



THE TECHNOLOGY IN LEARNING & TEACHING PLAN

2008 - 2010

COMPLEMENTING THE LEARNING & TEACHING PLAN

2008 - 2012

DRAFT

PREAMBLE

The Learning and Teaching Plan sets the direction for learning and teaching at Macquarie for the next five years and outlines the University's learning and teaching goals, priorities, values and principles. Integral to Macquarie's direction is recognition of technologies of the 21st century as being central to the capabilities of Macquarie graduates. Current and emerging technologies are powerful tools for advancing the goals of the University to be a modern research-intensive institution recognised for high quality of teaching and learning.

The Technology in Learning and Teaching Plan is a University-wide plan complementing the Learning and Teaching Plan to ensure a balanced and integrated approach to the integration of technologies into learning and teaching at Macquarie.

In developing the plan extensive consultation has been undertaken with various stakeholder groups drawing on evidence and input arising from:

- Focus groups with students and staff and research on the Macquarie context and sector activity undertaken as part of the eBenchmarking for Quality Enhancement Project (2007).
- Input from the three working parties attached to the Blueprint for the Future Project (2008);
- The Learning and Teaching in an Information Age Forum (2007); and
- The Management Advisory Committee for Learning Technologies.

The principles that guided the development of the Plan were:

- 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 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

The priorities for this plan are to:

- Enhance student engagement and learning
- Encourage and recognise students contributions to innovative practice
- Consolidate the integration of technologies for learning and teaching into main stream 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

Alignment with the Learning & Teaching Plan

To ensure alignment of the two plans, the priorities and strategies identified for action in the Technologies for Learning and Teaching Plan are organised around five themes which reflect the intent of the Learning and Teaching Plan: Developing and supporting quality teaching with technologies; Recognising and rewarding excellence and innovation in technologies for learning and teaching; Ensuring quality and continual improvement in technologies for learning and teaching; Supporting student learning, diversity and equity; and Supporting research and evaluation of technologies in learning and teaching.

VISION & CONTEXT FOR TECHNOLOGIES in LEARNING & TEACHING at MACQUARIE

Our vision 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; and
- 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 it is situated.

One size does not fit all, therefore the choice of which technologies to use will be evidence-based taking into account their ability to support the philosophy, aims, outcomes of the curriculum; the underlying teaching and learning process; and the needs and circumstances of students.

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GOAL 1: DEVELOPING & SUPPORTING QUALITY TEACHING WITH TECHNOLOGIES

Alignment with the Learning & Teaching Plan: Goal 1, Objective 1

Objective: To promote a culture of professional learning around the use of technologies in learning and teaching

Strategies	Responsibility	Indicators/Outcomes	Timeframe	Alignment & Dependencies
A. Identify and regularly update technical and pedagogical knowledge and skills for the effective use of technologies	LTC	Suite of guidelines and resources addressing TILT- knowledge and skills	2008 – 2009	Aligned to the Blueprint Project Coordinate with MELCOE projects
B. Develop PD opportunities at the local and institutional level to support knowledge & skill requirements	LTC A Deans L&T HOD	Integration of TILT into staff performance development reviews	2008 – 2009	Aligned to the Blueprint Project Coordinate with MELCOE projects
C. Identify and support TILT competencies in performance development reviews	A Deans L&T HOD	Tracking skill requirements identified needs e.g. through PDR reviews. Reporting of achievements against the strategies identified to accommodate needs.	2009 - 10	

GOAL 2: RECOGNISING & REWARDING EXCELLENCE AND INNOVATION IN TECHNOLOGIES FOR TEACHING & LEARNING

Alignment with the Learning & Teaching Plan: Goal 1, Objective 2

Objective 2.1: To disseminate innovative practice

Strategies	Responsibility	Indicators/Outcomes	Timeframe	Alignment & Dependencies
A. Identify and disseminate effective pedagogical models and sustainable practices for integrating technologies in learning and teaching	LTC - HOD A/Deans L& T	Central web site of research, innovative practice, tools and resources available to the MQ community. Increased number of local innovations being applied across the institution over 5 year period	2008 -2009 2009	Aligned to the Blueprint Project and Curriculum Renewal project (LTC) Links can be made to projects from the Innovation to Integration Procedure, ALTC Exchange, Technology-Supported Learning Database, Community's of Practice e.g., LAMS Community

