The CSU Online Learning Model
Underpinning Institution Wide
Quality Enhancement

Dr Lindy Croft-Piggin & Professor Barney Dalgarno
Learning Online Unit
Charles Sturt University

This work is licensed under a Creative Commons Attribution 4.0 International License
We would like to acknowledge
the Wiradjuri, Gundungurra, Ngunwal, Ngiyeempaa and Biripai peoples of Australia, who are the traditional owners and custodians of the lands on which CSUs campuses are located. We pay our respect to their elders both past and present and to all indigenous people joining us today.
The 21\textsuperscript{st} Century requires fresh thinking in planning higher education courses
Change is the only constant

We face

• A changing student base
• Changing student expectations
• New technologies launched on a daily basis
• Rapidly developing new content
What have we done at CSU?

Background to Online Education at CSU
<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1980s</td>
<td>A very strong centralised educational design and production unit, large scale highly automated printery and dispatch system</td>
</tr>
<tr>
<td>1990s</td>
<td>Evolution towards Online Support as supplement for print based DE model</td>
</tr>
<tr>
<td>2000s</td>
<td>Move towards fully online delivery</td>
</tr>
<tr>
<td>2012</td>
<td>Last print based DE subjects</td>
</tr>
</tbody>
</table>
Online Education at CSU - Now

• Australia’s **largest** University provider of Online Education
• Around **300** online courses and around **25,000** online students
• All learning resources delivered online through the Blackboard Learning Management System (LMS) and a range of other integrated systems
• Synchronous and asynchronous engagement with teachers and peers
• Online study skills, literacy and numeracy and library support
Challenges

1. Competition

The Online Learning landscape is much more competitive than the traditional Distance Education landscape with MOOCs proving a catalyst for traditional providers to enter the Online market.
DE Enrolments

Enrolment Count by Year by State - Institution

<table>
<thead>
<tr>
<th>Year</th>
<th>Charles Sturt University</th>
<th>The University of New England</th>
<th>Deakin University</th>
<th>Swinburne University of Technology</th>
<th>University of Southern Queensland</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>24000</td>
<td>22000</td>
<td>16000</td>
<td>14000</td>
<td>12000</td>
</tr>
<tr>
<td>2015</td>
<td>24000</td>
<td>22000</td>
<td>16000</td>
<td>14000</td>
<td>12000</td>
</tr>
</tbody>
</table>

2. Demanding students

The nature of the online student and their expectations have evolved with increasingly diverse time poor students expecting rich media learning resources and regular engagement with peers and teachers through online and mobile technologies.
Student Expectations

1: Course is critical for me, 16%
2: Expertise is essential to me, 15%
3: I want guidance and I need to be close, 24%
4: I want interaction, 22%
5: I want to do it on my own, 24%
Challenges

3. Change fatigue

CSU has been in a long period of restructuring
4. The baggage of history

A tradition as a leader in correspondence Distance Education provides advantages but can slow down adoption of contemporary online pedagogies.
We have history- it’s not a novelty

- “When you’ve got other priorities, such as actually delivering a subject to more students than you’ve ever had, you may not sit down and engage with the model the way you would have hoped that you would. But also there’s a certain academic arrogance involved when you think, well I’ve been teaching this for so many years, I will do what I do, and I’ll have a look at that at some point “(SC,010).
Agile course design
Supported by teams of collaborative online pedagogy experts enabling the facilitation of communities of learners

A small number of innovators disconnected from peers

‘Set & forget’ culture

Minimal interaction between students & staff

Online by design
Online Learning Activities

CONTENT/ACTIVITY: Genuine Innovation

CONTENT: Online from print
ACTIVITY: Reactive Forum
The CSU Online Learning Model
## Online learning model Implementation plan and timelines

