

Macquarie University

Blueprint for the Future

Report on progress in 2008

1. Background

The *Blueprint for the Future Project* follows on from the *eBenchmarking for Quality Enhancement project* ⁽¹⁾ completed in 2007 with the aim of implementing the 17 Recommendations (See Appendix 1).

Collectively the recommendations form a framework for governing and managing the adoption and integration of technologies into learning and teaching at Macquarie. They cover the development of a vision and plan for technologies in learning and teaching, policy to guide academic practice and ensure the quality and sustainability of learning and teaching, and policy to guide innovation and the development and maintenance of learning technologies.

The principles guiding the Blueprint Project are:

- Agility and flexibility - to enable MQ to stay abreast of change
- Enablement - to support innovation in learning and teaching
- Enhancement of the student learning experience
- Sustainability of technical infrastructure and academic programs
- Quality of teaching and learning - supporting staff in their work and enhancing the learning experience for students
- Alignment with the University's strategic directions and priorities
- Consolidation – building on existing expertise and successful practice

2. Project Development

In 2008, three working parties were constituted to support the development of the project. (See Appendix 2 for membership)

1. Strategic Working Party

Key Tasks: Development of a vision and plan for technologies in learning and teaching, monitoring alignment with budget processes, and developing frameworks for quality assurance and enhancement.

2. Learning Technologies and Innovation Working Party

Key Tasks: The development of policy and procedures around the use of learning technologies supported centrally in the University (e.g. Blackboard and iLecture); development of policy and procedures for use of learning technologies not supported by central services, development of procedures for supporting innovation and the integration of new technologies into mainstream use.

3. Academic Practice Working Party

Key tasks: Development of guidelines for good practice, a statement of roles, responsibilities & expectations of staff and students in using technologies for teaching and learning.

The working parties provided a valuable 'grass roots' perspective to the development of policy, plans and guidelines to ensure they captured the needs and expectations of students and staff. Members were expected to:

- Critique and refine the initial drafts of documents
- Seek feedback from the Macquarie community
- Refine drafts in the light of feedback and ensure adherence to the guiding principles

3. Achievements in 2008

Eight of the of the 17 recommendations have been implemented and a further three have been identified for action in the *Technologies in Learning and Teaching Plan*. Four recommendations are underway and a further four have been deferred for implementation in 2009. Appendix 3 is a summary of the status of the recommended actions as at December 2008 and further details of key developments are given below.

3.1 Governance and Management of Technologies in Learning and Teaching

The use of technologies in learning and teaching is primarily an educational imperative. As such, **Senate Learning and Teaching Committee (SLTC)** is the governing body for all educationally related technology matters. However, the development and maintenance of the technical infrastructure underpinning high quality teaching and learning environments draws on a number of organisational units in the University dealing with policy and planning issues which extend beyond the remit of the SLTC.

The Management Advisory Committee for Academic Learning and Teaching (MACALT (2)), formerly the Committee for IT Planning around Academic Priorities works to achieve this broader perspective through working collaboratively to advise the DVCs on the creation of a learning technology environment that:

- supports learning & teaching and research, and
- enriches the student experience (including research student experience),

through a seamless integration of infrastructure and academic priorities and the creative use of information technology.

Specifically, the Committee's role is to:

- Identify and develop enterprise-wide core systems for learning and research
- Ensure the systems integration of core administrative systems with enterprise-wide core systems for learning and research, where appropriate
- Develop standards for, and the provision of, ICT-supported formal teaching spaces and informal learning spaces
- Segregate a portion of the I.T. Budget for innovative pilot projects that test the application of technology for academic purposes.

The general process for developing academic policy, procedures or guidelines related to technologies in learning and teaching is for MACALT to act as an advisory arm to identify issues and provide feedback on documentation prior to submission to the SLTC for approval.

3.2 The Technologies in Learning and Teaching Plan

After a comprehensive consultative process, guided by the Strategic Working Party, the *Technologies in Learning and Teaching Plan (3)* was endorsed by MACALT and then approved by the Senate Learning and Teaching Committee in October. The Plan complements the University's *Learning and Teaching Plan (4)* and aims to support a balanced and integrated approach to the integration of technologies into learning and teaching at Macquarie.

