



# Iron Consultation Document

## Educational Experience Plan

### RATIONALE FOR EDUCATIONAL EXPERIENCE PLAN

#### 1. Overview

At the very core of our institutional promises sits the notion of scholarship. Our commitment to engage in scholarship, and as a community, to embrace the pursuit of truth by methodically identifying and answering questions and resolving contradictions, is the thread that runs through USQ's strategy. Within that strategy:

***We promise to partner with learners in the pursuit of their study objectives regardless of their background, location or stage in life.***

and

***We promise to enable USQ to fulfil its potential by ensuring it is a robust, productive and innovative enterprise.***

Both of these promises point to treating learning and teaching as a scholarly activity, and as we do with other forms of scholarship, investing in its development, continued growth and improvement.

With these commitments, an Educational Experience Plan is intended to bridge and align our [USQ Strategic Plan 2013-2015](#) with effective investment and practice. Beyond this, it is also intended to inform future strategic plans. In our Strategic Plan we promise to partner with learners in the pursuit of their study objectives regardless of their background, location or stage of life. We turn to the notion of Personalised Learning as a way to enable personal learning. We assert that over 2013-2015 we will pursue our 2022 Vision for Personalised Learning through a) accessibility and responsiveness, b) support for student success, and c) outcomes, impacts, and ongoing engagement.

To make these promises actionable, we need to translate them and articulate them in a document supporting tactics. This Educational Experience Plan is such a document and is part of an iterative process. The development of the Educational Experience Plan is not a "one-time" activity or an activity done in isolation from the USQ annual planning process. The Educational Experience Plan identifies focussed initiatives and takes advantage of the University's annual planning and investment processes to ensure co-ordination of implementation and development activity across Divisions.

Our educational experience will be characterised by open access to information with a supported personalised approach to learning and success. We will harness emerging technologies to enable collaborative teaching and personal learning that is promoted and articulated in practice and planning through our commitment to:

- accessibility
- flexibility
- openness
- personalised service.

Along these lines, USQ must first pursue its calling by supporting the scholarship of learning and teaching. Without doing so, our promise of flexible learning is little more than an utterance that will lead to technological sleight of hand in an attempt to compensate for the value only engaged scholarly teachers can provide. Secondly, without such a calling, an engaged, robust, productive, and innovative enterprise is nothing more than a home for administrators and

44 bureaucrats, well-meaning and efficient, but lacking educative purpose. USQ has enjoyed a  
45 history as a teaching-intensive university. The teaching mission at USQ must remain  
46 paramount, serving as the dominant identity within the University. That being said, there is a  
47 widely-held perception that teaching leadership has slipped away from USQ, particularly in  
48 distance and online learning. Meanwhile, USQ has invested in developing capacity and  
49 identifying “Focused Research”, which is a critical part of the University's strategic plan. The  
50 investment has resulted in structures that focus effort in *Institutes* and *Centres* bringing  
51 together scholars in ways that support:

- 52 • rationalisation of limited resources
- 53 • professional development, mentorship, and training to support development of human  
54 capacity
- 55 • incentivising productive and aligned behaviours
- 56 • community building based on collegial and peer identity.

57 Like the focused research strategy, which relies on the scholarship of original discovery, USQ  
58 has also identified a strategic focus for leadership in teaching, part of which we have referred to  
59 as “Personalised Learning”. To this date, an operational consensus within the USQ community  
60 about the nature of personalised learning has not been achieved, but through this planning  
61 process we are working toward one<sup>1</sup>. Before the University is in a position to make financial  
62 investments beyond those already made, we need to make the intellectual investment of  
63 understanding and planning for a redefined notion of learning and teaching leadership that  
64 includes the notion of personalisation.

65 Although there are both similarities and differences between USQ's Focused Research agenda  
66 and personalised learning agenda, there is much to be learned from the way we are building  
67 research capacity from the ground up. It is essential that like focused research, USQ invests in  
68 teaching scholarship. This plan for learning and teaching scholarship represents an approach  
69 that parallels our institutional commitment to the scholarship of discovery (Focused Research),  
70 promoting investment, incentives, and development through a university-wide effort.

## 71 **2. USQ's Situation**

72 The University of Southern Queensland is a comprehensive University with a long and proud  
73 legacy of creativity and innovation in teaching practice and educational programming. For  
74 decades USQ's learning and teaching mission was clear and distinctive in the market. Distance  
75 education, including online learning, was considered a rather non-traditional niche activity on a  
76 sector-wide level, but was USQ's focus, and with excellent practice, earned USQ a global  
77 leadership position.

78 During the past five to eight years, many colleges, universities, and companies have adopted  
79 distance, hybrid, blended, and online learning as part of their portfolio of offerings. Education  
80 services companies like Open Universities Australia, Pearson, Academic Professionals, and 2U  
81 have reduced barriers and accelerated program capacity in traditional universities.<sup>2</sup> Meanwhile,  
82 dozens of major foundations such as Gates, Lumina, Carnegie, Sloan, Mozilla and Hewlett have  
83 launched hundreds of projects that are designed to intentionally disrupt traditional university  
84 structures, educational models, and relationships to better meet the changing educational needs  
85 of student populations and societies more broadly. Educational entrepreneurs such as Michael  
86 Saylor, David Wiley, Salman Khan, Philipp Schmidt, Wayne Mackintosh, Peter Smith, Daphne  
87 Koller and Andrew Ng, have fundamentally changed the trajectory of non-traditional education  
88 and accelerated its progress to the point where many very traditional universities have become  
89 flag-bearers, catalysts, and participants in a wide range of educational innovation.

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<sup>1</sup> Please refer to the following link for discussion about “Personalised Learning and Personal Learning”:  
<https://open.usq.edu.au/mod/forum/discuss.php?d=4667#p11277>

<sup>2</sup> It merits noting that USQ was leading in this area when it launched NextEd and InDelta during the early 2000s. There may be something (good and bad) to learn from their execution and the impetus and cultural bias to lead in this area.

90 It is in this environment that the USQ community finds itself. We look to our left and right and  
91 no longer see familiar faces refining traditional models, but instead we see elite universities  
92 exploring “our space”, former non-players taking leadership that once was ours, and a multi-  
93 billion dollar venture capital industry investing in disruption - disruption of our learning and  
94 teaching model. We may also be experiencing an education policy regime in Australia that will  
95 court such disruption and promote its own – intentionally and unintentionally.

96 The University of Southern Queensland has a long-standing reputation and institutional identity  
97 in preparing work-ready graduates valued by employers for their skills, knowledge, and abilities.  
98 This Educational Experience Plan must not only recognise the importance of contributing to the  
99 integrity of the professions through each of our graduates, but also integrate in meaningful  
100 ways general attributes ensuring that each of our graduates have had the opportunity to  
101 become reflective and critical learners and practitioners.

### 102 **3. The Plan**

103 The Plan that follows is designed to build organisational capacity by providing an architecture  
104 that promotes a culture of creativity and funnels resources to promising ideas that need  
105 development and merit investment. The Plan includes a platform for collaboration that starts  
106 with shared governance and a community ethic. The initiatives, both proposed and underway  
107 provide clear connections between strategy, culture, professional development, support and  
108 improvement. The Plan builds on all of the good work being done at USQ, and relies on  
109 participation from every corner of our professional community. The success of this Plan is  
110 predicated on the assumption that our distinct qualities include our willingness to improve  
111 fundamental competencies in teaching, reduce barriers and costs to nurture unpopular but  
112 valuable ideas, transition creativity into innovation, and to be intellectually honest with  
113 ourselves while collaboratively embracing the big ideas that mean something. In very many  
114 ways, this Plan is calling on USQ to continue and accelerate building on its commitment to  
115 teaching excellence.

