

Operational Plan for ICT in Teaching and Learning 2004-2007

This plan identifies the responsibilities and timelines associated with the goals outlined in section 4 of the University's "The ICT in Teaching and Learning Strategy". The timeline for the plan is a three year implementation (2005-2007) with a review during the latter half of 2006.

The model of coordination underpinning the strategies outlined in the operational plan is a distributed model of central/college ICT in teaching and learning services requiring a single recurrent budget line complemented with minimal but essential ICT academic administration in faculties.

4.1 Identify recurrent funding model for Central/College ICT in teaching and learning support services

4.1.1 Budget Advisory Committee to be advised of the recommended level of recurrent funding required for Central/College ICT support.

*Office of the DVC (Academic)
ICT Governance Group
By June 2004*

4.2 Develop appropriate management and governance structure and infrastructure for sustainable ICT in teaching and learning support

4.2.1 Appoint staff to provide a sustainable support system for faculty use ICT in teaching and learning

- Appoint sufficient staff to create a sustainable distributed model for ICT support
- The distributed model is central team of five staff plus four staff for strategic projects in each of the colleges. Total staff is 18 including the University ICT Coordinator
- University ICT coordinator to oversee the development of the distributed model and facilitate its integration into existing academic processes

*Office of the DVC (Academic)
ICT Governance Group
By end of June 2004*

4.2.2 Pilot a Central/College ICT support model for operation

- Line management of all ICT staff is the University e-learning administrator
- All staff to work on routine quality assurance business (helpdesk, application to activate) for ICT in teaching and learning
- Approximately 4000 hours per college per year of strategic support for ICT projects is built into staffing profile of the model
- A key role of ICT staff allocated to colleges is to work on college-prioritised projects
- A closed system of resource-allocation to be established: all prioritized ICT in teaching and learning projects must be in faculty teaching and learning plans or college strategic plans in order to have access to 4000 hours of strategic support.
- Faculties and colleges should seek advice from University e-learning administrator on resource implications of ICT projects both prior to their articulation in the teaching and learning or college strategic plans and during the process of prioritization. Proposed ICT projects out of scope can be brought back into scope with the coordinated advice of College Academic Directors and the University E-learning administrator
- The helpdesk supports WebCT development and delivery only. It is coordinated by the University e-learning administrator and manned by all ICT staff.
- each college to provide adequate space for the college ICT staff

*Office of the PVC (Teaching and Learning)
ICT Governance Group
By end of June 2004*

4.2.3 College PVCs to appoint Academic Directors (or establish equivalent function) to facilitate prioritization function for teaching and learning projects using ICT

- College PVCs to set-up college-specific mechanisms to facilitate the function of prioritizing ICT in teaching and learning projects seeking access to the 4000 hours of strategic support.
- College Academic Directors (or equivalent) to report to PVC College or nominee

*College PVCs
By end of June, 2004*

4.2.4 Working group of Faculty ICT representatives to be established

- PVC Colleges to ask Deans to nominate faculty representative for issues related to ICT.
- Working group in ITL to discuss how faculties will relate to the ICT services provided at the central/college level.

*Faculty Deans
Director of ITL
By end of March, 2004*

4.3 Implement a coherent and consistent approach to the use of ICT in teaching and learning to support the student experience

4.3.1 Faculties to establish faculty-level academic administration of ICT

- Deans to appoint a faculty representative to act as a first point of contact for all matters relating to ICT in teaching and learning
- Faculty representatives to work with College Academic Directors on coordinating ICT in teaching and learning needs across college

*Faculty representatives
College academic directors
By end 2004*

4.3.2 Identify appropriate strategic directions for e-learning in a research-intensive university, especially those that leverage best practice in e-learning pedagogy and connect it to research and scholarship

- Faculty ICT teaching and learning goals to be informed by appropriate e-learning pedagogies and assessment processes and incorporated in Faculty teaching and learning plans

*Faculty representatives
College academic directors
From January 2005*

- Central/College ICT support to align to faculty ICT goals articulated in faculty teaching and learning plans.

*Office of the PVC (Teaching and Learning)
ICT Governance group
From March 2004*

- Central/College ICT support to align principles of instructional design with the developing awareness of what constitutes appropriate design in a research-led, scholarly teaching and learning environment

*Central/College support
From March 2004*

4.3.3 Provide seamless links between services, LMS and teaching support via Web Services project

- ITS and the Web Services project to continue to integrate enterprise level software systems related to ICT.

*Web Services Unit
From 2004*

- establish service level agreement between Office of the PVC (Teaching and Learning) and ITS for critical frontline support for WebCT servers and software maintenance

*Office of the PVC (Teaching and Learning)
By March 2004*

4.3.4 Establish mechanisms for the development of platform-independent standards for the use of ICT in units and courses.

- QA guidelines for Learning Management Systems to be developed.

*Office of the PVC (Teaching and Learning)
By June 2004*

4.3.5 Identify ICT-enabled teaching space needs

- Review of teaching spaces being conducted by the Teaching Venues Advisory Committee to include needs analysis of ICT-enabled teaching spaces

*Teaching Venues Advisory Committee
Campus 2010 Manager, FMO
By July 2004*

4.4 Integrate Quality Assurance mechanisms for ICT in teaching with mainstream academic QA processes**4.4.1 Policy development**

- Revise Academic Board policy on the management and evaluation of teaching to articulate quality mechanisms and specify central and local responsibilities
- Extend existing policy on QA and online learning to all units of study that make use of ICT in any mode, whatever LMS is employed
- Extend existing policy on QA and online learning to all postgraduate courses using ICT including flagship programs through iTEV
- Monitor quality assurance for ICT in teaching and learning through University Teaching and Learning committee and Academic Board review process

*University Teaching and Learning Committee
Chair, Academic Board
By July 2004*

4.4.2 Benchmarking ICT in Teaching and Learning with appropriate partners

- continue ICT benchmarking relationship with the Australian National University

*Office of the PVC (Teaching and Learning)
From January 2004*

- finalise ICT in benchmarking relationship with Open University, UK

*Office of the PVC (Teaching and Learning)
End 2004*

4.5 Provide appropriate staff development for, and evaluation of, ICT in teaching and learning

4.5.1 Align evaluation of ICT-supported learning with existing evaluation processes

- Integrate strategies for evaluation of ICT-supported learning into the University evaluation system.

*Evaluation Coordinator in ITL
During 2004*

4.5.2 Establish mechanism to encourage communication and sharing of learning about ICT in teaching and learning across the university

- Establish the ITL Information and Communication Technologies Working Group

*Director of ITL
June 2004*

4.5.3 Identify appropriate examples of ICT-supported units and courses for use in training and development

- Central/college support to collate useful examples of ICT-supported units to inform faculty awareness of appropriate use of ICT in teaching and learning across the college

*Central/college support
By end 2004*

4.5.4 Central provision for development of staff skills and monitoring/evaluation of ICT-supported units of study

- Central WebCT workshop series to continue with WebCT team and Institute of Teaching and Learning

*ITL /ICT in T&L Initiative
From January 2004*

4.5.5 Develop and disseminate an understanding of e-learning pedagogy

- Guidelines for Good Practice in Teaching and Learning to be augmented to include principles of e-learning pedagogy

*Office of the PVC (Teaching and Learning)
By middle 2005*

4.6 Income-generating ICT in T&L initiatives

4.6.1 Establish and mainstream flagship postgraduate programs for flexible delivery using a business case approach

- ITEV to continue collaborations with faculties in the development of flagship postgraduate programs.

*Manager, Special Projects
From January 2004*