

## **2004 Report on E-Learning Initiative, Office of the PVC (Learning and Teaching), University of Sydney.**

### **PURPOSE**

This report identifies key issues related to e-learning across the university. It discusses all activities related to the 'E-Learning Initiative' in the Office of the PVC (Learning and Teaching) including support for college strategic e-learning projects, central support to staff and students for unit of study websites and websites on all enterprise learning management systems.

### **EXECUTIVE SUMMARY**

#### **MAIN ISSUES 2004**

1. **Funding** for the E-Learning Initiative temporarily solved for 2005 with capital funding identified during budget advisory process (BAP) in 2004.
2. Staff employed for the E-Learning Initiative had **temporary accommodation** for most of 2004.
3. Continued steady **growth of e-learning**, in terms of number and complexity of unit of study websites, matched by increases in demand and sophistication of support required for website development and student usage of sites through e-learning helpdesk.
4. Size and shape of **strategic demand from colleges** became clearer during the year as central staff were allocated to college sites, planning processes were formalized and strategic academic administration at college level was set up. Strategic partnerships between faculties and colleges are still in process of development.
5. **ICT services in centrally-bookable teaching and learning spaces** are insufficient and unaligned to the University's strategic plan for e-learning. In addition, a large percentage of existing ICT services is in poor repair due to insufficient maintenance budgets.
6. The Academic Board **policy**, 'QA for online learning' was insufficient for growing use of e-learning across the university.
7. International standards for e-learning in campus-based, research intensive universities continue to change. **Benchmarking** relationships remain central to informing quality assurance approach to ICT in teaching and learning at university with the establishment of a relationship with the Australian National University.

## KEY OUTCOMES 2004

### 1. Unit of study websites in the University enterprise learning management system, WebCT

1.1. Approximately 1500 unit of study WebCT sites reviewed and published in 2004 across all faculties, up approximately 35% compared with 2003.

### 2. 2004 College strategic E-Learning projects

2.1. 10 strategic projects established in 2004 with substantial or complete work done.

### 3. Central e-learning support for students and staff

3.1. Approximately 62 000 e-learning 'seats' across the university learning management system

3.2. Approximately 10 000 hours of centrally provided staff support: helpdesk support, website support, e-learning workshops

3.3. Processes for prioritization of college strategic projects support trialled

### 4. Staffing

4.1. The office of the PVC (Learning and Teaching) is supporting the strategic initiatives of colleges with a project manager and 3 support staff in each college

4.2. Colleges have appointed an Academic Director (or equivalent) responsible for oversight of colleges' strategic directions for ICT in teaching and learning.

### 5. Videoconferencing

5.1. Approximately 1400 hours of videoconferencing support across two systems for teaching and learning

### 6. 2005 strategic planning for E-Learning

6.1. Significant planning for 2005 college strategic projects completed.

## MAIN ISSUES 2004

**1. Funding** for the E-Learning Initiative temporarily solved for 2005 with capital funding identified during budget advisory process (BAP) in 2004. The problem remaining is that the ICT in T&L initiative is an operational cost, not a capital cost. This needs resolution in BAP during 2005. Inaccurate identification of real type of cost has implications for quality of governance of the initiative.

*Action required; appropriate categorization of funding for the ICT in Teaching and Learning initiative in the 2005 budget advisory process.*

2. Staff employed for the E-Learning Initiative had **temporary accommodation** for most of 2004.

*Action taken: Accommodation until the end of 2007 was found for staff in the Link building in Engineering. This is a joint use of space with postgraduate students in the Faculty.*

3. Continued steady **growth of e-learning**, in terms of number and complexity of unit of study websites, matched by increases in demand and sophistication of support required for website development and student usage of sites through e-learning helpdesk.

*Action taken:* The hours of the helpdesk are being extended during 2005, 8am-6pm, five days a week.

4. Size and shape of **strategic demand from colleges** became clearer during the year as central staff were allocated to college sites, planning processes were formalized and strategic academic administration at college level was set up.

Faculty needs in terms of e-learning in relation to college goals still requires further elaboration.

*Ongoing action required:* Continued collaboration and planning amongst college academic directors, faculty ICT representatives and E-Learning staff in the Office of the PVC (Learning and Teaching) to align University, college and faculty strategic goals for e-learning.

5. **ICT services in centrally-bookable teaching and learning spaces** are insufficient and unaligned to the University's strategic plan for e-learning. In addition, a large percentage of existing ICT services is in poor repair due to insufficient maintenance budgets.

*Action taken:* Working group established under Teaching Venues Advisory Committee (TVAC) to provide advice to TVAC and the Office of the PVC (Learning and Teaching) about needs for ICT services in teaching and learning spaces.

6. The Academic Board **policy**, 'QA for online learning' was insufficient for growing use of e-learning across the university.

*Action taken:* Academic board working group established, discussion paper written, advice taken from University stakeholders and University Teaching and Learning committee. Policy written based on stakeholder input and passed by Academic Board in December 2004. New policy is "Quality assurance and learning management systems".

7. International standards for e-learning in campus-based, research intensive universities continue to change. **Benchmarking** relationships remain central to informing quality assurance approach to ICT in teaching and learning at university with the establishment of a relationship with the Australian National University.

*Action taken:* Discussion paper written for strategic planning group at ANU, which received endorsement of the ANU committee. Collaborations planned between ANU and USyd for 2005.

## **KEY OUTCOMES**

The volume of e-learning arising from individual staff demand across the college is an important indicator of the readiness of schools, specialist units and faculties to engage in strategic planning at the college level. Schools or faculties with significant e-learning already established in strategic areas (eg whole award courses or across a year of a degree) are better prepared to engage in the strategic planning to make the most of e-learning for the student learning experience.

