

Learning Futures Roadshow #2

LMS Renewal - Digital Uplift

Acknowledgement of Country

The University of New England respects and acknowledges that its people, courses and facilities are built on land, and surrounded by a sense of belonging, both ancient and contemporary, of the world's oldest living culture. In doing so, UNE values and respects Indigenous knowledge systems as a vital part of the knowledge capital of Australia.

We recognise the strength, resilience and capacity of the Aboriginal community and pay our respects to the Elders past, present and future.



Pictured: **Warwick Keen** "Always was, always will be" 2008
Gifted by the artist to UNE in 2008

UNE Learning Futures: the global #1 digitally-led learning and teaching experience

Learning Environment Review and Renewal

Platforms	Learning Management System Review, Video Systems, Digital toolsets
Product	Brilliant Basics: uplift of all units during LMS review
	Compelling Difference: gold standard uplift of top UNE courses
People	Build capability with training and scholarship; accreditation pathways
Process	Lean, agile learning resources development; continuous improvement cycle

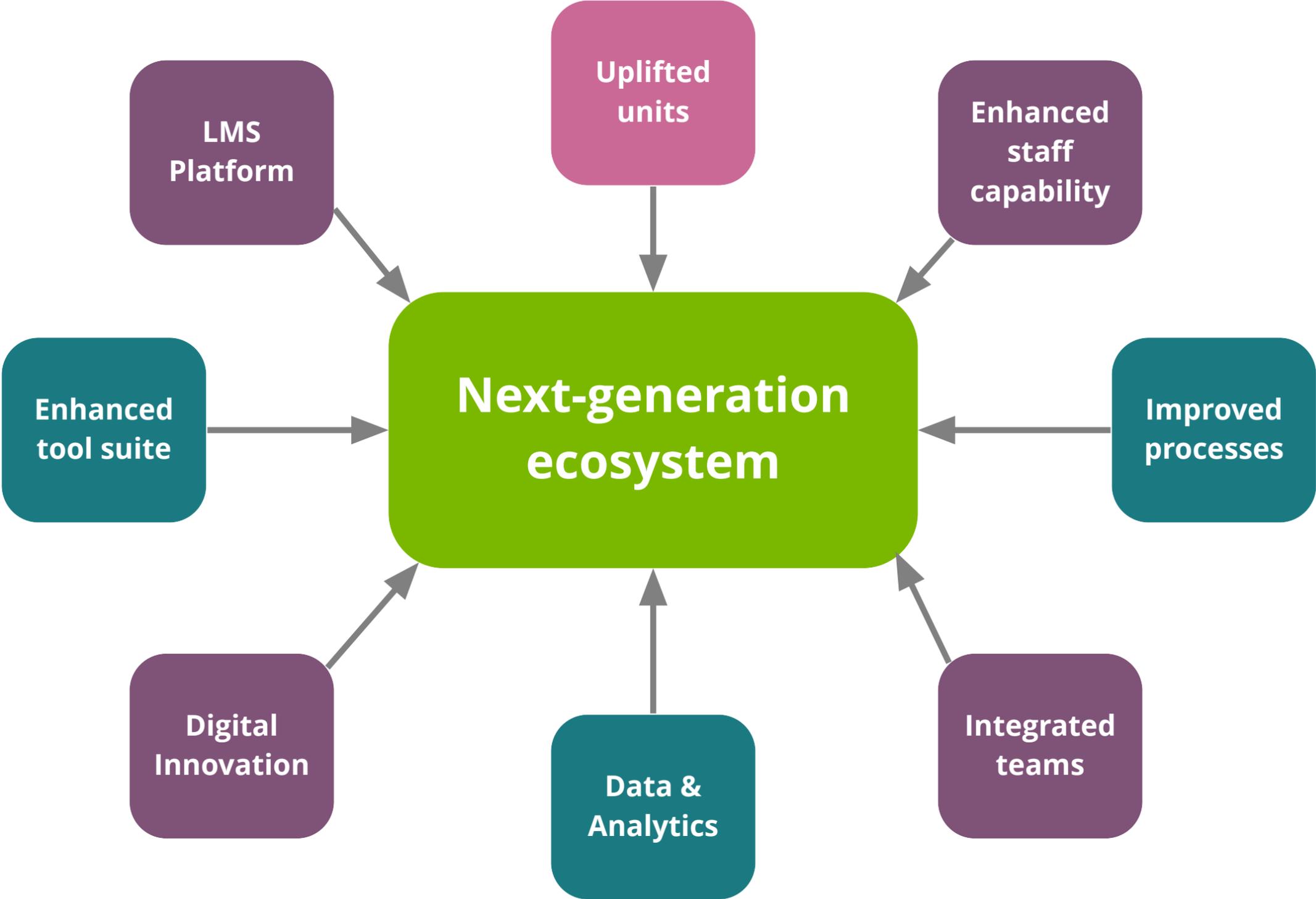
Learning Analytics (LA)
Data driven insights to ensure all students reach their full academic potential.

