Keynote

Professor Bob Fox

University of New South Wales, Sydney

HE Innovation Through Blended & Digital Learning Beyond the COVID Era

Outline

- HE major challenges/changes/innovations following COVID-19 outbreak

- Universities will never completely return to old practices - post COVID

- Broad acceptance of: digital/blended/hybrid learning/continuous innovation in our teaching practices must be savoured and sustained

- Digital focus *demands* adjustments to the delivery of teaching/learning.

- This keynote reviews case initiatives that focus on improving the quality of blended/online learning & will focus on curriculum/course design & associated capacity building in sustaining innovation/change

University of New South Wales (UNSW Sydney) Case Study

UNSW vision – to be both a research & education intensive university

UNSW2025 Strategy – Educational initiatives:

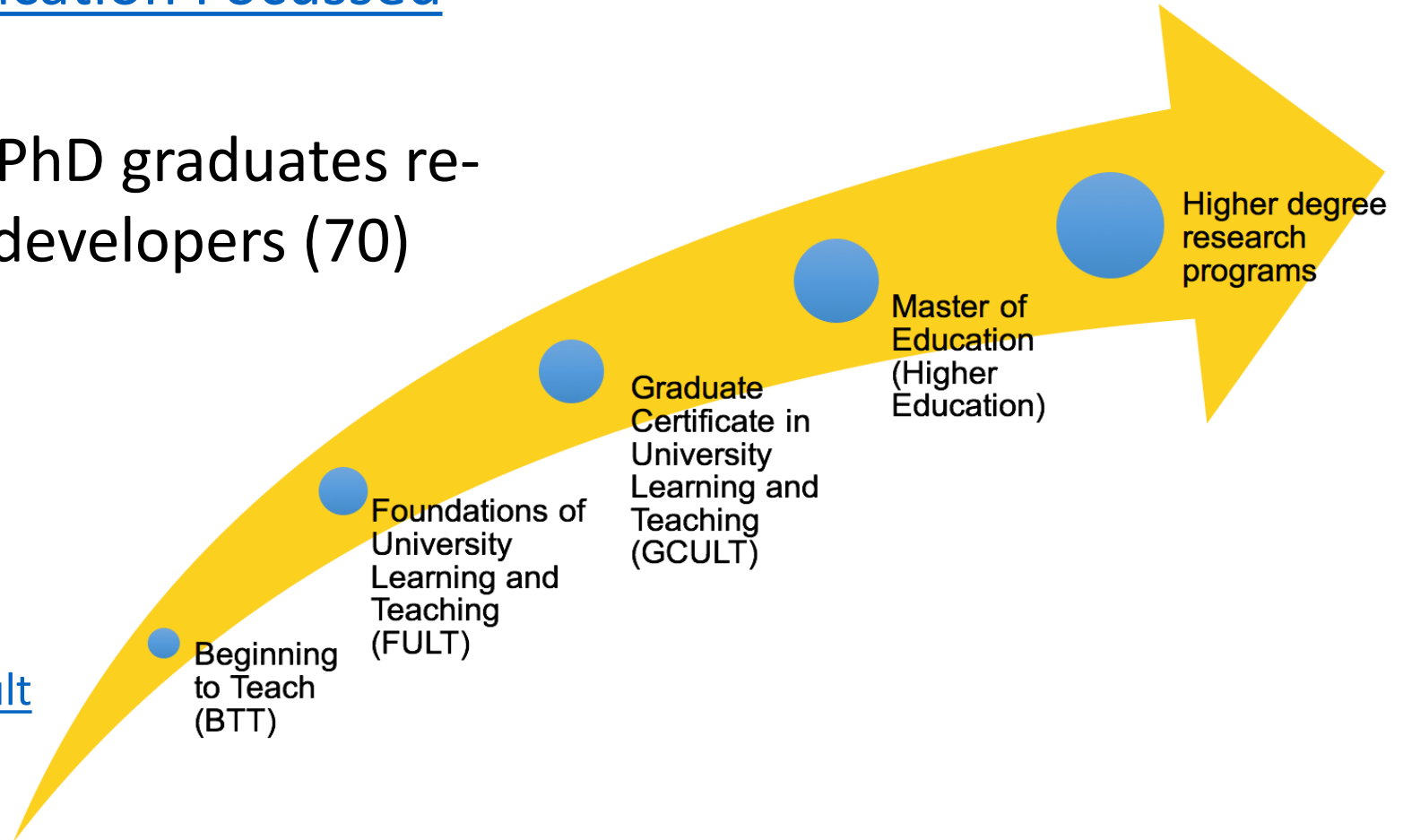With 65,000 students & 1000+ award programs & 7500 courses