116 But, first things first, this Plan is now an idea, requiring consultation, refinement, and  
117 engagement. The specifics are subject to debate and modification; and while the Academic  
118 Services Division is charged with facilitating its creation, its objectives, participation and  
119 leadership must be found throughout the University. The USQ Strategic Plan touches on the  
120 notions of learning and teaching scholarship and broader notions of educational experience.  
121 Taken together, these topics are impacted by all divisions of the University. Although  
122 operationally the most critically connected divisions are the Academic Division, Academic  
123 Services and Students & Communities, it is difficult imagining a university, unlike a polytechnic  
124 or training centre, that does not promote the growth of knowledge through the scholarship of  
125 learning and teaching, teaching practice, integration, and original discovery.

126 This Plan currently includes five strategic commitments and five core capacity gaps. Section 6  
127 introduces the strategic commitment ideas whose adoption would potentially change the  
128 trajectory of USQ:

- 129 1. Learning and teaching at USQ is characterised by flexibility and accessibility, enhancing  
130 opportunities for learner access, engagement, and learner defined success ([Section 6.1](#)).
- 131 2. Students are supported to acquire and demonstrate knowledge and skill in diverse ways  
132 ([Section 6.2](#)).
- 133 3. All teaching will promote learning that bridges theoretical knowledge with practice and  
134 life experience ([Section 6.3](#)).
- 135 4. All USQ graduates will demonstrate knowledge and behaviours associated with an  
136 educated individual including a specific focus on cultural competence in an Australian  
137 context ([Section 6.4](#)).
- 138 5. All learners are supported through personalised support services regardless of their  
139 background, location or stage in life ([Section 6.5](#)).

140 Together these commitments form and inform our approach to learning and teaching, our  
141 pedagogical models, our priorities, and our service and support models. Based on the discussion

142 that has occurred and feedback provided during the past two rounds of consultation a number of  
143 “strategies” have been identified to focus efforts in support of commitments. The idea is that the  
144 strategies are broad enough to accommodate multiple approaches and individual initiatives.  
145 Example supporting initiatives and tactics are included for each of these strategic commitments  
146 at Sections [7.1](#) – [7.5](#) respectively.

147 These ideas and definitions still need unpacking. For example, to ensure that they support our  
148 programs, not diminish their quality, to better meet professional accreditation obligations, and  
149 to even more creatively promote quality and success. Although none of these are truly outside  
150 of USQ’s current consideration or alien to current practice, their execution will require strategic  
151 vision and operational commitment to sustain them.

152 Once again, based on the discussion that has occurred and feedback provided during the past  
153 two rounds of consultation, a number of core and fundamental capacities have been identified  
154 that need to be further developed if USQ is going to succeed in its educational experience  
155 commitments. The identified capacity gaps have been expressed as the need to:

- 156 1. Develop learning and teaching measurement, analysis, and reporting functions ([Section](#)  
157 [8.1](#)).
- 158 2. Develop capacity to effectively and efficiently develop, manage, and deliver support and  
159 services ([Section 8.2](#)).
- 160 3. Develop capacity and processes that align creativity with innovation and delivery and  
161 support productive experimentation ([Section 8.3](#)).
- 162 4. Develop improved digital and information fluency as it relates to all aspects of the  
163 educational experience ([Section 8.4](#)).
- 164 5. Develop a base-line learning and teaching model, principles, and base threshold  
165 standards to inform practice ([Section 8.5](#)).

166 Each of the prioritised capacity gaps are treated in [Section 8](#), along with anticipated actions for  
167 discussion and modification. Actionable initiatives will be developed during the implementation-  
168 planning phase following this third round (Iron) of consultation, however example supporting  
169 initiatives and tactics are outlined against each of the above capacity gaps in Sections [9.1](#) – [9.5](#)  
170 respectively.

## 171 **SCOPE AND OBJECTIVES OF THE EDUCATIONAL EXPERIENCE PLAN**

### 172 **4. Scope**

173 The Educational Experience Plan includes all University activities, initiatives, and plans that  
174 impact the academic educational experience of USQ students.

### 175 **5. Objectives**

176 This document is now part of a series of documents that chronicle the changes made during  
177 successive rounds of consultation. Originally intended as a starting point to inspire discussion  
178 about learning and teaching at USQ, it has now taken on the intellectual capital of those who  
179 have contributed. The objective of the process is to create an Educational Experience Plan  
180 whose documentation is intended to:

- 181 • Guide the continuous improvement of outcomes for students through excellence in  
182 learning, teaching, curriculum and support.
- 183 • Create a collectively understood and embraced set of values and conceptual touchstones  
184 that contribute to the University’s reputation and financial health by continuously  
185 enhancing the quality of learning and teaching.
- 186 • Interpret what it means at USQ to partner with students in the pursuit of their study  
187 objectives regardless of their background, location or stage in life.
- 188 • Identify current gaps in USQ capacity and recommend ways of filling those gaps.

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- Describe the qualities of learning and teaching at USQ and indicators that might be used to inform internal decision-making and self-directed improvement.
  - Begin, collaboratively to scope learning and teaching initiatives that will assist USQ to move forward as one university.
  - List a number of operational activities, projects, and efforts to both illustrate how the strategy looks in operation and to provide some transparency in our thinking and investments.
  - Align teaching practice and scholarship with targeted support and valuing of teaching professionals.

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<b>DETAIL - EDUCATIONAL EXPERIENCE PLAN</b>
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## **6. Principal Strategic Elements of the Educational Experience Plan**

200 The USQ Educational Experience Plan is intended to translate University strategic objectives into  
201 functional commitments and strategies. The “principal strategic elements” outlined in this  
202 section are intended to serve as vectors for implementation. They represent the direction and  
203 priority of effort to transition from our current state to one the University finds more desirable.  
204 They do not represent all of our activities, and are not absolute, but they do represent  
205 commitments through which we articulate strategies and associated initiatives and activities.

206 It is important to keep on returning to the fact that the first principle of the Educational  
207 Experience Plan is to meet a singular objective.

208 **The USQ community will continuously improve its learners’ educational experience**  
209 **through teaching and support that open and deliver opportunities for personal**  
210 **learning success.**

211 **6.1 Commitment/Objective: Learning and teaching at USQ is characterised by**  
212 **increased levels of flexibility and accessibility, enhancing opportunities for**  
213 **learner access, engagement, and learner defined success.**

214 ***Description***

215 **Blending Digital and Physical**

216 All courses and educational services are designed to optimise learning opportunities  
217 through flexibility and personalisation enabled by online communication, digital media,  
218 and appropriate use of technology. This is true regardless of the nature of the learning  
219 environment. Delivery will be technology enhanced, mobile, personal, and media  
220 enabled.

221 On a fundamental level, USQ ought to be positioned as a blended education and  
222 online-first university in which its students, teachers and other members of its  
223 community enjoy all of the advantages of an online university and the advantages of  
224 having significant physical campuses and other physical assets. Physical teaching  
225 space and in-person interaction ought to be reserved for activities in which physical  
226 presence is essential. The value derived from their use should be sufficiently high to  
227 justify the costs associated with physical assets and the access limitations they impose  
228 on learners studying at a distance as well as those whose life styles make physical  
229 meeting a barrier to study. Such learners may be home bound, highly mobile, or  
230 working adults unable to take time away from their work site. The costs and benefits  
231 of place need to be construed holistically.

232 **Flexible Pathways**

233 USQ will investigate and develop ways to introduce and support flexibility and  
234 simplicity into the student learning journey. Although flexibility does not always lead  
235 to an improved experience, enhancing flexibility while also maintaining simplicity as  
236 core design and deployment principles may provide remarkable possibilities. USQ will

237 invest in and practice design principles that account for and promote development of  
238 services, technologies, and procedures that enhance flexibility from the perspective of  
239 learners and teachers. These design principles should also provide simple and reliable  
240 implementations indicative of outcomes based on agile design and development  
241 methodologies.

