Deputy Vice-Chancellor's Address

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Deputy Vice Chancellor
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BOLD Learning™@FedUni

Professor Marcia Devlin

Deputy Vice-Chancellor (Learning and Quality)

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Overview

1. **BOLD Learning^{TM}** Progress

By 2020, BOLD Learning will be an integral part of learning and teaching at Federation University Australia. Incorporating the University' s core values, the BOLD strategy will make accessible, supported and attainable education available to the University 's regional, national and international students. Combining contemporary pedagogy, digital resources, and committed support, the BOLD strategy will drive learning and teaching by –

- Implementing and enabling BOLD Learning initiatives
- Recognising and highlighting the need for BOLD Learning and Teaching across all our programs of study

The priority areas of our BOLD Plan are:

- ✓ The development of staff capabilities and innovation in BOLD pedagogy, curriculum and assessment.

- ✓ The provision of appropriate infrastructure and technologies that enable BOLD development and delivery.

- ✓ The development of student capabilities in BOLD literacies.

- ✓ Appropriate BOLD benchmarking and quality assurance.

The BOLD Learning initiative is, above all else, about student learning. It is about student learning in a digital age and ensuring our graduates are equipped to work, live and continue to learn in the twenty-first century.

Blended On-Line and Digital Learning and Teaching

To drive learning and teaching through the Blended On-Line and Digital (BOLD) Learning strategy

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Milestones	
2016	BOLD Business Case objectives adopted and implementation commenced; 2015–2017 BOLD Learning and Teaching Plan objectives being progressed
2017	Achievement of the BOLD Business Case objectives progressing; 2018–2020 BOLD Learning and Teaching Plan developed and approved
2018	Achievement of the BOLD Business Case objectives progressing; 2018–2020 BOLD Learning and Teaching Plan adopted and implementation commenced
2019	Achievement of the BOLD Business Case objectives progressing; 2018–2020 BOLD Learning and Teaching Plan objectives being progressed
2020	BOLD Business Case objectives met; 2018–2020 BOLD Learning and Teaching Plan objectives met; high quality BOLD learning evident in every University program
Responsibility	Deputy Vice-Chancellor (Learning and Quality)

2020 goals:

1. High quality BOLD Learning™ evident in every program
2. **TWO** Learning and Teaching Plans implemented and objectives met (2015-2017 & 2018-2020)

2016 Milestones:

1. Implementation of BOLD objectives commenced;

2. 2015-2017 Plan being progressed

Learning and Teaching Plan 2015-2017

Enabling BOLD Learning

Prepared by:
Professor Marcia Devlin
Deputy Vice-Chancellor (Learning and Quality)
Learning & Quality Portfolio
Status: Final   Version: 2   Date: 22/04/2015

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As our eLearning Vision outlines:

Federation University Australia sits within a wider context. In that wider context, the digital revolution is transforming almost every aspect of human existence. There have been significant, transformative and permanent changes in the nature of the business, delivery and presence of bookshops, newspapers, recorded music, movies, travel agents and department stores, to name a few. Universities are not exempt from such revolution. Universities teach, research, credential, engage and socialise and there are alternative ways of doing these things that don't necessarily involve universities[1]

Like universities worldwide, Federation University Australia must now rethink not only delivery methods but also the fundamental nature of teaching and learning and what the role of a university really is in the emerging and fast moving digital context. It is time to change.[2]

To effect the change we must make, we must be **bold**.

Federation University Australia's 2015-2017 Learning and Teaching Plan, **Enabling BOLD Learning**, will position the university within the digital revolution and contribute significantly and meaningfully to our students' and graduates' futures in an increasingly digital world.

Taking into account the potential advantages and benefits of **blended**, **online** and **digital** approaches to learning and teaching for the student experience and for student learning outcomes, the University's new Learning and Teaching Plan for 2015-2017 is guided by the following:

> **Enabling BOLD Learning™**
>
> **Enhancing Blended, On-Line and Digital Teaching**

There are clear potential benefits and advantages of blended, online and digital (BOLD) approaches to learning and teaching for student learning. As the University's eLearning Vision outlines,

In addition to the access and convenience that online study options offer students… Media-rich collaboration tools, mobile and tablet computing and social networking technologies … can provide opportunities that may not be available in traditional face-to-face teaching and learning formats. These include opportunities for students to choose how and when to learn and to personalise their learning.

