and course information can be delivered in an efficient manner, and be drawn from a single source that represents the most up to date version of relevant documents. This should include drawing unit information directly from the Course and Unit Database and automated uploading of unit outlines from a content management system that facilitated real time updates of information. Use of MyLO to provide mandated general information, such as academic integrity and plagiarism rules and guidelines, workplace health and safety procedures, and appeals procedures can save overcrowding unit outlines, whilst streamlining version control.

The use of MyLO in blended learning units opens new opportunities that suggest better ways of working. The current unit outline is a product of past models of delivery. Whilst it has been adapted to encompass some aspects of blended learning approaches, its reification into a static document militates against meaningful representation of the unit of study to students. For example the two sections on “Use of MyLO in this unit” and “Details of teaching arrangements” are separate – however the use of MyLO is a very important part of the teaching arrangements for any unit and it is important that this is conveyed to students so that they understand how to navigate the blend of face-to-face and online components. There are numerous other

affordances inherent in the LMS that suggest that deconstructing the unit outline and placing the information in contexts in the LMS may be more meaningful and better describe the required activity in a unit.

Resources to support learning

Adding to the online resources that help students achieve the unit learning outcomes has a number of advantages. For students, it allows them to engage with content and learning activities at a time and place that suits them. It also allows them to revisit these throughout the unit – both individually and with their class peers. For staff, it potentially frees up preparation and delivery time, and allows for innovations in teaching practices. Resources, once developed, can often be reused with minimal input in successive offerings of a unit. It is also possible, and often appropriate, to reuse or adapt open educational resources developed by other experts in the field. This creates efficiencies by removing the need to develop resources that may already exist. The educational resources may be sourced from those authored by UTAS colleagues, or colleagues from other universities throughout the world, as well as other quality online repositories.

Providing high quality online resources has significant potential to facilitate teaching innovations. In on-campus units, up front delivery of some content can be used to 'flip' the classroom, so teaching time is spent on higher order activities such as applying, analysing, evaluating and creating from the content. Online provision of resources and learning activities also facilitates a rethinking of the traditional timetabling of units. For example, it may be more appropriate for achieving the learning outcomes in some units that attendance occur in full or half day blocks, spread over the semester.

Providing learning resources online can be used to ensure that on-campus activities can be focussed and the time well used. In Science and Medicine, some UTAS teachers provide online laboratory preparation activities to reduce the cognitive load on students when they attend the laboratory. Class time is then used more productively, and questions from students are more focussed on the learning outcomes of the laboratory class, rather than lower order procedural questions. At UTAS, Zoology (Jones & Edwards, 2010) and Medicine (Choi-Lundberg, Cuellar, & Williams, 2012; Williams, Cuellar, & Choi-Lundberg, D.L. 2012) are currently using such approaches. Academics in the School of Human Life Sciences have also developed high quality resources that assist students to sustain and extend their learning by successfully recalling and transferring unit content into new learning domains. These online game-based resources provide an active, fun and positive learning experience. Students' results, and feedback from students, indicate that the resources effectively target a mixed cohort of students to retain, link and extend foundation knowledge (Douglas, Slater, & Capstick, 2011).

In moving to a blended model it is recognised that this will represent additional work, in the first instance, for some teachers. However, it is argued that in the longer term there will be significant efficiencies through building coherent unit presences including unit and course resources in MyLO.

Complementary learning resources

A key provider of an extensive range of electronic resources to support learning and teaching, and

research at UTAS is the Library. By enabling direct access to Library eResources through MyLO we provide students with a consistent, integrated learning experience in which access to scholarly material and help resources is contextual, straightforward and instantaneous. In addition, making use of the Library's eResources, such as electronic reading lists, means that teachers are freed from having to spend time on administrative tasks such as file and link management and copyright checking. Students also have ready access to referencing self-help, discipline specific resource guides and AskUs FAQ, for quick answers to common questions.

MyLO is also an important conduit for other student learning support. The continuing development of online resources by the Student Centre can also be capitalised on with the blended model. Easy linkage to online resources provides just in time access to assistance and opportunities for students to make appointments (e.g. http://www.utas.edu.au/student-learning/online).

One largely untapped efficiency is to reuse and adapt open educational resources that have been authored elsewhere. These may be from UTAS colleagues or from the learning object repositories (LORs) of other higher education institutions or similar organisations. In order to capitalise on this efficiency time needs to be allocated for the sourcing of materials and professional learning around copyright and licensing issues.

The provision of quality resources to all students regardless of mode can potentially free up some preparation time of staff teaching in both on-campus and distance mode. However, although the same high quality resources can be supplied to both student cohorts, quality online delivery is not achieved through replicating the on-campus experience online. Time saved in preparing one set of resources can thus be directed towards design, delivery and refinement of the high impact learning experiences that best suits the mode of study of each cohort.

Element 2

All UTAS students, regardless of location or mode of study, will have opportunities to interact with their teachers and their peers in both synchronous and asynchronous modes.

There is clear evidence that academic success is underpinned by interaction with teachers and peers. Consultations for the white paper have affirmed that the UTAS learning environment is characterised by high quality student-student, student-teacher and teacher-student interactions. These quality interactions should be a feature of any UTAS unit, whether on-campus, situated or fully online.

Technology is an important vehicle for interaction. In units that are taught fully online, or in a situated context, technology is vital for the facilitation of interaction. This can be synchronous and face to face utilising applications such as web conferencing; synchronous through chat or Voice Over Internet Protocol (VOIP); or asynchronous through applications such as blogs, wikis, discussion boards, or through social media environments, such as Twitter, Facebook and Instagram. A key finding of the ECAR study (Dahlstrom, 2012) is that students recognise the LMS as the key communication hub and for online purposes prefer direct interaction (teacher-student, student-student and student-teacher) via the LMS or by email connected to the LMS.

In EAL211 *Facilitating Engaging Learning Experiences*, in the Bachelor of Education (Applied Learning), the challenge was to model effective facilitation skills, encourage student engagement in a variety of learning experiences, and ensure theory and practice were connected, all within a fully online unit. Consistent with a desire to have applied, authentic strategies (both for learning and assessment), students were involved in many collaborative activities, including: choosing a topic and facilitating an online discussion, creating and sharing a YouTube video of their 'tips and tricks' for facilitating groups, regular web-conferences (often with an guest expert) to engage in collegial discussions, and recorded interviews between the lecturer and professional facilitators working in Asia, Europe and the United States. This was underpinned by relevant readings, recorded presentations on particular topics, weekly discussions in MyLO, and Skype calls to individual students. Assessment tasks included conducting facilitation sessions in their own context and reporting on those activities The eVALUate Unit report reflected a 100% satisfaction result from students, with many of the students noting their appreciation of a wide range of resources and teaching strategies, and the high level of teacher 'presence' in the unit.
Jill Downing, Faculty of Education

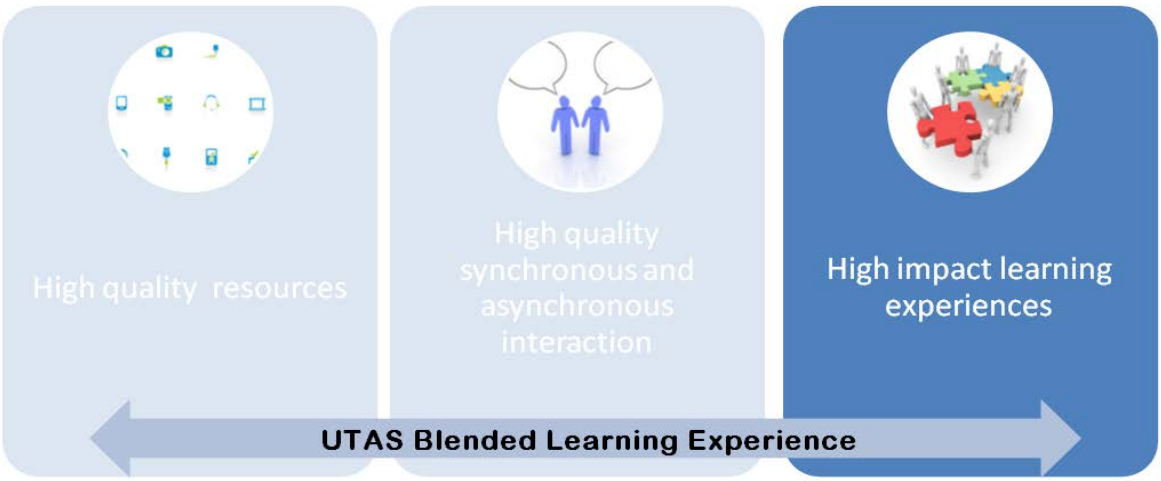
In units where the high impact learning experiences (HILEs) are on-campus, these methods of communication may be equally applicable. Working with peers to consolidate learning, to revisit content, to collaborate on assessment tasks or to ask questions of peers or teachers, or other subject experts can be carried out using a similar range of technologies. What is important for students studying in an on-campus mode is that they have the opportunity and the learning spaces to allow them to meet, review and analyse online materials, and collaborate on projects and inquiries.

It is important that interaction is not seen as being confined to a particular unit or cohort. Technology can facilitate collaboration and communication between many different groups. Immersive communication technologies allow on and off campus units to join together in a single event – whilst this might be a lecture, it equally may be a debate, expert panel discussion, role play exercise or simulation. Having spaces on-campus that facilitate these types of interactive learning experiences is highly desirable and increasingly commonplace in universities.

In addition to interaction between students within a unit, interaction between prospective students, current students and graduates should also be explored. In the same vein, interaction with stakeholders outside UTAS needs to be achievable where it contributes to learning outcomes. This requires communication systems that allow connections outside UTAS accounts, and for instances where UTAS students are not able to log in to UTAS systems, such as when students are on work placements or overseas. The potential of online communication to support work integrated learning (WIL) is exciting and offers ways to better support students when they are on placements or internships through providing interaction opportunities with their supervisors and peers.

Element 3

All UTAS students, regardless of location or mode of study, will have purposefully designed high impact learning experiences that enable them to achieve the learning outcomes of the unit and course.



The concept of high impact learning experiences (HILEs) is based on the work of George Kuh (2008) who looked at high impact educational practices in higher education. Through extensive research and data gained from national student surveys (in particular the National Study of Student Engagement in the US, adopted in Australia as the AUSSE), Kuh has outlined practices that encourage active learning and student engagement increase rates of student retention. Although a number of these practices are larger scale, for example capstone projects and internships, a meta-analysis of these yields key characteristics that can be incorporated in all teaching.

- Critical inquiry, questioning and systematic investigation
- Collaborative learning
- Development of student intellectual competencies in areas such as writing, information literacy, oral communication and quantitative reasoning
- Experiential learning
- Application of learning in real world settings
- Connecting learning beyond the classroom
- Exploring diverse perspectives

It is these characteristics that guide the high impact learning experiences described in the UTAS blended learning model, together with a firm focus on constructively aligning intended learning outcomes, teaching and learning activities and assessment tasks (Biggs & Tang, 2012).

Given the ubiquitous nature of technology, and the expectation that graduates will be information literate and have developed ICT skills, the design of high impact learning experiences needs to take into account the affordances of technology, regardless of the mode of delivery. Recent

international reports have highlighted the need for academic staff to have a 'stronger understanding of the potential of web-enabled learning and the use of social media, greater prioritisation of teaching partnerships between technologists, learning support specialists and academics, and an end to the 'not invented here' syndrome '(OLTF, 2011, p.7). The ALTC's *Good practice report: Technology-enhanced learning and teaching* (Keppell, Suddaby, & Hand, 2011) also notes the role of technology in authentic learning experiences (e.g. eSimulations for professional education, use of discipline specific software and applications, game-based learning) as well as the adoption of mobile technologies to enhance teaching and learning.

KLA381, Agricultural Landscape Systems is a unit in the Bachelor of Agricultural Science. It is taught substantively as a situated unit. Using a team and field based problem solving approach to teaching and learning, a new field site (farm) is selected each year, and the students decide where and how often to sample it. They must justify the number and location of sampling sites as they are acting as "consultants" and need to balance costs against results. A two page justification report is provided along with a sampling map. Pits are dug in the field over the next six weeks examining the soil profiles, the vegetation, geology and topography. The team of lecturers roam the paddocks mentoring and coaching the students, helping them with interpretations and sampling. The students also interview the producer/farmer on current land use and management and research the local climate history and talk to the producer/farmer about local climatic anomalies. The next step is the classification of their soils, involving some basic analysis in the lab, to support the field work, and the drafting of a soil map. The individual group soil maps are combined to form a class based soil map of the whole area. The teams then select two crops or land uses of interest and research their needs and map their suitability to the whole site based on their research. These land use interpretations are then defended in a group oral presentation to their colleagues, who co-assess it, and then they produce a final "consultant's report" for submission.