LA Framework	Framework and roadmap driving LA projects, actions and ethics
LA Team	Expertise to work with schools and faculties in developing, insights, actions and interventions

Design Innovation Hub
Changing the Game: An agile design-led approach to digital innovation and transformation

Design	Designing for the future through research and evaluation of emerging trends.
Innovation	Advanced technology sandpit to facilitate rapid piloting of new tools and initiatives.

DELIVERING THE NEXT GENERATION



Why?

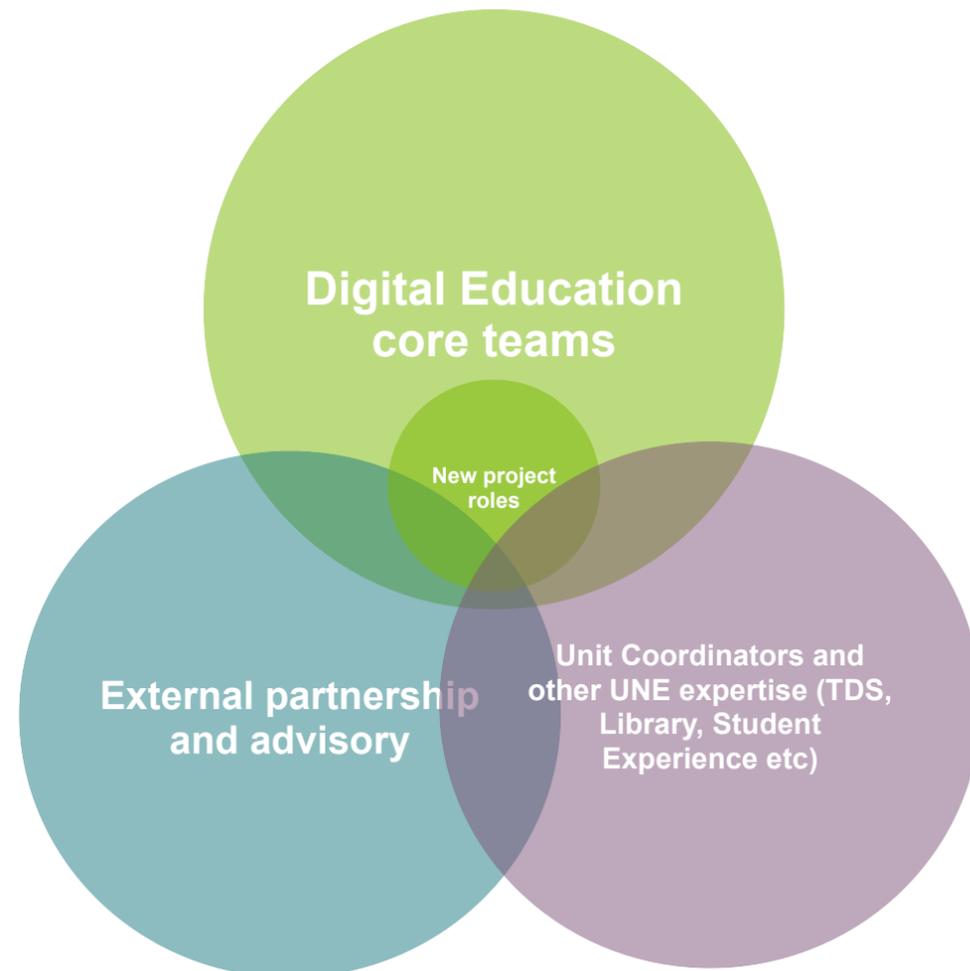
Learning Futures gives us a real **opportunity** to invest beyond just implementing a platform - putting resources and capacity behind **the next generation of UNE's online learning experience.**