## 242 **Personal Learning and Personalised Learning Services**

243 USQ will develop a clear contextual understanding of “Personalised Learning,” teasing  
244 out the differences between personal learning and personalised learning services. The  
245 notion of personal learning will serve as a touchstone for learning and teaching  
246 models, support services, selection of technologies, approaches to assessment of  
247 knowledge, curricular intent, and other decisions that impact the educational  
248 experience.

## 249 **Openness**

250 USQ will adopt organisational artefacts such as policies, procedures, guidelines, and  
251 practices that assume openness as a core principle of education. It will become our  
252 default position, with the burden of rationalisation required for closed or proprietary  
253 practice. Whenever possible (legal, ethical, affordable) open education practice  
254 including the use and promotion of open assets, technologies, standards, file formats,  
255 textbooks, open access journals, research, data, and educational experiences will be  
256 valued and acknowledged. The use of open educational resources, participation in  
257 those communities, and general practice ought to enhance flexibility, catalyse the  
258 growth of knowledge, reduce overhead costs, and reduce the overall price of education  
259 to learners.

260 Making this commitment real will require significant focus in rethinking, for example,  
261 the expectations of:

- 262 • program and curriculum design and implementation
- 263 • methods, nature and purposes of formative and summative assessment
- 264 • learning design and implementation
- 265 • capacity in media production, use and awareness
- 266 • educational technology
- 267 • communication as applied to learning and teaching including, persistence,  
268 synchronicity, anonymity (identity), and social media
- 269 • professional development, training, communities of learning and practice.

## 270 **Goals**

### 271 **Reduce barriers to study.**

- 272 • Access to instructional materials.
- 273 • Access relative to time and place of study.
- 274 • Economic/financial access.
- 275 • Enhance access through applications of openness (OER, OA Research, FOSS,  
276 Open File Formats, Open Text Books).
- 277 • Introduce learning technologies that are easy to use, reliable, and support  
278 personalisation.
- 279 • Introduce technologies and study options that support principles of universal  
280 design.

### 282 **Support personal learning.**

- 283 • Develop guidance to support learning, teaching, and support models to enable  
284 personal learning.
- 285 • Develop guidance for use of technologies to enable personal learning.
- 286 • Develop support to enhance the value generated through digital culture,  
287 information, and ICT (digital and information fluency).
- 288 • Better understand and support learner defined success.

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## ***Strategies***

1. Build on current, recreate, and create new pedagogical and service models supported by technology and infrastructure that are designed to blend digital and physical space and place, reduce barriers through online first, and reinforce high impact use of campuses and other physical spaces.
2. Design and implement systems, processes, and support to provide flexible pathways meant to recognise and turn the individual nature of each learner into an enabler for success.
3. Develop an understanding of the relationships between personal learning and personalised learning services to enhance capacity for personalised learning.
4. Develop a culture (artefacts, patterns, norms, and behaviours) conducive to open and agile practice and open educational practice.

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## **6.2 Commitment/Objective: USQ will measure and increase its capacity to support student acquisition and demonstration of knowledge and skill in diverse ways.**

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### ***Description***

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#### **Multiple Pathways to Knowledge Acquisition & Recognition**

USQ will actively support a variety of learning and assessment models. We are deeply committed to providing students multiple means of attaining educational success. In addition to cohort-based educational experiences, USQ will develop enhanced capacity to engage in knowledge development and assessment to support independent and self-directed learning opportunities and experiential learning. The intent of this is broadening and simplifying the pathways to credentials, so students can be directed toward study in which they are engaging in meaningful intellectual development, knowledge growth, and the development of skills, capabilities or attributes.

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#### **Personal Learning Opportunities**

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The University conceived of as a place that promotes and supports the growth of knowledge and enrichment of life, must be deeply invested in personal learning and development as well as professional training and development. Optimally, the two should be intimately connected. Depending on the interests and maturity of the student, study can be determined along a continuum from entirely University constructed to entirely student constructed. A USQ education will provide those learners whose life's ambitions includes independent, self-directed, reflective, and critical learning, the opportunity to develop the arts and habits to do so throughout their lives.

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Currently, USQ's principal control bias is with the University. Although this may be informed by external accreditation requirements, opportunities ought to be explored within our context, using accreditation and other compliance factors as opportunities to be progressive educational practitioners. USQ will continuously develop capacity to support the success of independent and self-directed students and appropriate assessment for awarding credit and qualifications. We will create expectations and conditions for our learners to distinguish themselves as self-directed, critical, and confident learners. This will force us to develop a variety of economic models, perhaps making content freely available, and artfully crafting support roles and systems supportive of the independent learner as a fee for service. These capacities will complement USQ's traditional approaches and provide opportunities for all students to become confident self-directed, critical, and reflective students. Making this commitment real will require significant focus in rethinking the expectations of:

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- knowledge and attribute assessment and recognition
- activities, content and other learning materials for self-study and augmented study

- 341 • learning support for self-and augmented-study
- 342 • educational technology and learning analytics
- 343 • student support and information systems
- 344 • what it is to be a lifelong learner and how USQ will support those aspirations
- 345 • professional development, training, communities of learning and practice.

346 **Goals**

347 **Improve Retention & Satisfaction**

- 348 • Decrease time to graduation
- 349 • Make learning as relevant as possible
- 350 • Make knowledge assessment as relevant, meaningful, accurate, and flexible as possible
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352 **Recognise and Support Personal Learning**

- 353 • Recognise formal and informal learning
- 354 • Prepare learners for a life of enlightenment and self-discovery

355 **Strategies**

- 356 1. Develop personalised services, structures, and tools to support efficient prior
- 357 learning assessment.
- 358 2. Develop policies, procedures, and practices that build awareness of and reduce
- 359 the unnecessary distinctions between formal and informal learning.
- 360 3. Develop criteria and investment strategies that preferentially treat the use and
- 361 modelling of technology and information in learning in ways that are relevant to
- 362 activities outside the University.
- 363 4. Develop curricular principles, models, support, and practice that lead to personal
- 364 and integrated learning.

365 **6.3 Commitment/Objective: All teaching will include pedagogical elements that**

366 **promote learning that bridges theoretical knowledge with practice and life**

367 **experience.**

368 **Description**

369 USQ is in a privileged position in which a significant majority of our students are

370 currently employed. Even if they are in career transition, they are practitioners in

371 some role of responsibility and this is one of the inherent distinctive features we

372 possess. Experiential learning is a given for many of our students and should be

373 supported through curriculum, course design, and USQ student and employer support.

374 In addition, USQ has a strong focus on employability and as such a university we have

375 an obligation to connect our teaching directly with practice and with broader

376 intellectual development. We will ensure that courses are designed, developed, and

377 assessed on these criteria.

378 To the extent that many of our students come to us with a raft of professional and life

379 experiences and focused professional or life goals in which education is an important

380 part of their achievement, we are well positioned to thoughtfully and methodically

381 connect theory and practice. We must do so consistently through our claims about the

382 uniqueness of our educational experience, construction of our programs, design and

383 development of courses and investment in enabling infrastructure. Of particular

384 importance is information, communications, technology and media capacity, as is

385 training and development that enables us all to develop pedagogical approaches and

386 services that effectively connect education and practice. Making this commitment real

387 will require significant focus in rethinking the expectations of:

- 388 • relationships with employer and employment partners (governments,
- 389 corporations, volunteer organisations, NGOs, other education providers, USQ,
- 390 etc.)