The field training and mentoring replaces most of the tradition lecture and lab slots and indeed much of the other learning is on field trips to other sites which outline how the students can interpret landscapes and land use implications.

This situated and very hands-on unit, also uses technology that reflects usage by those working in this area. The students utilise the latest agricultural systems modelling software to ascertain how the soil properties they have determined will match selected crops.

The students are very positive about the unit - many describing it as the most challenging and useful unit of their degree. The high impact learning experiences in this unit are authentic, engaging and have value beyond university.
Dr Richard Doyle, School of Agricultural Science

The potential benefits of using technology for assessment have been well documented. Not only can technology diversify assessment tasks but can capture a broader range of skills than traditional assessment tasks and aid in efficient and timely marking and feedback (James, McInnes, & Devlin, 2002; JISC, 2009). There is growing expertise in e-assessment, such as the work of Professor Geoff Crisp (ALTC National Teaching Fellow, 2011) that has resulted in an extensive and on-going e-assessment web site (http:///www.transformingassessment.com).

It is also timely to consider a wider uptake of e-exams, particularly given the potential richness of examination material that can be provided in the online environment. The use of invigilated online examinations for distance students is also now possible and provides options for assessment for students who are remote from campus. For example, ProctorU (http://www.proctoru.com) is a live online invigilation service that allows those taking an examination to complete their assessment at home while still ensuring the integrity of the exam for the institution. Students can use almost any webcam and computer and can take exams at home, at work, or anywhere they have internet access. The integration of e-assessment methods into UTAS units offers significant potential to facilitate student learning and assist teachers in using efficient and quality assessment methods. A key criterion in realising this potential is for the assessment methods, regardless of their mode of delivery, to be based on rigorous assessment methodologies, as outlined in the UTAS Guidelines for Good Assessment Practice (Cordiner, Allen, Brown, Butler, Hannan, Myers, Monkhouse, Osborne, 2011)

Principle 1: Enablers

1. Automate the creation of a presence in MyLO for all UTAS units, based on the MyLO starter template. The template includes a summary of the unit, a welcome message and the unit outline. The deployment of an automated process requires a centralised management system for unit outlines that creates a single authoritative source of unit administrative information and serves a range of needs, including automatic uploads into the MyLO starter template.
2. Maintain and enrich the affordances within MyLO through the provision of suitable systems, software and supporting expertise, to:
    - facilitate interaction in both asynchronous (e.g. blogs, wikis, discussion boards) and synchronous (e.g. web conferencing, chat functions) modes;
    - encourage collaborative activities to occur, and to allow students to publish and share their own content within the University's online environment;
    - encourage students to interact beyond the class by engaging with industry experts, discipline experts at other universities, and with other key stakeholders nationally and internationally; and
    - facilitate and encourage staff to produce high-quality accessible resources.
3. Support students to develop digital literacy skills to fully capitalise on the digital resources and activities that are provided in the UTAS blended learning model.
4. Through the provision of educational developers and technologists, available and within all faculties, support staff to:
    - develop their digital literacy skills to fully capitalise on the affordances of technology to support learning and the use of discipline-specific software applications;
    - develop skills in using technologies focussed on interaction;
    - gain skills in mobile learning and e-assessment design and implementation;
    - explore open educational resources, and to gain familiarity with the copyright and licensing requirements of such resources to facilitate adaptation and reuse; and
    - explore and develop innovative multimedia learning resources

- develop resources that are potentially available as open educational resources.

5. Develop a mobile strategy, with specific reference to the blended learning model, that prioritises the services that students value.

PRINCIPLE 2: UTAS FORMAL AND INFORMAL LEARNING SPACES WILL BE DESIGNED TO SUPPORT MULTIPLE TYPES OF INTERACTION, AS WELL AS A RANGE OF TECHNOLOGY ENHANCED LEARNING ACTIVITIES

The role of the campus, including its teaching and learning spaces, is changing. With the provision of an increasing number of online options, students often have a genuine choice whether to attending on-campus activities. For campuses to remain central to the student experience in higher education the activities that universities and their educators design into campus spaces need to be seen by students as required, relevant and valuable (Kennedy, 2013, slide 56). Kennedy notes that 'redesign and reinvigoration of physical space is seen as one way to attract and hold students on campus' (2013, Slide 56). This reinvigoration is most commonly seen as student learning hubs, collaborative work stations, technology-enabled flexible classrooms and informal meeting spaces that are open and available beyond the 5pm closing time of many current buildings. An example of contemporary spaces that were, and continue to be, influenced by both student and staff input is the Queensland University of Technology's Pedagogy/Space/Technology/People framework (http://www.youtube.com/watch?v=5OmatV1g8C4&feature=youtu.be).

Principle 2: Enablers

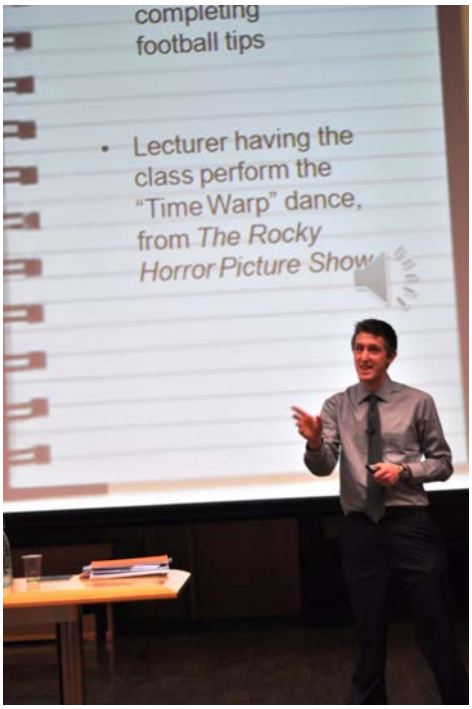
1. Develop and progressively enact building and refurbishment plans that explicitly aim to ensure that throughout all campuses there are:
    - spaces equipped with technologies to enhance interaction through allowing students to meet with each other, in person and virtually, to work together (collaborative work stations);
    - spaces that support students when they wish to conduct individual work in a technology-enabled environment;
    - immersive spaces that allow on-campus and off-campus students to fully participate in real-time events such as debates, panels and presentations; and
    - learning spaces that allow 24-hour access to students and staff.

PRINCIPLE 3: UTAS WILL OFFER HIGH QUALITY UNITS DELIVERED IN MODES THAT BEST SUIT THE LEARNING OUTCOMES OF THE UNIT AND THE COHORT UNDERTAKING THE UNIT BY EXPLOITING FULLY THE AFFORDANCES OF TECHNOLOGY.

Whilst there will remain many units and courses that are taught predominantly on-campus, face to face with weekly contact over a semester, the traditional format of weekly lectures and tutorial, coupled with a reliance on face-to-face communication, should no longer be the default delivery mode for UTAS units and courses. Instead:

- decisions on learning design should be taken to best meet the unit and course outcomes;
- core communications, including expectations about required activity, should take place online for the benefit of all students;
- decisions about the delivery mode should be taken to best meet the chosen learning design and the needs of the target cohort; and
- high impact learning experiences will be purposefully designed to best meet the needs of the mode of study.

The high impact learning experiences will be different depending on the mode of study. For example, moving a unit to a fully online mode may use the same resources as a face-to-face unit, but will be designed differently to meet the learning outcomes of the unit. Where the learning outcomes of the unit cannot be met in a fully online mode, the unit should be delivered with on-campus attendance. However, equally it may be that with the provision of high quality resources, on-campus units may not follow a traditional pattern of weekly lectures and tutorials. Instead, where appropriate they may include peer meetings, debates, panel or other activities instead of lectures, which may be delivered online.



To enable students to make informed decisions about their course of study, and to streamline recruitment of new students, a central catalogue of all units needs to be available outlining the mode of delivery. It is acknowledged that some units will utilise more than one of these modes, however to facilitate student choice, any requirement for on-campus or situated learning would need to be designated in the unit description. *Table 1* elaborates upon the three delivery modes.

Table 1: Outline of delivery modes

Unit type	MyLO	High Impact Learning Experiences	Synchronous activity*
On-campus	Range of online resources, interaction, assessment, administration	On-campus	Regular, block, negotiated, optional - on campus
Situated	Range of online resources, interaction, assessment, administration	Situated	Regular, block or negotiated attendance in situ or on campus, supplemented with activities online
Fully online	All unit resources, interaction, assessment, administration	Online	No on campus attendance - regular, block or negotiated activities online

*Different activities within the same unit may have different attendance requirements. For example, one unit may include optional lectures, regular tutorials, and block high impact learning experiences. Attendance modes are defined in Appendix 2.

For students in our on-campus programs the provision of online resources as a supplement to face-to-face, either in a traditional delivery mode or in a block delivery, allows for a range of high impact pedagogical approaches that enhance learning. These include "flipped classroom" strategies, use of quality online learning objects and co-construction of web-based resources. The normalising of provision of online resources can also assist students who require flexibility due to work and family commitments, those with disabilities or those who benefit from preview or review of material in addition to attending on-campus classes. The resources do not replace attendance at high impact learning activities – but complement and supplement these activities.

Dr Leonie Ellis' third year Information Systems unit uses a mode of delivery that blends face-to-face workshops with a weekly module of online material on the unit's MyLO site. Each module consists of a learning object and an assessable task. The learning objects are self-contained artefacts in the form of narrated PowerPoint presentations. Each is designed to address the theoretical knowledge component necessary to achieve a specific learning objective.

Students are required to listen to the learning object and complete, and submit to MyLO, the problem-solving task assigned at the end of each learning object prior to attending the face-to-face workshop. This strategy ensures that students arrive at the workshop ready to engage with the material in the face-to-face learning environment. The weekly face-to-face workshop involves students working in groups to share their individual solutions to the workshop material and construct a group response. Each group then shares their solution with the rest of the class. The teacher then discusses the various contributions, emphasising relevant parts of the student solutions with comments to add depth and insight, leading to articulating a shared understanding of a solution that best reflects current knowledge and practice for that topic.

The internal assessment for the undergraduate unit is designed to focus on the workshop as the primary delivery mechanism in order to engage students in an interactive and challenging learning environment. As a result the face-to-face workshop time is more meaningful as students have already reflected on the workshop material and are able to enter into meaningful well-reasoned discussions.
Dr Leonie Ellis and Dr Jo-Anne Kelder, School of CIS (Ellis & Kelder, 2012)

For students studying situated units, such as those in professional courses (e.g. Bachelor of Paramedic Practice, Master of Teaching), online resources and the opportunity for interaction with teachers and peers is greatly valued. Without this type of connection, students can feel isolated, and the high impact learning experiences may not be maximised in terms of learning outcomes. Workplace supervisors also appreciate a link to the university, and the LMS can provide efficient access to professionally presented, current information and resources. In situations where internet access is problematic in a work placement environment the LMS resources can be provided in an alternative electronic format.

Fully online units will blend the high quality resources and opportunities for synchronous and asynchronous interactions, e.g. with fully online high impact learning experiences. These units will

serve the needs of particular cohorts.

- Tasmanian students who are unable to attend face to face classes and need to have access to courses that are delivered fully online. As the single university in Tasmania, UTAS has a strong focus on contributing to state development. We recognise the challenges in raising educational attainment across the state, and the importance of offering programs that are accessible and relevant to Tasmanians. Fully online units enhance opportunities for Tasmanians in rural and remote areas to gain a university education, including postgraduate qualifications. Fully online units are also an important option for students who are in the workforce, have family commitments or have issues with accessibility of on-campus learning.
- Fully online units can be used to provide supported pathways into university for students entering through non-traditional routes. UTAS is already active in this area, an example being the Office for Learning and Teaching grant, led by UTAS, to develop pathways into engineering and other courses requiring bridging mathematics.
- Domestic students residing in other Australian states can access UTAS degree courses, including postgraduate programs, through fully online units. A current successful example as UTAS is the Faculty of Education who offer a range of fully online courses that attract interstate and overseas students.
- Fully online units can also be opened up to a global student audience. A key platform of the UTAS strategic plan is to contribute 'far-reaching educational, cultural, intellectual and economic gains to Tasmania and beyond' (UTAS Strategic Plan, Open To Talent, 2012, p.3). Areas of excellence in research and teaching can be opened up internationally through online learning, including the sharing of open educational resources.