The Plan sets the vision and context for technologies in learning and teaching at Macquarie which is for current and emerging technologies to be used wisely and effectively to enable and enhance the student experience through:

- Seamless connections between people and places across the globe
- Efficient and effective access to information and resources
- New ways to participate, interact, communicate and collaborate
- Creative opportunities to generate, present and disseminate knowledge

The use of technologies for learning and teaching is not regarded as a distinct and separate eLearning occurrence. Rather, the Macquarie approach is for a fully integrated experience, in which technologies are seamlessly integrated into the curriculum and the environment in which they are situated.

The choice of which technologies to use should be evidence-based, taking into account their ability to support the philosophy, aims, outcomes of the curriculum; the underlying teaching and learning process; as well as the needs and circumstances of students.

Within this context, the focus for 2009 to 2012 is to:

- Enhance student engagement and learning
- Encourage and recognise students contributions to innovative practice
- Consolidate the integration of technologies for learning and teaching into mainstream policy, planning and practice
- Develop quality assurance and enhancement of systems and academic programs
- Support innovation in the use of technologies for learning and teaching

Incorporated into the strategies for action in 2009/2010 are the three of eBenchmarking recommendations:

- To adopt an holistic approach to quality assurance /enhancement around the use of technologies in learning and teaching that addresses the three interrelated dimensions of the curriculum, technologies and the organisational context
- To undertake further benchmarking on students training and support for the effective use of technologies for learning
- To establish a minimum standard of web presence for every postgraduate and undergraduate coursework unit taught at Macquarie University

3.3 Process to support innovation and integration of new technologies into mainstream practice

The *Emerging Technologies: Innovation to Integration Procedure* (Appendix 4) was developed through the Learning Technologies and Innovation Working Party and endorsed by MACALT in June. Its purpose is to:

- Support innovation and the integration of technologies in learning and teaching
- Establish a testbed for upscaling and embedding new technologies into Macquarie's Learning Technologies Platform and learning and teaching spaces.

The procedure is a four staged process involving progression through experimentation and incubation of ideas, controlled trials of technologies on a limited cohort, feasibility studies for integration into MQ's Learning Technologies Platform, and lastly the preparation of a Business Plan.

Funds to support projects at the each of the stages are available through an *Emerging Technologies Grant Scheme* ⁽⁵⁾. Progression through the stages and allocation of funds is monitored by an *Emerging Technologies Committee*.

The DVC-Provost has overall responsibility for the *Innovation to Integration Procedure* with operational responsibility divested to the Learning and Teaching Centre.

The *Innovation to Integration Procedure* has been funded through the IT Business Plan with \$200,000 in 2008 and \$200,000 proposed in 2009. The Procedure is a key element in establishing separate funding pathways for 1) Innovation and 2) Mainstream technologies supported through the Learning Technologies Platform. The latter is integrated into the recurrent budgets of ITS and the LTC.

3.4 Guidelines for Good Practice in using technologies for learning and teaching ⁽⁶⁾

Research at Macquarie and across the higher education sector suggests there are six areas for attention in making technology decisions for learning and teaching – curriculum design, resource design, assessment and feedback, staff support, student support, and quality enhancement. For each, a statement of good practice has been developed and is supported by a checklist of criteria to reflect that practice. The good practice statements and criteria are aligned with the broader principles underpinning learning and teaching, but specifically address issues relating to technologies.

The Guidelines, developed by the Academic Working Party, were presented to the Senate Learning and Teaching Committee for comment and feedback and then made available to the wider University via the Learning and Teaching forum in September.

The Guidelines are designed to be used by academics to assist in the design of technology-rich learning experiences and to support the University's quality enhancement processes for programs and units.

3.5 Policy development and review

Two interrelated areas of policy development are underway and will be finalised in 2009. The first is the use of technologies on the University's Learning Technologies Platform (LTP). A draft policy has been prepared by the Strategic Working Party and feedback provided by MACALT. It is being advanced through the Senate Learning and Teaching Committee's policy development procedures. Still to be developed are the accompanying procedures defining definition of roles, responsibilities and expectations of central services, faculty and individuals.

The second area is technologies hosted outside the LTP including those hosted on freely Internet sites external to the University. A paper outlining issues, implications and possible recommendations has been developed in conjunction with ACODE and will be used to promote discussion with the University community, leading to the formulation of policy and guidelines.