<table>
<thead>
<tr>
<th>Sessions 1 2015</th>
<th>“Destination 2020”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model Development</td>
<td>A comprehensive Distance/Online Education Strategy developed which included an outline of the Online Learning model</td>
</tr>
<tr>
<td>Session 2 2015</td>
<td>Collaborative development of model</td>
</tr>
<tr>
<td>Session 1 2016 Pilot</td>
<td>Pilot implementation in 28 subjects</td>
</tr>
<tr>
<td></td>
<td>Evaluation and refinement of model and implementation processes</td>
</tr>
<tr>
<td></td>
<td>Development of <em>Online Learning Exchange</em> and other professional development resources</td>
</tr>
<tr>
<td>Session 1 2016 Scale up</td>
<td>Identification of 8 large DE courses for Phase 1 implementation in all core and restricted elective subjects - 190 subjects, 5,121 students, 22% of all DE students</td>
</tr>
<tr>
<td>Session 1/2 2016</td>
<td>Professional development commencing with EDs and Course Design/Review teams</td>
</tr>
<tr>
<td>Sessions 2 and 3 2016</td>
<td>Revision of session 1 subjects in identified courses (some session 3 subjects)</td>
</tr>
<tr>
<td>Session 1 2017</td>
<td>Implementation in about 95 subjects (some also session 3)</td>
</tr>
<tr>
<td>Session 1 2017</td>
<td>Revision of session 2 and 3 subjects in selected courses</td>
</tr>
<tr>
<td>Session 2 and 3 2017</td>
<td>Implementation in remaining 95 subjects</td>
</tr>
<tr>
<td>Session 1 2018</td>
<td>Next Steps</td>
</tr>
</tbody>
</table>
The model builds on the work of Michael Moore, Randy Garrison and Terry Anderson to exploit the affordances of technology to enhance:

- learner-teacher engagement
- learner-learner engagement
- learner-content engagement
- learner-community engagement and
- learner-institution engagement

Towards increased satisfaction, improved retention and rising enrolment.
Online Learning Model

- Learning Communities
- Interactive Resources
- Interaction Between Students
- Interaction with the Professions
- E-Assessment
- Flexible & Adaptive Learning
- Teacher Presence
A language to do business

- I think it’s great because it gives us, one, a common language – potentially a common language that we can use to talk about design and secondly it makes it much more transparent that what we’re trying to do as an institution in the way we design learning, and to the extent that that message gets out to students…it needs to help the customer to understand why we do what we do. …I was not using terminology that was common phrase in the university – now it is starting to be and I can factor that – refer to things like interaction with … peer to peer learning and know the confidence that I’m talking the talk that everybody should be familiar with. I just need the student to know that everybody is familiar with it and it’s the way we do our business (SC,008).
OLM Pilot Implementation and Evaluation
Online Learning Model (OLM) team

- Director Learning Online
  - Online Learning Design Leader
    - QLT Online Leader Arts and Education
      - OLM Element Specialists & Educational Designers
    - QLT Online Leader Science
      - OLM Element Specialists & Educational Designers
  - Online Learning Technology Leader
    - QLT Online Leader BJBS
      - OLM Element Specialists & Educational Designers
Supporting staff and workload (using strategic and HEPPP funding)

- 7 x 0.5 FTE OLM Element specialists
- 3 x QLT Online Leaders (one per new faculty)
- 30 hours academic staff time relief per subject
- 16 hours per subject of ED assistance
- 12-20 hours averaged per subject of learning resource development time
- 50 hours per course of course ED time to support course wide planning and design work
Online Resources in Support of the Model

• Online Learning Exchange including:
  • Elaborated model with literature supported rationale
  • ‘The Mixer’ allowing interactive exploration of what various mixes of the elements might look like
  • Strategy explanations including case studies
Barriers to implementation of pilot

- Focus on individual allocated elements instead of integration
- Short timelines
- Staffing allocation & casualisation
- Subject selection processes
- Awareness of and status of project
- Poor communication across and within the institution
- Intensification of staff workload & competing demands within a context of rapid change:
  - unexpected responsibilities, promotions, administrative responsibilities and the status of research
  - to plan and structure support for the time and skill demands of preparing and teaching online by modifying staffing models, workload policies and subject revision timelines, Support structures and Design team workflow
Students valued