Objective 2.2 To recognise and reward excellence and innovation

Strategies	Responsibility	Indicators/Outcomes	Timeframe	Alignment & Dependencies
A. Technologies enhancing learning and teaching to be included as one of multiple dimensions of teaching awards	DVC-Provost	Increased number of recipients of TILT related MQ and ALTC awards and grants over 5 year timeframe	2009 – 2010	Liaise with Provost Office
B. MQ Innovation awards to include separate categories for students and staff covering technology in learning and teaching	Provost	Increasing numbers of students and staff achieving Innovation awards Adoption of innovative practices by staff and students	2009 - 2010	Liaise with Provost Office – possibly a separate category of L & T awards. Funding for prize to be determined
C. Provide systemic support to support student and staff innovation	HOD LTC			LTC to work with HOD & Faculty L & T to raise awareness of schemes and strategies for support

GOAL 3. ENSURING QUALITY & CONTINUAL IMPROVEMENT IN TECHNOLOGIES FOR TEACHING & LEARNING

Alignment with the Learning & Teaching Plan Goal 2, Objective 1 and 2; Goal 7, Objective 1 & 2

Objective 3.1 To ensure quality curriculum and teaching

Strategies	Responsibility	Indicators/Outcomes	Timeframe	Alignment & Dependencies
A. QA procedures for program, curriculum development and review to include TILT	LTC, ITS A/Deans L & T LTC, A/Deans L& T Copyright Unit (Library)	Technologies are used within an aligned curriculum following MQ guidelines for good practice Technologies in use are compliant with policy & legislative frameworks Best practice is demonstrated in student learning experiences	2008 – 2009	Aligned to the Blueprint Project Blueprint and the Curriculum renewal project (LTC)
B. Develop a minimal web presence for every unit with identified baseline level of online components, expectations of staff and students.	DVC-Provost LTC; A/Deans L & T Coursework studies	Map of the workflow processes of publishing information across the university (including what information and who is responsible) Systematic process to collect and publish information (XCRI) One source of information for students One web site for each teaching unit	S2, 2009 scoping requirements & design of interface 2010 Development and implementation	<ul style="list-style-type: none"> ▪ Academic & curriculum restructure ▪ Integrates with Unit Guides Online project, Handbook, Student One ▪ Stabilisation of ITS (2009) ▪ Funding through IT Business Plan ▪ Handbook project
C. Establish and evidence base - Identify, & mine (from server logs) data necessary for institutional policy and planning	LTC / ITS A/Deans L&T Library	Data-base of relevant information that is accessed by key user groups and used in planning, annual reports and reviews.	Stage 1 (2009) Stage 2 2010	<ul style="list-style-type: none"> • Academic /curriculum restructure • Funding through IT Business Plan

Objective 3.2 To provide teaching and learning spaces that support learning and teaching

Strategies	Responsibility	Indicators/Outcomes	Timeframe	Actions and/or Dependencies
A. Establish a subcommittee under the Learning & Teaching Committee for Teaching and Learning Spaces (include members from the library, OFM, ITS, LTC, students & A/Deans from faculties)	DVC-Provost MQ Learning and Teaching Committee	<ul style="list-style-type: none"> Plan for the creation and development of physical teaching and learning spaces A minimum standard of technology for teaching learning spaces 	2009	Senate L & T Com This will have funding applications – possibly 2009 or 10

Objective 3.3 To provide robust and effective technical infrastructure and learning technologies