Two new policies (The Assessment Policy, Unit Guide Online Policy) have been reviewed for TILT implications. Policy review will be a continuing process in 2009 and will be integrated into the work of the Senate Learning and Teaching Committee

3.6 Recommendations deferred until 2009

The four recommendations deferred until 2009 were:

- Recommendation 10 Develop mechanisms to enable Faculty to plan and undertake the systematic development and maintenance of online units and materials
- Recommendation 13: Articulate the University's expectations of staff in relation to developing their knowledge and skills
- Recommendation 14: Articulate the University's expectations of students
- Recommendation 15: Adopt an holistic approach to QA to addresses curriculum, technology & organisational contexts. Embed into University processes.

While some work has been done on these recommendations, particularly Recommendation 15, further development as well as implementation is dependent on arrangements emerging from the Academic Restructure and the Academic Program Review to do with:

- the role of Faculty Standards and Quality Committee and the Faculty Learning and Teaching Committee
- the relationship between educational/web developers from the Learning and Teaching Centre and similar positions in the Faculties.

To progress these recommendations before these arrangements were clarified was seen to be counterproductive. It will be far more efficient and effective to work with the Faculty Associate Deans and their relevant committee structures in 2009.

3.7 Documentation available on the web site of the Deputy Vice-Chancellor, Provost

1. eBanchmarking for Quality Enhancement Report (2007)
http://www.mq.edu.au/provost/reports/docs/ebenchmarking_report.pdf
2. The Management Advisory Committee for Academic Learning Technologies
<http://www.mq.edu.au/provost/governance/macalt.html>
3. The Technologies in Learning and Teaching Plan
<http://www.mq.edu.au/provost/planning.html>
4. The Macquarie University Learning and Teaching Plan (2009-2012)
<http://www.mq.edu.au/provost/planning/landt-plan.html>
5. The Emerging Technologies Grants Scheme
<http://www.mq.edu.au/provost/activities/grants.html>
6. Guidelines for Good Practice – Technologies in Learning and Teaching
<http://www.mq.edu.au/provost/activities/research/blueprint.html>

4. Blueprint for the Future - 2009

The focus of activity in 2009 is to:

- advance the remaining four eBenchmark recommendations
- consolidate and fully integrate the processes and procedures established in 2008.

Broadly, the work covers four areas, all of which are interrelated in some way.

1. Governance and Management

A. Consolidating the role of MACALT as the principle agency for:

- advising DVCs and SLTC on issues relating to learning technologies particularly future directions, quality assurance/enhancement, and funding the Learning Technology Platform and innovation
- integrating learning technologies into MQ-wide IT infrastructure

B. Developing and maintaining strong lines of communication with the Senate Learning and Teaching Committee to integrate TILT into and learning and teaching practice particularly in relation to policy and procedures.

2. Strategy and Planning

A. Implementing the TILT Plan. Listed alongside the strategies in the TILT Plan are the organisational units who have primary responsibility for their carriage.

For many of these strategies there will be benefits in developing a common understanding and an integrated approach to their development across Faculties and more broadly the University as a whole.

B Contributing to the development of the University IT architecture that Mary Sharp (ITS) is leading as part of Phase 2 of the stabilisation and development of IT services on-campus.

Given the dynamic nature of technologies this will be a 'living' architecture and will have

implications for the future development of the Learning Technologies Platform and also future iterations of the TILT Plan

C Reviewing Updating the TILT plan

Annual reports against the plan are requested through the Provost Office. A mechanism/process needs to be established to utilise this information as one of many data sources informing a regular cycle of review of the TILT plan.

3. Development and Resourcing of Learning Technologies

Two separate streams of funding for the development and maintenance of technologies for learning and teaching are tentatively in place:

1. Funding for the Learning Technologies Platform is integrated into the budgets for ITS and the LTC.
2. Innovation and testbedding new technologies for escalation into mainstream practice has been funded through the IT Business Plan in 2008 (\$250k) and 2009 (\$200k).

With continuing pressure on University resources and increasing competition for a slice of the University budget there is a need to justify the continuation of both streams of funding and to establish/consolidate procedures for aligning quality /planning cycles with budgetary processes.

4. Quality Assurance / Enhancement (including policy development)

Quality assurance-enhancement processes need to be established for both academic and the technological dimensions.