DIGITAL UPLIFT

Workforce

UNE drives the process, using external advisory, partnership and recruitment to build capacity and capability



Team

Core team of design and development staff* work with Unit Coordinator as SME**

*team established for each unit comprising some/all: Learning Designer; Unit Coordinator; Education Support Officer; Media team; Exams and eAssessment; Student rep; External partner(s); Library; Plus other/s as required

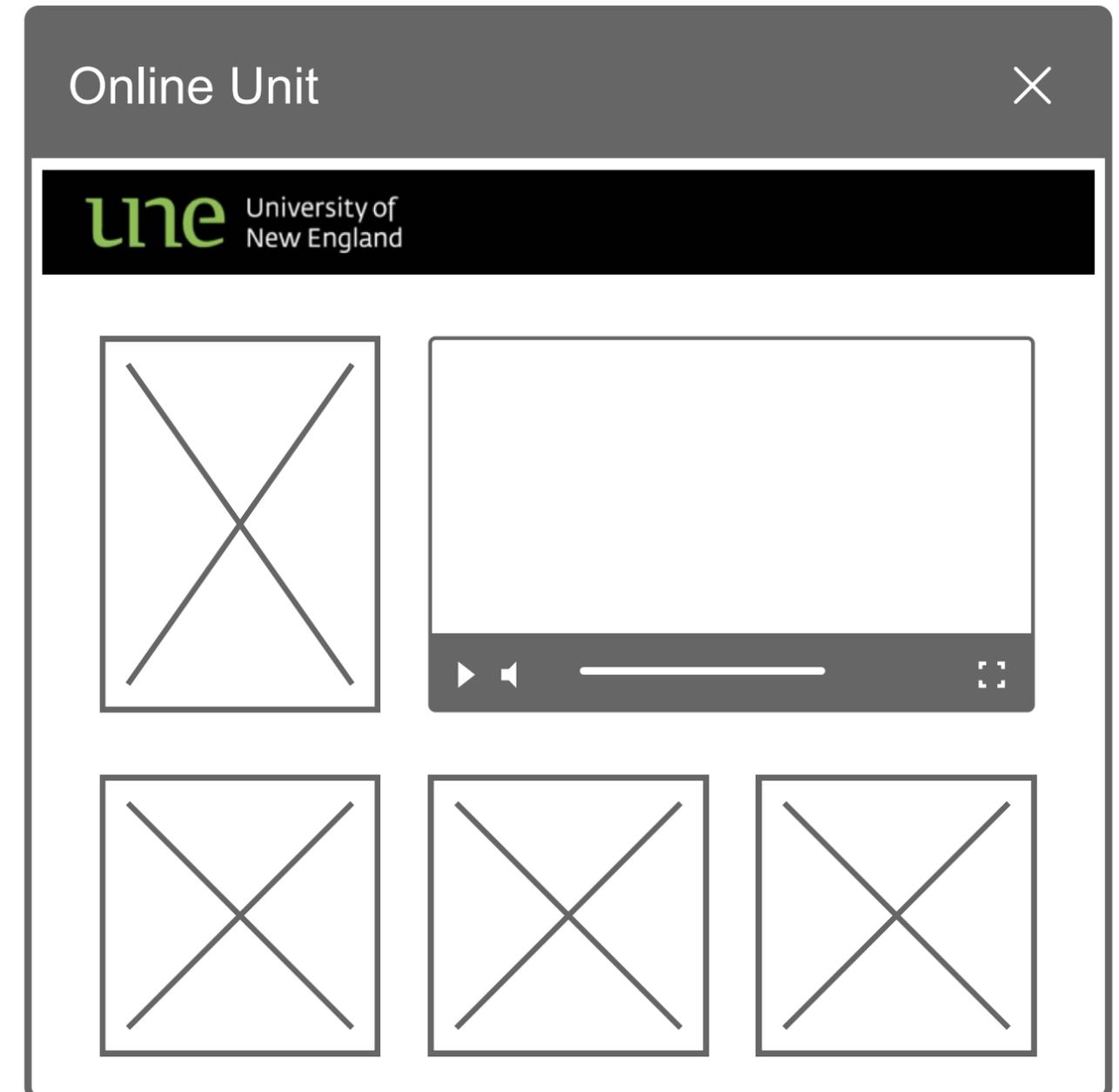
**workload covered in AWM – Table F “Unit and Course Development – minor unit development”

Evaluation

WHAT DOES A GOOD UNE UNIT LOOK LIKE IN OUR NEXT GENERATION ECOSYSTEM?