## 1 UNIT OF STUDY WEBSITES BY FACULTY

Unit of study websites on the University learning management system (WebCT) and the two enterprise-level faculty learning management systems (Blackboard and the Medical LMS) are shown in Table 1.

| CST unit of study websites 2004   | Semester 1                             |        | Semester 2 |        |
|-----------------------------------|--|--------|------------|--------|
|                                   | WebCT                                  |        | WebCT      |        |
| Architecture                      | 15                                     |        | 12         |        |
| Agriculture                       | -                                      |        | -          |        |
| Science                           | 151                                    |        | 242        |        |
| Rural Management                  | 62                                     |        | 65         |        |
| Engineering                       | 22                                     |        | 21         |        |
| Veterinary Science                | 43                                     |        | 65         |        |
| Totals                            | 281                                    |        | 409        |        |
| CHASS unit of study websites 2004 | Semester 1                             |        | Semester 2 |        |
|                                   | WebCT                                  | Bbrd   | WebCT      | Bbrd   |
| Arts                              | 73                                     |        | 51         |        |
| Econ & Bus                        |  | 208    |            | 198    |
| Ed & SocWork                      | 32                                     |        | 35         |        |
| Law                               | 83                                     |        | 90         |        |
| College of the Arts               | 3                                      |        |            |        |
| Conservatorium                    |  |        |            |        |
| Totals                            | 191                                    | 208    | 176        | 198    |
|                                   | 367 WebCT sites; 406 Blackboard sites  |        |            |        |
| CHS unit of study websites 2004   | Semester 1                             |        | Semester 2 |        |
|                                   | WebCT                                  | MedLMS | WebCT      | MedLMS |
| Dentistry                         | -                                      | 32     | -          | 32     |
| Health Sciences                   | 117                                    |        | 112        |        |
| Medicine                          | 27                                     | 32     | 76         | 32     |
| Nursing                           | 37                                     |        | 26         |        |
| Pharmacy                          | 26                                     |        | 31         |        |
| Totals                            | 199                                    | 64     | 245        | 64     |
|                                   | 444 WebCT sites; 128 Medical LMS sites |        |            |        |

In 2004 over 1500 WebCT sites were reviewed for technical and compliance issues through the 'Application to Activate' process, and subsequently published on the University learning management system, up 35% compared with 2003 (1110 websites). The faculties of Dentistry/Medicine and Economic and Business use enterprise LMSs, supporting 128 and 406 units of study in 2004 respectively.

The Medical LMS has its own quality assurance mechanisms and the Faculty of Economics and Business worked with the Office of the PVC (Teaching and Learning) to establish their own QA procedures.

Websites supporting e-learning occurring in the Colleges can not be measured by number of unit of study websites alone. The mode of e-learning each website supports is a better indication. Rough estimates are based on the categorization as:  
 -mode A - supplemental  
 -mode B - essential to the students' progress through the unit of study  
 -mode C, almost fully online.

Table 1 – Unit of study websites at USyd, 2004

In general, the percentage distribution of e-learning modes across faculties' websites in all colleges has not shifted in comparison to 2003, that is, more than 70% mode A, approximately 25% mode B, and less than 5 % mode C.

The number of unit of study websites in the college is also a baseline indicator of the professional competencies that teachers are developing with technology in their unit of study design and teaching. Without a unit of study website, it is hard for staff to argue they are developing their e-learning competencies appropriately for student learning at the University.

## 2 CST STRATEGIC ICT IN TEACHING AND LEARNING PROJECTS

Annual allocations for college strategic ICT projects are 4000 hours per college. The following provides a brief description of the projects and their purpose. Details of benefits and evaluation issues are found in appendix 1.

| <i>No</i>  | <i>Title</i>   | <i>Description</i>   |
|--|--|--|
| <i>College of Science and Technology</i>         |  |  |
| 1  | <i>E-learning for large groups, Psychology, year 2</i>               | Development of WebCT sites for second year Psychology units of study.  |
| 2  | <i>Still Images in e-learning:</i>                                   | Development of tools to use images in e-learning (joint with CHS). This project will provide staff with guidance on the technical side of images (creation, linking to databases etc), in addition to the pedagogical use of images in teaching, with examples.  |
| 3  | <i>Audit of Online Teaching and Learning in the College</i>          | Online survey of e-learning activities in units of study. This project is asking all unit of study coordinators to fill in the survey for their unit(s) of study. This snapshot will help inform the College of its strategic directions in ICT in T&L   |
| 4  | <i>Identifying strategic projects for e-learning support in 2005</i> | Planning for 2005.   |
| 5  | <i>Lifelong Earning Logo:</i>  | Adding the "lifelongearning" web site logo and link to Science units of study  |
| 6  | <i>Project Management Graduate Programme</i>                         | Revision and redevelopment of the four core online units.  |
| <i>College of Humanities and Social Sciences</i> |  |  |
| 1  | <i>Writing Skills</i>  | The project involves creating websites to support student related to the development of skills in academic and professional writing. It is focusing on academic and professional writing skills and genres most relevant to first year undergraduates in the Humanities and Social Sciences.<br><br>The environment can be accessed directly by students, but is primarily designed for teacher-directed access. |
| 2  | <i>Snapshot and ongoing monitoring of ICT use and intentions</i>     | Collection of all available data about ICT in teaching and learning across 6 faculties for the purposes of strategic planning and quality assurance.   |

| College of Health Sciences |  |   |
|----------------------------|--|---|
|                            | CHS e-learning Resource Centre and Staff Development Program | <p>A set of resources (eg. Website and other materials) that provides educational design assistance to any staff member involved in development and delivery of online learning strategies for blended or distance courses.</p> <p>Staff support program component provides individual/small group consultation services for specific activities at location of academic Dec 2004 – Jan 2005.</p> |
| 2                          | Still Images in e-learning                                   | <p>Development of tools, examples and guidance for use of still images in e-learning (joint with CST).</p> <p>This project will provide staff with two support web sites. One of these will cover the technical side of images (creation, linking to databases etc) whilst the other pedagogical.</p>   |