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- activities, content and other learning materials for self-study and augmented study
  - learning and teaching support for work integrated learning, internships, work simulations, citizen science and citizen civics, remote access laboratories, and other means of enabling practical experiences
  - knowledge and attribute assessment and recognition
  - the potential of lifelong learning for personal fulfilment and continued engagement with USQ as a learning partner.

399 ***Goals***

400 **Improve Retention & Satisfaction**

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- Connect theoretical knowledge development with lived experience
  - Make learning as relevant as possible
  - Enable learners to experience the value of USQ education immediately and practically

405 **Recognise and Support Personal Learning**

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- Provide opportunities to integrate formal and informal learning
  - Prepare learners to interpret theory in a practical context

408 **Enhance Employability**

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- Continually develop traditional and novel ways of connecting with employers to enhance positive impressions of USQ and USQ students
  - Improve learners' self-confidence to perform on the job and through other forms of social participation

413 ***Strategies***

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1. Develop the expectation and actively promote the development of educational programming that requires a professional or voluntary internship in addition to that demanded through professional compliance.
  2. Formally support and connect educational practice and life experience with University outreach and related research.
  3. Develop dialogue leading to specifications and academic community standards for curricular principles, models, support, and practice that lead to bridging theoretical knowledge, practice, and life experience.

422 **6.4 Commitment/Objective: All USQ graduates will demonstrate knowledge and**

423 **behaviours associated with an educated individual including a specific focus**

424 **on cultural competence in an Australian context.**

425 ***Description***

426 We recognise that it is important for all of our students who have been granted credit

427 or a qualification to be able to demonstrate competencies in the skills or attributes and

428 knowledge that define a practitioner in a particular discipline or profession. This is a

429 critical quality of an educated professional. It is what a vast majority of our students

430 expect, our government funders expect, and broader society expects and as such, it is

431 in part what we expect of ourselves. And, as Bart Giamatti, former president of Yale

432 suggests, a university should never want less, but ought to aspire to more.

433 Beyond the skills and techniques of a professional are the other developmental

434 characteristics that we expect from an individual who has been educated at a

435 university, which are perhaps the arts and habits of an educated person. In Australia,

436 some of this is captured in the notion of "General Graduate Attributes", which in

437 essence are intended to ensure that university graduates can contribute as free

438 women and men to a democratic society and engage in national and local discussions

439 and practices with civility, respect, and dignity. In the Australian context, this also

440 includes a national commitment to educating graduates so that they possess the

441 professional knowledge's and practices associated with Indigenous Cultural

442 Competency. Graduate Attributes also point to the ability of all university educated  
443 Australians to be critical and reflective contributors to the national economy through  
444 employment, leadership, and innovation.

445 Graduate Attributes include the skills, knowledge and abilities beyond disciplinary  
446 content knowledge that the University community agrees its students should develop  
447 and be able to demonstrate upon graduation. The University expects that every USQ  
448 graduate (from an undergraduate program) should, upon graduation, exhibit the  
449 following attributes:

- 450 1. Written and oral communication  
451 2. Critical, analytical and reflective thinking  
452 3. Problem-solving, creativity and innovation  
453 4. Information literacy  
454 5. Learning and working autonomously  
455 6. Learning and working collaboratively  
456 7. Ethical, open and inclusive engagement with communities, cultures and  
457 professions and environments<sup>3</sup>
- 458 • Engage ethically as learners and as future professionals.
  - 459 • Demonstrate the capacity for professional cultural competency, including in  
460 terms of Aboriginal and Torres Strait Islander contexts and perspectives.
  - 461 • Demonstrate the implications of global and cultural issues for their  
462 discipline/professional practice.
  - 463 • Show critical awareness of sustainability as an issue for their discipline or  
464 profession.

465 As with any sophisticated and nuanced system of attitudes, aptitudes, and behaviours,  
466 demonstration of general Graduate Attributes will require building a foundation from  
467 which to develop. In addition, like technical and disciplinary attributes, in order to  
468 ensure that the general Graduate Attributes are demonstrated as behaviours in our  
469 graduates, the University needs to articulate the attributes in behavioural terms that  
470 can be integrated into the curriculum as part of program accreditation and re-  
471 accreditation, treated as learning outcomes, taught, and assessed.

472 Preparing the student to behave as a professional and as an educated person strikes  
473 at how we strategically design our programs, learning experiences, set expectations,  
474 and enculturate our academic community in our thinking about the university  
475 education, our graduates, and latent expectations of our critical stakeholders. Making  
476 this commitment real will require significant focus in rethinking the expectations of:

- 477 • what it means as a USQ graduate to be an educated person
- 478 • how we interpret Graduate Attributes and embed them in courses and  
479 programs
- 480 • how Graduate Attributes are measured and mapped into the curriculum
- 481 • what we do at the ground-level to make this happen
- 482 • the nature of curriculum, learning, and assessment design to capture technical  
483 skill, professional competency, critical and reflective reasoning and practice,  
484 with demonstrable behaviours.

## 485 ***Goals***

486 **Prepare USQ learners to reason critically, practice reflectively, and live**  
487 **humanely.**

- 488 • Prepare learners to thrive in a pluralistic and integrated society

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<sup>3</sup> These are taken from the draft policy. The current attributes can be found at  
<http://policy.usq.edu.au/documents.php?id=13420PL>

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- Prepare learners to thrive in a dynamic and complex world under conditions of ambiguity
  - Enhance employability, citizenship and quality of life
  - Develop a living academic culture (artefacts, patterns, norms, and behaviours) that values a liberal education in order to sustain performance on the general Graduate Attributes.

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### *Strategies*

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1. The USQ community will formalise and exhibit understanding of the general Graduate Attributes.
  2. Build an academic culture (artefacts, patterns, norms, and behaviours), that embeds the general Graduate Attributes in a context of a contemporary liberal education.
  3. Develop a model that relates fundamental arts and habits that support the demonstration of USQ's general Graduate Attributes.
  4. Actively and openly experiment with pedagogical approaches for developing and articulating the general attributes across the curriculum.
  5. Develop a USQ distinguishing approach to the digital humanities and more broadly digital scholarship.
  6. Build an active dialogue and culture (artefacts, patterns, norms, and behaviours) that frames aspects of the general Graduate Attributes in terms of the unique Australian context of Aboriginal and Torres Strait Islanders culture and reality.

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## **6.5 Commitment/Objective: All learners are supported through personalised support services regardless of their background, location or stage in life.**

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### *Description*

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Our evolving understanding of how USQ will define, interpret, and contextualise the notion of personalised learning, is leading to the identification of the need to support personal learning and the contributions that personalised learning services play in learner success.

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USQ's Draft Student Success Action Plan 2014-2015 complements the objectives of the Educational Experience Plan. As one of the key drivers for USQ to achieve continued student success in delivering fulfilling experiences throughout the Student Learning Journey, is the need to work together in achieving an integrated and proactive approach to educational experience defined broadly. The Student Success Action Plan objectives and strategies overlap, integrate, and mutually support those in the Educational Experience Plan, and ought to be cross-referenced, collaboratively interpreted, prioritised, and practiced.

525

### *Goals*

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#### **Enable authentic personal learning through personalised learning services.**

- 527
- Support personal learning to enhance learner success and satisfaction.

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#### **Provide appropriate quality and levels of professional development and support to students, teachers, and professionals to enable personal learning.**

- 530
- Support a culture of responsive and relevant professional development.
- 531

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### *Strategies*

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1. Identify, deploy, and use a variety of technologies that support and catalyse personal learning and support the delivery of personalised learning services.
  2. Develop appropriate support to design and acknowledge educational experiences that promote personal learning opportunities.

537 3. Embed access to personalised learning services into the curriculum.