Academic dimensions covering curriculum, learning and teaching dimensions

This will involve:

- Integrating the guidelines for good practice into course/unit reviews
- Articulating the University's expectations of staff in relation to developing their knowledge and skills (Rec 13)
- Articulating the University's expectations of students (Rec 14)
- Continuing to updating academic policies for TILT implications
- Developing mechanisms to enable Faculty to plan and undertake the systematic development and maintenance of online units and materials (Rec 10)
- Development of data-base of relevant information that is accessed by key user groups and used in planning, annual reports and reviews (see TILT Plan)

Technology dimensions which encompass

- QA/QE around the Learning Technologies Platform (LTP)
- Advancing policy development in QA around use of technologies not on the LTP – policies, procedures, roles responsibilities

Dr Maree Gosper

Director, Technologies in Learning and Teaching
Learning and Teaching Centre

31 January 2009

Appendix 1: Recommendations arising from the eBenchmarking for Quality Enhancement Project

Recommendation 1

Reframe 'eLearning' as the use of technologies in learning and teaching in order to avoid any misconception that 'eLearning' and 'learning' are discrete entities.

Recommendation 2

Develop a vision, rationale and context for the use of technologies in learning and teaching at Macquarie University which articulates relationships with Macquarie's vision, strategic directions and learning and teaching in general.

Recommendation 3

3.1 Reinforce the University's Learning and Teaching Committee as the governing body for the use of technologies in learning and teaching in order to:

- maximise integration into the University's educational imperatives, strategic directions and operational plans
- facilitate dissemination of policy, plans and procedures through the Associate Deans (Learning and Teaching) to the academic community

3.2 Recognise the *Committee for IT Planning around Academic Priorities* as the principle advisory committee to the Deputy Vice-Chancellor (Provost) and the Learning and Teaching Committee on all matters relating to the use of technologies in Learning and Teaching. This arrangement will maximise alignment with and interoperability with the University's academic mission, its IT infrastructure and related enterprise systems.

Recommendation 4

Develop a *Framework for Technologies in Learning and Teaching* to complement the University's Learning and Teaching Plan. The Framework will guide the development and use of technology for learning and teaching at Macquarie. It should include a vision for the use of technologies in learning and teaching, a portfolio of policies to guide practice, a strategic plan and an operational plan.

Recommendation 5

Review, and develop where necessary, mechanisms to ensure that technologies for learning and teaching are adequately resourced and represented in the University's budget procedures. In doing so, separate budget arrangements should be available for:

- the maintenance and ongoing development of the University's platform of mainstream technologies for learning and teaching
- support for Innovation - the identification, test-bedding and integration of new technologies into mainstream systems.

All requests relating to the use of technologies in learning and teaching should be advanced through the governance and management arrangements arising from Recommendation 3. This will ensure alignment with strategic directions, plans and policy frameworks.

Recommendation 6

Develop policies, procedures or guidelines around the development and use of technologies and systems for learning and teaching purposes outside the platform supported by the Online Teaching Facility and Information Technology Services (ITS). These policies should cover:

Hosting on-campus

- Requirements and conditions of use to ensure quality and compliance with University policy and regulatory frameworks.
- The establishment of a mechanism for registering such technologies and systems for development and planning purposes

Hosting off-campus

- Conditions and considerations for hosting systems, technologies, learning and teaching content and processes (e.g., blogs, wikis, discussion forums, surveys) off campus.

- Establishment of a mechanism for registering off-campus hosting e.g., service level agreements might be lodged with ITS – to include security, back-up, management of information, confidentiality privacy arrangements, accessibility, support for staff and students etc.)

Recommendation 7

Develop a comprehensive suite of Institutional policies, procedures and guidelines around the development and use of the University's Online Teaching Facility. The suite should include but not necessarily be limited to policy, procedures or guidelines around:

Access

- lifecycle of user accounts - creation, maintenance, deletion
- user/access rights to online units – by whom and for what purpose

Administration

- charging for use of technologies supported by the Online Teaching Facility
- collection and use of data – by whom, purpose, access, conditions of use

Unit Management

- ownership of online units, roles and responsibilities of stakeholders
- lifecycle of online units – creation, maintenance, deletion, archiving
- content management – development, maintenance, archiving, deletion (e.g. iLectures)

Quality Assurance

- roles and responsibilities for technical, compliance and pedagogical dimensions

Recommendation 8

Define the roles, responsibilities and expectations of the University's central services, Faculty and individual staff in regard to decisions and practices surrounding the use of technologies in learning and teaching

Recommendation 9

Establish a minimum standard of web presence for every postgraduate and undergraduate coursework unit taught at Macquarie University.