### 3 CENTRAL SUPPORT FOR STUDENTS AND STAFF

Support for students and staff using WebCT is essential to improve understanding of how the technologies can support learning outcomes. The support is largely facilitated through the helpdesk.

#### 3.1 Central support for students

| <i>Faculty use of WebCT</i>                      | <b>2004</b>              |
|--|--------------------------|
|  | Student e-learning seats |
| <i>College of Science and Technology</i>         |                          |
| Architecture                                     | 960                      |
| Agriculture                                      | -                        |
| Science  | 22 118                   |
| Rural Management                                 | 3 294                    |
| Engineering                                      | 1 108                    |
| Veterinary Science                               | 4 347                    |
| <b>Total</b>                                     | <b>31 827</b>            |
| <i>College of Humanities and Social Sciences</i> |                          |
| Arts   | 8990                     |
| Economics and Business                           | -                        |
| Education & Social Work                          | 1072                     |
| Law  | 5740                     |
| College of the Arts                              | -                        |
| Conservatorium of Music                          | -                        |
| Total  | <b>15802</b>             |
| <i>College of Health Sciences</i>                |                          |
| Dentistry  | -                        |
| Health Sciences                                  | 8873                     |
| Medicine   | 2010                     |
| Nursing  | 2764                     |
| Pharmacy   | 2528                     |
| Sub-totals                                       | <b>16 175</b>            |

Students have access to the WebCT helpdesk during their enrolment in units of study using a website on the University's LMS, WebCT. The demand on the helpdesk is related to the number of students using the websites.

To report on the amount of students using WebCT websites in faculties, the table below shows the number of 'student seats'. One student will have 2 seats if they have 2 units of study, each with a website. Student seats on WebCT is a more accurate indicator of the volume of e-learning in faculties than number of units of study supported by a website

### 3.2 Centrally provided staff support

#### *Workshops*

Approximately 950 registrations were received for e-learning workshops during the year for both the Broadway and Cumberland campuses. Staff normally complete at least three workshops each, suggesting that approximately 300 staff received training in 2004. These workshops support staff to develop fundamental e-learning competencies for unit of study design and teaching.

#### *Helpdesk*

The WebCT helpdesk receives requests for direct support and for website support. Requests from staff range from dealing with basic technological issues to how to redesign the student learning activities.

| <b>Centrally provided e-learning support to staff and students</b>              |  |
|---|--|
| <b>Jan-Nov 2004</b>   |  |
| Workshop support  | Approx 950 x 2 = 1900                    |
| Direct support: email, phone, fax,<br>walk in                                   | Approx 2288 instances* x .6 = 1373 hours |
| Website support: establishing,<br>trailing, publishing, archiving,<br>restoring | Approx 1500 x 5 hours = 7,500 hours      |
| Total support   | Approx 10,773 hours                      |

\*One instance is recorded for each matter which is resolved. This can last 5 minutes or a few hours over a number of days depending on the extent of the issue and the amount of hands on work involved. An average of 40 minutes per instance is used to capture the level of support.

## 4 STAFFING

### 4.1 Central ICT in T&L staffing provided to colleges

Each college was appointed with a project manager to manage the strategic ICT in T&L projects. Helen Wozniak was appointed to CHS, Karen Scott was appointed to CST and Sue Atkinson was appointed to CHASS. All have a good understanding of the university culture from previous similar or actual experienced and are also significantly experienced in e-learning issues related to research-intensive institutions. In addition, each project manager has three support staff to help realize college strategic projects for ICT in teaching and learning.

### 4.2 College academic structures for administration of ICT in teaching and learning

Each college appointed an academic director (or equivalent) who has oversight of strategic college-level issues for ICT in teaching and learning. Each director is supported by a faculty representative from each of the faculties in the college.

CST Academic Director, Associate Professor Mary Peat

*CST Faculty ICT in teaching and learning representatives;*

Stephen Cattle, Agriculture Food & Natural Resources

Paul Sheehy, Veterinary Science

Tom Hubble and Jonathan Gray, Science

Kirsty Beilharz, Architecture

Rafael Calvo, Engineering

Lee Britton, Rural Management

CHASS Academic Director, Dr Nerida Jarkey,

*CHASS Faculty ICT in teaching and learning representatives;*

Marie Therese Barbaux, Arts

Lewis Cornwell, Conservatorium

Mark Freeman, Economics and Business

Donna O'Connor, Educational and Social Work

Elisabeth Peden, Law

Andrew Speirs, Sydney College of the Arts

CHS Academic Director, Dr Mary Jane Mahony

*CSHS Faculty ICT in teaching and learning representatives;*

Matthew Hunter, Dentistry

Ian Cathers, Health Sciences

Tim Shaw, Medicine

Sandra West, Nursing

Parisa Aslani (to Nov 2004) and Mary Bebawy  
(from Nov 2004), Pharmacy

## 5 VIDEO CONFERENCING

Video-conferencing is used to support teaching and learning in strategic projects across the university such as CREO and faculty systems such as those in Arts and Medicine. The table below shows video-conferencing seats used by students enrolled in units of study in the CREO initiative. Statistics showing the substantial use of the Faculty of Medicine's video-conferencing system for teaching and learning were not provided in time for this report.

