Blueprint For The Future: A project to ensure effective, equitable and engaging use of learning technologies

Judyth Sachs
Deputy Vice-Chancellor, Provost
Macquarie University

Maree Gosper
Learning and Teaching Centre
Macquarie University
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- Context - Why we needed a blueprint
- The Blueprint - QE Framework
Which Technologies?

- Do I have to use the LMS?
- Can I use……& under what circumstances?
- Who makes the decisions?
- Principles for making decisions?
"be careful what you post on Facebook. Whatever you do, it will be pulled up later in your life."
Don’t we have something that already does that?
Sphere of Influence

- Supported centrally
  - Learning Management Systems
  - Webconferencing tools, portfolios, etc

- Supported used locally
  - Specialist software
  - Textbooks / quizzes e.g. pearson

- Freely available
  - Social networking, Wikis, Blogs, Flickr, Youtube
The Blueprint: QE / QA Cycle

Governance

Evaluation & Reporting

Management

Policy & Planning
Management

Making roles and responsibilities transparent

• Centrally supported
• Others supported by Faculties
  – Making roles explicit alerts stakeholders to their role in the creation of high quality and sustainable learning environments that ensure the quality of experiences and outcomes for all students.

Resourcing

• Mainstream funding
• Innovation
Innovation to Integration

Projects can be initiated at Stages 1, 2, 3

- **Stage 1**
  - Exploration
  - $5,000

- **Stage 2**
  - Small controlled trials
  - <$20,000

- **Stage 3**
  - Large scale trials across University
  - <$40,000

- **Stage 4**
  - Recommended for integration; preparation of Business Plans
  - Business plans prepared

Increasing levels of involvement of the LTC
Policy & Planning

Operating at the edge of chaos means also resisting the temptation to impose too much order; all this does is give the appearance of control" - Michael Fullan (2003)

A light framework to enable innovation, agility, contextual differences.
Learning Technologies Policy: Key Features

• Defines the governance, use and management of learning technologies
  1. Centrally supported technologies
      • Informatics and the LTC
  2. Those supported by Faculties
      • Recognises context
      • Provides guidelines
• Decisions about the technologies to be used are vested with unit convenors in accordance with Faculty and Departmental arrangements.
The technologies may be made available if there is *a demonstrated need that cannot be met by the MLTP*.

All learning technologies made available to students will have documented processes and procedures, similar to technologies on the MLTP, covering:
• adequate resourcing
• compliance with University policy and relevant legislative requirements
• risk management
• quality assurance
• training and support
• appropriate authentication and authorisation of users

*Students will be informed of hosting arrangements* outside the MLTP and any implications for their learning will be made transparent.

*A register of learning technologies* not hosted on the MLTP will be maintained.
Evaluation, Reviews Reporting

• Regular reports to MACALT
• Student IT Experience - U MQ, UWS, UTS
Governance


• MACALT - The Management Advisory Committee for Academic Learning Technologies Chaired by the DVC-Provost
  • brings together organisational units and key personnel responsible for the management and use of learning technologies.
  • It is through this Committee that all other elements of the Framework are monitored
It’s a work in progress…….

Thank you

Questions ?
Enable the University to look to the future, while at the same time building on the successes of the past.

- **Agility and flexibility** to enable the university 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 through supporting staff in their work; and enhancing the learning experience for students
- **Alignment** with the University’s strategic directions and priorities
- **Consolidation** through building on existing expertise and successful practice.