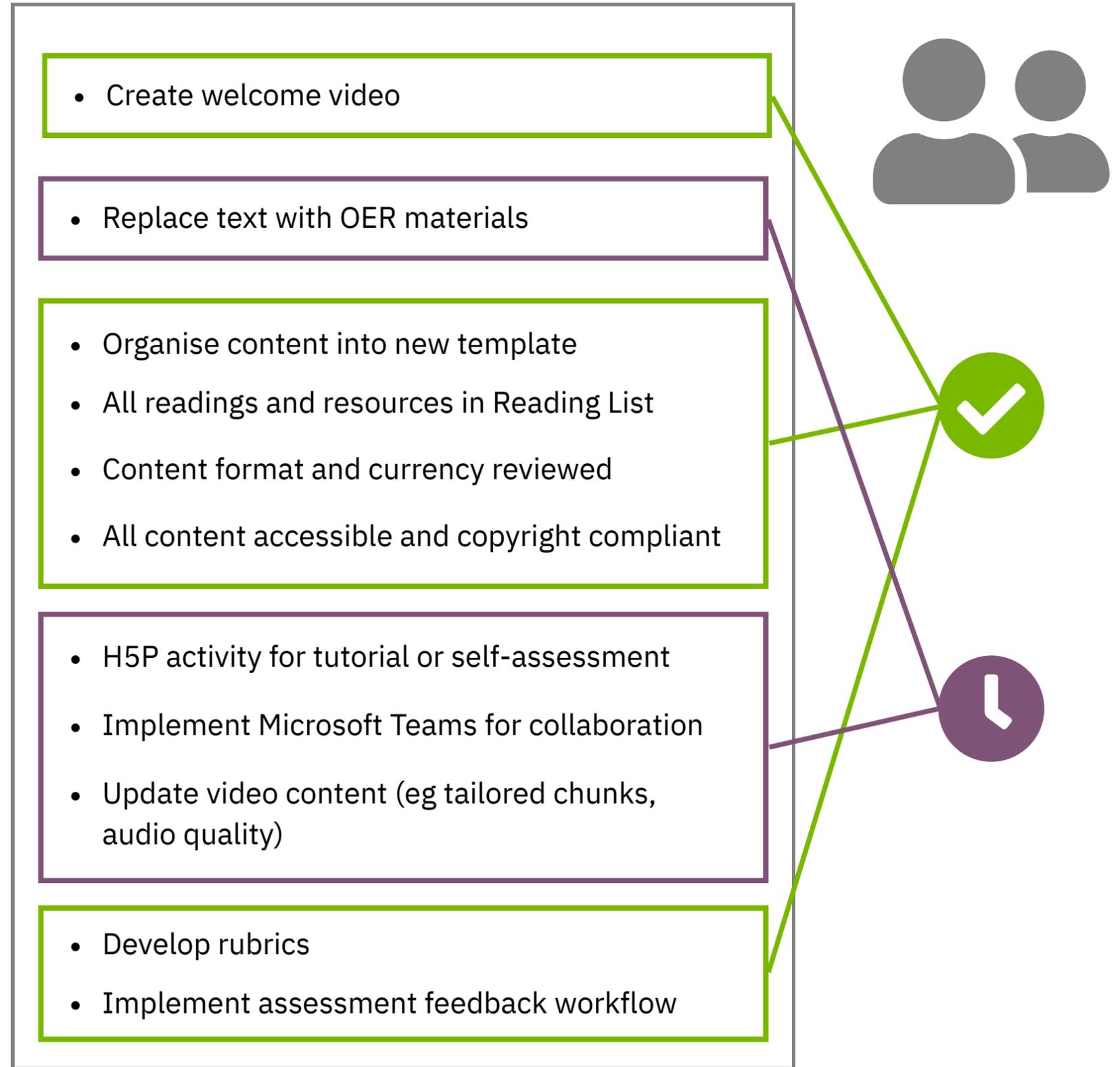
Developing a model to describe what our units should look like and then **evaluating all units** against this model - each unit falls into one of **three categories** for the level of work needed to align with the model. This work is then captured as a **workplan**.