- Provide *extra funding for educational initiatives*. Adjusted in mid-2020 due to COVID-19
- Use an *ecological/systemic approach to change*
- Central role - capability building & elevating teaching status

Capability Building for Education Initiatives - Key

- > 450 academics to [Education Focussed Careers](#) (EF)

- Employment of UNSW PhD graduates re-trained as educational developers (70) from 2015

- HEA fellowships

- FULT for all teachers made compulsory
  https://teaching.unsw.edu.au/fult

Beginning to Teach (BTT)

Foundations of University Learning and Teaching (FULT)

Graduate Certificate in University Learning and Teaching (GCULT)

Master of Education (Higher Education)

Higher degree research programs

An ecological approach - $77 million over 5 years

Scientia Education Academy

1st Year Student Experience

Online Community App

Digital Uplift

Summative Peer Review Process

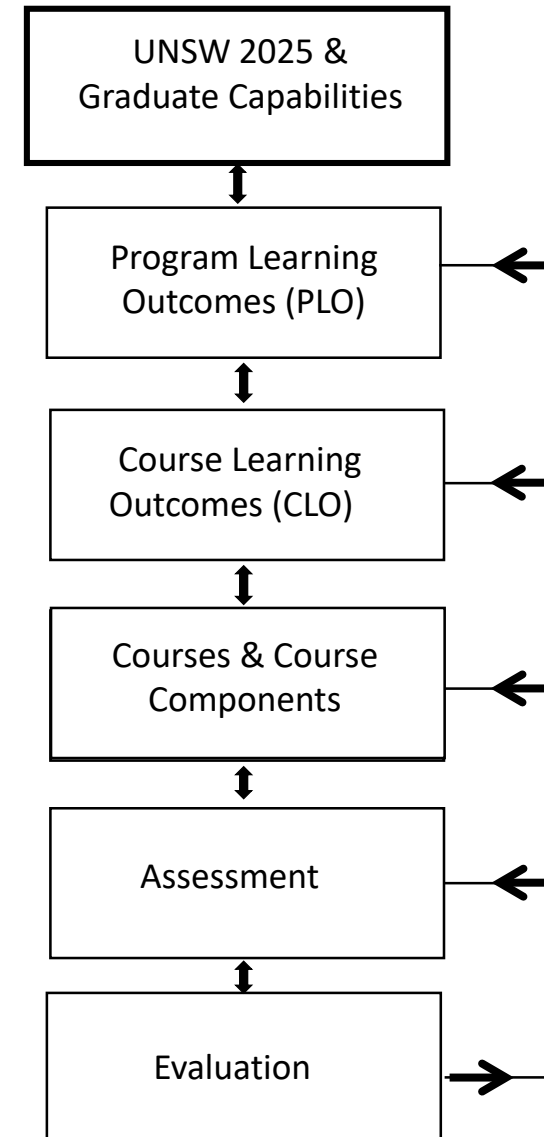Digital Assessment System

Students as Partners

An ecological approach - $77 million over 5 years

- **Digital Uplift**: design, develop **660** online, hybrid & blended courses
- **Digital Assessment System**: trial digital assessment platforms & develop new policies
- **Scientia Education Academy**: showcase excellence in teaching, cultivate a shared community of practice, leadership and inspiration in learning and teaching
- **1st Year Student Experience**: implement a plan for a distinguished and support-driven 1st year educational experiences
- **Students-as-Partners**: provide opportunities for students to *partner* in the creation of knowledge and development of teaching improvements and innovations
- **Online Community App**: develop student-led learning digital spaces
- **Summative Peer Review Process**: establish a process to generate evidence of teaching practice as part of a compulsory component in academic promotion and to compliment individual teaching awards

An ecological, systemic approach across UNSW: curriculum models in a changing environment. Shared Frameworks: ICF, RASE

Fox, 2017 ICF Video presentation

UNSW 2025 &
Graduate Capabilities

Program Learning
Outcomes (PLO)

Course Learning
Outcomes (CLO)