Principle 3: Enablers

1. Support and encourage staff, in a multitude of ways, such as access to professional development resources and recognition in workload and performance models, in reviewing and refreshing their learning designs to take advantage of the blended learning model.
2. Development of well characterised learning designs that bring together effective pedagogical practices with the affordances of the available learning technologies.
3. Develop campus learning and teaching spaces that are flexible in their layout, and adaptable by students and staff, to enable a range of learning activities to take place.
4. Ensure there is a balance between formal and informal learning spaces, with the informal spaces being made available for student discussions and class breakout activities.
5. Develop a room timetabling system that has flexibility as a core feature in order to support staff and students changing their location to work in environments best suited to their learning and teaching activities.

PRINCIPLE 4: REGARDLESS OF LOCATION OR MODE OF STUDY STUDENTS WILL BE ABLE TO ACCESS THE SAME RESOURCES AND COMPARABLE LEARNING EXPERIENCES, MONITOR THEIR PROGRESS AND RECEIVE FEEDBACK ON THEIR LEARNING

As articulated in the UTAS Assessment Policy and the UTAS Guidelines for Good Assessment Practice, an important element of the learning environment is that students are able to monitor the progress of their learning. The UTAS blended learning model allows for this to be enacted in ways that can potentially provide efficiencies for both staff and students.

MyLO (including D2L and associated systems) assists teachers in the provision of timely feedback, to all students independent of their locations, through a range of tools.

- Online submission of an assignment produces a confirmatory email of receipt back to the student and assists markers to access their allocated items, thereby facilitating quick turnaround and provision of feedback to students.
- Rubrics can be associated with assignment tasks to provide students with clear assessment criteria and achievement standards. Markers using the rubric tool can then provide standardised feedback to students, with an option of further individualised comments being provided. To provide a more personalised approach, verbal feedback can be recorded and provided to students.
- Grades that have been returned are consolidated on one page in the unit.
- Turnitin submission of a draft assignment can be used by students for formative development of their work.
- Self-assessment exercises can be embedded in a unit through the delivery of quizzes providing immediate feedback for each question.
- Discussion boards provide options for the sharing and comparing of developing thoughts and ideas around the class, with optional guidance from a teacher. More focused discussion and peer-led critique can be achieved in smaller group-based discussion topics.
- Intelligent agents can be created to generate emails to students who appear not to be accessing their MyLO unit regularly and to point them to possible sources of assistance.

In addition to traditional assessment and feedback, the blended learning model provides increased opportunities for the use of learning analytics data to enhance student learning. Academic analytics can provide big picture information about factors that increase the likelihood of success and identify patterns of student performance, interaction or attendance that indicate increased risk of attrition. The analysis of such data can be used to inform the design of units, including the high impact learning experiences. Finer-grained analytics can give students an indication of their progress against learning outcomes, their patterns of engagement relative to others in the class, and areas in which they need further background information or support. Real time analytics can be used by teachers to modify their content to provide the best possible learning experiences to the class.

The broad field of analytics within universities is developing rapidly. The 2013 Horizon Report (Johnson etal, 2013) defines analytics as the "Field associated with deciphering trends and patterns from educational big data, or huge sets of student-related data, to further the advancement of a personalized, supportive system of higher education." This form of intelligence has great potential as a strategic tool for the future of UTAS, potentially playing a role in recruitment of students and, as more learning moves online, to inform pedagogic design of content. There has been significant work done in the field by EDUCAUSE in the US (http://www.educause.edu/library/learning-analytics), JISC CETIS

(http://publications.cetis.ac.uk/c/analytics) in the UK and the Society for Learning Analytic Research (SOLAR, http://www.solaresearch.org/), which has a an active and growing Australian Chapter.

Principle 4: Enablers

1. Encourage and support staff in embedding formative and summative assessment into MyLO to facilitate efficiency gains and to support students in having one portal for feedback and progress information.
2. Implement, particularly in fully online units, the learning analytics capabilities of D2L to provide students and teachers with real time and cumulative data about progress in achieving unit and course learning outcomes.
3. Develop and implement an integrated academic analytics process to capture, analyse and visualise data to assist staff in the planning of units and courses, and to ensure appropriate learning support and pathways for all achievement levels.
4. Systematically review and then monitor the benefits that analytics could deliver to UTAS and students through research engagement and management engagement with the global analytics community.

Chapter 3. Opening UTAS to the World

The UTAS blended learning model provides an excellent foundation to open UTAS courses and online resources to new audiences beyond Tasmania. Opening UTAS to the world would serve four key purposes; these are to:

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

In meeting these four purposes, a range of our learning and teaching resources can be used, from individual resources (i.e. learning objects) through to modules, units and ultimately fully creditable courses.

1. To Promote UTAS Reputation and Brand in Areas of Specialisation and Research Expertise

The open educational agenda has immense potential to build the UTAS brand and capitalise on our unique selling points in areas of teaching and research strength, specialisation or strategic importance. The subject of the first UTAS MOOC (Massively Open Online Course) - Understanding Dementia - showcases an area where UTAS are international leaders in research, and have adopted a multi-disciplinary approach that not only exemplifies excellent teaching but also meets a social need. The enrolments in the MOOC support the concept of growing reputation through open course offerings that promote UTAS as a destination for study to a global audience and bring areas of expertise to the attention of an international audience.

It is not only MOOCs that can serve to build reputation and brand. Short online courses, quality open educational resources, and being involved with consortia of universities that deliver online learning have the capacity to expand awareness of UTAS and the quality of its research and teaching. What is important is that our offerings are focused on our expertise, strategic priority areas and are of high quality in terms of design and production.

2. To Grow Enrolments in UTAS Delivered Courses

Enhancing brand and reputation through open courses has significant potential to grow enrolments in UTAS courses. Moreover, this potential extends to the international student market. However, to capitalise on this potential, UTAS needs to embed pathways from open courses into UTAS courses and have sufficient fully online, or block taught, offerings available to enable interested potential students to enrol.

These pathways may include credit, or partial credit into existing units or degree courses for the completion of UTAS online courses, or those offered by partner universities. Clarifying these pathways is an important component in the business case for online courses. Extending this idea, it may also be that Faculties may consider establishing new courses that articulate from open offerings in areas of expertise.

3. To Contribute to Areas of Social and Community Need

The role of universities to engage with the local and broader community, and to serve the public good can also be enacted through online offerings. As one of the three pillars of *Open to Talent*, the UTAS strategic plan, community engagement in economic, social, cultural and intellectual spheres can be advanced through open and online offerings.

At the local level, this engagement may be through the production of open educational resources in areas of community interest. These resources may form the basis for community outreach or short fee-paying courses or professional development offerings. Resources may also be of interest to the broader community, and this might include open courses in areas of specific need. As with other open courses, the resource intensive nature of the production, delivery, evaluation and improvement of open courses necessitates a solid business plan to ensure alignment with strategic goals and sustainability.

The UTAS value of creating and serving shared purpose challenges us in the area of social good. As an anchor partner of OER University (OERu) we can collaborate with other like-minded institutions to enact this value. This consortium is philanthropic in nature and is run as a registered charity with the aim to provide 'affordable access to post-secondary education for the estimated 100 million learners in the world who are qualified for a seat in tertiary education today, but who, due to funding issues or lack of tertiary education provisions, will not be able to gain credible qualifications' (McIntosh, 2011). It is closely aligned to the UN Millennium Development Goals (http://www.un.org/millenniumgoals/) promoting universal education, sustainability, and global partnerships for development. The OERu partners are committed to the core values of education by creating pathways for OER learners to gain academic credit through the existing formal education system. Whilst such a collaboration is not for the purpose of increasing load, or building reputation or brand in a particular area of expertise, active membership will see us as a leader in the field of open educational practice.

4. To Enhance UTAS Curriculum Offerings

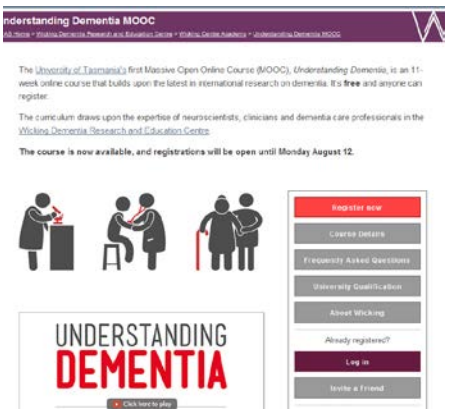
The current proliferation of open educational resources opens up opportunities for UTAS to include educational material from the world's best into our courses. On a modest scale, this will include the use, adaptation and re-use of open educational resources in our unit offerings. On a larger scale, this will be through recognising learning achieved through open online modules, MOOCs, creditable courses delivered by consortia of open providers to which UTAS will belong, and other open resources. This will allow UTAS to truly incorporate a global perspective into units and courses.

The use of technology for communication will also allow UTAS to include national and international perspectives into courses in an unprecedented way. Real time communication through video streaming, web-cams, point of view devices, simulations, 3-D virtual objects and other emerging technologies allow students to engage with material, concepts, activities and places that cannot be replicated when bound by space and place. Having the technology to access these learning experiences in our classrooms and in informal spaces of peer-to-peer interaction is becoming what is expected in a 21st century university, and needs to be planned for in UTAS learning spaces.

Aspirations to take UTAS to the world need to be viewed in light of the new agenda for open access

education. Viewed by many as a 'disruptive moment' in the history of higher education, the focus on opening up content, and potentially accreditation in higher education cannot be ignored. It should be seen, however, as an opportunity rather than a threat, and for UTAS provides a pathway to achieve our four purposes through strategic responses to this agenda.

Within this context, opening UTAS to the world needs to be viewed in terms of both creating new markets and opportunities for traditional credit-bearing or fee-attracting courses – as well as developing open resources, modules, units and courses that will not attract load or fee-paying students, but will serve to build reputation and brand, provide genuine democratic access to higher education, contribute to the broader social and economic agenda in areas of social need, or provide pathways to UTAS degrees.



By embracing an agenda that recognises the potential open educational practices and powerful collaborations, UTAS can position itself as an Australasian leader in this movement. The launch of the first UTAS MOOC, 'Understanding Dementia' in July, 2013 and the impending release of the Marine and Antarctic Science and Indigenous and Maori MOOCs through the Open Universities Australia platform, Open2Study, positions us well in this space. A discussion of Open Educational Practices is provided in Background Paper 2 for this white paper.

What is becoming clear through our current activities in the 'open space' is the need for strategic direction with respect to openness to ensure our efforts are focussed, purposeful and maintain quality, and that the platforms we use are fit for purpose. The principles in this chapter provide the means to establish such an 'open' strategy.

PRINCIPLE 5: UTAS WILL BE AN ACTIVE CONTRIBUTOR TO A VIBRANT COMMUNITY OF OPEN EDUCATIONAL PRACTICE

A key philosophy of the Open movement is the concept of sharing. The licensing of open material is such that it encourages reuse, adaptation, improvement and re-release of educational material for all. In order to gain the most from this, UTAS needs to provide material as well as use and adapt that of others. The UTAS Learning Object repository (LOR) is a contribution to the Open agenda, and the current 'Adapt' repository (Whelahan & Sadler, 2013) is a practical demonstration of this. Importantly, the Adapt repository has encouraged the development of protocols around registration for use and invitation to contribute to a repository, and facilitated a debate around quality assurance, licensing and the provision of metadata.

The wide availability of quality resources also challenges us to think differently about the way we teach. Sourcing quality content and weaving it into our units and courses is a skill our teachers will increasingly practice. This needs to be recognised as teaching practice, and consequently considered in teaching load allocations, acknowledged in the teaching performance expectations and supported through professional development. Through sharing our own open educational

resources, UTAS teachers can also have their work peer reviewed, evaluated and improved in disciplinary and multi-disciplinary communities.

The relationships between open educational practices and obtaining credit into UTAS courses requires detailed and systematic thought. This needs to be considered in conjunction with the clear standards agenda set by the TEQSA (Tertiary Education and Quality Standards Agency) Act, and the requirement of UTAS courses to be aligned with the AQF (Australian Qualifications Framework) and referenced to nationally recognised standards for learning outcomes. Where open resources are used as a component of the learning design of a course (e.g. as course content) this is not overly problematic. Similarly, credit arrangements for UTAS open courses or modules can be relatively easily taken care of through the normal QA processes. The complexity emerges when students apply for credit into courses for "units" completed through open providers, MOOCs, open access modules of learning or other forms of evidence of learning such as badges. Whilst this can be seen as not dissimilar from the more traditional applications for credit or recognition for prior learning (RPL), there are questions around the quality of providers, provenance of evidence and authentication of results.