Recommendation 10

Develop mechanisms to enable Faculty to plan and undertake the systematic development and maintenance of online units and materials. This could be through for example:

- A service allocation (time and/or dollars) in the Learning and Teaching Centre for each Faculty
- Faculty-maintained 'sinking funds' for online units

Recommendation 11

Develop Institutional guidelines for *good practice* in the use of technologies for learning and teaching. Included should be reference to curriculum design and delivery, materials development, student support, feedback, communication and interaction.

Recommendation 12

12.1 Review and update existing institutional policy relating to academic practice implications of the use of technologies in learning and teaching. These policies should include, but not necessarily be limited to program development and review, assessment including plagiarism and use of Turn-It-In software, academic workload – to recognise time for innovation, privacy and confidentiality, information and records management, access and equity, IP /copyright, and quality assurance and enhancement

12.2 Identify instances where new policy may be necessary.

Recommendation 13

13.1 Articulate the University's expectations of staff in relation to developing their knowledge and skills in the use of technologies for learning and teaching

13.2 Identify and then integrate these expectations into relevant HR policy

13.3 Clarify the roles and responsibility of staff to develop and enhance skills in the use of technologies for learning and teaching.

13.4 Provide opportunities for staff to enhance their knowledge and skills in the use of technology for learning and teaching.

Recommendation 14

14.1 Articulate the University's expectations of students as they relate to the use of technologies for learning and teaching to include:

- minimum hardware, software and bandwidth requirements
- knowledge and skills required to use technologies for learning
- academic endeavours - knowledge creation and sharing, communication and interaction in an online environment
- use of the University's platform of technologies for learning
- ethical practice in the use of technologies

14.2 Review implications of minimum software/ hardware/ network requirements for access and equity

14.3 Identify and then integrate these expectations into relevant student documentation, for example codes of conduct, IT policies and guidelines.

Recommendation 15

15.1 Adopt an holistic approach to quality assurance /enhancement around the use of technologies in learning and teaching that addresses three interrelated dimensions:

- curriculum - interpreted in its broadest sense to include program development and delivery; students and their learning; and teaching.
- technology - technical standards surrounding their use to ensure accessibility, interoperability and sustainability
- organisational context – institutional arrangements in place to support staff and students and ensure compliance with the University's policy frameworks

15.2 Embed each of the three dimensions into the University's Quality Assurance and Enhancements arrangements.

Recommendation 16

Undertake further benchmarking on:

- student training for the effective use of technologies for learning (ACODE Benchmark 7)
- student support for the use of technologies for learning (ACODE Benchmark 8)

Recommendation 17

Develop a process to support innovation and the integration of new technologies into the mainstream platform to include:

- Procedures for identifying, test-bedding and embedding technologies into mainstream practice
- Sources of funding
- A governance process to ensure alignment with the University's strategic and operational imperatives, particularly in learning and teaching.

Appendix 2: Working Parties

1. The Strategic Working Party

Key Tasks: Development of a vision and plan for technologies in learning and teaching, monitoring alignment with budget processes, and developing frameworks for quality assurance and enhancement.

Chair: Professor Judyth Sachs (DVC-Provost)

Mr Iain Brew (Student representative, Media and Communications)
Ms Maxine Brodie (University Librarian)
Mr Simon Chong (Learning and Teaching Centre)
Professor James Dalziel (Director Macquarie E-Learning Centre of Excellence)
Ms Xinni Du (Division of Humanities)
Dr Michael Hitchens (A/Dean, Learning & Teaching, Division of Information & Communication Services)
John Knox (Department of Linguistics)
Professor Stephen Marshall (former Director, Learning and Teaching Centre)
Dr Mitch Parsell (Department of Philosophy)
Ms Mary Sharp (Director Information Technology Services)
Mr Michael Virata (Student representative)
Dr Leigh Wood (A/Dean Learning and Teaching EFS)
Dr Sherman Young (A/Dean Learning and Teaching, Society, Culture, Media and Philosophy)
Dr Maree Gosper (Learning and Teaching Centre – Project Coordinator)
Ms Karen Woo – (Learning and Teaching Centre – Project Support)

2. The Learning Technologies & Innovation Working Party

Key Tasks: The development of policy and procedures around the use of learning technologies supported centrally in the University (e.g. Blackboard and iLecture); development of policy and procedures for use of learning technologies not supported by central services, development of procedures for supporting innovation and integration of new technologies into mainstream use.