Courses & Course
Components
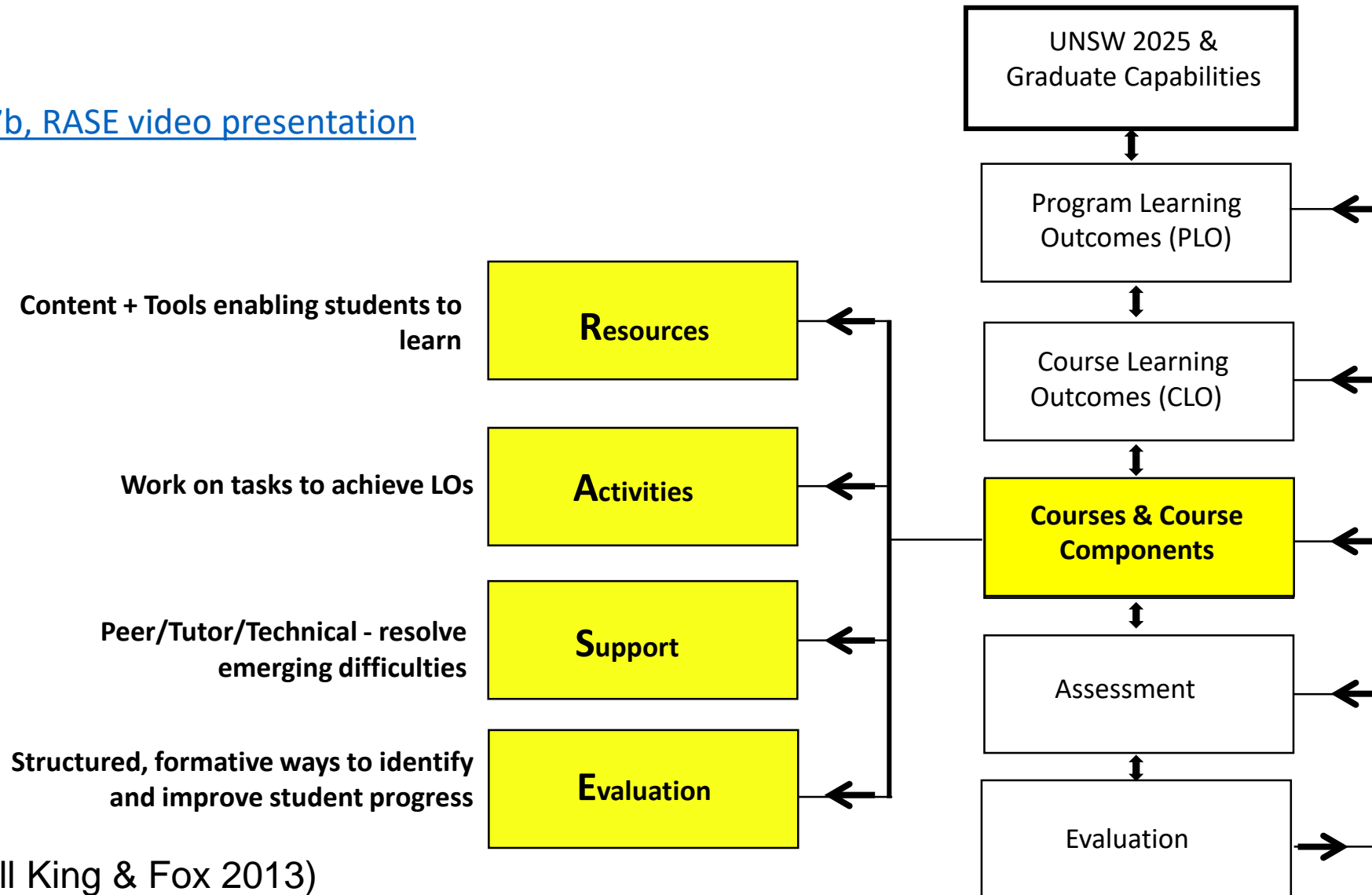
Assessment

Evaluation

(Fox 2015)

An ecological, systemic approach across UNSW: curriculum models in a changing environment. Shared Frameworks: ICF, RASE

Fox, 2017b, RASE video presentation

Content + Tools enabling students to learn

Resources

Work on tasks to achieve LOs

Activities

Peer/Tutor/Technical - resolve emerging difficulties

Support

Structured, formative ways to identify and improve student progress

Evaluation

UNSW 2025 & Graduate Capabilities

Program Learning Outcomes (PLO)