| Lecture bookings For CREO (Pharm) | Hours/Week      | Weeks/Year        | Total Hours      | Number of student seats              |
|-----------------------------------|-----------------|-------------------|------------------|--------------------------------------|
| Semester 1                        |                 |                   |                  |                                      |
| 9 lectures per week               | approx 9 hours  | approx 12.5 weeks | 109              | 351 (average 12 hrs vc use per seat) |
| Semester 2                        |                 |                   |                  |                                      |
| 9 lectures per week               | Approx 17 hours | approx 13.5 weeks | 233              | 333 (average 25 hrs vc use per seat) |
| Totals                            |                 |                   | <b>342 hours</b> | <b>684</b> video-conferencing seats  |

| Tutorial bookings For CREO (Pharm) | Hours/Week      | Weeks/Year        | Total Hours | Number of student seats              |
|------------------------------------|-----------------|-------------------|-------------|--------------------------------------|
| Semester 1                         |                 |                   |             |                                      |
| 9 tutorials per week               | approx 17 hours | approx 12.5 weeks | 124         | 196 (average 35 hrs vc use per seat) |

|                      |                 |                 |                  |                                      |
|----------------------|-----------------|-----------------|------------------|--------------------------------------|
| Semester 2           |                 |                 |                  |                                      |
| 9 tutorials per week | Approx 18 hours | approx 13 weeks | 127              | 256 (average 39 hrs vc use per seat) |
| Totals               |                 |                 | <b>251 hours</b> | <b>452</b> video-conferencing seats  |

| <b>Arts IT Video-conferencing usage for teaching and learning 2004</b> |                           |                           |                |                 |                         |
|--|---------------------------|---------------------------|----------------|-----------------|-------------------------|
| <b>Lecture bookings 2004</b>   | Hours for semester 1 2004 | Hours for semester 2 2004 | Total Hours    | Number of Sites | Number of Student seats |
| Italian  | 13 hrs                    | 27 hrs                    | 40 hrs         | 2               | 12 hrs                  |
| Hindi  | 51 hrs                    | 57 hrs                    | 108 hrs        | 2               | 21 hrs                  |
| Sociology  | 25 hrs                    | 39 hrs                    | 64 hrs         | 2               | 19 hrs                  |
| History  | 30 hrs                    | 26 hrs                    | 56 hrs         | 2               | 16 hrs                  |
| English  | 14 hrs                    | 28 hrs                    | 42 hrs         | 2               | 12 hrs                  |
| Sanskrit   | 98 hrs                    | 133 hrs                   | 231 hrs        | 2               | 46 hrs                  |
| Other 1 off lectures   | 5 hrs                     | 16 hrs                    | 21 hrs         | 2-4             | 6 hrs                   |
| <b>Small group bookings 2004</b>                                       |                           |                           |                |                 |                         |
| Training Groups  | 22 hrs                    | 13hrs                     | 35hrs          | 1               | 35 hrs                  |
| <b>Other types of bookings 2004</b>                                    |                           |                           |                |                 |                         |
| External   | 10 hrs                    | 43 hrs                    | 14 hrs         | 2               | 30 hrs                  |
| <b>TOTALS</b>  | <b>268 hrs</b>            | <b>382 hrs</b>            | <b>847 hrs</b> |                 | <b>197 hrs</b>          |

## 6 PLANNING FOR 2005

### 1. 2005 College strategic projects

All colleges have set up and/or completed processes for 'expressions of interest' from faculties to the 4000 hours of strategic support available at the college level. College staff are in the process of planning these projects.

### 2. Review of the University Learning Management System

The Office of the PVC (Teaching and Learning), with support from the University's Chief Information Officer, is reviewing the University Learning Management System in line with a review of all enterprise-level software systems at the University. To inform this process, the ICT in teaching and learning initiative is piloting an add-on to the learning management system, LAMS, with a view to providing a report on the managerial issues and functional benefits involved in rolling out the LAMS system in conjunction with a proprietary learning management system.

**3. Encouraging an appropriate level of e-learning in all faculties**

The number and complexity of unit of study websites in faculties is a lead indicator of the readiness of a faculty to engage in strategic e-learning projects. This is because a relatively high number of complex unit of study websites means that the faculty has started to sort out some of the key fundamentals in the academic administration of e-learning in the areas of development and on-line teaching. These fundamentals include budgeting for content provision for strategic projects and on-line tutoring. Consequently, the initiative will continue to support faculties through its helpdesk, academic development workshops and informal gatherings to promote the appropriate use of websites in the student learning experience, especially in faculties with little e-learning to date.

**4. Quality assurance for Blackboard**

To improve the baseline of quality assurance processes for enterprise learning management systems at the University, staff from CALEB in the Faculty of Economics and Business and staff from the Office of the PVC (Teaching and Learning) are establishing quality assurance processes through a pilot helpdesk for Blackboard managed in CALEB. This is the outcome of a 6 month quality assurance project completed by the staff involved in 2004.

**5. Clarifying development processes for College strategic projects**

The academic directors in each of the colleges, and staff in the Office of the PVC (Teaching and Learning) are working to improve processes surrounding the development of college strategic projects for ICT in teaching and learning. In 2005, emphasis will be placed on support for receiving content for strategic projects on time and in good order.