Given the likely increase in applications for credit from students that have completed various forms of online learning, UTAS needs to revisit relevant policies and procedures to ensure it is ready to respond. The growing acceptance of outcomes standards is very helpful in this regard. With clearly defined course level learning outcomes the ability to assess RPL is greatly enhanced. Similarly, the need to reference outcomes standards (such as the Office for Learning and Teaching discipline threshold learning outcomes), and to align with the AQF can be helpful in deciding upon credit into courses. The formation of partnerships and alignment with consortia of universities will allow benchmarking with respect to credit and recognition of prior learning, as well as potentially sharing the load in developing systematic processes for assessing RPL and credit applications.

Principle 5: Enablers

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

PRINCIPLE 6: UTAS WILL SELECT PARTNERSHIPS AND PLATFORMS FOR OPEN RESOURCES WITH REFERENCE TO OUR FOUR KEY PURPOSES FOR OPEN PRACTICE, AND IN ACCORDANCE WITH OUR UTAS VALUES

The Open Educational Practice agenda (refer to the Background Paper 2) requires UTAS to form collaborative partnerships with like-minded universities and consortia. The recent UK report,

Collaborate to Compete (Online Learning Task Force, 2011), promotes such a collaborative approach to achieve 'significant economies of scale and more rapid development and adoption of technologies, for example in the development of learning resources or in sharing the risk of developing new forms of provision' (p.14). The potential for a collaborative approach to credit and RPL has been discussed in this UTAS white paper, with the possibility of clear pathways opening up options for transfer of new students into UTAS, and the enhancement of UTAS curricula for current students. Collaborations allow exploitation of joint brands, the possibility of breaking into new markets and gives students a choice of innovative and quality online learning experiences. Purposeful collaboration will allow UTAS to meet our aspirations to be internationally recognised for the quality of our courses and the excellence of our teaching.

When making decisions about opening up UTAS content we need to take account of the purpose for which we want content to be openly available, as well as the affordances of the various platforms and contexts in which that content can be placed. A summary of the different types of platforms with respect to the key reasons for publishing open content is presented in Appendix 4. What is clear is that the chosen platform should be selected with a view to the purpose for which the resource or course is being offered. Table 2 provides a summary of some of the options. For example, if the purpose is to provide a pathway into UTAS degree courses, the use of the UTAS Open D2L platform may be the most appropriate as this will prepare future students to study in our normal environment. On the other hand, offering a MOOC to increase brand and reputation may better be sited on an international MOOC platform. In either case, our ability to access comprehensive learner data from the delivery platform is an important consideration.

Table 2 Relationships between the purpose of providing open content and the platform it is delivered on

Learning objects only	**Sequenced content "courses"**			
	Not credit bearing	**Potentially credit bearing**	**Credit bearing**	
Open educational resources in an open learning object repository (LOR)	Delivery of module through an open provider e.g. Open2study	Delivery of open content through open consortium (e.g. Coursera, EdX)	Delivery of course through UTAS open D2L platform	Delivery of unit through collaborative consortium (e.g. OER U)

As previously stated, there are a growing number of platforms on which to offer open and online courses. In partnership with UTAS, Desire2Learn offers an openly accessible instance of their learning environment, hosted in Australia. This arrangement allows UTAS to have considerable input into terms of use and features of the system. However, it is acknowledged that there are many considerations with respect to delivery platforms, including the terms of use, learning designs, amount and type of support offered, ease of use by students, ease of articulation to UTAS courses (where appropriate), discoverability, access to learning analytics data and cost. Given that each of these issues will be important to a greater or lesser degree depending on the purpose,

decisions around the platform to be used need to be critically examined in any business case. *Table 3* outlines the key purposes for which material may be made open, and the platforms that can facilitate the sharing of this material. *Table 3* provides an overview of some MOOC platforms.

Table 3: A snapshot, as at September 2013, of some MOOC platforms.

	OERu	OUA (Open2Study)	Coursera	Udacity	edX	UTAS Open D2L
Mission	An open collaboration aiming to provide free learning to all learners with pathways to gain academic credit from formal education institutions around the world.	Delivery of free online "units/subjects" from Open Universities Australia partners and other invited participants.	An education company that "partners" with invited universities and organizations to deliver "free" online "courses".	To "bring accessible, affordable, engaging, and highly effective higher education to the world".	To increase access to education for students worldwide while using online learning to improve on-campus education and gain greater insights into how students learn most effectively.	To support the UTAS Blended Learning Model and to provide a seamless pathway to transition from open offerings into UTAS courses.
Members*	26 members	13 members	75 members	Not Applicable	28 members	Not Applicable
Course/ unit offerings	OERu is trialling the mOOC format**.	27 "free subjects"	395 courses	28 courses	63 courses	1 course
Subject focus	Multi-disciplinary	Multi-disciplinary	Multi-disciplinary	Science, Technology, Engineering and Mathematics	Multi-disciplinary	Multi-disciplinary
Business model	Not for profit (charity)	For profit	For profit	For profit	Not for profit	Currently not for profit
Open educational practices (OEP)	Yes – open content and platform	No	No	No	Partial – mostly closed content, but open source platform	Partial – open content but closed platform

** Members are educational institutions and organisations which have agreed to deliver courses and educational resources via the identified platform.*

*** mOOc means micro Open Online Course, where "micro" refers to a component of a course, for example 30% of the course credits. They will offer optimal assessment services to mOOC learners as a step towards micro-credentials which can be recognised for formal academic credit by the partner institutions.*

Principle 6: Enablers

1. Broker partnerships with universities and consortia that share UTAS values and allow us to realise our four key purposes for open practice.
2. Consistent with the four key purposes for open practice, the delivery platform for a proposed open course will be determined with reference to the purposes of the course and the fit with the needs, wants and expectations of prospective students.

PRINCIPLE 7: OPEN ACCESS COURSES WILL BE DEVELOPED AT UTAS ONLY IN AREAS OF SPECIALISATION (UNIQUE SELLING POINT) OR STRATEGIC PRIORITY, CLEARLY LINKED TO ONE OR MORE OF THE FOUR KEY PURPOSES FOR OPEN PRACTICE AND ACCOMPANIED BY A WELL FORMULATED BUSINESS PLAN

The potential of open access courses, such as MOOCs, to open UTAS to the world through the four key purposes for open practice at UTAS is considerable and largely untapped. The first UTAS MOOC, "Understanding Dementia" was launched in July 2013 on a self-managed platform through Desire2Learn. The MOOC draws on the expertise of the UTAS School of Medicine and the Wicking Dementia Research and Education Centre. It aims to address the international need for evidence-based dementia care resources to be available to families, carers, health professionals and policy makers. In addition to this strong commitment to addressing a social need, the MOOC provides a pathway to grow UTAS enrolments through the Associate Degree in Dementia Care (ADDC) which is available fully online. The MOOC also provides an excellent resource to strengthen the curriculum material in the ADDC course. This MOOC showcases exemplary learning experiences that build upon an area of research strength. In essence, the MOOC has been designed to achieve each of the four key purposes of open practice at UTAS. The number of participants, over 9000 enrolments, with over 7000 remaining active after three weeks, is testimony to the design and quality of the learning materials. The chosen platform, D2L, has allowed UTAS to have control over the learning design of the MOOC, and provides a seamless transition, in terms of the learning management system, for students who then decide to enrol in the ADDC.

"Understanding Dementia" was supported by a comprehensive business case outlining the goals and risks, together with a detailing of resource requirements. This guided the approval process, the development and implementation, and provided a reference point for evaluation.

Provision of a business case is essential. To facilitate proposals UTAS will develop a pro forma learning and teaching business case template that provides guidance in answering six questions.

1. Does the open access course meet one, or more, of the four key purposes of open practice?
2. Is the chosen platform/partnership/consortium the best fit for the purpose(s)?
3. How will the open access course be quality assured?
4. What content and resources will be used, and how will licensing issues be considered?
5. What is the resourcing required for the design, development, implementation and evaluation processes, and where will these be sourced from?.
6. How does the proposed offering complement current UTAS offerings? Outline articulation arrangements where appropriate.

It is recognised that quality open offerings are resource intensive and that these resources are sourced both in the Faculties and centrally. Furthermore, the design, development, implementation, evaluation and improvement processes must be acknowledged in workload allocations and teaching performance expectations.

A schematic representation of the process for proposal raising, preliminary approval and support for a MOOC business case is presented in *Figure 1*.

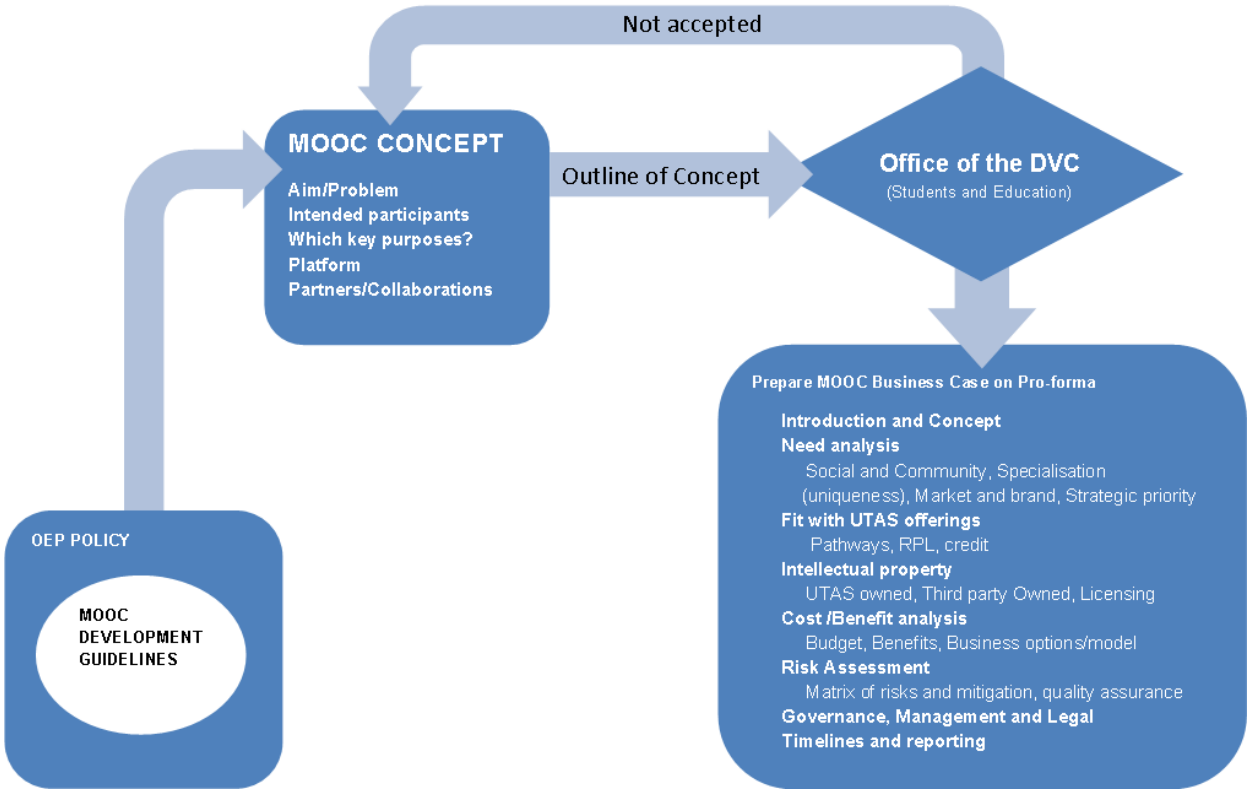


Figure 1: Processes for MOOC preliminary approval and progression to development of a full business case.

Principle 7: Enablers

1. Develop an Open Educational Practice (OEP) Policy that aligns with the strategic approach outlined in this white paper and informs the development of open access course guidelines.
2. Develop a pro forma learning and teaching business case template for open access courses to facilitate systematic and aligned consideration of proposals.

3.1. The Potential of Open Practices for Tasmania

Whilst acknowledging the exciting prospects for reaching an international audience, UTAS also has an obligation to the Tasmanian population that comes with our status as the single university in our state. The possibility of forming collaborations, not only with other universities, but with other higher education providers will open up new pathways for Tasmanian students. The first of these possibilities is to provide a greater breadth of courses to students studying in Tasmania through our consortia and partnerships. This is not dissimilar to current practices of granting credit for units. However, with access to open, international providers such as OERu, the range of options will be greater than ever before.

