

Sydney eLearning Strategic Plan 2008-2010

Context

eLearning is a key part of the University's strategic plan and learning and teaching strategy. Its main purpose is to enable the learning and teaching goals of faculties and the understanding of our students.

Sydney eLearning is the university-wide business unit located in the Office of the Deputy Provost (Learning and Teaching). It supports faculties and students in achieving their learning outcomes enabled by eLearning.

Informed by the University Strategic Plan

Key aspects for eLearning of the University strategy are the 'Sydney Student Experience', the profiling of its postgraduate and undergraduate award courses, quality as an everyday part of academic enterprise, the international competitiveness of the University and responsible financial planning. The objectives of Sydney eLearning are formed to align its operations to the strategic positioning of the University. There are four objectives:

- Objective 1 – Supporting the Sydney Student Experience
- Objective 2 – Profiling of undergraduate and graduate award degree programs
- Objective 3 – Integrated learning and quality improvement
- Objective 4 – Maintaining alliances with international universities

Objective 1 – The Sydney Student Experience

Strategy

- Contributing to defining and improving "The Sydney Experience" through quality assurance for eLearning

Key Initiatives

- Life cycle quality assurance and maintenance of unit of study websites involving checks every teaching period
- Publishing and maintaining all unit of study websites demanded by faculties 24/7, 365 days a year
- Running eLearning helpdesk for staff and students, 5 days a week, 8am-6pm
- Academic training program for eLearning

Performance measures

- Quantity and mode of unit of study websites checked
- Continuous provision of University LMS support services; numbers of staff and students using eLearning support services etc.
- Continuous provision of eLearning helpdesk; number of requests for support, user satisfaction
- Meet faculty demand for training, participant satisfaction

Time frame and target

Meet faculty demand over each 12 months for:

- checks on websites to fulfil Academic Board 'QA and LMS' policy. In 2007, this was over 2,500 units of study website
- support for design and development of eLearning resources
- A minimum of 40 eLearning workshops for 2008

Risk of not funding:

- QA for eLearning put at risk (no checks on compliance with university policies and legal obligations);
- no line of sight into quality of on-line experience;
- no support for teachers and students to maximise efficient use of eLearning technologies;
- unsatisfied students and no way of remedying the situation.

Objective 2 – Profiling of undergraduate and graduate award degree programs

Strategy

- Support the profiling of undergraduate and postgraduate award degree programs

Initiatives

- 12,000 hours per year of educational design and project management support
- Annual eLearning statistics projects with the University Planning office, 2008.
- Ongoing training for eLearning staff

Performance measures

- Bringing in approximately 20 strategic eLearning projects each year on time and within budget

Time frame and target

- Completion of all strategic eLearning projects within 12 month time-frame within the 12,000 hours
- Variation in eLearning skills demand from faculties for strategic projects met.

Risk of not funding:

- no mechanisms for supporting the development of the eLearning profile of award course design;
- teachers use time that could be spent on research for eLearning because there is no strategic eLearning support.
- dissemination of innovative eLearning not spread throughout all faculties and staff

Objective 3 – Integrated learning and quality improvement

Strategy

- Integrated eLearning services appropriately for a campus-based, research intensive university

Initiatives

- Partnership with the Office of the CIO to ensure appropriate enterprise eLearning technologies (example: streaming, ePortfolios)
- Partnership with ITL to ensure integration of eLearning into strategic planning for learning and teaching across the University
- Collaboration with Office of the University Librarian to ensure an integrated approach to information management and learning suites across the University.
- Collaboration with Office of the PVC Infrastructure to integrate eLearning into Campus 2020 planning
- Working with Academic Board, especially in the area of policy frameworks for the emerging virtual aspects of University enterprise.
- Input from international alliances (objective 4)

Performance measures

- Ability of Sydney eLearning to meet variation in demand for eLearning services from faculties

Time frame and target

- Campus 2020 planning, ongoing and cyclical

Risk of not funding:

- Quality of learning enabled by eLearning is not sustainable if not integrated into campus fabric

Objective 4 – Maintaining alliances with international universities

Strategy

- Use alliances with international universities as a way to inform the provision of world-class eLearning services appropriate for campus-based, research intensive universities

Key Initiatives

- International alliances (MOUs endorsed by the Vice-Chancellor; eg UCL, UNU)
- Integrating international best practice in eLearning into Campus 2020 (see objective 3)

Performance measures

- Maintenance of relationships for the life of the agreements
- Improvements in operations of Sydney eLearning

Time frame and target

- Establish MOUs with appropriate institutions for 3-4 year intervals
- Maintain 2-3 MOUs concurrently

Risk of not funding:

- No deep understanding of developing international standards for eLearning;
- loss of opportunities to improve eLearning support systems at Sydney through seeing the pros and cons of other approaches;
- loss of opportunity to integrate eLearning into Campus 2020 based on best practice ideas from peer institutions.

Related documents

- The University Strategic Plan, 2008-2010
- Campus 2020 – infrastructure discussion paper
- All learning and teaching policies, with particular reference to 'Quality assurance and Learning Management Systems'.