- Strong Teacher Presence
- Clarity –
  - Clear assessment instructions
  - Clear communication
  - Clear Organisation and flow of learning materials
- Rich, quality resources (especially video assessment support)
- Aesthetically pleasing materials
- A balanced workload
- Online adaptive learning experiences like quizzes,
- Residential Schools
- Interaction with the professions
- Some liked interactive rich group tasks, online meetings & peer assessment, others hated them
Technology issues in the context of innovation

- Low bandwidth and desire to ‘binge study’ requires downloadable and printable content
- Heightened need for skill training
- Intensified need for timely, ongoing skilled support
- Increased casualisation & the appropriate, timely access to teaching tools required
- Need for continual monitoring of functionality and useability of tools
<table>
<thead>
<tr>
<th>OLM Elements</th>
<th>University Experience Survey (UES) Measures</th>
<th>Overall quality</th>
<th>UES Teaching</th>
<th>UES Resources</th>
<th>UES Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small Group Support item</td>
<td></td>
<td>.388**</td>
<td>.445**</td>
<td>.384**</td>
<td>.462**</td>
</tr>
<tr>
<td>Interaction Between Students item</td>
<td></td>
<td>.292**</td>
<td>.430**</td>
<td>.350**</td>
<td>.660**</td>
</tr>
<tr>
<td>Teacher Presence item</td>
<td></td>
<td>.712**</td>
<td>.796**</td>
<td>.681**</td>
<td>.374**</td>
</tr>
<tr>
<td>Interaction with Workplaces item</td>
<td></td>
<td>.267**</td>
<td>.299**</td>
<td>.301**</td>
<td>.393**</td>
</tr>
<tr>
<td>Personalised Support Item</td>
<td></td>
<td>.696**</td>
<td>.716**</td>
<td>.662**</td>
<td>.413**</td>
</tr>
<tr>
<td>Interactive Resources item</td>
<td></td>
<td>.709**</td>
<td>.683**</td>
<td>.732**</td>
<td>.410**</td>
</tr>
<tr>
<td>e-Assessment item</td>
<td></td>
<td>.715**</td>
<td>.710**</td>
<td>.730**</td>
<td>.353**</td>
</tr>
</tbody>
</table>

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).

There were strong correlations between the students’ perceptions of the presence of elements of the model and subject quality.
Interaction between Students
needs to be considered, holistically designed, focused, relevant, supported and sustained. It must be pre-planned not an end in itself

Teacher Presence
is highly valued by students and well accepted by staff. Care is needed to avoid over commitment. Technology supported asynchronous presence can reduce workload.

Learning Communities (Small groups)
The word “small” in this element name made many practitioners uncomfortable. Grouping tool development was necessary to implement this element

Interactive Resources
which are high quality and accessible are highly valued by both students and staff. Simulations, online role play and animation are costly in time and skill and need to be thoughtfully integrated into both course and subject and explicitly linked to learning. Time spend mastering technology tools must give benefit across a course. A skilled support team is needed to develop high quality resources.
So I was quite interested to see how much feedback the markers were giving online and I like the fact that you submit it and they can still write all their notes all over it because I wasn't expecting to actually get as much as we got (ST,30).

E-assessment offers rich potential for diverse authentic online tasks which are summative, formative and diagnostic. It is still narrowly understood as online multiple choice.

Flexible and Adaptive Learning (Personalised learning)
The word “personalised” appeared to signal a need to provide more individual, and therefore time-costly, attention to students. The element name has been changed to Flexible and Adaptive Learning to broaden the focus.

There were a number of challenges with the functionality of Blackboard Learn and Learn Analytics. The purpose for gathering data needs to be clear so we do not gather data for its own sake; the value and usefulness of analytics is making it actionable.

Interaction with the professions (Workplace Learning)
A focus on the word “workplaces” prompted a narrow interpretation of the element. The name has been changed to Interaction with the professions.