Course Learning Outcomes (CLO)

Courses & Course Components

Assessment

Evaluation

(Churchill King & Fox 2013)

Integrated Curriculum Framework

Institutional Strategic Intent & Graduate Capabilities

Program Learning Outcomes

Course Learning Outcomes

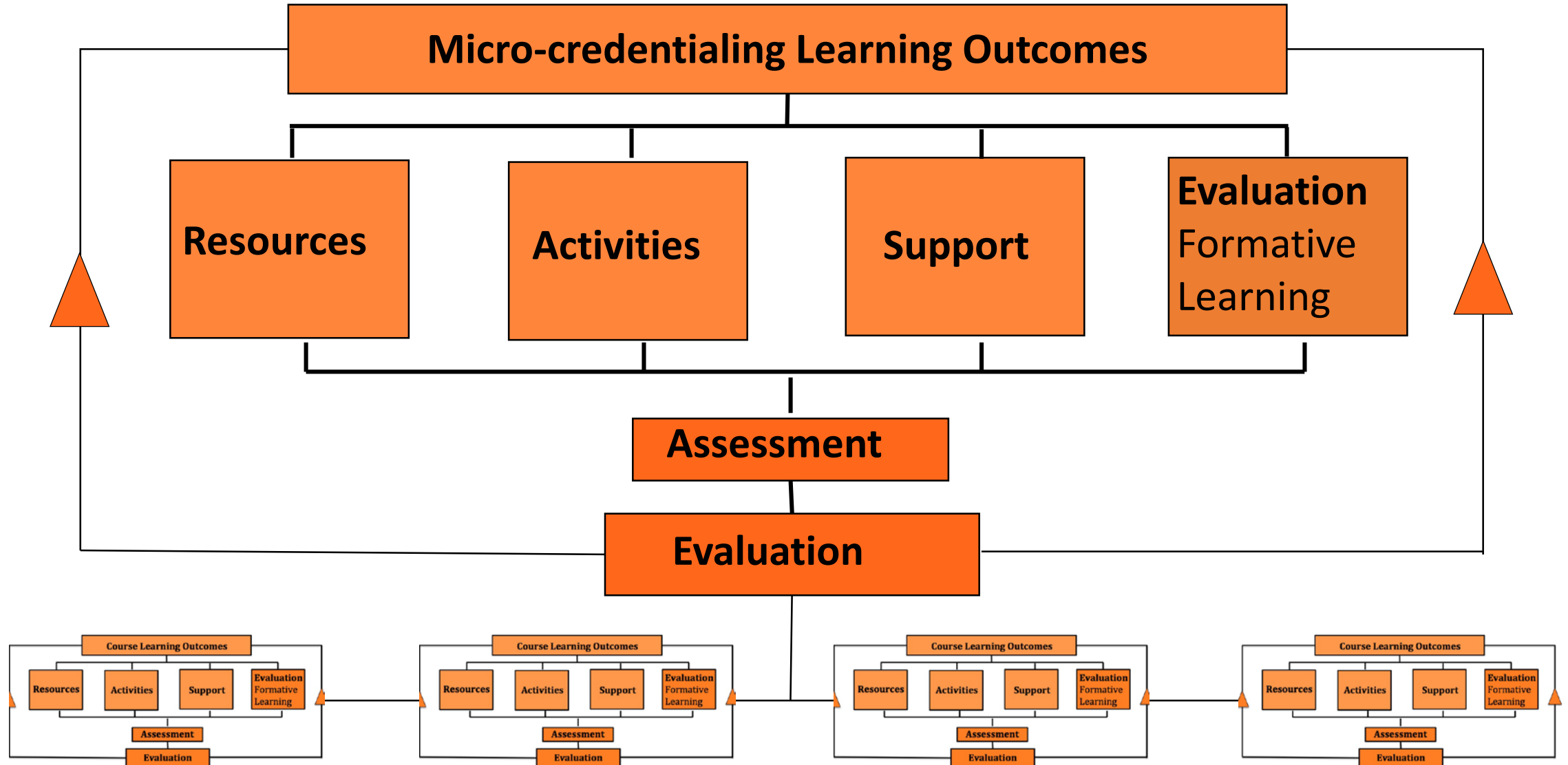Resources | Activities | Support | **Evaluation** Formative Learning