## 538 7. Strategic Commitment/Objectives - Supporting Initiatives/Tactics

539 In this section a number of indicative initiatives or tactics are listed that are associated with the  
540 five commitments/objectives. The tactics listed in this section are intended to be approaches  
541 that can be operationalised by the appropriate groups. Although a particular tactic may be  
542 associated with a specific strategy, it will likely impact more than one strategy. Many of the  
543 items listed below build on current activities and initiatives that have previously been discussed  
544 and are extensions of the Educational Experience Plan and operational plans. There are many  
545 operational and procedural initiatives that are not included in this list.

546  
547 Priorities for supporting the Educational Experience Plan are the development of capacity in:

### 548 7.1 Commitment/Objective: Learning and teaching at USQ is characterised by 549 increased levels of flexibility and accessibility, enhancing opportunities for 550 learner access, engagement, and learner defined success.

551 We will:

- 552 1. Develop a discussion paper and proposal outlining how mandatory use of physical  
553 presence for learning purposes will be reviewed, considered, and managed  
554 relative to other options across a range of criteria.
- 555 2. Increase the value of learning and teaching materials and environments by:
  - 556 a. Actively promoting and providing support to apply good web-based design  
557 and presentation principles.
  - 558 b. Appropriately resource and support the design and development of learning  
559 materials and for simplicity, discoverability, reuse, and appropriate production  
560 value.
  - 561 c. Appropriately resource and support the identification, design, integration and  
562 use of learning environments for simplicity, adaptability, interoperability, and  
563 ease of use to reduce the barriers and costs of learning and teaching.
  - 564 d. Improving the user experience by investigating and pursuing alternative  
565 approaches to enhance accessibility to courses and course materials through  
566 approaches like those advocated through the [FLUID project](#) providing  
567 enhanced access, flexible delivery, and personalised service through improved  
568 user experience.
  - 569 e. Appropriately invest in classroom-based technologies to reduce dependence  
570 on physical presence.
  - 571 f. Invest in USQ Remote Access Laboratories (RAL) and simulations, while  
572 developing a network of universities committed to inter-institutional sharing of  
573 such resources.
- 574 3. Identify qualities associated with authentic and effective professional growth  
575 support. As USQ will be principally online, development and support will be  
576 designed to promote quality online learning, teaching and programming.
- 577 4. Invest in the basic measurement and analysis capacity to ensure that our  
578 course/program design, delivery, and teaching can be informed by scholarship.
- 579 5. Adopt open technology standards like those offered through the [IMS Global](#)  
580 [Learning Consortium](#) (international education technology standards organisation)  
581 and open Application Program Interfaces (APIs) for dependable delivery,  
582 discovery, and access. Open technology and information structures will be used to  
583 promote interoperability and data exchange supporting flexibility and openness.  
584 We will include them as a principal procurement criterion and a condition before  
585 the technology can be adopted into production for support and funding for  
586 licencing, service, and maintenance.

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6. Lead development of tools and networks that deliver high-quality, low-cost, discoverable open access research and data for educational purposes benefiting students, teachers, and publishing researchers at USQ.
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7. Whenever feasible, expand e-access to library resources beyond students and staff through a variety of efforts including the Learning Object Repository, enhancing access and flexibility.
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8. Circulate a green paper on Openness for consultation and development into a white paper, for incorporation into University operations. Proposals will be developed for:
- preferential treatment of open textbooks with the intent of adoption, integration into policy and procedures.
  - The use and reuse of open learning objects as much as possible, for example those offered through the Free/Libre/Open Works ([FLOW](#)) project, [Open Courseware Consortium](#), [OERu](#) or through the [Directory of Open Access Journals](#) to increase access, flexibility, and content quality.
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9. Focus our accessibility via web, social media and traditional communication routes between prospective and existing students on clear information and on short response times, supporting both personalised service and learning opportunities.

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**7.2 Commitment/Objective: USQ will measure and increase its capacity to support student acquisition and demonstration of knowledge and skill in diverse ways.**

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- We will:
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- Investigate how alternative learning assessment meets USQ's goals.
  - Identify services that scaffold independent learning and structure it in meaningful ways.
  - Identify models under which a USQ student can acquire certification through non-traditional learning paths.
  - Identify learning and teaching approaches that explicitly rely on connecting formal and informal learning.
  - Identify technologies and services that reduce the barriers to demonstrating informally developed knowledge.
  - Identify qualities associated with authentic and effective professional growth support. As alternative learning, blending formal and information learning is not traditional, support must be provided.
  - Identify and promote superior resources supporting informal and self-directed learning.
  - Adopt agile methodologies to easily integrate learning and communication tools into the learning environment.
  - Develop an "observatory" function to better anticipate educational applications in evolving technologies and social structures.
  - Develop teaching and design methods to:
    - Purposefully embed elements of self-discovery (knowledge development through reflective and critical practice) in the formal curriculum and extra-curricular programming.
    - Purposefully embed connections between formal and informal learning into the formal curriculum and extra-curricular programming.
    - Purposefully embed the value of self-determination through independent learning, self-expression, and civic and professional participation in the formal curriculum and extra-curricular programming.
    - Develop learning, teaching, and assessment for prior and personal learning.
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637 11. Develop a base-line learning and teaching model that supports development, is  
638 modular, extensible, and contains threshold standards (not implementations).

639 **7.3 Commitment/Objective: All teaching will include pedagogical elements that**  
640 **promote learning that bridges theoretical knowledge with practice and life**  
641 **experience.**

642 We will:

- 643 1. Investigate and report on current examples in which learners' work, life, and  
644 volunteer activities are integrated into a course.
- 645 2. Identify excellent examples of bridging activities in programs and courses for  
646 broader discussion, identification of underlying principles, and integration into  
647 professional development activities.
- 648 3. Explicitly recognise teaching practice and scholarship that effectively bridges  
649 theoretical knowledge with practice and life experience in the promotion and  
650 tenure process and other forms of professional recognition.

651 **7.4 Commitment/Objective: All USQ graduates will demonstrate knowledge and**  
652 **behaviours associated with an educated individual including a specific focus**  
653 **on cultural competence in an Australian context.**

654 We will:

- 655 1. Explicitly map employability, citizenship and Graduate Attribute statements, with  
656 behaviours that are desired and distinguish a USQ graduate as an educated  
657 person.
- 658 2. Develop procedures, provide support, and otherwise nurture culture (artefacts,  
659 patterns, norms, and behaviours) of professional development aimed at ensuring  
660 that we are meeting the spirit and functional obligations associated with the  
661 general Graduate Attributes that we identify.
- 662 3. Explicitly recognise teaching practice and scholarship that supports the  
663 demonstration of knowledge and behaviours associated with an educated  
664 individual, at least as expressed in USQ general Graduate Attributes, in the  
665 promotion and tenure process and other forms of professional recognition.

666 **7.5 Commitment/Objective: All learners are supported through personalised**  
667 **support services regardless of their background, location or stage in life.**

668 We will:

- 669 1. Explicitly recognise teaching practice and scholarship that connects with and takes  
670 advantage of personalised learning services in the promotion and tenure process  
671 and other forms of professional recognition.

## 672 **8. Building Capacity to Enable the Strategy**

673 The Educational Experience Plan will be supported by a suite of major strategic initiatives that  
674 are university-wide and cross-divisional. They directly support the elements of the Educational  
675 Experience Plan outlined above and are absolutely aligned with the principles and commitments  
676 outlined in the USQ Strategic Plan.