Strategies	Responsibility	Indicators/Outcomes	Time	Alignment & Dependencies
A. Development of QA framework around the performance of the University's Learning Technologies Platform	DVC Provost LTC, ITS	<ul style="list-style-type: none"> Procedures (with identified metrics) to measure performance of LMS Increased performance on over 3 years Improvements in scores on student experience surveys (e.g. TEDS, CEQ and MUSEQ over time) 	2009	Aligned to the Blueprint for the futures Project
B. Same sign-on/ Single sign-on for staff and students	ITS	One username and password for all L & T systems and applications	2008 – 10	Dependencies <ul style="list-style-type: none"> ITS Campus stabilisation Integrates with work of MELCOE Funding through IT Business Plan
C. Review the University's LMS and hosting arrangements	LTC, ITS	Recommendations for LMS requirements (including hosting) with 5 year Business plan Implement outcomes of review. Increased use of MQ learning technologies platform	S1, 2010	Dependencies <ul style="list-style-type: none"> Blackboard contractual arrangements ITS Campus stabilisation Funding through IT Business Plan Will draw on results of the Student IT Experience project
D. Embed the Innovation to Integration procedure into practice to identify and capture emerging technologies	DVC-Provost LCT /	<ul style="list-style-type: none"> Integration of new technologies into MQ Learning Tech Platform Examples & guidelines for use of new technologies published on central web site 	2008 - 10	Dependencies <ul style="list-style-type: none"> Continuation of funding through the through the Innovation fund Funding through IT Business Plan

E. ePortfolio - Explore and act on requirements and options for portfolios	LTC	Use of portfolios is trialled and reported back to the governance group for recommendation of future actions	2008	Scope issues Identify issues and solutions Make recommendations
F. iLecture trial of multimedia functions and review individual podcasting by students and staff	LTC, ITS	<ul style="list-style-type: none"> ▪ Greater satisfaction with lecturing experience ▪ Evidence of innovation reported through good practice web-site 	???	Dependencies Funding through IT Business Plan
G. Mobile & wireless technologies – Identify need for and trial ways of communicating using mobile / wireless technologies	LTC ITS	Report and recommendations to MACALT for action	Stage 1 2009 Stage 2 2010	Dependencies ITS Campus stabilisation
H. Review Production LAMS Support – Review of Transition of LAMS to production environment	MELCOE, LTC	Evaluation of LAMS current and potential contribution to Learning & Teaching @MQ A Business Case for funding the transition of LAMS to production grade hardware and support/maintenance.	2008	Dependencies

Objective 3.4 To develop efficient information management systems
Learning resource management

Strategies	Responsibility	Indicators/Outcomes	Time	Alignment & Dependencies
A. Identify and act on requirements for efficient management of teaching and learning resources (including content, student work, unit outlines)	LTC ITS A /Deans L&T Library	<ul style="list-style-type: none"> ▪ Ability to re-use content in multiple units and software applications ▪ Unit outlines online 	2010	Integrates with <ul style="list-style-type: none"> • web presence (3.1b) • the work of eReserve • MQ content management system
B. eReserve to be realigned to create a more integrated framework for accessing course related materials.	Library	<ul style="list-style-type: none"> ▪ Increased use of eReserve ▪ Improved understanding of business activity ▪ Extension of services provided 		Funding through IT Business Plan To be developed by the Library
C. Reticulated video /media for lecture delivery	ITS Library	<ul style="list-style-type: none"> ▪ Easy access to video for lectures ▪ Copyright guidelines 		Funding through IT Business Plan To be developed by the Library in collaboration with the Faculty of Arts
D. Ensure IP and copyright policies reflect digital contexts	Copyright Unit, Library A/Deans L&T	Evidence of new ways of creating sharing and publishing research	2009	Aligns with the work of: <ul style="list-style-type: none"> • SLTC - academic integrity • MELCOE - open education agenda

GOAL 4. SUPPORTING STUDENT LEARNING, DIVERSITY AND EQUITY

- Aligned with L & T Plan Goal 2, Objective 1 and 2; Goal 3, Objective 2; Goal 4; Goal 6 Objective 1 and 3; Goal 7, Objective 1.