Chair: Professor John Hedberg (School of Education)

Dr Yvette Blount (Department of Accounting and Finance)
Mr Terrence Collins (Learning and Teaching Centre)
Professor James Dalziel ((Director Macquarie E-Learning Centre of Excellence)
Ms Tessa Green (Department of Linguistics)
Ms Helen Muir (Department of Modern Languages)
Professor Stephen Marshall (Learning and Teaching Centre)
Ms Jenny Peasley (Deputy University Librarian)
Ms Mary Sharp (Director Information Technology Services)
A/Prof Dominic Verity (Department of computing)
Dr Maree Gosper (Learning and Teaching Centre – Project Coordinator)
Ms Karen Woo – (Learning and Teaching Centre – Project Support)

3 The Academic Practice Working Party

Key tasks: Development of guidelines for good practice in technologies for learning and teaching; development of a statement of roles, responsibilities & expectations of the staff and students.

Chair: Dr Maree Gosper (Learning and Teaching Centre)

Mr Andrew Burrell (Learning and Teaching Centre)
Mr Matt Connors (Library)
Dr Kelsie Dadd (Department of Earth and Planetary Sciences)

Dr Julian DeMeyrick (Dean of Students)
Dr Maria Dyball (Department of Accounting and Finance)
Dr Judi Homewood (A/Dean Division of Linguistics and Psychology)
Ms Jenny Nicholls (Institute of Early Childhood)
Mr Daniel McGill (Department of Information and Communication Sciences)
Dr Mitch Parsell (Department of Philosophy / Learning and Teaching Centre)
Mr Robert Persson (Student Representative)
Ms Penny Wilson (Division of Environmental and Life Sciences)
Ms Margot McNeill (Learning and Teaching Centre)
Ms Karen Woo (Learning and Teaching Centre – Project Support)

Appendix 3 Progress on Recommendations as at December 2008

<i>Recommendation 1:</i> Reframe ‘eLearning’ to technologies in learning and teaching	✓	New terminology is in official documents, plans and policy
<i>Recommendation 2:</i> Develop a vision, rationale and context	✓	Included in the Technologies in Learning and Teaching Plan http://www.mq.edu.au/provost/planning.html
<i>Recommendation 3:</i> Governance of technologies for learning and teaching	✓	Management Advisory Committee for Academic Learning Technologies (MACALT) works collaboratively on the creation of a learning technology environment . http://www.mq.edu.au/provost/governance/macalt.Html The Senate Learning and Teaching Committee governs policy and procedure and plans.
<i>Recommendation 4:</i> Develop a Framework for Technologies in Learning and Teaching	✓	The TILT Plan was endorsed by Senate Learning and Teaching Committee in October. It was used as the basis for prioritizing projects through the IT Business Plan http://www.mq.edu.au/provost/planning.html
<i>Recommendation 5:</i> Develop Mechanisms to adequately resource technologies and embed processes in the University’s budget procedures.	✓	Separate funding for mainstream technologies and innovation has been established Consolidation of procedures for ensuring adequate funding for mainstream services needs to be integrated into QA/QE procedures (Rec 15) The TILT plan has guided bids for funding against the IT Business Plan.
<i>Recommendation 9:</i> Establish a minimum standard of web presence	Accounted for	Included as a project in the in TILT Plan for action in 2009/10.
<i>Recommendation 11:</i> Develop Institutional guidelines for good practice in the use of technologies for learning and teaching.	✓	Guidelines for Good Practice have been drafted and dissemination is taking place through the SLTC and the and Teaching Forum in September http://www.mq.edu.au/provost/activities/research/blueprint.html
<i>Recommendation 16:</i> Further benchmarking on student support and training	Accounted for	A review of Student IT experience is included as a project in the TILT Plan for action in 2009. It has been funded through the IT Business/ Projects Plan (2009)
<i>Recommendation 17:</i> Develop a process to support innovation and the integration of new technologies into the mainstream platform to include:	✓	<i>The Innovation to Integration</i> procedure has been developed and endorsed by MACALT in May. <i>The Emerging Technologies Fund</i> has been established to support innovation and testbedding of new technologies. http://www.mq.edu.au/provost/activities/grants.html The first round of grants awarded in September \$200K has been allocated for 2009 through the IT Business Plan