677 All of our activities will contribute to:

- 678 • **reducing barriers to study**
- 679 • **enhancing learning and teaching quality**
- 680 • **enabling student success.**

681 We will do so through our commitment to provide:

- 682 • **personal learning**
- 683 • **personalised service**
- 684 • **access**
- 685 • **flexibility**
- 686 • **openness**
- 687 • **quality programming.**

688  
689 As strategies by their very nature are somewhat predictive and subject to many factors outside  
690 of our control, it is essential that we develop enabling capacity that applies to all of our  
691 activities, commitments, and broad strategic initiatives. Priorities for supporting the Educational  
692 Experience Plan are the development of capacity in:

- 693 1. learning and teaching quality measurement and reporting function
- 694 2. effective and efficient development, management, and delivery of relevant services
- 695 3. effectively supporting processes that align creativity with innovation and delivery
- 696 4. effective improvement in digital and information fluency as it relates to all aspects of  
697 the educational experience
- 698 5. growing a learning and teaching improvement culture (artefacts, patterns, norms, and  
699 behaviours), including a base-line learning and teaching model, principles, and base  
700 threshold standards.

701  
702 The description, goals and possible strategies for developing each of these capacities are  
703 outlined below.

## 704 **8.1 Capacity/Objective: Develop capacity enhancing functions that support the** 705 **improvement of the educational experience through learning and teaching** 706 **measurement, analysis, and reporting<sup>4</sup>.**

### 707 *Description*

708 If USQ wants to function as a data enabled organisation there is a need to fill a  
709 current capacity gap with a function that supports data management, analysis, and  
710 reporting. The approach may be a hybrid of centralised and distributed capacity  
711 development that will require collaboration across many different parts of USQ. This  
712 capacity development effort is closely aligned to “digital and information fluency” as  
713 presented below, and needs to support enterprise interests, regular reporting, and ad-  
714 hoc investigation indicative of open and agile design, development, and discovery  
715 processes.

### 716 *Goals*

#### 717 **Effectively support continuous improvement processes.**

- 718 • Iteratively improve the nature of quality indicators.
- 719 • Iteratively improve outcomes of indicators.
- 720 • Iteratively improve various aspects of the educational experience.
- 721 • Reduce barriers to agile and open design and development.
- 722 • Demonstrated ability to reliably measure educational experience indicators.
- 723 • Ability to reliably measure outcomes of interventions and initiatives.
- 724 • Ability to provide data management, consulting, and analysis services to  
725 support strategic and operational decisions relating to academic quality  
726 assessment, enhancement, and continuous improvement.

#### 727 **Improve quality of internal and external reporting.**

- 728 • Reducing the barriers and costs associated with compliance reporting.

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<sup>4</sup> A number of individuals have been working on capacity development (workflows, models, policy and procedures) to support the learning and teaching quality function. In many ways the discussion has been about developing capacity that might sit in a traditional [Institutional Research](#) Office.

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730
- Reduce the barriers and costs associated with preparing proposals and other formal reports and requests.

731 ***Strategies***

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1. Using a dynamic team model, build capacity to access data necessary for analysis and presentation specifically to improve learning and teaching, support experimentation, and reliably make ad hoc queries and deliver regular reports for scholarship.
  2. Create a data and information architecture that ensures capacity is available to decision makers, across the university.
  3. Building on the momentum of the ICT capacity development plan, ensure that the “data analytics” component is aligned with the capacity development efforts identified in the Educational Experience Plan.

741 **8.2 Capacity/Objective: Continuously improve USQ capacity to effectively and**  
742 **efficiently develop, manage, and deliver support and services.**

743 ***Description***

744 The success of USQ is tied to the performance of each member of the community. The  
745 most effective way to improve the educational experience is through the provision of  
746 exceptional teaching and support services. For teachers to perform there is the need  
747 to provide effective services and to create a culture (artefacts, patterns, norms, and  
748 behaviours) that continuously reduces the costs and barriers to success. These costs  
749 are not only financial. They may be measured by time on (and off) task, frustration,  
750 effort, impact on morale, and opportunity cost. This capacity development area is  
751 extended significantly in [Section 8.5](#), which focuses specifically on learning and  
752 teaching.

753 ***Goals***

754 Consistently design and develop services that effectively reduce barriers to academics,  
755 students, and professional staff to enhance the educational experience. This would  
756 include demonstrated ability to:

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- collaboratively set service performance standards and consistently deliver to them.
  - engage in a robust continuous improvement process in a dynamic setting.
  - gracefully exit service offerings in accordance with University needs.
  - move value potential generated in a variety of projects into operational value in business as usual.
  - effectively provide enhanced support to academic staff in developing high quality program and course curricula, learning resources and experiences.

765 ***Strategies***

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1. Develop a service governance structure and a set of open and agile methods for scoping, designing, developing, delivering, and incrementally improving and deprecating services.
  2. Committing to the use of content, technology systems, and processes that are easily modified and interoperable.
  3. Developing a culture of collaboration, and the absence of dogmatic adherence to particular ideologies and organisational arrangements.
  4. Developing a culture that reduces the barriers to “digital renovation” and the attendant use, reuse, and creation of derivative works.
  5. Rethinking our service delivery structures by resourcing system and service “custodians” who support and advocate for a healthy service and user community.

777 **8.3 Capacity/Objectives: Develop improved capacity and processes that align**  
778 **creativity with innovation, improved delivery, and outcomes, by supporting**  
779 **productive experimentation.**<sup>5</sup>

780 *Description*

781 The ability to be able to bring creative ideas into practice as innovation is critical to  
782 the success of any knowledge-enabled organisation. The challenge facing virtually  
783 every university, including USQ, is how to allow a large scope of play at the start of  
784 the idea funnel, and then investing incrementally as the idea is reliably introduced into  
785 the university. The economic cost associated with pursuing every idea is more than  
786 any organisation can digest, while letting every idea grow with the expectation that it  
787 will be supported in perpetuity is also unrealistic. Some ideas require support in  
788 practice, while others do not. Innovations differentially impact other parts of the  
789 organisation, creating different levels of administrative overhead and need for  
790 coordination.

791 Different innovations also provide different encumbrances and value. In short, ideas,  
792 like the individuals and groups who generate them, are unique and need to be  
793 nurtured in accordance with their unique natures. USQ needs to develop methods that  
794 account for the unique nature of ideas, grows them liberally as appropriate, and  
795 ensure that the University's resources, delivery standards, and expectations are  
796 considered and enforced. Part of successful innovation is understanding that many  
797 ideas will not be pursued for a variety of reasons.

798 *Goals*

799 Bring more creativity and innovation into practice, taking full advantage of the  
800 intellectual strengths of the USQ team, and ultimately improving the educational  
801 experience. This would include demonstrated ability to:

- 802 • take advantage of ideas by testing them at a “demonstration” level and  
803 responsibly assess the idea's value.
- 804 • responsibly transition an idea from demonstration, to pilot, to trial, and  
805 eventually into production at the correct support practice levels, ensuring  
806 alignment with university needs and appropriate levels of resourcing.

807 *Strategies*

- 808 1. Resourcing and developing support, training, and practice in agile approaches to  
809 bringing ideas into practice.
- 810 2. Providing direct support, training, and coaching, while experimenting with a  
811 program of alternative capacity development and idea generation.
- 812 3. Develop, resource, and support a model that supports the demonstration of ideas  
813 in the form of projects designed to incrementally test ideas, and based on results,  
814 resource and develop accordingly through an agile development process.

815 **8.4 Capacity/Objectives: Develop improved digital and information fluency as it**  
816 **relates to all aspects of the educational experience.**

817 *Description*

818 Data, information, knowledge, and the technologies and relationships that enable  
819 educational practice have become an unavoidable part of university life, community,  
820 and success. USQ's strategic commitments, and all of the commitments and capacity  
821 development needs rely on improving digital and information fluencies within our  
822 community. This is not only a matter of competition, it is a matter of being able to

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<sup>5</sup> This is important capacity because many of the “strategic initiatives” will require a cycle for introducing, testing, and implementing ideas in areas with inherent risk and investment impact.