Assessment
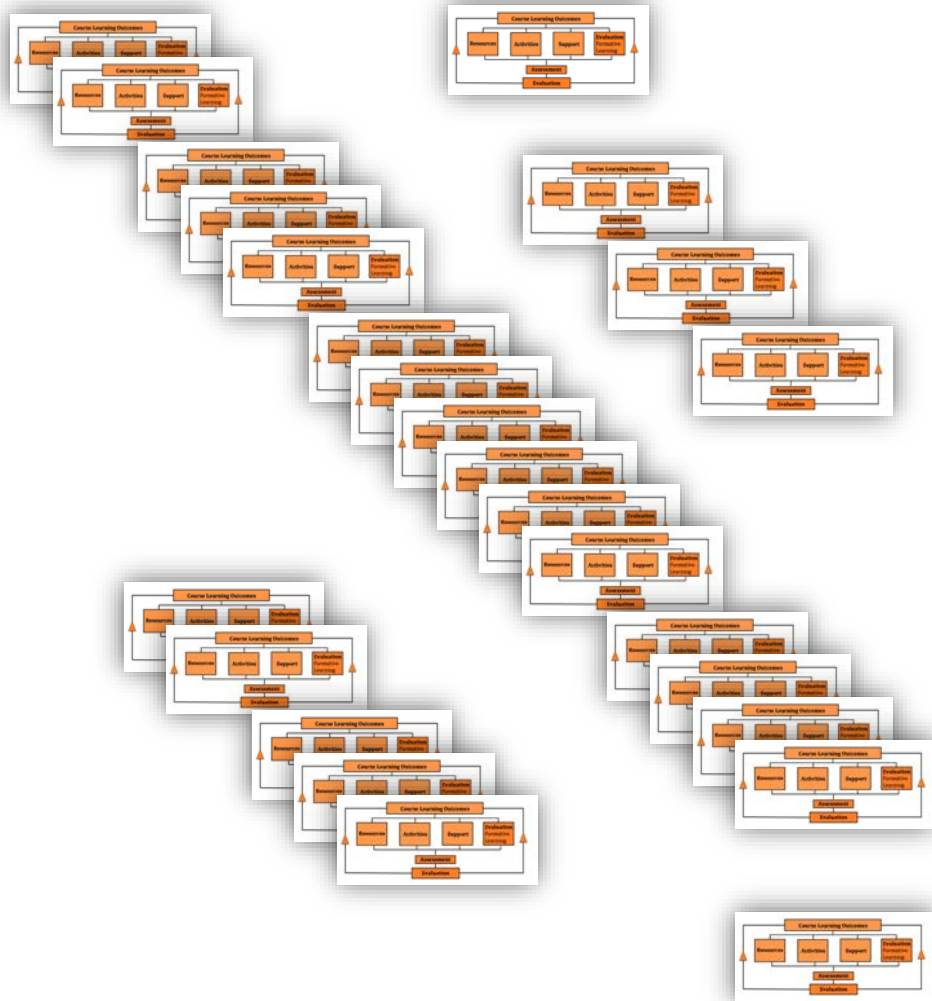
Evaluation