To fully capitalise on this approach, a bigger picture view needs to be taken. UTAS cannot be all things to all Tasmanians, unless it thinks differently about the way that it brokers the higher education futures of Tasmanians. For some Tasmanian students, their relationship with UTAS may be only for part of their degree course. A model where UTAS acted as a broker for movement

between universities could result in more Tasmanian students studying at UTAS for some part of their degree. This would require a more explicit and formalised approach than currently operating and formal arrangements with other key university partners. Such an approach would also necessitate a rethinking of retention as a key indicator of success. Table 4 summarises some of the degree pathway models facilitated by open practices.

Table 4 Models of degree pathways facilitated by open and online units

Models	Explanation
Traditional UTAS degree	Complete degree course is undertaken with UTAS units, either on- campus; situated or fully online – or a combination.
2+	UTAS degree completed through predominantly studying UTAS units but with some inclusion of units from other universities in areas not offered by UTAS, exchange programs, online units, units from open consortia or MOOCs.
+2	UTAS degree completed but the first year(s) of the program are completed with another agreed provider. Such providers are currently offshore. This could be expanded to include Open Universities Australia (OUA) study or study with another Australian university or TasTAFE.
1+	First year undertaken at UTAS to take advantage of the support and high level of student-staff engagement, and the student then moves to other higher education providers to complete the qualification, maybe at other universities or reverse articulation to Tas TAFE or a VET provider.
+1	Degrees are predominantly completed at other universities, but capstone years, final projects, internships/placements, professional honours programs. occur at UTAS.

Increasing the range and number of UTAS units offered online will also facilitate Tasmanian students taking gap years or undertaking travel to broaden their tertiary studies. Important in decisions regarding sourcing of course content from external partners is consideration of the Higher Education Standards Panel standards. Incorporation of external content needs also to take into account the UTAS course-level learning outcomes (CLLOs) and provider standards necessary to meet TEQSA requirements.

Formation of partnerships is not only important at a national and international level in the delivery of open courses. It is acknowledged that a university degree is not always the best outcome for some students, therefore development of pathways from and to TasTAFE through seamless articulation and reverse articulation is recognised as a key aspiration for Tasmania. Working together, our institutions can use technology to considerable advantage. This includes the sharing of study platforms, and development and delivery of online units and modules that provide pathways and articulate into qualifications at either institution.

PRINCIPLE 8: UTAS WILL OFFER A SUITE OF FULLY ONLINE AND BLOCK-TAUGHT UNITS THAT COMPLEMENT UTAS OPEN OFFERINGS AND ARE WELL COMMUNICATED TO POTENTIAL STUDENTS

To fully capitalise on the potential offered by open educational practices, UTAS needs to increase the number of fully online units. Our growing international reputation and brand may result in an increase in onshore students, but what is more likely is growth in study of fully online units. In order to make this attractive a sufficient number of units need to be available to make a UTAS program of study viable for an overseas student. The possibility of offering block taught units, for example in a summer school format, targeted at interstate and international students should also be considered. The blended learning model provides the right foundation for these types of offerings.

> 'UTAS will be the 'home base' for students seeking a well-supported, interactive and quality higher education qualification. It will deliver courses and units, collaborate with partners and broker pathways' (Comment from white paper consultation, May 2013)

An important companion to the suite of online offerings is the provision of clear information to students that will guide their study choices. The UK report *Collaborate to Compete* (OLTF, 2011) clearly states that 'only with better information can prospective students find what they want, judge value for money and make more accurate decisions about where to study' (p.11). The information to students needs to include pathways and give clear guidance on meeting the requirements of accredited courses for the purposes of graduation and credentialing.

Principle 8: Enablers

1. Faculties and Schools are supported by Educational Developers when designing, developing and implementing fully online units.
2. Increase the number of courses that can be completed in a fully online mode, with a focus on courses that offer students experiences and qualifications unique to the UTAS environment.
3. Develop a comprehensive integrated approach to fully online and block taught unit development and marketing.

Chapter 4. Strategy, governance and policy implications

Technology enhanced learning and teaching (TELT) has presented novel challenges to universities for many years. New business models for course delivery, as well as student expectations have made the quality and reliability of TELT systems mission critical. The need for effective, coordinated leadership for the governance and management of the broad policy environment and the supporting technologies is widely recognised. An increasing number and range of models are

being published to guide these processes (e.g. Higgins & Prebble (2008), Uvalić-Trumbić & Daniel, (2013)). Most recently Holt et al. (2013) have published the findings of the first stage of a nationally funded ALTC project on the quality management of online learning environments by and through distributed leadership.

Many aspects of the quality management of TELT are currently well served by normal UTAS governance and management processes. However, UTAS must further acknowledge and commit to the novel demands and affordances of the online environment in order to strategically situate our TELT activities in our core business and the higher education marketplace. As described in the Ernst & Young (2012) report, TELT is a strategic issue, not a bolt-on.

PRINCIPLE 9: UTAS WILL CLEARLY DEFINE STRATEGIC DIRECTIONS AND IMPERATIVES FOR TECHNOLOGY ENHANCED LEARNING AND TEACHING, THAT ARE INFORMED BY HIGH LEVEL STRATEGY DOCUMENTS AND REGULAR ENVIRONMENTAL SCANNING.

In this white paper we propose a new vision: That UTAS will be a leader in blended learning and that blended learning will be the normal mode for the delivery of most units. This new vision signals a break with some old norms and needs to be acknowledged and embraced in all areas of University operations.

High-level strategy documents need to more specifically reference TELT and reflect the new norms as outlined in this paper. In addition, high-level strategy documents need to be continually informed by national, international and sector environmental scans. Equally, we need to keep abreast of the needs and experiences of students, staff, and other stakeholders such as accrediting bodies and employers.

In Background Paper 3 there is a table that assembles the TELT actions in UTAS central and Faculty strategic planning documents, as of August 2013. An analysis of this document indicates that most of these initiatives are specific and short-term in focus. With this white paper we propose that TELT initiatives going forward are ambitious, coherent with our blended vision and supported through coordinated leadership and substantial and ongoing funding.

The new model of learning and teaching for UTAS presented in this white paper establishes some new norms for the delivery of units and courses. This creates a new environment for the application and understanding of current policies and procedures, as well as creating the need for a review of current policies and procedures to ensure that they reflect the new norms. An example of a document that has recently integrated TELT matters is the Teaching Performance Expectations that incorporates specific indicators related to technology enhanced teaching. In future, reflecting such requirements in academic position descriptions is consistent with our aspiration to be a leader in blended learning.

Appendix 2 contains a vocabulary intended to clarify, guide and standardise terminology around a range of identified TELT terms. A common language that is meaningful to all participants in TELT at UTAS is essential. It will help us to clarify our meanings and to coherently communicate our purposes to stakeholders, including students deciding which courses and units to study.

Background Paper 1 presents a snapshot of current major international publications on aspects of TELT with a focus ranging from technologies, students, institutions, partnerships, the sector and the future. These documents reflect and reinforce the underlying philosophy of this white paper, its principles and posited enablers.

Principle 9: Enablers

1. Form a high-level TELT group to discuss and review TELT strategy in university-level strategy and planning documents once a year to ensure that an annual process of environmental scanning informs the next cycle of documents.
2. Review all strategy and planning documents that impact learning and teaching at all levels of the University to ensure that the papers explicitly consider technology enhanced learning and teaching matters.
3. Disseminate the findings of significant worldwide TELT publications, including journal articles and reports at workshops facilitated by TILT and Faculty champions, in order to promote consideration of the implications for UTAS.
4. Enact ongoing professional development for managers at the level of Heads of School and above, including the SMT, about TELT directions internationally, nationally and at UTAS.
5. Conduct a regular survey of staff and students about the state of TELT and the future of TELT at UTAS in order to evaluate progress and inform future directions.

PRINCIPLE 10: UTAS WILL EXPLICITLY ACKNOWLEDGE AND DEFINE A DISTRIBUTED LEADERSHIP MODEL FOR TECHNOLOGY ENHANCED LEARNNG AND TEACHING GOVERNANCE AND IDENTIFY ROLES AND RESPONSIBILITIES IN TELT MANAGEMENT AND SUPPORT.

Managerial responsibility for TELT is distributed across a range of UTAS organisational units, including TILT, Faculties, Schools, the Library, Student Support, ITS, SMT, and SERRU. Coordination is achieved through the vision set out in senior strategy documents, committees, line management processes and the relationships between individuals across organisational units.

One important tool that can help to coordinate leadership towards common goals is a framework to inform the review of operations, documentation and institutional practices. The most widely used framework in TELT in Australia is the Australian Council on Open Distance and e-Learning (ACODE) benchmarks (ACODE, 2008). These benchmarks provide useful guidance on the range of considerations required for quality provision of TELT. The following are the eight top-level benchmark descriptors, that are expanded upon with scoping statements and multiple performance measures in the full document (ACODE, 2008).

1. Institution policy and governance for technology supported learning and teaching
2. Planning for, and quality improvement of the integration of technologies for learning and teaching
3. Information technology infrastructure to support learning and teaching
4. Pedagogical application of information and communication technology

5. Professional/staff development for the effective use of technologies for learning and teaching
6. Staff support for the use of technologies for learning and teaching
7. Student training for the effective use of technologies for learning
8. Student support for the use of technologies for learning

Principle 10: Enablers

1. Periodically review TELT provision and governance at UTAS by applying the ACODE benchmarks internally.
2. Periodically participate in inter-institutional reviews based on the ACODE benchmarks or comparable indicators.

PRINCIPLE 11: UTAS WILL POSITION DECISION-MAKING AND FUNDING FOR TELT AT AN APPROPRIATE LEVEL TO ENSURE STABILITY, SUPPORT AND INNOVATION.

As noted in earlier chapters, UTAS has recently invested in a new core (Desire2Learn) for the LMS platform. There is a range of additional technologies and services used as part of the LMS and, more broadly the learning environment of students. These may be characterised as UTAS-controlled, cloud services and student-controlled.

Our TELT landscape is complex. To assist decision-making managers and committees we require clear information on the systems, technologies and interconnections that make up our TELT platform. Two important information sources are a map of the TELT platform and statistics on the performance, use and support of our systems.

To support planning and coordinated decision making between faculties and central bodies it would be valuable to develop a roadmap for learning technology development with a five-year horizon. This roadmap needs to consider three broad categories of technology - UTAS-controlled, cloud services and student-controlled. The roadmap should be reviewed and updated by the TELT Working Party on a six-monthly basis in order to capture recent developments and to anticipate future developments, such as system renewal, requiring resource allocation.

One persistent issue at UTAS has been the reliance on project funding for widely used systems. Current examples include web conferencing and lecture recording. Maintaining such services on short-term funding creates an atmosphere of uncertainty for teaching staff about the extent to which they can rely on the services.

New technologies become embedded in learning and teaching practice through a well-characterised process of innovation, trial and mainstreaming. At UTAS innovation in TELT technologies can occur through horizon scanning, via professional networks and literature reviews, practice innovation via teaching development grants and other Faculty initiatives, and vendor product development. What is not clear is how these innovations are evaluated, approved, funded and embedded. The lack of a clear process for evaluating and adopting new technologies is hindering innovation at UTAS.

Principle 11: Enablers

1. Develop clear maps, that include the funding and support status of each system and service, of current TELT systems, their interdependencies and associated systems that can be used in learning and teaching decision-making and in considering systems renewal.
2. Consistently report information on performance, use and support of systems to key committees, including the University learning and teaching committee (ULTC), and other stakeholders.
3. Define a clear process and decision-making chain to identify, pilot, evaluate and embed innovations in learning technologies, services and practices, including clear mechanisms for accessing funding.
4. Improve the integration, including information sharing and collaboration, of ITS strategic information into learning and teaching by appointing the CIO or another senior representative to a position on ULTC.
5. Improve learning and teaching involvement in strategic IT decision-making by appointing a senior learning and teaching representative to the Strategic ICT Committee.

PRINCIPLE 12: UTAS WILL EXPLORE AND ADOPT FORMAL MECHANISMS FOR UNIT QUALITY IMPROVEMENT CONSISTENT WITH THE BLENDED LEARNING MODEL.

A common understanding of what we value at UTAS in terms of quality in online and blended delivery and what students value in their education will facilitate continuous improvement in our provision of blended learning.

This white paper proposes two initiatives to support the development of units and improve the student experience.