**6. Demand for streaming technology services**

There is significant and widespread demand from faculties for streaming technology services to improve the quality of the online learning environment at the University of Sydney. Evidence of this is the 2004 Sesqui Teaching Equipment Fund (STEF) application supported and signed by the Deans of 6 faculties. The committee managing the STEF fund has passed on the application to the CIO for consideration of meeting the demand for streaming services by faculties in the 2005 strategic planning of the University's ICT portfolio managed by the CIO.

**7. Developing benchmarking relationships**

Consideration is being given to supplementing existing benchmarking relationships in ICT in teaching and learning with national and international tertiary bodies. Expressions of interest have been made to USyd by the University College London and the Higher Education Academy in the United Kingdom. An additional Australian university excelling in this area may also be sought.

*Dr Robert Ellis*

*Office of the PVC (Teaching & Learning)*

14 December 2004

**Appendices**

**Appendix 1 – College strategic projects**

**1.1 CST**

**1.2 CHASS**

**1.3 CHS**

**Appendix 2 - Executive summaries of three College reports on ICT in Teaching and Learning activities**

**Appendix 1.1 CST strategic ICT in Teaching and Learning projects**

Annual allocations for college strategic ICT projects are 4000 hours per college. The following describes the strategic ICT projects prioritized in CST since September this year, that have 2000 hours allocated and will be finished by the end of January 2005.

| <i>No</i> | <i>Title</i>  | <i>Description</i>  | <i>Benefits</i>  | <i>Issues raised through evaluation</i>   | <i>Hours as at November 30, 2004;</i> |
|-----------|---|---|--|---|---------------------------------------|
| 1         | <i>E-learning for large groups, Psychology, year 2</i>      | Development of WebCT sites for second year Psychology units of study – underway. The School of Psychology has considered the issue of sustainability and will be hiring a support person (part time) to monitor the discussions and help staff and students.  | <ul style="list-style-type: none"> <li>- An online tutor will be employed to monitor the online discussion for a due to the large number of students in 2<sup>nd</sup> year psychology.</li> <li>- New online components for each 2<sup>nd</sup> year psychology UOS.</li> </ul>   | Finding out needs of second year students   | 321                                   |
| 2         | <i>Still Images in e-learning:</i>                          | Development of tools to use images in e-learning (joint with CHS) – underway. This project has in fact become larger than originally considered and will provide staff with guidance on the technical side of images (creation, linking to databases etc), in addition to the pedagogical use of images in teaching, with examples. | <ul style="list-style-type: none"> <li>- Professional development resources and workshops for teaching staff on the use of images in teaching and learning.</li> <li>- Promotion of cross-college collaboration, as well as pooling of resources and ideas.</li> <li>- Professional development aims to help staff use images in online sites which are in a format which is easy for students to access.</li> <li>- For USYD staff to have access to free or inexpensive image editing software.</li> </ul> | Initial needs analysis revealed USYD staff had disparate levels of skills and needs in use of images in T&L | 801.75                                |
| 3         | <i>Audit of Online Teaching and Learning in the College</i> | Online survey of e-learning activities in units of study – underway. This project is asking all unit of study coordinators to fill in the survey for their unit(s) of study. This snapshot will help inform the College of its strategic directions in ICT in T&L   | Identification of strategic ICT projects for 2005 which will develop resources and/or templates for use across two or more faculties within the College.   | Systematic capturing of these data annually   | 20.75                                 |

|   |  |   |   |  |       |
|---|--|---|---|--|-------|
| 4 | <i>Identifying strategic projects for e-learning support in 2005</i> | see planning for 2005 below   | Identification of strategic ICT projects for 2005 which will develop resources and/or templates for use across faculties and within the whole College.  | Scoping of resource requirements is a continuing challenge | 44.75 |
| 5 | <i>Lifelong Earning Logo:</i>  | Adding the “lifelongearning” web site logo and link to Science units of study – this is happening as the unit coordinators give their permission. The Central Team has agreed to include adding the logo to its QA process ‘Application to Activate’ from next year for Science units | Assisted in promoting the Faculty of Science’s Lifelong Earning website, which has been selected as a 2005 strategic ICT project in order to extend its applicability to students across the whole College. |  | 16    |
| 6 | <i>Project Management Graduate Programme</i>                         | Revision and redevelopment of the four core online units.   | Review and redevelopment of the four core online UOS of the PGMP to improve the use of ICT in teaching and learning.  |  | 3     |

**Appendix 1.2 CHASS strategic ICT in Teaching and Learning projects**

Annual allocations for college strategic ICT projects are 4000 hours per college. The following describes the strategic ICT projects prioritized in CHASS since September 2004.