Students value connection with professional contexts very highly. The use of ‘online', in particular mobile devices to log achievements in professional contexts continues to provide challenges but is keenly sought.
## Largest Online courses by Faculty (Phase 1 OLM courses in red)

<table>
<thead>
<tr>
<th>Business, Justice and Behavioural Sciences</th>
<th>Arts and Education</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course</strong></td>
<td><strong>Students</strong></td>
<td><strong>Course</strong></td>
</tr>
<tr>
<td>Bachelor of Accounting</td>
<td>719</td>
<td>Bachelor of Education (Birth to 5 Years)</td>
</tr>
<tr>
<td>Bachelor of Social Science (Psychology)</td>
<td>499</td>
<td>Bachelor Of Social Science (Social Welfare)</td>
</tr>
<tr>
<td>Bachelor of Policing (combined)</td>
<td>398</td>
<td>Bachelor and Master of Teaching (Secondary)</td>
</tr>
<tr>
<td>Master of Business Administration</td>
<td>346</td>
<td>Bachelor and Masters of Social Work</td>
</tr>
<tr>
<td>Bachelor of Business (Management)</td>
<td>301</td>
<td>Bachelor of Information Studies</td>
</tr>
<tr>
<td>Bachelor of Business (HR Management)</td>
<td>293</td>
<td>Bachelor of Teaching (Primary)</td>
</tr>
</tbody>
</table>
What Now?

• Quality Learning and Teaching **standards** aligned to the model to underpin the change process towards full adoption

• Resourcing of **largest courses** as early adopters with enhanced staff PD

• Well resourced **marketing** aligned to the model

• **Training for all incoming students & staff** in online learning and the Blackboard LMS and related technologies

• Reconsideration of **workload** for online teaching

• Rethinking the way we engage and support **sessional staff** for online teaching

• Review of role of **residential schools**
The CSU Online Learning Model Learning Exchange

uimagine.edu.au/csulx
Feeling part of a learning community is directly linked to student motivation and resilience. Studying within learning groups can be an important foundation for effective interaction between students, peers and teachers in support of deeper learning. Proactive support from teachers for learning within smaller groups, provided synchronously or asynchronously, is important if the benefits of intellectual rigour and deep engagement are to be achieved. This element supports enhanced learner-teacher and learner-learner engagement.
Online Learning Model

Learning Communities

- Smaller sub cohorts within large cohorts facilitated by a tutor who guides community building, provides formative feedback and marks summative assessment tasks.
- Orientation, socialisation and personalisation of the online environment prior to curriculum focused learning activities.
- Contribution to a shared resource such as a gallery of photos from professional placement.
- Social media streams using tools such as Twitter, Instagram or shared bookmarking.
Student learning is enhanced through interactive online learning activities designed in alignment with the subject outcomes and actively facilitated by an online teacher. These activities may be conducted synchronously or asynchronously and student participation and learning benefits are highest when they support the completion of assessment tasks. This element supports enhanced learner-learner engagement.
Online Learning Model

Interaction Between Students

- Synchronous and asynchronous discussions that allow students to share their experiences, knowledge and perspectives.
- Peer-to-peer teaching activities.
- Collaborative small group projects.
- Online reflective journals including video or audio blogs, allowing peer comments and feedback.
- Co-operative inquiry-based or problem-based learning activities.
- Co-creation of authentic learning products.
A sense of the presence of a passionate, knowledgeable and skilled online teacher improves student confidence supporting independent learning and socialisation of the learning experience. Effective and regular online communication can bolster student awareness of the support and availability of the teacher, humanise the expectations around learning activities and assessment, and facilitate the development of learning communities for purposeful interaction between students. This element supports enhanced learner-teacher and learner-learner engagement.
Online Learning Model