<i>Recommendation 6:</i> Develop policies, procedures or guidelines around the use technologies outside the MQ Learning Technologies Platform (Distance and eLearning)	Underway	Underway and being developed with input from ACODE (Australasian Council for Open, Distance and eLearning)
<i>Recommendation 7:</i> Develop a policies etc. around the development and use of the University's Online Teaching Facility	Underway	Policy has been drafted, Steve Cassidy has been assigned by the Senate Learning and Teaching Committee to lead it through the official Policy procedures
<i>Recommendation 8:</i> Define the roles, responsibilities and expectations of the University's central services, Faculty and individual staff	Underway	This will be addressed in the Policy emerging from Recommendation 7
<i>Recommendation 12:</i> Review and update existing institutional policy and develop new where necessary	Underway	New policies that have been reviewed for TILT implications <ul style="list-style-type: none"> ▪ Assessment Policy ▪ Unit Guide Online Policy Others will be reviewed as they emerge

<i>Recommendation 10:</i> Develop mechanisms to enable Faculty to plan and undertake the systematic development and maintenance of online units and materials.	Deferred to 2009	This is depended on the arrangements for support emerging for from the Academic Restructure and also the new working model for web and educational developers from the Learning and Teaching Centre
<i>Recommendation 13:</i> Articulate the University's expectations of staff in relation to developing their knowledge and skills	Deferred to 2009	Deferred to 2009 due to interrelationships and dependencies on the work arising from the Academic Restructure
<i>Recommendation 14:</i> Articulate the University's expectations of students	Deferred to 2009	Deferred to 2009 due to interrelationships and dependencies on the work arising from the Academic Restructure
<i>Recommendation 15:</i> <i>QA</i> to addresses curriculum, technology & organisational contexts. Embed into University processes	Deferred to 2009	Deferred to 2009. This is ongoing and also part of the TILT Plan; also depended on the arrangements for support emerging from the Academic Restructure and also the new working model for web and educational developers from the Learning and Teaching Centre

Appendix 4: Emerging Technologies - Innovation to Integration Procedure

The *Emerging Technologies: Innovation to Integration Procedure* has been developed through the Learning Technologies and Innovation Working Party, a working party of the *Blueprint for the Futures Project*.

The consultation process has involved feedback from:

- Members of the working party
- The Learning and Teaching Centre
- Members of the MACALT committee

The procedure is being presented to the MACALT for approval. Once approval has been granted, implementation will be the responsibility of Mr Andrew Burrell, the Manager of Educational Design and Production Services, the Learning and Teaching Centre.

Implementation will encompass:

- Establishing timelines for action
- Developing guidelines for the grants
- Working with DVC-Provost Office to administer grants
- Developing evaluation guidelines for Stages 1-3 and business case templates for Stage 4.
- Coordinating the support provided by the Learning and Teaching Centre.

The DVC-Provost will be responsible for establishing an *Emerging Technologies Committee*. Suggested core membership is for representation from the four faculties, ITS, LTC, MELCOE and a student. Other members with specialist expertise can be co-opted as necessary.

Professor John Hedberg, Chair Learning Technologies and Innovation Working Party
Dr Maree Gosper, Coordinator of the Blueprint for the Futures Project
29 March 2008

Emerging Technologies: Innovation to Integration Procedure

1. Purpose

The purpose of the *Emerging Technologies Innovation to Integration Procedure* is to ensure that the tools and technologies available on Macquarie's Learning Technologies Platform provide relevant, effective and contemporary experiences for staff and student. The aim of the procedure is to:

- support innovation and the integration of technologies in learning and teaching; and
- establish a testbed for upscaling and embedding new technologies into Macquarie's Learning Technologies Platform and learning and teaching spaces.

Funds will be made available to Macquarie staff through an *Emerging Technologies Grant Scheme* to:

- encourage experimentation and innovation with new technologies; and
- identify and evaluate new technologies for their ability to facilitate learning and teaching in effective and sustainable ways.
- develop business cases for integration into Macquarie's Learning Technologies Platform

The procedure and funds are for:

- new technologies and tools
- the creative extension of existing technologies on the Learning Technologies Platform or technologies used in learning and teaching spaces
- the modification or customisation of existing tools and technologies

2. Assumptions

The funding for Innovation (leading to integration of new technologies into Macquarie's Learning Technologies Platform and other learning and teaching spaces) is to be maintained separately from the maintenance and upgrade of the mainstream MQ Learning Technologies Platform managed by the Learning and Teaching Centre.