| <i>No</i> | <i>Title</i>          | <i>Description</i>   | <i>Benefits</i>  | <i>Issues raised through evaluation</i>  | <i>Hours as at November 30, 2004</i> |
|-----------|-----------------------|--|--|--|--------------------------------------|
| 1         | <i>Writing Skills</i> | <p>The project involves creating an online environment that facilitates and supports learning and learning interactions related to the development of skills in academic and professional writing. It will focus, at least initially, on academic and professional writing skills and genres most relevant to first year undergraduates in the Humanities and Social Sciences. It will address common learning needs of these students, both developmental and remedial.</p> <p>The environment can be accessed directly by students, but is primarily designed for teacher-directed access. Teachers can direct students to particular parts of the site through individual feedback on formative or summative writing tasks, or as a learning activity for an entire cohort related to unit of study outcomes.</p> | <p><b>... for students:</b></p> <ul style="list-style-type: none"> <li>- resource for both developmental &amp; remedial practice;</li> <li>- greater consistency and increased specificity of feedback (markers use key to identify writing problems);</li> <li>- relevant to both ESB &amp; non-ESB students;</li> <li>- designed for first year undergraduates but useful for other cohorts.</li> </ul> <p><b>... for staff:</b></p> <ul style="list-style-type: none"> <li>- 'one-stop' resource for giving feedback on common writing problems;</li> <li>- referring students to resource much more efficient than giving individual feedback on recurring problems;</li> <li>- training available on how to give clearer, more useful feedback.</li> </ul> <p><b>... reduction of wastage of resources</b></p> <ul style="list-style-type: none"> <li>- resource designed to be extended for use in other Colleges (interest already expressed).</li> </ul> <p><b>... other</b></p> <ul style="list-style-type: none"> <li>- potential for commercialization after pilot &amp; review.</li> </ul> | <p><b>Formative Evaluation:</b></p> <ul style="list-style-type: none"> <li>- Needs analysis confirmed need for a USyd site and informed content.</li> <li>- Interviews of staff involved in pilots (S1 and S2 2005) will be used to assess perceived usefulness for student learning, value to staff in terms of reduction in workload, areas for improvement to processes, content, and training materials.</li> <li>- Surveys of students involved in pilots will be used to assess level of engagement and perceived relevance and usefulness.</li> <li>- Tracking of movements within site will help to assess compliance rate of students directed to the site and areas of under-utilization.</li> </ul> <p><b>Summative Evaluation</b></p> <ul style="list-style-type: none"> <li>- MASSUS Diagnostic test (before and after) may suggest value of site in improving writing skills.</li> </ul> | 720 hours                            |

|   |  |   |   |  |           |
|---|--|---|---|--|-----------|
| 2 | <i>Snapshot and ongoing monitoring of ICT use and intentions</i> | <p>As far as possible, ‘basic’ data on current use is being gathered by direct access to WebCT sites and sites located on Faculty servers, etc.), rather than by survey, with a view to</p> <ul style="list-style-type: none"> <li>· minimizing the impact on academics’ time (hopefully leaving more time and ‘good will’ available for gathering more qualitative information);</li> <li>· maximizing efficiency and the number of sites covered (response rate to survey may not be high);</li> <li>· accessing information not easily gathered in a general survey, such as the ways in which some tools are used (e.g. discussion boards) the level of integration of various aspects of e-learning with each other and with face-to-face modes of delivery;</li> <li>· determining strategies for ongoing monitoring of ‘basic’ data, with a view to monitoring changes in usage over time / monitoring the effectiveness of strategic projects, targeted training programs, showcases, etc / developing strategic priorities.</li> </ul> | <p><b>... for students:</b></p> <ul style="list-style-type: none"> <li>- will lead to opportunities to improve student learning experiences through e-learning across the College.</li> </ul> <p><b>... for staff:</b></p> <ul style="list-style-type: none"> <li>- will give information that will lead to improvements in training and support;</li> <li>- staff will have opportunities to air opinions and raise concerns.</li> </ul> <p><b>... institutional understanding:</b></p> <ul style="list-style-type: none"> <li>- will reveal areas of strength and weakness in ICT use across CHASS, and identify staff perceptions, intentions and development needs. This will allow reflection on current management practices and redesign where necessary;</li> <li>- data can be compared with surveys done in CST and CHS for cross-institutional picture.</li> </ul> <p><b>... reduction of wastage of resources</b></p> <ul style="list-style-type: none"> <li>- will identify staff who are ICT leaders and innovators who can be supported in performing a mentoring role.</li> </ul> | <p><b>Formative Evaluation:</b></p> <ul style="list-style-type: none"> <li>- pilot survey led to review of fields for data collection and alterations to database to make it easier to complete the snapshot.</li> </ul> <p><b>Summative Evaluation</b></p> <ul style="list-style-type: none"> <li>- to be conducted at end of Stage 1 (31 January 2005) and Stage 2 (mid 2005);</li> <li>- will inform ongoing monitoring of ICT use and intentions.</li> </ul> | 180 hours |
|---|--|---|---|--|-----------|

**Appendix 1.3 CHS strategic ICT in T&L projects**

Annual allocations for college strategic ICT projects are 4,000 FOLT (Flexible Online Learning Team) hours per college. The following describes the strategic ICT projects prioritized in CHS since September 2004.