Model is developed through an **iterative co-design** process, specific to the UNE context - explored in more detail in later slides and activities.



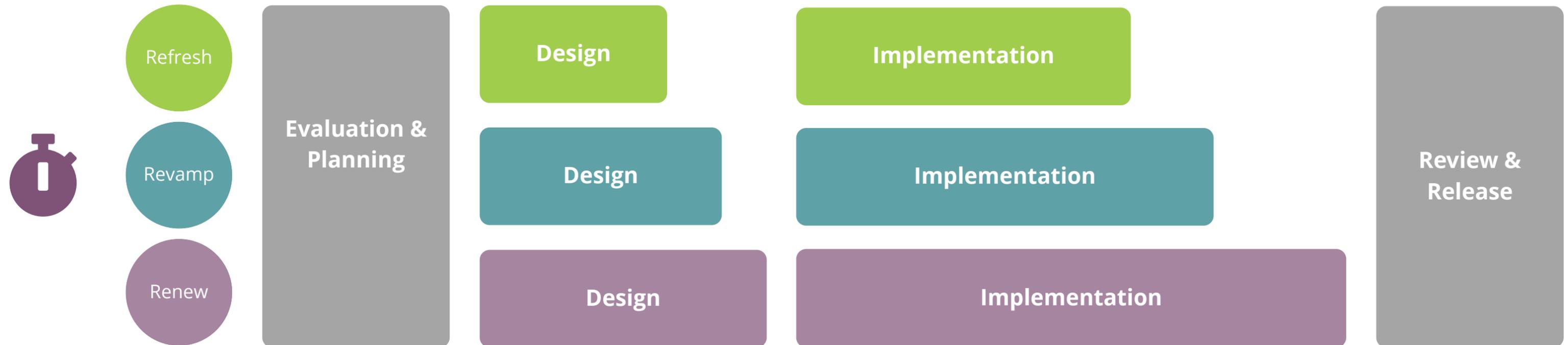
Workplan

The workplan is a flexible and negotiated plan for **continuous improvement** - team decides what can be done now (prior to go-live) and what can be done later



Sprint

Team works in a **hybrid sprint model** to implement work plan and complete agreed aspects in a time-bound process prior to go-live



Scope

WHAT THE UPLIFT IS AND ISN'T

The uplift focuses on our key product delivered in the online ecosystem - the **online unit**. It's a targeted project to uplift the **interface** and **experience** of **online unit sites**.

Units offered from T3 2023 on will go through the uplift process.

*Modality = *how* assessment happens in the online ecosystem (eg use of technology/multimedia, feedback approaches etc) - changes that do not require unit amendment

IN SCOPE



Layout
Content format
Accessibility
Media and resources
Assessment modality*
Online activities
Staff capability