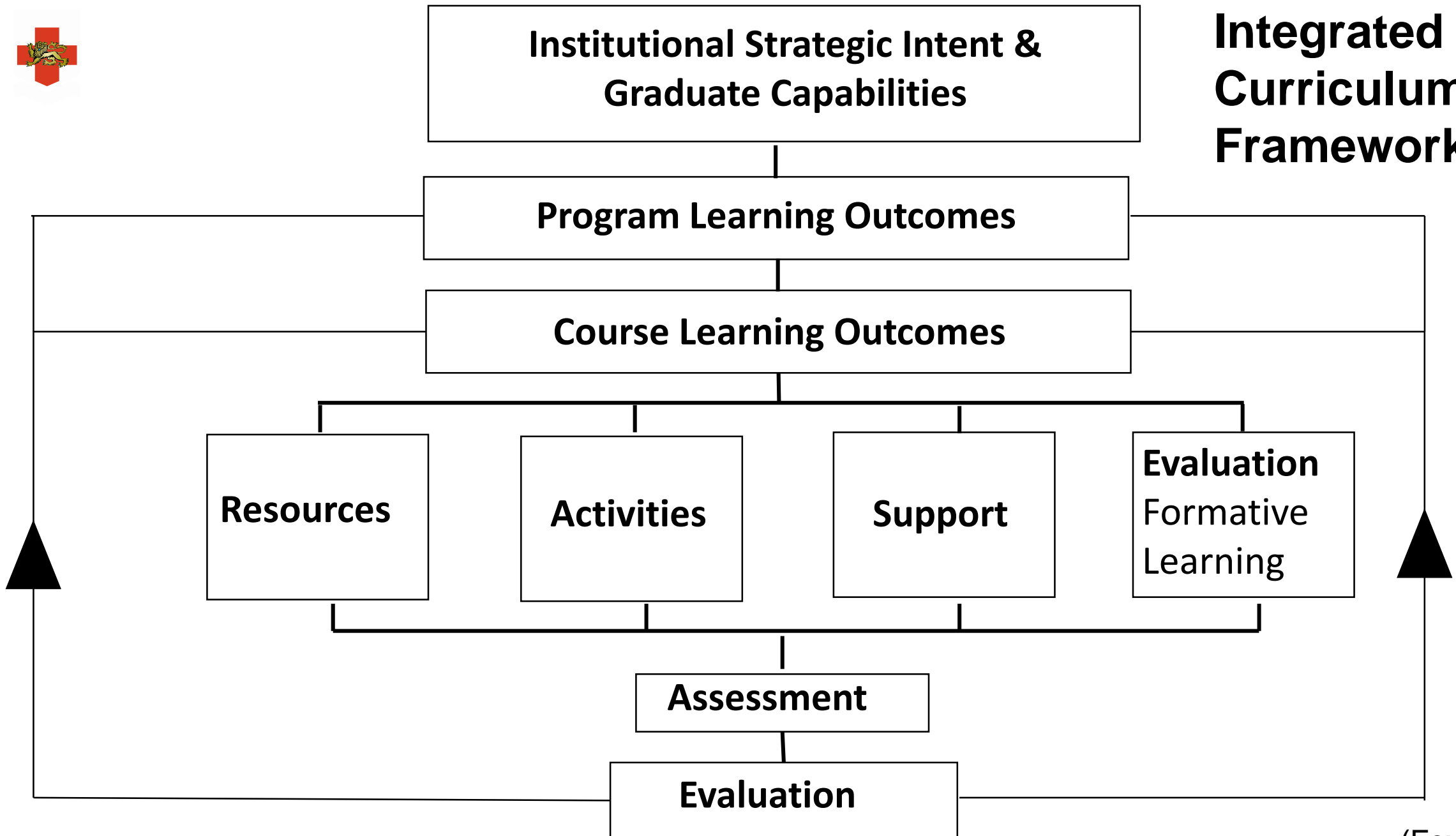
(Fox 2015)