3. The Innovation to Integration Procedure

The procedure involves four stages which are not necessarily sequential. Projects may be targeted at any of the stages. Progression through the Stages and allocation of funds will be monitored by an *Emerging Technologies Committee* (Section 6)

Stage 1 Experimentation and incubation of ideas -

- Small allocations for using technologies in innovative ways
- Experimentation can be located on servers on or off campus

Outcomes may result in advancement to Stage 2, be placed on a watching brief or abandoned

Stage 2 Controlled trials on a limited cohort

- Using real learning and teaching contexts
- Funds are for technologies, learning and teaching support, evaluation.
- Involvement of the Learning and Teaching Centre is necessary and can be 1) an advisory capacity or 2) participation in which case buy-out might be considered
- Trials can be hosted anywhere that is, on servers located on- or off-campus but must ensure the quality of the student experience
- Evaluation frameworks to be provided by the Learning and Teaching Centre

Outcomes may result in advancement to Stage 3, be placed on a watching brief or abandoned

Stage 3. Feasibility study for integration into MQ's Learning Technologies Platform or learning and teaching spaces

- Involves a comprehensive a needs analysis capturing the diversity of curriculum aims and outcomes, student diversity and disciplinary contexts.
- Evaluation frameworks to be provided by the Learning and Teaching Centre covering educational, technical and organisational dimensions
- Involvement of the Learning and Teaching Centre is essential

Outcomes may result in a recommendation to MACALT for consideration for likely institutional integration in which case a full Business Plan will need to be developed.

Stage 4. Preparation of a Business Plan

The Business Plan is to be developed by, or in collaboration with the Learning and Teaching Centre to encompass resources for initial integration, ongoing maintenance and upgrades for at least a 3-5 year timeframe.

Outcomes may result in institutional integration which will more than likely involve recurrent budgets for the Learning and Teaching Centre and/or ITS.

5. Funding

Funding for the procedure is to come from the **Innovation Fund identified in the IT Business Plan** prepared by Chris Bird (2007). In 2008 \$200,000 has been allocated. Funds are to be distributed via an *Emerging Technologies Grants Scheme* with suggested allocations:

- Stage 1 - approximately \$40,000
- Stages 2 and 3 – the remaining funds

- Stage 4 projects progressing to full integration will need to be funded through recurrent budget allocations for ITS and the Learning and Teaching Centre.

6. Management and Governance of Grants and Procedure

6.1 Governance: DVC-Provost

6.2 Management:

- **The DVC Provost Office** will be responsible for the administration of funds/grants
- **The Learning and Teaching Centre** will manage the Procedure and provide technical, pedagogical and implementation advice and support for projects as required for Stages 2-4 and for Stage 1 on request. The Centre will develop funding guidelines, evaluation frameworks and assist in the evaluation of projects; and develop models for and participate in the development of business cases.
- An **Emerging Technologies Committee** established by the DVC Provost will be responsible for:
 - **Allocation of funds** through the *Emerging Technologies Grants Scheme*
 - **Recommendations to MACALT** for consideration for progression to Stage 4, the development of a Business Plan for institutional integration.
 - **Assessment of the Business Plan** and recommendations to MACALT for consideration. Technologies / projects that are endorsed by MACALT for institutional integration will be recommended to the DVC- Provost and DVC- Operations for inclusion into recurrent budgets for the Learning and Teaching Centre and/or ITS.
 - **Monitoring and review of MQ's Learning Technologies Platform** – an annual report by the Learning and Teaching Centre and cyclic review of existing technologies on the Platform is to be undertaken to ensure effectiveness and efficiency, usability relevance, and alignment with TILT and the L & T Plan.

As part of the review process the Committee will ensure mechanisms are in place to disseminate information and gain feedback on emerging technologies and MQ's Learning Technologies Platform.

6.3 Guiding principles for making decisions

- Agility and flexibility - to enable MQ to stay abreast of change
- Enablement - to support innovation in learning and teaching
- Enhancement of the student learning experience
- Sustainability of infrastructure (reliability, security, interoperability) and academic programs
- Quality of teaching and learning: supporting staff in their work; and enhancing the learning experience for students
- Alignment with the University's strategic directions and priorities
- Consolidation – build on existing expertise and successful practice