NEGOTIATED



Assessment design
Engagement & interaction
Media innovation
Resource curation

COVERED BY
OTHER
PROJECTS



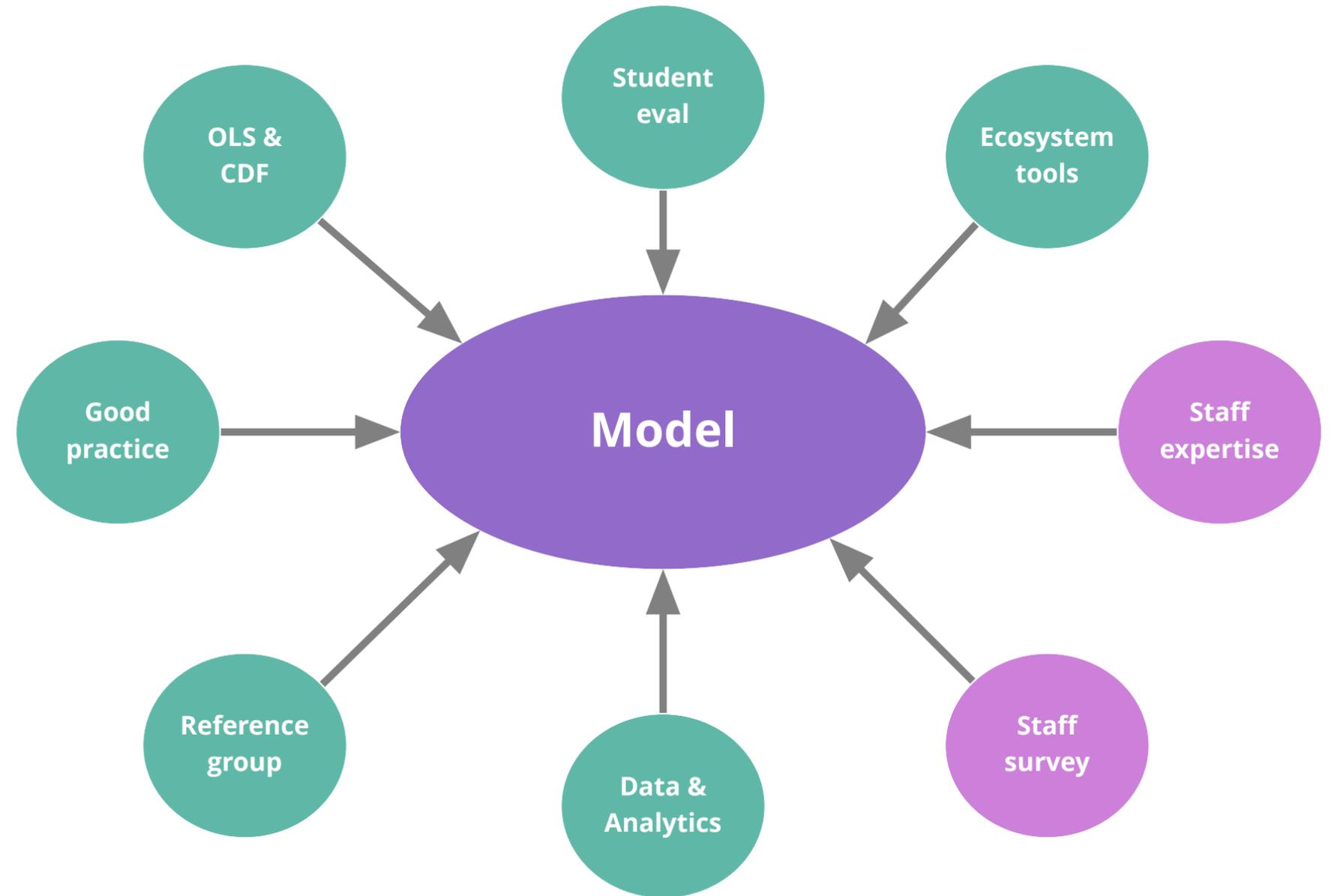
Curriculum renewal
Course design
Content authoring
New product development
Curriculum governance
Top 20 flagship course uplift

Overview

BUILDING A MODEL

The model (or 'recipe') will draw on a range of inputs to ensure we develop a model that reflects UNE's context and broad range of perspectives.

Staff input is gathered through a range of co-design events, including today's roadshow and an [ongoing survey](#).



UNE says...



STUDENT THEMES

CONSISTENCY

"Make all the unit 'homepages' the same for ease of finding info"

"I'd have everything standardised in terms of layout, so the same items are always in the same place"

VIDEO/QUALITY

"Maybe add more video lecture content"

"better sound quality in lecture recordings - often student mic isn't turned on so then can't hear questions."

COLLABORATION

"More collaborative work with other students"

STAFF THEMES

TRAINING/SUPPORT

"Need more professional development – don't know how to get the best out of it"

RESOURCES

"To use case studies and simulations"

"Presentation of the material. I would like more engaging looking material."

ASSESSMENT MODALITY

"I want to digitise the assessments into an e-portfolio via Pebblepad or another suitable platform."

"Incorporation of more peer-evaluation"

DIGITAL UPLIFT

Consistency?

Why would we want a 'model'?
What do we mean when we talk
about 'consistency'?