- A framework describing the sophistication of use of the LMS, and other TELT tools, in the delivery of blended units. This framework, currently known as "MyLO Levels 0-5" is presented in Appendix 3. These levels have been initially constructed on the basis of the results from surveys of UTAS students that clearly indicate they want greater use of technology in their units. The features and affordances of the TELT platform have also influenced the levels. These 'MyLO Levels' are currently focussed on student demand and teaching practice, and will be refined further on the basis of continued consultations.
- A framework for the continuous improvement in the student experience of units. We are currently beginning an engagement with the Quality Matters (QM) program (http://qmprogram.org). This is a US-based, internationally-recognised peer-review framework for quality assurance and continuous improvement of online and blended units. Initially UTAS is assessing the framework for its applicability in our context. If the assessment is that the program is appropriate we could seek to become an accredited institution, thereby providing a route to international accreditation of the quality of our

approaches. Accreditation could be a valuable aspect of our relationships with partner providers. QM compliments existing QA processes as well as the teaching performance expectations (TPE). As a rigorous and scholarly peer review process it meets the requirement for peer review, online curriculum design and evaluation of teaching.

Principle 12: Enablers:

1. The "MyLO Levels 0-5" framework will be finalised through a consultation process involving TELT stakeholders.
2. An internationally-recognised framework for the quality assurance of technology enhanced learning and teaching will be enacted at the University and integrated into quality assurance, performance expectations and reward structures.

Chapter 5: Summary of Principles and Enablers

PRINCIPLE 1: THE UTAS LEARNING ENVIRONMENT WILL USE TECHNOLOGY TO ENRICH THE STUDENT LEARNING EXPERIENCE THROUGH THE PROVISION OF QUALITY RESOURCES; RICH PEER-PEER, STUDENT-TEACHER, AND TEACHER-STUDENT INTERACTIONS; AND ENGAGING, HIGH IMPACT LEARNING EXPERIENCES

1. Automate the creation of a presence in MyLO for all UTAS units, based on the MyLO starter template. The template includes a summary of the unit, a welcome message and the unit outline. The deployment of an automated process requires a centralised management system for unit outlines that creates a single authoritative source of unit administrative information and serves a range of needs, including automatic uploads into the MyLO starter template.
2. Maintain and enrich the affordances within MyLO through the provision of suitable systems, software and supporting expertise, to:
    - enable interaction in both asynchronous (e.g. blogs, wikis, discussion boards) and synchronous (e.g. web conferencing, chat functions) modes;
    - allow collaborative activities to occur, and to allow students to publish and share their own content within the University's online environment;
    - allow students to interact beyond the members of the class by engaging with industry experts, discipline experts at other universities, and with other key stakeholders nationally and internationally; and
    - facilitate and encourage staff to produce high-quality accessible resources.
3. Support students to develop digital literacy skills to fully capitalise on the digital resources and activities that are provided in the UTAS blended learning model.
4. Through the provision of educational developers and technologists, available and within all faculties, support staff to:
    - develop their digital literacy skills to fully capitalise on the affordances of technology to support learning and the use of discipline-specific software applications;
    - develop skills in using technologies focussed on interaction;
    - gain skills in mobile learning and e-assessment design and implementation;
    - explore open educational resources, and to gain familiarity with the copyright and licensing requirements of such resources to facilitate adaptation and reuse; and
    - develop their own resources that are potentially available as open educational resources.
5. Develop a mobile strategy, with specific reference to the blended learning model, that prioritises the services that students value.

PRINCIPLE 2: UTAS FORMAL AND INFORMAL LEARNING SPACES WILL BE DESIGNED TO SUPPORT MULTIPLE TYPES OF INTERACTION, AS WELL AS A RANGE OF TECHNOLOGY ENHANCED LEARNING ACTIVITIES

1. Develop and progressively enact building and refurbishment plans that explicitly aim to ensure that throughout all campuses there are:
    - spaces equipped with technologies to enhance interaction through allowing students to meet with each other, in person and virtually, to work together (collaborative work stations);
    - spaces that support students when they wish to conduct individual work in a technology-enabled environment;
    - immersive spaces that allow on-campus and off-campus students to fully participate in real-time events such as debates, panels and presentations; and
    - learning spaces that allow 24-hour access to students and staff.

PRINCIPLE 3: UTAS WILL OFFER HIGH QUALITY UNITS DELIVERED IN MODES THAT BEST SUIT THE LEARNING OUTCOMES OF THE UNIT AND THE COHORT UNDERTAKING THE UNIT BY EXPLOITING FULLY THE AFFORDANCES OF TECHNOLOGY.

1. Support and encourage staff, in a multitude of ways, such as access to professional development resources and recognition in workload and performance models, in reviewing and refreshing their learning designs to take advantage of the blended learning model.
2. Develop campus learning and teaching spaces that are flexible in their layout, and adaptable by students and staff, to enable a range of learning activities to take place.
3. Ensure there is a balance between formal and informal learning spaces, with the informal spaces being made available for student discussions and class breakout activities.
4. Develop a room timetabling system that has flexibility as a core feature in order to support staff and students changing their location to work in environments best suited to their learning and teaching activities.

PRINCIPLE 4: REGARDLESS OF LOCATION OR MODE OF STUDY STUDENTS WILL BE ABLE TO ACCESS RESOURCES AND LEARNING EXPERIENCES, MONITOR THEIR PROGRESS AND RECEIVE FEEDBACK ON THEIR LEARNING

1. Encourage and support staff in embedding formative and summative assessment into MyLO to facilitate efficiency gains and to support students in having one portal for feedback and progress information.
2. Implement, particularly in fully online units, the learning analytics capabilities of the LMS to provide students and teachers with real time and cumulative data about progress in achieving unit and course learning outcomes.
3. Develop and implement an integrated academic analytics process to capture, analyse and visualise data to assist staff in the planning of units and courses, and to ensure appropriate learning support and pathways for all achievement levels.

4. Systematically review and then monitor the benefits that analytics could deliver to UTAS and students through research engagement and management engagement with the global analytics community.

PRINCIPLE 5: UTAS WILL BE AN ACTIVE CONTRIBUTOR TO A VIBRANT COMMUNITY OF OPEN EDUCATIONAL PRACTICE

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

PRINCIPLE 6: UTAS WILL SELECT PARTNERSHIPS AND PLATFORMS FOR OPEN RESOURCES WITH REFERENCE TO OUR FOUR KEY PURPOSES FOR OPEN PRACTICE, AND IN ACCORDANCE WITH OUR UTAS VALUES

1. Broker partnerships with universities and consortia that share UTAS values and allow us to realise our four key purposes for open practice.
2. Consistent with the four key purposes for open practice, the delivery platform for a proposed open course will be determined on the basis of a business plan that articulates the purposes of the course, and the fit with the needs, wants and expectations of prospective students.

PRINCIPLE 7: OPEN ACCESS COURSES WILL BE DEVELOPED AT UTAS ONLY IN AREAS OF SPECIALISATION (UNIQUE SELLING POINT) OR STRATEGIC PRIORITY, CLEARLY LINKED TO ONE OR MORE OF THE FOUR KEY PURPOSES FOR OPEN PRACTICE AND ACCOMPANIED BY A WELL FORMULATED BUSINESS PLAN

1. Develop a pro forma learning and teaching business case template for open access courses to facilitate systematic and aligned consideration of proposals.

PRINCIPLE 8: UTAS WILL OFFER A SUITE OF FULLY ONLINE AND BLOCK-TAUGHT UNITS THAT COMPLEMENT UTAS OPEN OFFERINGS AND ARE WELL COMMUNICATED TO POTENTIAL STUDENTS

1. Faculties and Schools are supported by Educational Developers when designing, developing and implementing fully online units.
2. Increase the number of courses that can be completed in a fully online mode, with a focus on courses that offer students experiences and qualifications unique to the UTAS environment.
3. Develop a comprehensive integrated approach to fully online and block taught unit development and marketing.

PRINCIPLE 9: UTAS WILL CLEARLY DEFINE STRATEGIC DIRECTIONS AND IMPERATIVES FOR TECHNOLOGY ENHANCED LEARNING AND TEACHING, THAT ARE INFORMED BY HIGH LEVEL STRATEGY DOCUMENTS AND REGULAR ENVIRONMENTAL SCANNING.

1. Review all strategy and planning documents that impact learning and teaching at all levels of the University to ensure that the papers explicitly consider technology enhanced learning and teaching matters.
2. Form a high-level TELT group to discuss and review TELT strategy in university-level strategy and planning documents once a year to ensure that an annual process of environmental scanning informs the next cycle of documents.
3. Disseminate the findings of significant worldwide TELT publications, including journal articles and reports at workshops facilitated by TILT and Faculty champions, in order to promote consideration of the implications for UTAS.
4. Enact ongoing professional development for managers at the level of Heads of School and above, including the SMT, about TELT directions internationally, nationally and at UTAS.
5. Conduct a regular survey of staff and students about the state of TELT and the future of TELT at UTAS in order to evaluate progress and inform future directions.

PRINCIPLE 10: UTAS WILL EXPLICITLY ACKNOWLEDGE AND DEFINE A DISTRIBUTED LEADERSHIP MODEL FOR TECHNOLOGY ENHANCED LEARNNG AND TEACHING GOVERNANCE AND IDENTIFY ROLES AND RESPONSIBILITIES IN TELT MANAGEMENT AND SUPPORT.

1. Periodically review TELT provision and governance at UTAS by applying the ACODE benchmarks internally.
2. Periodically participate in inter-institutional reviews based on the ACODE benchmarks or comparable indicators.

PRINCIPLE 11: UTAS WILL POSITION DECISION-MAKING AND FUNDING FOR TELT AT AN APPROPRIATE LEVEL TO ENSURE STABILITY, SUPPORT AND INNOVATION.

1. Develop clear maps, that include the funding and support status of each system and service, of current TELT systems, their interdependencies and associated systems that can be used in learning and teaching decision-making and in considering systems renewal.
2. Consistently report information on performance, use and support of systems to key committees, including the University learning and teaching committee (ULTC), and other stakeholders.
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PRINCIPLE 12: UTAS WILL EXPLORE AND ADOPT FORMAL MECHANISMS FOR UNIT QUALITY IMPROVEMENT CONSISTENT WITH THE BLENDED LEARNING MODEL.

1. The “MyLO Levels 0-5” framework will be finalised through a consultation process involving TELT stakeholders.
2. An internationally recognised framework for the quality assurance of technology enhanced learning and teaching will be enacted at the University and integrated into performance expectations and reward structures.

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Appendix 1. Consultation and Contributors

1.1 Consultation process

Date	Activity
Pre- March	Information gathering (ULTC; Associate Deans; Leaders' retreat; MyLO project Board; TELT Action Group)
March	Information gathering - Preliminary meeting with ITS
April	Information gathering - TELT working Group
May	Group and individual meetings/consultations in Launceston and Hobart video-conferenced to Cradle Coast and Sydney (see table below)
	ULTC – Report and discussion from consultation process
	Information gathering - TILT Educational Developers Planning Day
June	Information gathering - VCAR
August – September	DVC (S&E) Road shows – consultation on the Blended Learning Model and the 8 key principles in the White Paper
September	Final draft to DVC (S& E)
	Final draft to Sarah Porter (JISC, UK) - Critical Friend
October	Final draft to TELT Working Group
	Circulate White Paper in *advance of UTLC meeting, asking that Faculty representatives discuss the Paper within their respective Faculties and come to the 11 October meeting with feedback*
Wed 2 Oct	*Items due for ULTC agenda*
Fri 11 Oct	*ULTC* meeting
11 Oct – 23 Oct	*Faculty* and *ULTC feedback incorporated into document*
23 Oct	*DVC* discusses *White Paper with VC*
23 – 30 Oct	*VC* feedback *incorporated into document*

30 Oct	*Items due for Academic Senate agenda*
11 Nov	*Items due for SMT meeting*
15 Nov	*Academic* Senate *meeting*
21 Nov	*SMT* meeting

1.2 Contributors to initial consultations

UTAS staff who contributed to the early consultation process for this White Paper

Name	Affiliation
Carina Bossu	TILT
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Vanessa Warren	TILT
Bob Wylie	Faculty of Health Science

Appendix 2. Terminology and definitions

Draft version – for consultation (inserted from N:\PVC-SE\CALT\Projects & consultancies\TELT White Paper 2013\ TELT Definitions draft v4.docx)

This document aims to clarify, guide and standardise terminology around a range of identified TELT terms and concepts. It does not represent an exhaustive list of terms, and should be regarded as a living document, regularly updated to reflect evolving usage and priorities.