| No | Description   | Benefits   | Inquiry & Evaluation <sup>^</sup>  | FOLT hr<br>(20/9/04 - 30/11/04) |
|----|---|--|--|---------------------------------|
| 2  | <b>CHS e-learning Resource Centre and Staff Development Program</b>   |  |  |                                 |
|    | <p>A set of resources (eg. Website and other materials) that provides educational design assistance to any staff member involved in development and delivery of online learning strategies for blended or distance courses.</p> <p>Relevant examples from existing work in CHS are used where possible and are also sourced elsewhere in the health sciences educational world.</p> <p>Staff support program component provides individual/small group consultation services for specific activities at location of academic Dec 2004 – Jan 2005.</p> <p>Website went live 25 Nov 2004.</p> <p>Staff support program visit bookings taken from 26 Nov 2004.</p> | <p><i>Student users</i></p> <ul style="list-style-type: none"> <li>• Longer term benefits predicted as staff adopt good practice</li> </ul> <p><i>Staff focus group participants</i></p> <ul style="list-style-type: none"> <li>• Opportunity to discover shared teaching interests and common needs with colleagues within and across CHS faculties</li> </ul> <p><i>Staff contributors of examples</i></p> <ul style="list-style-type: none"> <li>• Interview process enabled academics an expert-facilitated opportunity to reflect on their practices</li> </ul> <p><i>Staff users</i></p> <ul style="list-style-type: none"> <li>• Easy to access resource with examples of good use of ICT in the health sciences</li> <li>• Opportunities for sharing information and experiences</li> <li>• Recognition of staff who have been innovators in use of ICT</li> <li>• Staff have access to one on one support with FOLT members to discuss their ideas</li> </ul> <p><i>Curriculum Development</i></p> <ul style="list-style-type: none"> <li>• Examples show good practice in the use of ICT</li> </ul> <p><i>Strategy recommendations</i></p> <ul style="list-style-type: none"> <li>• Need for audit of ICT use and easy access to examples showing good practice to be able to identify examples for inclusion in site</li> </ul> <p><i>Institutional understanding</i></p> | <p><i>Needs analysis</i></p> <p>3 focus groups held to identify staff needs</p> <p><i>Interviews about practice examples</i></p> <p># academic staff interviewed for their story about use of ICT in T&amp;L</p> <p><i>Site review</i></p> <p>Faculty reps/ academics involved (tight timeframe)</p> | 1025 hours                      |

|   |   |  |  |                                       |
|---|---|--|--|---------------------------------------|
|   |   | <ul style="list-style-type: none"> <li>• Taxonomy of describing ICT in health science education has been developed to situate examples</li> </ul> <p><i>Reduction of wastage of resources</i></p> <ul style="list-style-type: none"> <li>• Anticipated as academics will now be aware of use of ICT in other disciplines so can negotiate the use / adaptation of resources that have already been developed</li> </ul>  |  |                                       |
| 2 | <b>Still Images in e-learning</b>   |  |  |                                       |
|   | <p>Development of tools, examples and guidance for use of still images in e-learning (joint with CST).</p> <p>This project will provide staff with two support web sites. One of these will cover the technical side of images (creation, linking to databases etc) whilst the other will concentrate on the pedagogical use of images in teaching, with examples.</p> <p>Underway.</p> | <p><i>Student users</i></p> <ul style="list-style-type: none"> <li>• Longer term benefits predicted as staff are able to make more pedagogically effective use of still images in their teaching</li> </ul> <p><i>Staff focus group participants</i></p> <ul style="list-style-type: none"> <li>• Opportunity to discover shared teaching interests and common needs with new colleagues within and across CHS faculties</li> </ul> <p><i>Strategy recommendations</i></p> <ul style="list-style-type: none"> <li>• Importance of SORRT project (or similar) delivering a University solution to a digital repository and the resources to populate it effectively.</li> </ul> | <p><i>Needs analysis</i></p> <p>focus groups held to identify staff needs</p> <p><i>Interviews about practice examples</i></p> <p># academic staff interviewed for their story about use of ICT in T&amp;L</p> | <p>441 hours</p> <p>(CHS portion)</p> |

^ Iterative inquiry and evaluation strategies are being applied as projects progress. Summative evaluation points are listed as milestones in each project plan, but have not yet been reached

**College of Sciences and Technology**  
**2004 Report on ICT in Teaching and Learning activities**  
**EXECUTIVE SUMMARY**

**MAIN ISSUES 2004**

- 1) The time required at the college level to coordinate faculty strategic goals for ICT with College priorities is greater than a half-time position.
- 2) Some faculty ICT representatives are yet to realize their role effectively as a Faculty advocate for ICT in teaching and learning.
- 3) Ensuring that faculty members of strategic projects provide content for the projects on time is a continuing challenge.
- 4) Communication strategies amongst faculties and the college on all teaching and learning matters to be improved.

**KEY OUTCOMES**

**1) Unit of study WebCT sites and College strategic ICT projects**

- 690 unit of study WebCT sites were reviewed and published in 2004 across all faculties in CST, an increase of approximately 25% compared with 2003.
- Five strategic projects established for 2004 (see <http://www.itl.usyd.edu.au/T&LICT/project.php>).
  - o E-learning for large groups, Psychology, years 2,3.
  - o Still Images in eLearning (joint project with College of Health Sciences)
  - o Audit of Online Teaching and Learning in the College
  - o Identifying Strategic Projects for CST in 2005
  - o Life Long Earning Logo added to Science WebCT sites

**2) Support for students and staff**

- Approximately 31 000 student e-learning 'seats' across faculties in CST.
- Approximately 4400 hours of staff support: helpdesk support, web site support, e-learning workshops.
- Faculty support: processes for prioritization of strategic support trialed across all six faculties
- Presentations of ICT in T&L at CST College Showcase in November, 2004.

**3) Staffing for ICT in teaching and learning**

- ICT support staff are in place in room 506, Carlaw: includes an ICT in teaching and learning project manager and a minimum of 3 ICT support staff
- Academic management structures across College established: 1 academic director (Assoc Prof Mary Peat), 7 Faculty ICT representatives.

**4) 2005 Planning**

- Expressions of interest from faculties for 2005 strategic ICT support called for in November 2004.