823 engage in scholarly communities and serving learners who frequently engage us with  
824 substantial personal capacity and identity in digital culture (artefacts, patterns, norms,  
825 and behaviours).

## 826 ***Goals***

827 Each member of the USQ community ought to be able to make informed decisions  
828 about their adoption and use of technologies, data, information, and knowledge to  
829 reduce barriers, enable creativity, and improve practice in support of the educational  
830 experience. The goal of capacity building in this area would be demonstrated:

- 831 • ability to engage in digital renovation (reuse, modification, creation of  
832 derivative works) of educational artefacts such as learning content,  
833 presentation, and educational technologies.
- 834 • ability to effectively use digital media, information aggregation, discovery,  
835 affiliation, and other appropriate services.
- 836 • currency in distributed collaboration, personal presentation, peer authoring,  
837 and other appropriate education tools ability to help students improve their  
838 thoughtful use of digital assets and participate in digital culture (artefacts,  
839 patterns, norms, and behaviours).
- 840 • ability to participate in collaborative promotion of knowledge growth within a  
841 digital culture.

## 842 ***Strategies***

- 843 1. Resourcing a non-traditional inter-divisional professional development and  
844 practice program.
- 845 2. Providing opportunities for individuals to create value through processes that  
846 require varying levels of digital and information fluency.
- 847 3. Embedding characteristics associated with digital and information fluency into our  
848 staff recruiting processes and expectations.
- 849 4. Embedding language and learning outcomes associated with improved digital and  
850 information fluencies in courses.
- 851 5. Interpreting general Graduate Attributes with an eye toward digital and  
852 information fluency.
- 853 6. Committing to open and agile design and the attendant benefits of reuse, creation  
854 of derivate works, open licencing, and open standards.

## 855 **8.5 Capacity/Objective: Develop a base-line learning and teaching model, 856 principles, and base threshold standards to inform and improve practice.**

### 857 ***Description***

858 A learning and teaching model is by necessity a dynamic thing, informed by practice  
859 and scholarship in the context of institutional commitments and values. The model will  
860 serve as a touchstone, providing the basic capacity to measure against something  
861 meaningful, both internally through our expectations and cycles of improvement, as  
862 well as externally through benchmarking with colleagues and comparators. The model  
863 needs to be easily interpreted and flexible enough to accommodate the differences  
864 between disciplines, inter-disciplinary areas, and the creativity each teacher and  
865 learner brings to his or her courses. The model needs to be closely connected to  
866 capacity to measure “quality” and be open to the influences of creativity and  
867 innovation as articulated in this Plan.

868 The model, used as a guide and means to raise important questions and conversation  
869 will, along with threshold standards, principles, means of professional development,  
870 and effective technologies, support the scholar’s calling for continuous improvement in  
871 the art of teaching and growth of their academic discipline through university

872 education. Although an appropriate learning and teaching model is an effectual  
873 cornerstone, there must also exist a group of attendant supporting strategies.

874 ***Goals***

875 Improve our capacity to continuously improve learning and teaching as a critical part  
876 of the educational experience and defining identity of USQ.

- 877 • Demonstrated ability to incrementally develop teaching and learning  
878 scholarship.
- 879 • Demonstrated approach to aligning short-term performance indicators to  
880 institutional learning and teaching KPIs as in the “Institutional Performance  
881 Portfolio”.
- 882 • Demonstrated means of fomenting conversation about the multiple ways USQ  
883 is able to meet its educational commitments and individual teaching objectives.
- 884 • Demonstrated ability to engage in authentic and effective professional  
885 development culture.
- 886 • Demonstrated ability to design, develop, deliver, and support effective  
887 educational technologies and processes enabling the desired educational  
888 experience.

889 ***Strategies***

- 890 1. Develop culture and capacity to support learning and teaching improvements.
  - 891 a. Develop a base-line learning and teaching model, along with principles, and  
892 threshold standards, for open consultation as well as consultation through  
893 University governance for development, critique, refinement, and  
894 endorsement.
  - 895 b. Develop a professional development framework and model, along with  
896 principles for open consultation as well as consultation through University  
897 governance for development, critique, refinement, and endorsement.
  - 898 c. Develop educational technology and support governance, design,  
899 development, and delivery frameworks, models, and operation indicators for  
900 ongoing open consultation, development, critique, refinement, and  
901 endorsement.
  - 902 d. Build on existing and develop appropriate further performance indicators for  
903 learning and teaching outcomes, professional development, educational  
904 technology, and services.

905 The combination of robust quality assurance, to support the continuous improvement  
906 of support functions, coupled with methods of introducing new ideas with agility and  
907 effective delivery will help ensure that we make good on our strategic objectives even  
908 in an uncertain environment.

909 **9. Capacity Development - Supporting Initiatives/Tactics**

910 In this section the five areas identified that require capacity development described in [Section 8](#)  
911 are presented with anticipated activities that promote their realisation. Each activity is aligned  
912 with at least one of the capacity areas necessary to enable the strategy commitments. Many of  
913 the items listed below build on current activities and initiatives that have previously been  
914 discussed and are extensions of the Educational Experience Plan and operational plans. There  
915 are many operational and procedural capacity development initiatives that are not included in  
916 this list. Many basic improvements are necessary to build a foundation for sustained change.

917 **9.1 Develop capacity enhancing functions that support the improvement of the**  
918 **educational experience through learning and teaching measurement,**  
919 **analysis, and reporting.**

920 We will:

- 921 1. Establish a learning and teaching community of scholarship to provide input into  
922 threshold standards.
- 923 2. Establish a base-line learning and teaching model, with principles in part as a  
924 means to engage in continuous improvement.

925 **9.2 Continuously improve USQ capacity to effectively and efficiently develop,  
926 manage, and deliver support and services.**

927 We will:

- 928 1. Adopt agile design and development processes and techniques.
- 929 2. Establish a community of open and agile practitioners.
- 930 3. Develop systems that make better use of operational data to guide quality service  
931 delivery.
- 932 4. Establish design principles and methods that put the “client” at the centre of  
933 decision-making.
- 934 5. Establish robust communication systems and protocols.
- 935 6. Improve “excellent” self-help capacity and community support.

936 **9.3 Develop improved capacity and processes that align creativity with  
937 innovation, improved delivery, and outcomes, by supporting productive  
938 experimentation.**

939 We will:

- 940 1. Establish methodologies that frame creative experimentation in terms of low-risk  
941 and supported activities (short duration, clear rationale, no significant  
942 dependencies eg “hackathon” and un-conference events modified to apply to a  
943 variety of learning and teaching areas (course design, scholarship frameworks,  
944 educational technology, teacher’s space)).
- 945 2. Establish methodologies that align risk with compliance requirements (reducing  
946 costs to innovation).
- 947 3. Establish a culture accepting of low-risk creativity and innovation.

948 **9.4 Develop improved digital and information fluency as it relates to all aspects  
949 of the educational experience.**

950 We will:

- 951 1. Develop hands-on low-barrier continuing professional development opportunities  
952 like “23-Things”, collaborative professional development for digital fluency and  
953 social media.
- 954 2. Actively identify and develop opportunities and incentives for all members of the  
955 USQ community to practice and develop information, media, ICT, communication  
956 and collaboration, digital scholarship, learning skills, and career and identity  
957 management fluency.

958 **9.5 Develop a base-line learning and teaching model, principles, and base  
959 threshold standards to inform and improve practice.**

960 We will:

- 961 1. Develop a base-line model for consultation.
- 962 2. Scope services and support to make it happen.