**Teacher Presence**

- **Welcome** videos, audio recordings and photographs.
- Teacher photographs or **voice** snapshots throughout the online materials.
- Thoughtfully managed communication **tone** to encourage student participation and agency.
- Explicit acknowledgement and naming of **all staff** involved in the subject delivery.
- **Timely** responses to student online questions and comments.
- New resources, including voice or video commentary, during the session in response to **emergent ideas**.
High quality rich media learning resources can support understanding of conceptual material, provide visual examples of practice, and contextualise the broader learning experience. Interactive learning resources can provide a place for experiential engagement with content and interaction with peers and teachers as part of authentic learning activities. Resources could be curated from those available commercially, within Open Educational Resource libraries or MOOCs, or alternatively could be developed and quality assured by teaching and educational design staff, students or media specialists. This element supports enhanced learner-content engagement.
Online Learning Model

Interactive Resources

- Video resources to contextualise online discussions.
- Rich media resources supporting problem based or cooperative learning activities.
- Critical reflection upon cases illustrated through photos, audio or video.
- Conceptual simulations supporting exploratory learning strategies.
- Immersive environments where students undertake simulated professional practice.
Digital technologies present new possibilities for the ways in which students undertake and submit assessment tasks, the ways in which feedback is provided and returned, and the kinds of learner activities that can be assessed. In particular, digital technologies can enable new kinds of authentic assessment tasks which assess students on their ability to undertake practices and produce artefacts aligned to the artefacts and practices of the target profession, which scaffold students in the achievement of professional and practice-based learning outcomes. This element supports enhanced learner-content and learner-learner engagement.
Online Learning Model

**E-Assessment**

- Construction of rich media artefacts modelled on the products of the profession.
- ePortfolios to capture student reflections and record and demonstrate professional practice capabilities.
- Blogs and online journals for formative and summative assessment.
- **Self-marking quizzes.**
- Automated plagiarism checking, online marking and online peer assessment.
- Badges for micro-credentialing of competencies.
- Contemporary computer-based exams with remote exam invigilation.
The diversity of contemporary online learning cohorts requires learning experiences that are designed for high engagement but are flexible and adaptive to the needs of autonomous learners. **Adaptivity** in learning design, online teaching and student support has been made possible by technologies providing **timely data on learners’ knowledge, perceptions and study behaviour**. Alongside this, **flexibility in the timing and mode of engagement** with teachers, peers and learning content, and **data driven feedback on study approaches** can promote agile and personalised learning experiences. This element supports enhanced **learner-content, learner-learner, learner-teacher and learner-institutional engagement**.
Online Learning Model

**Flexible & Adaptive Learning**

- Subject and course design informed by data drawn from student and peer feedback, research and learning analytics.
- Data informed during session adaptation of teaching strategies and resources.
- Data informed recommendations for students to connect with university support services.
- Dashboards that provide feedback to students on their learning strategies.
- Flexible or adaptive lesson, subject or course designs providing individualised pathways based on demonstration of knowledge and competency.
- Flexibility in assessment providing opportunities for students to build on their specific discipline knowledge or professional expertise.
Online strategies which connect students with professionals and sites of professional practice can provide a valuable context for engagement with subject content and make clearer the relevance of the subject learning outcomes by connecting theory to practice. This engagement also supports the development of professional capabilities, induction into the culture and values of the profession, and an ethos of lifelong learning and career planning. This element supports enhanced learner-community engagement.
Online Learning Model

Interaction with the Profession

- Case studies that highlight professional contexts through rich media.
- Guest online lectures by professional practitioners.
- Authentic practice-focused assessment tasks.
- Assessment tasks requiring students to draw on and reflect upon placements.
- Online discussions with peers and teachers during work placements.
- Online role plays and simulations.
- Online mentoring and professional networking.
- Video conference connections to sites of practice.
What Now?

• Quality Learning and Teaching **standards** aligned to the model to underpin the change process towards full adoption.

• Resourcing of **largest courses** as early adopters with enhanced staff PD.

• Well resourced **marketing** aligned to the model.

• **Training for all incoming students & staff** in online learning and the Blackboard LMS and related technologies.

• Reconsideration of **workload** for online teaching.

• Rethinking the way we engage and support **sessional staff** for online teaching.

• Review of role of **residential schools**
Questions?

Correspondence Model

Online by Design