Objective 1. To use technologies effectively to support student's learning

Strategies	Responsibility	Indicators/Outcomes	Time	Alignment & Dependencies
A. Identify IT requirements and expectations of students	ITS LTC	<ul style="list-style-type: none"> • An evidence base to assist in planning for IT requirements across campus to students – including learning needs 	S1, 2009	Alignment: <ul style="list-style-type: none"> • the Student Experience of IT Strategy endorsed at MACALT • outcomes will feed into projects 4 B, C, and D below) Dependencies Funding through the IT Business Plan
B. Identify need, issues and solutions to online submission of assignments	LTC A/Deans L&T	<ul style="list-style-type: none"> ▪ Safe and secure process for students to submit assignments ▪ Increased use of online submission 	S2 2009 scoping need S1 2010	Integrates with: <ul style="list-style-type: none"> • Student Experience Strategy • LMS Review (3.3 C) Dependencies - Academic Restructure and availability of Educational Developers Stage 2 may need funding in 1020 IT Business Plan
C. Identify need and provide a virtual space with tools for students to connect, discuss, collaborate: access & manage information, create and publish their work online	LTC A/Deans L&T Library Students (U@MQ) Student Support	<ul style="list-style-type: none"> ▪ Web site of recommended tools and support available to students. ▪ New forms of presentation and publications by students ▪ Increase in collaborative experiences for external /internal students 	S2 2009	Integrates with: <ul style="list-style-type: none"> • the Student Experience Strategy Project scheduled for 2009. • Single sign-on
D. Monitor changing student and staff circumstances and role of technologies in meeting students needs.	LTC , MQAS A/Deans L&T Inst Research Unit Library	<ul style="list-style-type: none"> ▪ Systematic collection and dissemination of data about students circumstances, experiences and expectations ▪ Minimum requirements for access to technologies for students ▪ Increased satisfaction scores on relevant indicators/ metrics in 	2009	Integrates with evidence-base section 3.1c

		CEQ, MUSEQ and TEDS instruments		
E. Foster student and staff awareness of opportunities and barriers of specific technologies/ tools in diverse contexts and for equity groups	LTC MQAS	<ul style="list-style-type: none"> Increased number of equity groups using technologies over 3 year timeframe Guidelines for use of technologies in diverse contexts including transnational students and equity groups Accessibility guidelines for staff & students 	2008 - 10	Draws on evidence coming through from 4b and 3.1c

GOAL 5: SUPPORTING RESEARCH AND EVALUATION OF TECHNOLOGIES IN LEARNING AND TEACHING

Objective 1 To support research and development into the development and use of technologies in learning and teaching

Strategies	Responsibility	Indicators/Outcomes	Time	Alignment & Dependencies
A. Conduct research and development in technologies for learning and teaching	MELCOE	<ul style="list-style-type: none"> An evidence base for practice, policy and planning at MQ Integration of innovation and development projects from MELCOE, faculties and organisational units into L & T infrastructure and practice Scholarly outputs about new technologies in L & T 	Ongoing	Aligned with externally funded projects and internal MQ research funding schemes. Aligned with Objective 3.1 – C. Evidence-based
B. Conduct evaluation of new technologies from educational and technical perspectives	LTC Faculties			

Notes: Specific actions required for strategies

Goal 1

1. A. Identify and regularly update knowledge and skills for effective use of technologies

- LTC to develop a cyclic procedure for identifying knowledge and skills which will include
 - Review PD requirements coming for Performance Management Reviews aggregated by Human Resources
 - Review support requests coming through from LTC for use of technologies
 - Review feedback from students via CEQ and other institution-wide surveys

1. B. Develop PD opportunities to support knowledge & skill requirements

- LTC to review programs / resources to ensure needs are met

1. C. Address and support TILT competencies in performance development reviews

- LTC to conduct awareness raising of a) and b) above

Goal 2

2.1. B Identify and disseminate effective pedagogical models and sustainable practices for integrating technologies in learning and teaching

Blueprint for the Futures Project – The Academic Working Party is developing Guidelines for good practice. LTC – as part of the Curriculum renewal project will identify models and examples of good practice using technologies

2.2 A. Technologies to be included as one of multiple dimensions of teaching awards

2.2 B. MQ Innovation awards to include separate categories for students and staff covering technology in learning and teaching

2.2C. Provide systemic support to support student and staff innovation

The LTC currently has a project funded through the Australian Learning and Teaching Council to promote teaching excellence. Strategies A, Band C can be integrated into this project. The LCT will therefore:

- liaise with Provost Office to identify where technologies can be integrated into current awards; and
- work with Faculties to raise awareness of schemes and strategies that can be developed to support applicants.

Goal 3.