- 963 3. Map goals and indicators with institutional learning and teaching KPIs and actively  
964 support “academic demonstrators” for incremental experimentation.  
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## DEFINITIONS & RESOURCES

### 968 10. Definitions & Context

#### 969 10.1 Personalised Learning

970 Personalised learning refers to two related but distinct topics. The first being personal  
971 learning and the second being personalised learning services. Personal learning refers to the  
972 aspects of the learner’s educational experience that builds self-awareness, self-efficacy, and  
973 the abilities to learn and practice critically and reflectively. Personal learning extends beyond  
974 recognition that learning is an inherently personal activity, to the idea that the learner needs  
975 to be about to engage in a personal and life-long learning journey, effectively and  
976 confidently engaging in independent and self directed learning in a complex and social world.  
977 Personalised learning services are ways that the University supports personal learning  
978 through support and enablement.

#### 979 10.2 Blended Learning

980 Blended learning is a general concept in which the learning experience is viewed as a  
981 network of characteristics associated with learning and teaching approaches, environments,  
982 constraints, modalities, technology application and other qualities that relate to each other,  
983 exist on continua, and are dynamic. In a blended learning environment polar positions are  
984 rejected as the dominant assumed position, replaced instead with the notion that the overall  
985 educational experience is improved, and many learning outcomes are best achieved in an  
986 environment in which key variables can be set and adjusted on a continuum.

#### 987 10.3 Flexibility

988 Flexibility is the degree of variance and responsiveness the educational experience at USQ  
989 can and will accommodate. In effect, flexibility is a measure of robustness in the USQ  
990 blended learning model and implementation.

#### 991 10.4 Openness / Open Educational Practice

992 Openness is the general measure of barriers and costs associated with exchanging,  
993 modifying, and using data, information and knowledge. Reduction of barriers and costs and  
994 increased openness is intended to increase the value, impact and usefulness of authored  
995 works, providing additional opportunities for creativity and innovation. The digitalisation of  
996 cultural works and enhanced distribution through freely available communication systems  
997 have made licencing a primary constraint to openness. Authored works that qualify as *open*  
998 are frequently defined by meeting the standard of *free cultural works*, which include:

- 999 1. the **freedom to use** the work and enjoy the benefits of using it
- 1000 2. the **freedom to study** the work and to apply knowledge acquired from it
- 1001 3. the **freedom to make and redistribute copies**, in whole or in part, of the  
1002 information or expression
- 1003 4. the **freedom to make changes and improvements**, and to distribute derivative  
1004 works<sup>6</sup>

1005 These freedoms have greatly influenced the structuring of open licences. They are  
1006 embedded in the Creative Commons licencing system, which allows authors to set specific  
1007

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<sup>6</sup> <http://freedomdefined.org/>

- 1008 rights reservations. Open educational practice (OEP) is the application of openness in  
1009 education. Examples of OEP include:
- 1010 • Open Education Resources (OER)
  - 1011 • Open Access publishing
  - 1012 • Free and Open Source Software
  - 1013 • open policy
  - 1014 • open textbooks
  - 1015 • open data
  - 1016 • open technology standards
  - 1017 • open metadata
  - 1018 • open file formats
  - 1019 • open research, and
  - 1020 • open educational models.

1021  
1022 More broadly, openness has been framed in terms of values, principles, and techniques that  
1023 characterise the degree of capacity an organisation has for openness. Openness as a feature of  
1024 organisational culture has been associated with the ability to effectively engage in agile design  
1025 and development<sup>7</sup>. It is important to note that OEP and free cultural works more generally do  
1026 not prohibit commercial activity.

## 1027 **11. Related & Referenced Documents**

- 1028 • [USQ Social Justice Strategic Plan 2014-2015](#)
- 1029 • [USQ Indigenous Cultural Competency Framework](#)
- 1030 • [Draft USQ Student Success Action Plan 2014-2015](#)
- 1031 • [USQ Proposed Blended Learning Model \(long version\)](#)
- 1032 • [USQ Proposed Blended Learning Model \(short version\)](#)
- 1033 • [Institutional Learning and Teaching KPIs](#)

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## 1036 **FEEDBACK & CONSULTATION PROCESSES**

## 1037 **12. Feedback and Consultation**

1038 As maintained throughout development of the Educational Experience Plan, the consultation  
1039 process is meant to be ongoing. We will continue to use a combination of forums, small group  
1040 meetings, working groups, and technology supported discussion and access to documents.

1041 We will:

1042 take advantage of a web-based consultation site at the following link

1043 (<https://open.usq.edu.au/course/view.php?id=202> )

1044 • maintain an archive of legacy documents on this consultation site

1045 • support searching within the site

1046 • provide the opportunity for threaded discussion on topics on the consultation site

1047 • share information about events, updates and other useful topics.

1048 The consultation process will support iterative development of the strategy. We intend to:

1049 • consult amongst Vice-Chancellor’s Committee members

1050 • release each iteration (“Straw”, “Bronze” and finally “Iron”) of the discussion on the  
1051 collaboration site, present at relevant meetings and be available to present, facilitate and  
1052 discuss documents throughout the process

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<sup>7</sup> Openness Index <https://wiki.jasig.org/display/2398/Openness+Index>

1053 • seek formal feedback through comment and discussion through the consultation site,  
1054 through email, and other means.

1055 The consultation process will be iterated through increasingly formal documents that will be  
1056 identified using USQ terminology at critical points ("Iron" and Implementation documents).

1057 As this is the third and final round of formal consultation, at the end of this round, this  
1058 document will be transitioned into the "Iron Consultation Document," which will be abstracted  
1059 into the formal Educational Experience Plan (EEP). The EEP will be supported by the consultation  
1060 document, and will go through USQ managerial governance processes and appropriate academic  
1061 governance for consideration, review, and discussion. We will also engage in implantation  
1062 planning, which will be a process including analysis of current tactics and activities that are  
1063 already directly supporting EEP strategies and objectives. We will also engage in the  
1064 development of new tactics and activity planning which will be conducted as part of the  
1065 budgeting and planning process, taking advantage of strategic funding and planning  
1066 opportunities at the University level. Consultation will be built into these processes at standards  
1067 set by USQ that are consistent with our commitments to improve communication and behave as  
1068 one university.

1069 A wide range of opportunities for feedback is being provided. **All feedback will be given the**  
1070 **opportunity for community discussion, due consideration, and where appropriate will**  
1071 **inform considerations and outcomes.**

1072 Written feedback (individual or group) can be provided in a few different forums. The principal  
1073 forums will include:

- 1074 1. Comment on the [Consultation site](#).
- 1075 2. Electronic public discussion on the [Consultation site](#). (UConnect username and password  
1076 required)
- 1077 3. Email submissions through the Consultation site or directly via [InformASD@usq.edu.au](mailto:InformASD@usq.edu.au)
- 1078 4. Hard-copy submissions to the Deputy Vice-Chancellor (Academic Services) & CIO Office  
1079 (Room Y310).

1080 Note that methods 3 and 4 will **not** be made publicly available for sharing and discussion. This  
1081 may reduce the transparency, value and impact of the feedback. All submissions that are  
1082 marked as confidential using methods 3 and 4 described above will be treated as confidential.  
1083 There is no obligation to make a submission.

1084 Please note that you or a group may add a new discussion topic. The Discussion Forum is open  
1085 and available for viewing and commenting by all. (Please be aware that the University's [Code of](#)  
1086 [Conduct](#) will govern these pages and that you should keep all conversations on topic; personal  
1087 attacks will not be tolerated; and that any private USQ intellectual property should not be  
1088 posted).

1089 Although the "Iron" consultation and feedback period will formally end at close of business on  
1090 Friday, 7 November 2014, it is intended that the site will remain open for review. We will then  
1091 move on to the next phases of ratification and formal implementation planning, which will build  
1092 on the capacity developed during the consultation process and the resulting artefacts.