## College of Humanities and Social Sciences

### 2004 Report on ICT in Teaching and Learning Activities

#### EXECUTIVE SUMMARY

##### MAIN ISSUES 2004

1. Managing *expectations* of schools and staff is a continuing challenge. A strategic use of ICT support staff is not well understood, with some expectation that at-elbow help will be provided through the College project. This type of demand can be met in part through the central WebCT helpdesk and through local, faculty support staff.
2. A strategic use of e-learning at the University involves *cultural change* issues: a broader use of teamwork in materials development and other aspects of teaching than currently exists, and an appreciation of the importance of deadlines for content delivery. The latter will require closer management for strategic projects in 2005.
3. *Closer collaboration* between content providers and educational designers is required during drafting processes to improve the efficiency of projects and the quality of outcomes. This will be especially important for strategic projects in 2005 related to postgraduate coursework units and degrees.
4. Establishing *a research dimension* for projects is a goal shared by all members of the CHASS team. Research will lead to better understanding of the value of projects, opportunities for review of project processes and outcomes, and dissemination of findings.
5. *Variation in e-learning activities* in CHASS faculties has become apparent. While e-learning is growing in most faculties in CHASS, two faculties are yet to avail themselves of the learning management system. Nevertheless, other appropriate e-learning activities and materials development are taking place in these faculties, and training in the use of WebCT is underway.

##### KEY OUTCOMES

###### 1) Unit of study websites and College strategic ICT projects

- 367 unit of study WebCT sites reviewed and published in 2004 across all faculties in CHASS, up approximately 34% compared with 2003.
- Two strategic projects established (see <http://www.itl.usyd.edu.au/T&LICT/project.php>)
  - Writing Skills
  - Snapshot of ICT use across the College

###### 2) Support for students and staff

- Approximately 15 000 e-learning seats across faculties in CHASS
- Approximately 2 500 hours of staff support: helpdesk support, website support, e-learning workshops
- Faculty support: processes for prioritization of strategic support trialled across all six faculties

###### 3) Staffing for ICT in teaching and learning

- ICT support staff are in place: includes an ICT in teaching and learning project manager and a minimum of three ICT support staff
- Academic management structures across College established: Dr Nerida Jarkey, six Faculty ICT representatives.

###### 4) Videoconferencing

- The Arts IT video conferencing facility continues to be used to support students in a number of subjects.

###### 5) Planning

- A College ICT in Teaching and Learning Advisory Group has been established: Professor Peter Goodyear, Professor Peter Reimann, Associate Professor Marie-Therese Barbaux, Associate Professor Mark Freeman and Dr Nerida Jarkey.
- A process for eliciting expressions of interest from faculties for 2005 strategic ICT support has been developed.

## College of Health Sciences

### 2004 Report on ICT in Teaching and Learning Activities

#### EXECUTIVE SUMMARY

##### MAIN ISSUES 2004

1. Little *baseline data* was available about ICT in T&L use.
2. Teaching staff wanted *access to examples of elearning* working successfully in contexts relevant to teaching in the health sciences.
3. Teaching staff expressed a need for focused individual or small group **intensive support for ICT in T&L development**.
4. While there was a College-wide need, *support for use of images in online teaching* was poor or absent.
5. Successful strategic planning and resource allocation for ICT in T&L requires some *co-investment in terms of staff time*, especially for content provision, and this time needs to be committed and managed as part of normal workload.
6. Faculties, schools and course teams need to rethink their approach to designing units of study and budgeting for courses as part of strategic planning to use ICT to achieve teaching, learning and workload benefits. This necessitates significant *cultural change* which requires continued support and advice to academic managers and staff.
7. *Infrastructural needs emerged* such as access to an appropriately supported image databank and to a streaming server.
8. *Existing models of curriculum design, course review and course management* generally are inadequate in their consideration of appropriate development, delivery and maintenance of ICT supported T&L.
9. *Emerging teaching skills* related to elearning needs to be better understood in a blended context.

##### KEY OUTCOMES 2004

###### 1) Unit of study websites in the University enterprise learning management system WebCT

444 unit of study WebCT sites reviewed and published in 2004 across all faculties in CHS, up approximately 58% compared with 2003.

###### 2) College strategic ICT in T&L projects

Three strategic projects established in 2004

2.1 Snapshot of Information & Communication Technology Use in CHS Units of Study – 2004

2.2 CHS eLearning Resource Centre and Staff Development Program (see <http://www.itl.usyd.edu.au/T&LICT/project.php> and <http://develop-on-line.ath.usyd.edu.au:9000/public/CHSeLearn/>) Launched on Cumberland Campus in late November and Camperdown Campus in early December)

2.3 Still Images in eLearning (joint project with College of Sciences and Technology) (see <http://www.itl.usyd.edu.au/T&LICT/project.php>)

###### 3) Central eLearning support for students and staff

3.1 Approximately 16,000 eLearning 'seats' across CHS

3.2 Approximately 3,800 hours of centrally provided staff support: helpdesk support, website support, elearning workshops

3.3 Processes for prioritization of strategic support trialled

**4) ICT in T&L arrangements in the College of Health Sciences**

4.1 Flexible Online Learning Team staff are in place in room A33 Jeffrey Miller Building, Cumberland: includes project manager and a minimum of 3 other staff

4.2 College structure congruent with both College and University strategic intentions established: Dr. Mary Jane Mahony and a working group comprising representatives from all five faculties.

**5) Videoconferencing in the College of Health Sciences**

5.1 Approximately 600 hours of videoconferencing supporting Pharmacy students in the CREO program

**6) 2005 CHS ICT in T&L strategic planning completed**

6.1 Two stage process for identifying and planning strategic ICT in T&L projects developed.

6.2 Stage 1 Expressions of Interest completed with five projects invited to proceed subject to a range of collaboration conditions.

**7) Infrastructure needs addressed**

7.1 Application to Sesqui Teaching Equipment Grant for streaming server strongly supported.

7.2 SORRT project led by the University Library supported (cross-representation through University's eLearning Administrator and presence of CIPHE director)