Micro-credentialing - Quality Assured

HE Innovation Through Blended & Digital Learning Beyond the COVID Era

Micro-credentialing leading to:

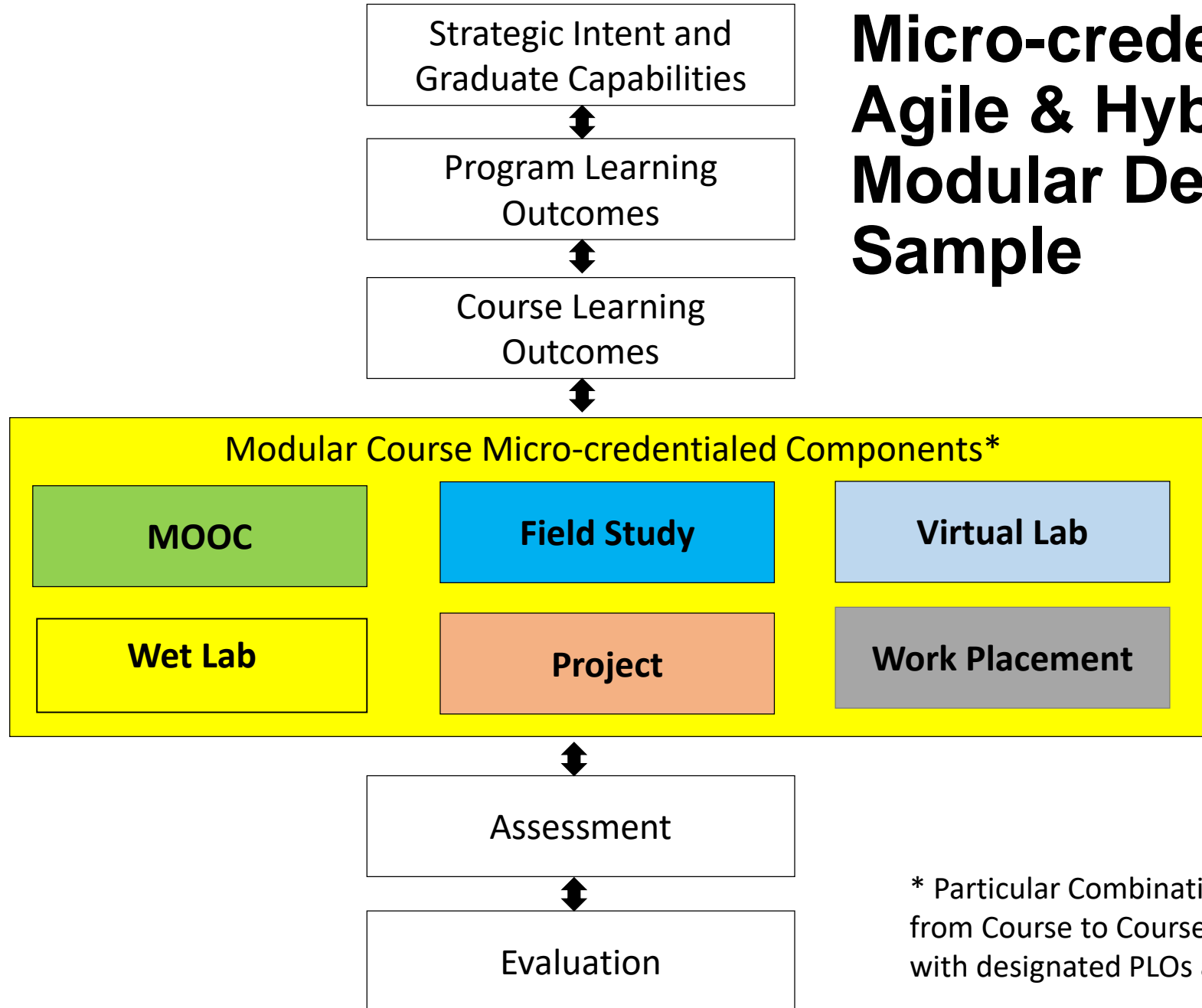Just the short course

Short courses leading to CPE

Leading to a degree

Degree plus add-on courses

Strategic Intent and Graduate Capabilities

⬍

Program Learning Outcomes

⬍

Course Learning Outcomes

⬍

Micro-credentialing: Agile & Hybrid Modular Design Sample

Modular Course Micro-credentialed Components*

MOOC	Field Study	Virtual Lab
Wet Lab	Project	Work Placement

⬍

Assessment

⬍

Evaluation

* Particular Combination of Modules will vary from Course to Course to maintain alignment with designated PLOs and CLOs

Learning lessons from Innovative Practices: Dimensions of Educational Innovation (Fox, 2020)

Definition

- 'Educational innovation' defined:

    an enhancement[1] of existing educational practices

    [1] Enhancement: 'improving the quality of learning opportunities'