3.1 Quality curriculum and teaching

A. QA procedures for program, curriculum development and review to include TILT

This is aligned to the Blueprint Project and the development of Good Practice Guidelines incorporating curriculum, technical and operational dimensions.

As part of the Curriculum Renewal project in the LTC the LTC, the guidelines will be used :

- to develop templates (checklists) and resources – LTC
- liaise with S L & T Com and Faculties in the development and also their implementation

B. Minimal web presence for every unit with identified baseline level of online components, expectations of staff and students.

The project aims to develop of a single web-based entry point for every teaching unit in the MQ handbook. It will involve:

1. Scoping of what the presence will consist of and whether it is located within or outside the University's Learning Management System

2. Design / development of APIs to integrate with existing centralised information sources (Handbook, student One etc)
3. Development of templates user documentation, policy and procedures for use by Faculties / unit coordinators
4. Roll-out of implementation – including monitoring systems

Funding has been sought through the IT Business Plan (LTC)

C. Evidence base - Identify, & mine (from server logs) data necessary for institutional policy and planning

The project aims to consolidate a data base of usage stats for technologies on the University's Learning Technologies Platform (LMS, Wimba, iLecture) and deploy to key users (Faculties, offices, Academics) for use in planning and QA. The project will involve:

1. Specifications for web interface including data types
2. Project Plan to create interface and mine data required
3. Operational/ works/implementation plan to achieve required deliverables
4. Implementation of the data base and access to it

Funding has been sought through the IT Business Plan (LTC)

3.3 Robust and effective technical infrastructure and learning technologies

A. Development of QA framework around the use of the University's LMS

- This strategy is to develop metrics and procedure to monitor improvement (Policy for MQ LTP)
- QA cycle will identify areas of need which may need funding in subsequent years

B. Same sign-on/ Single sign-on for staff and students

In 2009 the aim is to fix existing problems annoying students and part of this is same sign on. The second stage will be to develop a 3 year strategy in which the feasibility of single-sign on will be addressed

Funding has been sought through the IT Business Plan (ITS)

C. Monitor and review the University's LMS and hosting arrangements

The review of the University's LMS (Blackboard) will involve:

- Consultations on stakeholder on requirements
- Running a scoping and feasibility exercise to review options available
- Developing recommendations
- Developing a 5 year business plan

Funding has been sought through the IT Business Plan (LTC)

D. Embed Innovation to Integration procedure into practice to identify and capture emerging technologies

The project is to establish ongoing funding for the *Emerging Technologies: Innovation to Integration* procedure to ensure that the tools and technologies available on Macquarie's Learning Technologies Platform provide relevant, effective and contemporary experiences for staff and student

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 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

Funding has been sought through the IT Business Plan (LTC)

F. iLecture - podcasting technologies – explorations of options for extending iLecture to include multimedia and individual podcasting by students and staff

The project aims to upgrade the support infrastructure of the iLecture system – replacement of compressors and partial replacement of CAP digitisers to support video/audio capture of lecture recordings. This will include:

- Replacement core iLecture hardware at the end of its lifecycle
- Provision additional capacity and speed of compression
- Increased capability to provide greater flexibility in lecture capture/delivery options (video and/or audio/video capture as opposed to the current audio capture)
- Expansion of the current iLecture 61 enabled CAP Rooms to include rooms in E4A/E4B (and SIBT 2010-2011 period)

Funding has been sought through the IT Business Plan (LTC)

G. Mobile & wireless technologies – Identify need for and trial ways of communicating using mobile / wireless technologies

This is part of a strategy that M Sharp foreshadowed at MACALT around identifying student IT experience in 2009 out of which a strategy will be developed for action in 2010

Funding has been sought through the IT Business Plan (ITS)

H. Production LAMS support – Transition LAMS to production environment

This project completes the rollout of LAMS to all Macquarie WebCT CE6 users based on production grade hardware and support/maintenance. This project is a resubmission of a project not funded in 2008.

Funding has been sought through the IT Business Plan

ACRONYMS

LTC	Learning and Teaching Centre	HOD	Head of Department
SLTC	Senate Learning and Teaching Committee	BB	Blackboard
MACALT	Management Advisory Committee for Academic Learning Technologies		