The definitions have been split into four broad categories:

- **General** terms
- **Design** (pedagogical principles and considerations)
- **Delivery** (mode and structure of different TELT unit offerings at UTAS)
- Tools and technologies

Please note, this document has separated **design** and **delivery** for the purposes of clarity in definitions; in practice, unit design will influence delivery method (and vice versa).

This document is currently intended for internal use only; definitions may need to be adapted for use in student material (eg. marketing material, Course and Unit Handbook)

2.1 General

Term	Description
Technology Enhanced Learning and Teaching (TELT)	**TELT** recognises and applies the use of technology to enable new types of learning experiences and to enrich existing learning scenarios[1] Sometimes used synonymously with e-learning, TELT does not necessarily situate learning and teaching activity wholly within the online environment (though it may do so when appropriate), rather, it prioritises the use of high impact, high

	quality **blended learning** pedagogies to maximise learning and teaching in a variety of contexts. [1]Laurillard, D, Oliver, M, Wasson, B, & Hoppe, U, 2009, 'Implementing technology-enhanced learning' in N Balacheff, S Ludvigsen, T De Jong, A Lazonder, & S Barnes (eds.), *Technology-enhanced learning*, Springer, Netherlands.
Learning environment	The **learning environment** refers to conditions external to the learner, and is comprised of physical and virtual spaces, as well as University policies, procedures and practices. The **virtual learning environment** includes the **Learning Management System** as a significant component; however it also includes the supporting technologies, tools, systems and interactions that are experienced online throughout a student's engagement with the University. The **physical learning environment** includes the learning spaces, services, resources and interactions that are experienced in person throughout the student's engagement with the University.
Digital literacy	Also referred to as digital competence, **digital literacy r**efers to the instrumental, advanced and conceptual skills and knowledge required to confidently, critically and ethically use and engage with information, media, tools and networks in an online environment. Digital literacy/digital competence draws on and integrates the frameworks of: • Computer/ICT literacy (eg. ability to use a range of computer applications such as email, word processing, spreadsheets) • Internet/network literacy (eg. ability to understand, use and add to or manipulate networked information) • Information literacy (eg. ability to recognise when information is needed and to locate, evaluate and use information effectively) • Media literacy (eg. the ability to access, analyse and create communications in a variety of contexts) Digital literacy is an essential skill for both students and teachers to operate effectively within the **TELT** environment.

	Ferarri, A, 2012, *Digital Competence in practice: An analysis of frameworks*. Joint Research Centre, European Commission. Accessed 28 June 2013 at ftp://ftp.jrc.es/pub/EURdoc/JRC67075_TN.pdf

2.2 Design and Pedagogy

Term	Description
Blended learning	**Blended learning** is a design approach that integrates both synchronous and asynchronous, face to face and online learning activities to varying degrees (depending on unit outcomes and design), using the characteristics and affordances of both environments to enhance the learning and teaching experience. UTAS specific[2] and international research consistently shows that students not only expect to work within a blended learning environment, but also that this approach helps them best achieve their learning outcomes. Increasingly, blended learning represents the norm in tertiary education. See MyLO Use Level table (0-5 levels) below. http://www.educause.edu/library/resources/ecar-study-undergraduate-students-and-information-technology-2012 [2]Kregor, G and Breslin, M and Fountain, W, *Experience and beliefs of technology users at an Australian university: Keys to maximising e-learning potential*, Australasian Journal of Educational Technology, 28, (8) pp. 1382-1404
Flexible learning	**Flexible learning** is a design approach that prioritises and supports student choice, personalisation and convenience to improve the learning experience and student engagement. Flexible learning is time and place independent, for example, unit content may be available upfront, to be accessed when, where and how the student chooses; assessment activities may allow students choice in topic, form, scope and/or due date; learning activities can be optional, or negotiable in timing or mode of participation.

	Flexible learning is often erroneously conflated with e-learning, or blended learning, both of which accommodate flexible learning design approaches, but which are not inherently flexible in themselves. Flexible delivery does not refer to delivering two different curriculums to separate cohorts (eg. internal and external students), or offering a fixed unit on more than one campus; the flexibility must be inherent in the flexible learning design, prioritising and accommodating student choice and agency. http://www.teaching-learning.utas.edu.au/designing/flexible http://www.olt.gov.au/resource-good-practice-report-technology-enhanced-learning-and-teaching-2011
Flexible assessment	**Flexible assessment** activities allow students choice in subject, form, scope and/or due date of assessment.
Work Integrated Learning (WIL)	Describes learning activities that integrate theoretical learning with its application in the workplace. These educational activities should provide a meaningful experience of the workplace application that is intentional, organised and recognised by the institution, in order to secure learning outcomes for the student that are both transferable and applied. http://www.teaching-learning.utas.edu.au/designing/work-integrated-learning
Situated learning activities	A **situated learning activity** allows students to engage in a highly contextualised **high impact learning experience**, such as a field unit, research or design project, internship or work integrated learning placement. They allow facilitate learning that is embedded in the same context (social or physical) in which is applied[3] [3]Brown, J. S., Collins, A. and Duguid, P. (1989). Situated cognition and the culture of learning. Educational Researcher, Vol. 18, No. 1, pp. 32-42.
Authentic learning	**Authentic learning** experiences focus on real-world activities that value the application of knowledge to solve real-world problems. Authentic learning has its foundations in situated learning or situated cognition, that is, knowledge and skills

	that can be (or are) used in real life situations. http://www.olt.gov.au/resource-good-practice-report-technology-enhanced-learning-and-teaching-2011
Authentic assessment	**Authentic assessment** refers to tasks and conditions in assessment activity that are either situated in real-world settings (eg. in a workplace), or are as closely aligned as possible by requiring students to use their knowledge and skills in ways that imitate, simulate or directly apply to how they are used in real (authentic) contexts. http://www.teaching-learning.utas.edu.au/assessment/authentic-assessment
Authentic tools	**Authentic tools** are tools (such as software packages, equipment) that are relevant beyond the classroom, ie. they are used by practitioners in professional and research settings. The use of **authentic tools** is a component of **authentic learning** and **assessment**, as it directly aligns with and builds real-world practices and skills.
High Impact Learning Experience (HILE)	**HILE**s are purposeful, authentic, and high quality learning activities that actively engage students and facilitate deep learning and skill development. HILEs can be characterised by their emphasis on real-world knowledge/application/situation, intentional design, and the investment of time and effort of both teaching staff and students. Some examples include: • Skill intensives (eg. writing workshops, laboratory work) • Undergraduate research and fieldwork • Service/community learning and projects • Internships, practicums • Collaborative projects • Capstone projects Kuh, George D., 2008, *High-impact educational practices: What they are, who has access to them, and why they matter*.

	Association of American Colleges & Universities, Washington. Accessed 7 July 2013 at http://www.neasc.org/downloads/aacu_high_impact_2008_final.pdf
Game-based learning	**Game-based learning** refers to the integration of games or gaming mechanics in educational experiences. Game-based learning is often highly goal/reward oriented, and emphasises motivation, experimentation and collaboration to achieve outcomes. http://www.nmc.org/pdf/2013-horizon-higher-ed-preview.pdf
Accessibility	**Accessible** learning design provides learning resources and activities that are accessible to all students, regardless of physical ability or the way in which they use technologies. It may include consideration of file types and sizes (eg. for download speed, or optimal use with **assistive technologies**), transcription of audio and video, flexibility in the types of activities and inherent requirements of a unit, and other considerations. See also: http://www.utas.edu.au/it/web-accessibility/about-web-accessibility http://www.adcet.edu.au/Cats/Technology_and_Facilities/Web_Design.chpx
Synchronous learning activities	Any activity that involves real time interaction between students, or between students and teacher. **Synchronous learning activities** typically take place in a shared physical or virtual environment, eg. via **video/web conferencing**, or within a **wiki**.
Asynchronous learning activities	Any activity that students take part in at different times and in different locations. Frequently facilitated online, **asynchronous activities** can include individual tasks (eg. quizzes) and collaborative tasks (eg. group **discussion** forums).
Flipped classroom	A learning design model whereby **synchronous**, face-to-face interaction between students and teachers is reserved for highly interactive, situated or authentic learning activities, while non-interactive content (such as lecture material) is accessed by students outside class time as a preparatory or review activity.

MOOCs	**MOOCs** are part of a recent higher education movement aligned with **open educational practices.** MOOCs are: • **Massive,** in relation to the number students that can participate at any one time. They are scalable and can involve hundreds or thousands of students. • **Open,** in that they are freely accessible. • **Online**, in that all learning activities, content and engagement occurs **fully online**. • **Courses**. They have a start and finish time. A MOOC has a structure and its content is sequenced. (for further information refer to Background Paper 2)

2.3 Delivery

Unit type	MyLO	High Impact Learning Experiences	Attendance *
On campus	Range of online resources, interaction, assessment, administration	On campus	Regular, block, negotiated, optional
Situated	Range of online resources, interaction, assessment, administration	Situated	Negotiated, regular, block, optional
Fully online	All unit resources, interaction, assessment, administration	Online	Regular, block, negotiated, optional

*different activities within the same unit may have different attendance requirements eg. one unit may include optional lectures, regular tutorials, and block HILEs.

2.4 Attendance Mode

Attendance Mode	Description
Regular attendance	Attendance is required to complete the unit. Students are required to attend regularly scheduled synchronous learning activities (eg. weekly virtual or on-campus tutorials).
Block attendance	Attendance is required to complete the unit. Students are required to attend scheduled, synchronous learning activities in blocks, ie. long and/or compressed sessions (eg. half or whole day, week-long) that occur at one or more points through the semester.
Negotiated attendance	Attendance is required to complete the unit. The timing, mode and/or site of attendance can be negotiated between student and teacher to accommodate student needs (eg. placement, special study project, Learning Access Plan provisions).
Optional attendance	Attendance is not required to complete the unit. For example, students may choose to attend study sessions or writing intensives, students may choose to attend a lecture or listen to recordings.

2.5 Tools and technologies

Term	Description
Mobile technologies	**Mobile technologies** include portable, internet enabled devices such as smart phones and tablet computers, along with the applications and software associated with them, that allow users anywhere, anytime access to information, media, communication and a range of other convergences through telecommunications networks.
Social media	**Social media** refers to the websites and applications that facilitate interaction, content creation and information sharing among people in online networks. Common examples include Facebook, Twitter and blogs. See also:

	http://www.utas.edu.au/__data/assets/pdf_file/0007/82843/Social-Media-Guidelines.pdf
Emerging technology	**Emerging technologies** are new technologies that are likely to cause a significant shift or development in the learning and teaching landscape (eg. in how we create, access or use learning objects and activities). **Social media** and **mobile technologies** are examples of recent emerging technologies that have now moved into the mainstream. See Horizon reports for more examples: http://www.nmc.org/publications/2013-horizon-report-higher-ed
Assistive technology (AT)	**Assistive technology** includes devices, tools, hardware and software that enable people with disability to participate in learning activities by increasing, maintaining, or improving functional capabilities (such as speaking, typing, writing, remembering, pointing, seeing, hearing, walking) that might otherwise be difficult or impossible. Common examples include screen readers, voice-to-text software and special purpose keyboards. See more about specific technologies and design strategies: http://www.adcet.edu.au/Cats/Technology_and_Facilities/Assistive_Technology.chpx
Learning Management System (LMS)	An **LMS** is a software package which enables the online creation, management and delivery of learning content, communication, activities and resources. *MyLO* is the UTAS learning management system.
Minimum Online Presence	The **Minimum Online Presence** refers to the UTAS Starter Template, automatically created for new units in MyLO.
On campus wireless internet (UTAS wifi)	UTAS provides on campus wireless (wifi) internet access (and off campus MyLO access) to students and staff via UConnect. This allows students and staff to access the internet from their own devices (such as laptops, tablets or smart phones). http://uconnect.utas.edu.au/index.htm

