

Large TIES grant

■ Enhancing HASS students experiences through blended learning opportunities

- Faculty of Arts
- Faculty of Education and Social Work
- Faculty of Law
- Sydney Conservatorium of Music
- Sydney eLearning

Background

- the critical importance of eLearning to the student experience
- opportunities for student interaction decrease in the face to face context, class sizes increase and contact hours diminish.
- the majority of online units of study provide only a supplement to face to face teaching (Mode A) and do not provide opportunities for student interaction and construction of knowledge in a student-centred way (Mode B).
- Research has shown that deep and meaningful learning depends on, among other things social presence (Garrison and Anderson, 2003) through engagement in peer-to-peer interaction and the chance to reformulate concepts through activity-based learning.
- ELearning is a major vehicle in facilitating social engagement in a flexible and accessible manner.

Aims

- to assist staff members to move from a static, supplementary model of online unit of study delivery, to a blended model, where teaching and student interaction occurs in the online context as well as face-to-face.
- to provide HASS Faculties with a diversity of approaches to blended learning and a variety of discipline-based eLearning models appropriate to blended Mode B units of study.

Faculty of Education and Social Work

<i>Semester Two, 2007</i>				
	Number of Enrolments	Number of Units Studied	Unit of Study Websites **	Proportion Unit of Study Websites
Level of Study				
Postgraduate(Cwk)	472	63	19	30.2%
Undergraduate	1843	379	154	40.6%

E-Learning Coverage Statistics

A1	A2	B1	B2	B3	C1
2	9	1	0	4	3
93	29	24	0	6	2
95	38	25	0	10	5

5 staged project

- Stage 1 – online survey
- Stage 2- interviews with volunteering academics
- Stage 3-5 a small number of academics will be invited to participate
 - Stage 3 academics work with educational designer
 - Stage 4 piloting and evaluating new online mode b units
 - Stage 5 focus groups



Projected short term outcomes:

- The creation of 8-12 blended Mode B sites that will have been evaluated and documented
- The creation of models and the archiving of their design and process for implementation
- Increased skills and competence in eLearning among participating academics in HASS faculties



Projected medium term outcomes:

1. The student experience is enhanced through:

Increasing the number of online Mode B unit of study websites, which allow student interaction online

The existence of a predictable learning environment that students can use with confidence

The use of new collaborative technologies in their online units of study

The alignment of the educational design of online units with University of Sydney graduate attributes

Projected medium term outcomes:

1. The academic experience is enhanced through:

- Developing skills to teach with interactive online unit of study sites, rather than only presenting static resources
- Awareness of diverse, flexible and effective elearning practices across HASS
- The dissemination of skills within Schools and Faculties through collaboration and mentoring

Projected medium term outcomes:

3. The strategic direction of HASS eLearning is enhanced by:

- Developing and refining a shared eLearning strategy for each Faculty in consultation with Associate Deans of Learning and Teaching