Purpose

- Identify innovative educational practices using technology

- Develop a dimensions of educational innovation framework to be used as a *professional development tool for teachers*; for *peer reviews*; and, to *monitor change and innovation* in educational practices in an institution
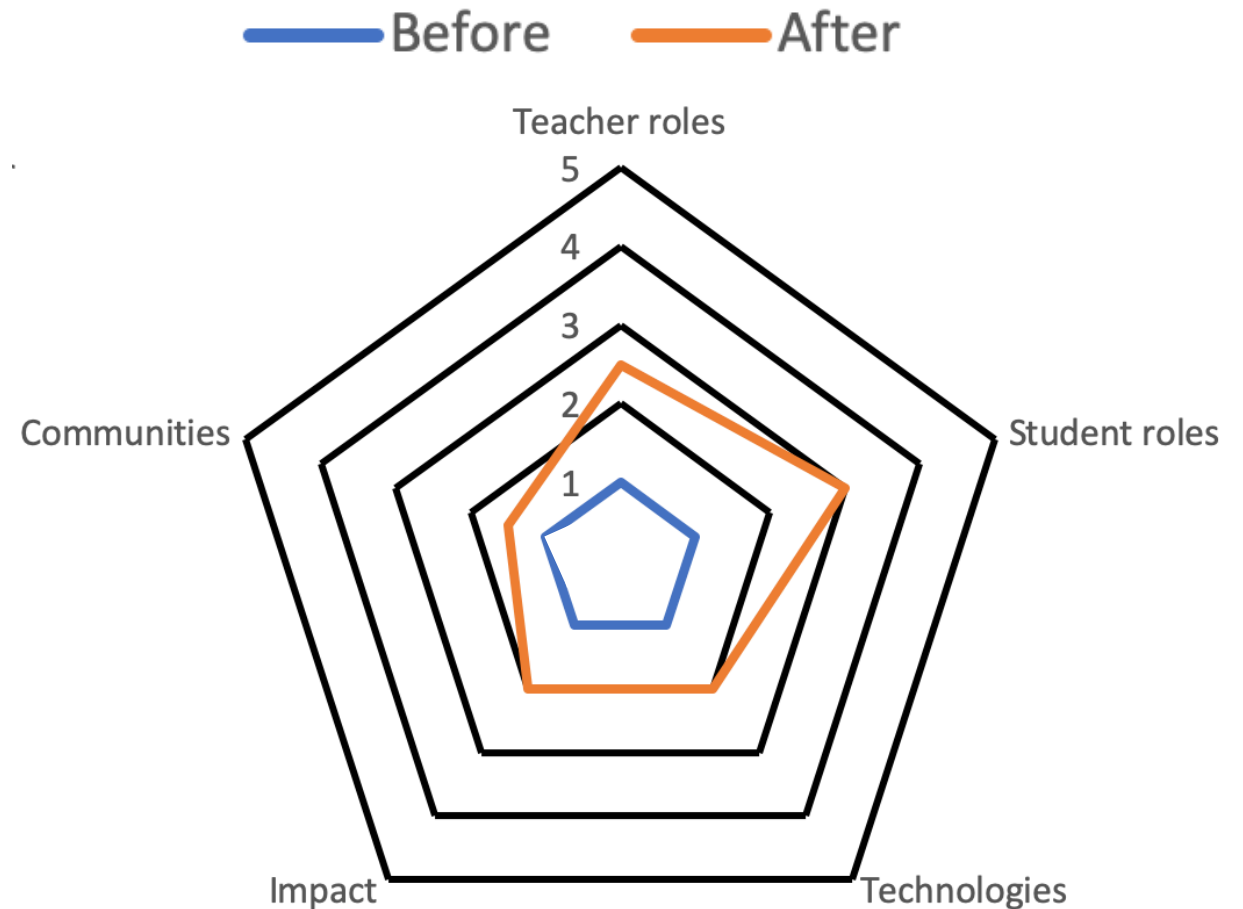
Dimensions of Educational Innovations

5 Dimensions
- Teacher roles
- Student roles
- Communities
- Technologies
- Impact

5 Levels
1. Existing practices
2. Some new elements
3. Emergent practice
4. Innovative
5. Most Innovative

(adapted Law et al, 2011)

Uses for the Dimensions of Innovation

Professional Development and Recognition

- Online templates: Dimensions of Innovation for teachers to self-assess their own levels of innovation & change

- Template used in workshops: self- & peer-assessment of levels of innovation

- Completed templates used as a catalyst in academic career conversations with academic mentors; as evidence for HEA & L&T awards & to include in personal Teacher ePortfolios

Identifying Innovation & Change in Educational Practices

- individual courses

- groups of courses in faculties, across UNSW & beyond

Conclusion: HE Innovation Through Blended & Digital Learning Beyond the COVID Era

Top 4 Takeaways of what have we learnt about the new normal

1. Ecological (& systemic) approaches to change during/beyond COVID-19
2. Shared design models/frameworks/mental models
3. Staff capability building *across the institution essential* to ensure good use of shared frameworks/new pedagogies/innovative practices.
4. Systemic methods for sharing & rewarding good/innovative practices

Thank you

University of New South Wales
Portfolio of the PVC Education & Student Experience

Professor Emeritus Bob Fox

UNSW Sydney NSW 2052 Australia
Email: **bobfox@unsw.edu.au**

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