Lecture recording	An audio and/or video capture of lecture delivery, recorded in real time (eg. in front of a class), or pre-recorded (eg. via desktop capture), that can be accessed by students in or out of class time for single or multiple viewings. UTAS staff can record lectures via MyMedia service and Echo360 Personal Capture. http://www.utas.edu.au/it/learning-teaching-services/lecture-recording-and-broadcasting-lectopia
Web conferencing	Sometimes called webinars, virtual classrooms or online workshops, **web conferencing** refers to a service that allows synchronous interaction between students and teachers in geographically dispersed locations through simultaneous online access to shared audio, text chat, video, and online whiteboard facilities. Sessions can be recorded for later viewing. The UTAS web conferencing system is Blackboard Collaborate. http://www.teaching-learning.utas.edu.au/elearning/web-conferencing
Video conferencing	Synchronous visual and audio interaction between students, or between students and teacher, via video link. Participants are usually based in geographically dispersed locations, or in groups located in different locations (eg. different campuses). http://www.utas.edu.au/it/communication-technologies/videoconferencing
Online assessment	Assessments that occur wholly through the online environment, eg. online quizzes, assessed discussion board contributions, web conference presentations, use of **authentic online tools**.
e-examination	Students complete an exam using a dedicated computer provided by the University, or on students own laptop with appropriate authentication, or through online mediation such as eExams or Respondus Lockdown Browser Or : Students use **authentic tools** (eg. software such as CAD, modelling programs, spreadsheets) to complete an exam on a dedicated computer provided by the University, or on students own laptop with appropriate authentication.

	http://www.educ.utas.edu.au/users/afluck/eexaminations/support/how-to/eExam%20looks.pdf http://www.respondus.com/products/lockdown-browser/
Electronic submission	Assessments that are submitted in electronic format (eg. Word document, audio file, eportfolio) through agreed systems such as the MyLO dropbox. **Academic integrity software** can be used in conjunction with electronic submission methods.
Academic integrity software	Refers to software (such as Turnitin) that compares the written text of any electronic document submitted for assessment with all the other documents stored in its databases to check for originality, correct paraphrasing and any attempts at copying the work of others. http://www.utas.edu.au/turnitin/
Online marking	Assessments are managed, graded and returned to students electronically using tools such as MyLO rubrics and gradebook, or software such as Grademark.
Online discussion	Structured, asynchronous written communication between students or teachers and students, usually organised by thread/subject and facilitated through MyLO. Discussion can be completely open or focus on specific topics, and may be assessed for student quality of student contribution. http://www.utas.edu.au/learning-teaching-online/old-mylo/preparing-an-online-unit/assessment-and-communication-tools/setting-discussion-activities
Blog	A **blog** is a content driven site published online, consisting of discrete entries ("posts"). Blogs are usually the work of a single person (though they can be group-authored), and frequently feature applications to facilitate comments and discussion between author, readers and other bloggers. http://www.teaching-learning.utas.edu.au/elearning/blogs-wikis
Wiki	A **wiki** is a website that allows users to collaborate in the non-linear creation and modification of written work online. Wikis allow students to work both synchronously and asynchronously, with edits made in real time and appearing almost

	instantly. All edits and interactions made by wiki participants are recorded and open to other participants to view. http://www.teaching-learning.utas.edu.au/elearning/blogs-wikis
ePortfolio	An ePortfolio is a purposeful collection and presentation of digital artefacts, aimed at a selected audience. An ePortfolio is typically produced in series over a period of time and/or covering a range of topics, and may be used as evidence of learning, ideas, experiences, assessment, achievements and reflections. http://www.teaching-learning.utas.edu.au/elearning/eportfolios
RSS	**RSS** is a web feed format used to automatically aggregate and organise frequently updated online sources such as blogs, Twitter feeds and news headlines in a standardized format on web or mobile devices. http://en.wikipedia.org/wiki/RSS
Social bookmarking	**Social bookmarking** is an online service which enables users to add, annotate, edit, and share collections of websites. Tagging is a significant feature of social bookmarking systems, enabling users to organize their bookmarks in flexible ways and develop shared vocabularies https://en.wikipedia.org/wiki/Social_bookmarking
Web-based reference management tools	Also referred to as bibliographic management or citation software, **web-based reference management tools** allow users to save, organise, annotate, tag and use references through online software (and associated desktop packages). They increasingly include social and collaborative capabilities for resource sharing and building scholarly networks. The UTAS reference management software is EndNote (web-based version EndNote Web) http://utas.libguides.com/endnote, though others are freely available: http://en.wikipedia.org/wiki/Comparison_of_reference_management_software

Open Educational Practices	Practices which support the production, use and reuse of **open educational resources**, and the sharing of teaching practices and strategies across institutions. http://www.icde.org/en/resources/open_educational_quality_inititiative/definition_of_open_educational_practices/ http://acode.edu.au
Open Educational Resources (OER)	Educational materials which are licensed in ways that provide permissions for individuals and institutions to reuse, adapt and modify the materials for their own use. OER can include full courses, textbooks, streaming videos, exams, software, and any other materials or techniques supporting learning (OER Foundation. *OER Foundation FAQs - What are OERs?* 2011 26/12/2011]; Available from: http://wikieducator.org/WikiEducator:OER_Foundation/FAQs/Open_Education_Resources/)
eBooks	An eBook (or electronic book) is a book-length publication in digital form, consisting of text, images, or both, and readable on computers or other electronic devices. eBooks sometimes include interactive elements such as dynamic graphics and hyperlinks.
Reading Lists	Reading Lists are a UTAS Library service to provide students with direct access to electronic readings (including journal articles, book chapters, past exams and other copyrighted material) and to find material on Reserve for a particular unit.

Appendix 3. MyLO Levels 0 to 5

Levels of sophistication of incorporation of MyLO features and affordances into blended and fully online units.
Draft – for consultation and development

Level	Description	Example of features – Blended	Examples of features - Fully online	Supporting professional development
0	This unit does not include any online resources, activities, assessment or communication.	UTAS starter unit template created through MyLO Manager. Includes a link to the Unit Outline.	NA	NA
1	This unit includes some online features that may provide access to learning resources, and/or allow general communication.	L0+ Some communication (eg. news, general or Q&A discussion forums) and/or resources (eg. lecture notes, MyMedia recordings) through MyLO	NA	***TILT training:*** *MyLO Essentials:* News items; Discussion forums; adding Content; linking to MyMedia recordings **Suggested: QM:** *Designing your blended course* or; *Teaching Online-An Introduction to Online Delivery*
2	This unit includes a range of online resources, communication and activities that supplement or enhance other learning activities, but are not required to complete the unit.	L1+ A clear introduction and structure orienting students to the pattern of delivery of the unit and expected engagement. MyLO is the communication hub for teachers and students. Additional content and/or activities (eg. subject-specific discussion forums) through MyLO, aligned with unit learning outcomes. Online assignment submission.	NA	***TILT training:*** *Communication:* student engagement options; creating Dropboxes; assessed Discussions. **Self-paced:** Designing your online unit **Quality Matters:** *Designing your blended course* or; *Teaching Online-An Introduction to Online Delivery*
3	This unit includes a range of online resources, communication, activities and/or assessment that are essential components of the unit, ie. students must access resources or/or complete activities to fulfil the learning outcomes of the unit.	L2+ Unit Outline information is presented to students in context in MyLO. All essential text and media-based learning resources are available online. Formative assessment, online assignment submission, criteria sheets (rubrics), feedback and grades through MyLO.	Starter template + A clear introduction and structure orienting students to the pattern of delivery of the unit and expected engagement. MyLO is the communication hub for teachers and students. A full range of online text- and media-based resources, learning	***TILT training:*** *Assessment:* Quizzes and Surveys; creating and marking with Rubrics; setting up the Gradebook; Turnitin and Grademark **Quality Matters:** QM: *Designing your online course*; *Designing your blended course*; *Improve your online course* or;

			activities, formative assessments, etc aligned with unit learning outcomes. Online criteria sheets (rubrics), assignment submission, grades and feedback.	*Teaching Online-An Introduction to Online Delivery*
4	This unit deeply engages with blended learning, provides online resources, communication, activities and assessment that enhance and interact effectively with one another.	L3+ Additional interactive tools and activities as appropriate to learning outcomes and discipline through MyLO and other technologies, students are encouraged to learn independently as well as interact with their peers in purposeful ways. Has been internally peer reviewed to QM standards, modified in response to feedback and passed.	L4+Some high-impact learning experiences occur online Has been internally peer reviewed to QM standards, modified in response to feedback and passed.	***TILT training:*** *Collaboration:* Group work options; Collaborate web conferencing; using external content; **Quality Matters:** QM: *Applying the Quality Matters Rubric*
5	In this unit, resource delivery, interaction and communication, assessment and all other learning and teaching activities occur entirely online.	L4+ all other learning and teaching activity, aligned with unit learning outcomes. Has been externally peer reviewed to QM standards, modified in response to feedback and passed. QM Accredited unit.	L3/4+ Has been externally peer reviewed to QM standards, modified in response to feedback and passed. QM Accredited unit.	***TILT training:*** *Advanced tools and options:* Release Conditions; Special Access; Intelligent Agents; Checklists; Competencies; ePortfolios **Quality Matters:** QM: *Peer reviewer course*

Appendix 4. Impact of OER options

Table 5 Assessment of the impact of open different delivery platforms on the key reasons for publishing open content

	Learning objects only	**Sequenced content 'courses'**			
		Not credit bearing	**Potentially credit bearing**		**Credit bearing**
Platforms	Open Educational Resources in an Open LOR	Delivery of module through open provider E.g. Open2study	Delivery of Open content through open consortium (e.g. Coursera, EdX)	Delivery of Course through UTAS open platform	Delivery of unit through collaborative consortium (e.g. OER U)
Reasons for Open Educational Practices					
To contribute to areas of social and community need					
Provide content to meet social or economic need	Low	Medium – High	High	Medium –High Depending on discoverability and targeting of audience and content of course	Medium
To provide the ability to reuse and repurpose the educational content to improve learning outcomes, increase	Medium Depending on discoverability	Low	Medium	Medium Depending on discoverability	High

connection and good social outcomes					
To promote UTAS reputation and brand in areas of specialisation					
Build UTAS brand and reputation in areas of specialisation or expertise	Medium Could be high in the specific area that the resource addressed.	Medium – High	High	Medium - High High in targeted areas (e.g. Dementia Care) discoverability could be problematic in more generic areas.	Medium
Enhance reputation of individual academics	Medium – High Depending on area and discoverability	Medium	High	Medium Depending on discoverability and targeting of audience (could be high)	Medium
To grow enrolments in UTAS delivered courses					
Attract UTAS load in new markets	Low	Low In some specific areas may convert to load, particularly if relevant offerings are on line.	Low In some specific areas may convert to load, particularly if relevant offerings are on line.	Medium-High Depending on good discoverability and targeting of audience	Medium

Pathway to credit bearing UTAS course	Low	Low+ Could be higher with OUA partnership	Low	Medium - High	High
Better prepare students for UTAS entry	Low May be high if this is a specific purpose of the resource.	Low	Low	High	Medium
To enhance curriculum offerings					
Form collaborations with other providers	Low- Medium Depending on area and discoverability	Low – Medium Could be higher with OUA partnership	Medium	Low	High
To contribute to internationalisation of UTAS courses	Medium – High If OER repositories are supported by international learning communities	Low – Medium Depends on other offerings	Low – Medium If learning design encourages interaction between cohort	Low – Medium If learning design encourages interaction between cohort	High
Other considerations					
Financial gain	Low	Low	Low + Possibility of some for-profit offerings	Medium If converted to load	Low + May convert to some load

Analytics and Data retrieval	Medium Depending on supporting systems for mining data Application may be limited	Low	Medium	Medium-High	Low-Medium

Table 6 Assessment of the risk associated with open different delivery platforms

Platforms	Open Educational Resources in an Open LOR	Delivery of module through open provider (e.g. Open2study)	Delivery of Open content through open consortium (e.g. Coursera, EdX)	Delivery of unit through collaborative consortium (e.g. OER U)	Delivery of Course through UTAS open platform
Cost	Low – Medium Need resourcing to support design, production and maintenance of objects (including copyright checking; metadata and discoverability). Could be low if practice is embedded	Medium Depending on study design and experience of UTAS personnel	High Cost for course development (borne by UTAS) and cost for delivery $50K)	Medium One off cost for membership and then cost of maintaining credit bearing courses.	Medium Development and maintenance of online course platform. Development and maintenance of course and course materials.
Risk – reputational (content and quality)	Low Low if embedded practices adopted. Risks to quality and reputation if objects not maintained. Risks that our content is	Low	Low	Low Sustaining credit bearing courses Award structures that permit reciprocal recognition of courses. We have control over	Low - Med We have control over quality May look less professional on our own platform than other providers with

	used by others in competition.			quality.	production team support.
Risk – Technical and support	Low – Medium Accountability sits with UTAS.	Low	Low	Low	Low – Medium Accountability sits with UTAS.
Risk -Discoverabilty	Medium	Low	Low	Low	Medium This is a concern that would need to be addressed.