Through online and blended study, students can work at their own, individual pace, choose which additional resources provided to make use of and review material as many times as necessary before moving on to subsequent or more complex material and concepts.

Advantages of online study also include opportunities for collaboration with fellow students both formally and informally, with or without staff input.[3]

[1] Tanner, L. (2011). Universities must adapt or die in the e-learning world. *The Australian*, October 26, 2011.
[2] Devlin, M. (2014). *eLearning Vision*. Federation University Australia, p. 1.
[3] Devlin, M. (2014). *eLearning Vision*. Federation University Australia, p 2.

Enabling *BOLD Learning*™

We have **four specific priorities**:

1. Improve staff capabilities in *BOLD Learning*™ curriculum and pedagogy
2. Implement appropriate *BOLD Learning*™ infrastructure and technologies
3. Develop *BOLD Learning*™ literacies in students
4. Assure *BOLD Learning*™ quality

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How are we doing? How do we know?

1. Widespread BOLD staff development
2. No. of high standard BOLD courses/programs
3. Extent of compliance/quality assurance
4. Innovative curriculum renewal

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1. BOLD staff development 2015-16

- Academic Induction: **35** staff
- 'Teaching Ready': **5** staff (+ 7 enrolled)
- Graduate Certificate in Teaching courses: **62 staff**
- 'BOLD Fundamentals': **20** staff (+15 enrolled)
- CLIPP eLearning Showcases: **147** staff attended
- CLIPP workshops: **219** staff completed

+ Sessional staff induction

+ Berwick staff 'onboarding'

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2. No. of high standard BOLD courses/programs

EdArts: **84**/267 courses (31%); **2**/29 programs

Business: **40**/75 courses (53%); **2**/5 programs

Health: **122** courses; **6** programs

SciTech: **77**/203 courses (38%); **23**/48 programs

A screenshot of the [Delivery Mode Specific Standards (PDF, 180kb)](#)

				BOLD Learning Delivery			
				Face-to-face	Blended		Online (Wholly Online)
Purpose (Instruction for student)	Elements of your online course			Minimum Moodle Presence	Minimum	Additional	Additional
	General Element	Specific Components	Examples/items/Moodle tools			Minimum	
To achieve consistent student experience of Moodle site organisation & presentation across courses for basic administrative and course management content and activities (Familiarise)	General course content & activities	Admin content	Course outline	✓	✓	✓	
			Link to necessary School information (recommend Schools develop Moodle resource page)	✓	✓	✓	
		Basic communication (Asynchronous)	News forum	✓	✓	✓	
			General discussion & questions forum	✓	✓	✓	
			Resources/activity establishing teacher presence online, e.g: • Introductory video • Welcome post to News forum			✓	
			Ongoing teacher presence/ support online (Recommend including statement setting expectations for students)	✓ +	✓ +	✓ +	
		Assessment	Online submission of assignments	✓	✓	✓	
			Quiz			✓ *	
			Other tools available for assessment: Forums, SCORM Workshop, Database, Lesson			✓ *	
To present information based content (Read/ Watch)	Learning resources	Resources / Content	Readings / Web Links / Moodle Book / Moodle page/other	✓	✓	✓	
		Audio/video lecture style content	• Audio/Video recordings of live lectures or • Pre-prepared video and/or • YouTube & open content			✓	

3. Compliance/quality assurance

- Access to **Moodle shell** and provision of **course description** before semester – improving
- Small improvements in use of **eVALUate** evident
- Introduction of **peer review** in 2016 – will build
- Focus on **partner QA** and enhancement increasing

**Work in progress –
variable performance but steadily improving**

4. Innovative curriculum renewal

- **100%** of first year courses in three Faculties have academic literacy embedded in curriculum
- **Internal** program reviews/restructures
- **External** professional accreditation processes
- **Benchmarking** activities evident

- **'Digital narratives'**

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How are we doing? How do we know?

1. Widespread BOLD staff development   √
2. No. of high standard BOLD courses/programs √
3. Extent of compliance/quality assurance   √
4. **Innovative curriculum renewal**   **√√**