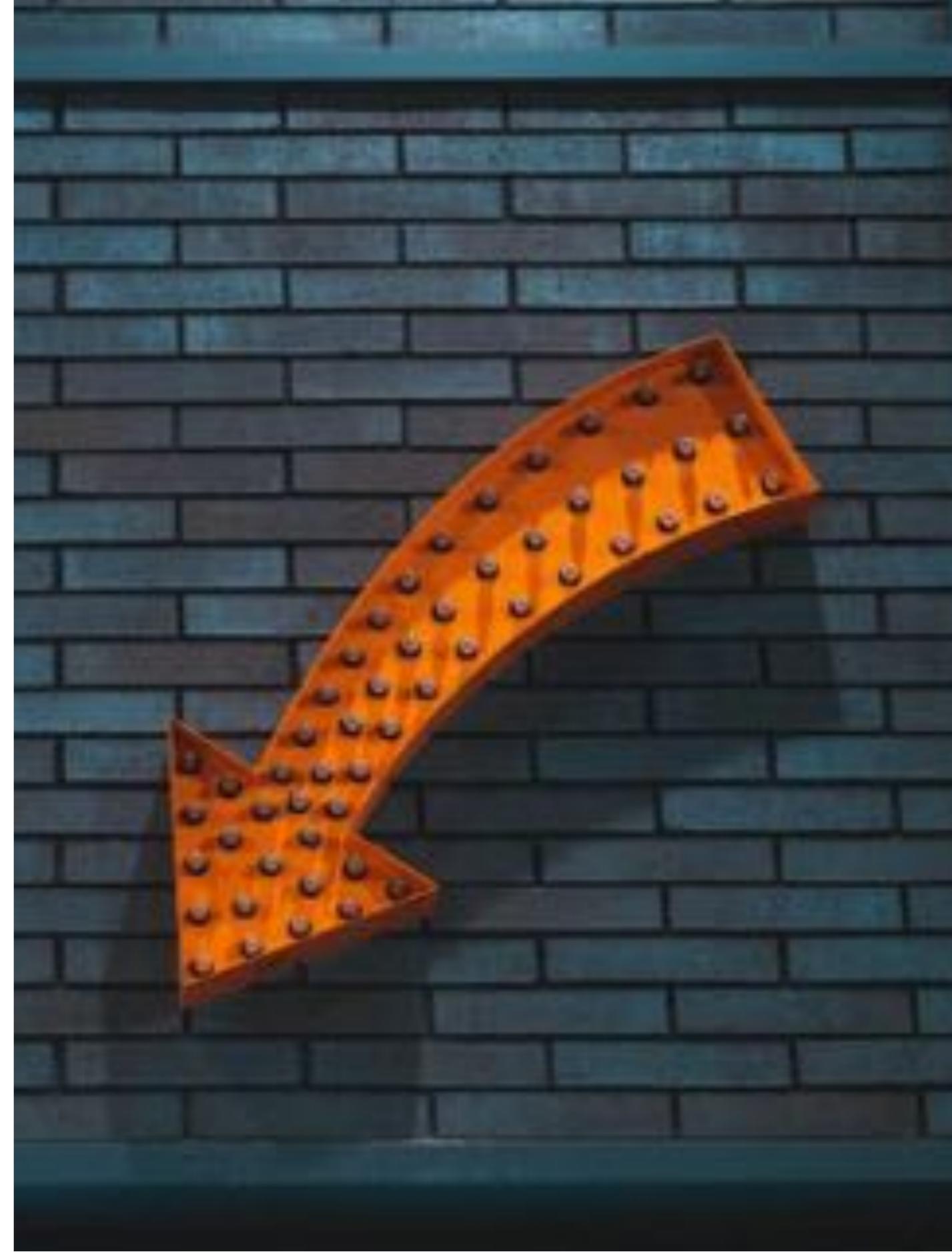
It's about establishing features
and norms so that everyone has a
good experience, not enforcing
homogeneity

Invitation

We want as many people as possible to have input into the design of the model - use the [Miro board](#), Zoom chat or [survey](#) to contribute

What does a good UNE unit look like in our next generation ecosystem?

What should be included in the model?



Next steps

WHERE TO FROM HERE?

- Finalising platform decision - anticipating announcement later next month
- Refining the model through further co-design events
- Testing and iterating the model in T3 2022
- Developing process governance and defining roles and expectations

