

CHARLES STURT UNIVERSITY



Charles Sturt University

Division of Learning and Teaching Services

2009 Operational Plan

Statement of Context

Set the context of the Plan: a succinct, outline of how the plan sits within/relates to ongoing work or developmental activities; consequences for other areas etc. **The plan builds on the work of the two Centres CELT and the LMC which have been restructured to form DLTS. It identifies strategic initiatives that will commence or move to a new phase in 2009 as well as the process of transforming operational activities within the new structure through an ongoing process of consultation, evaluation and review.**

The major initiatives for 2009 will be the continued development of the OLE through addition of new functionality to *CSU Interact* in conjunction with DIT, the PSC and other stakeholders, the implementation of a Digital Object Management System, and the development of new processes for developing learning resources in conjunction with Schools and Faculties.

Key Objective 1: Support of the CSU Course Plan		
Link to Course Plan	Context / planned outcomes	Responsibility
	historic performance / proposed actions / expected outcomes (targets or deliverables) / timeline [Associated Risks]	
Objective 1 Enhance the quality and scope of CSU's profile of professional courses		
1.1.1 Enhance the quality of courses, including links with research, depth of staffing, support facilities	<ul style="list-style-type: none"> • Support Course Coordinators Forum with enhanced focus on curriculum and learning and teaching issues (2009) [Risk: CCs focused on administrative rather than curriculum and pedagogy] • Promote an educational design perspective in course development and course review (2009-) [Risk: Limited expertise in curriculum development within DLTS] • Develop processes for creation, production and shared use of course-based resources (2008-) [Risk: resource development added to rather than replacing some existing subject resource development workload] <p>Promote use of ePortfolios as reflective tool at course level (2009-)[Risk: Take-up limited by technical or user limitations or by lack of perceived benefit of electronic form]</p>	<p>Executive Director Director, QEES</p> <p>Course level Educational Design team</p> <p>Director EDM Managers Faculty EDM teams Course level Educational Design team</p> <p>Director SLTI Ed Technologist Educational Designers</p>

Key Objective 3: Support of the CSU Learning and Teaching Plan		
Link to Learning and Teaching Plan	Context / planned outcomes	Responsibility
	historic performance / proposed actions / expected outcomes (targets or deliverables) / timeline [Associated Risks]	
Objective 1 Promotion, Recognition and Supported Enhancement of Good Practice in Learning and Teaching		
3.1.1 Recognise and disseminate good practice using scholarship of teaching projects and teaching excellence awards	<ul style="list-style-type: none"> • Continue promotion and support of applications for ALTC Teaching awards and fellowships and ensure systems and support networks are sufficiently established to achieve long term sustainability (2009) [Risk: Initiatives insufficiently embedded before PEI funding ceases], • Support CSU Education Conference to showcase the Learning & Teaching Institutes, ALTC opportunities and identification dissemination of good practice (at Thurgoona in conjunction with FLI 2009) [Risk: Insufficient staff able to find time to prepare and attend; insufficient impact on practice] • Hosting CSU-wide seminar series around Learning and Teaching issues (2009) [Risk: Staff to busy to attend centrally organised activities] 	<p>Executive Director ALTC Grant Facilitator ALTC Systems Officer Director, QEES</p> <p>Director, QEES</p> <p>Director, QEES</p>
Promote applications for external learning and teaching projects and awards.		

<p>3.1.2 Strengthen leadership in learning and teaching through staff development for Heads of Schools and support for Sub-Deans, Learning and Teaching</p>	<ul style="list-style-type: none"> • Continue leadership in learning and teaching program for Heads of School, and Sub-Deans (Learning and Teaching) with focus on CSU Interact (2009) [Risk: Limited attendance or engagement of teaching leaders due to competing demands] • Develop Teaching Leaders Forum (2009) [Risk: Limited attendance or engagement of teaching leaders due to competing demands] 	<p>Exec Director Director SLTI Director QEES</p> <p>Exec Director Director SLTI Director QEES</p>
<p>3.1.3 Provision of a framework for creating and sustaining discipline based learning and teaching communities of practice</p>	<ul style="list-style-type: none"> • Educational Designers continue to develop an effective Community of Practice in the discipline of educational design and other expert groups within DLTS develop communities of practice (2009) [Risk: Staff to focused on task completion to given adequate time to professional development] • DLTS to identify, support, encourage and assist development of school-based communities of practice around ICT integrated learning and teaching facilitated by CSU Interact (2007+) [Risk: Communities of Practice not developed or sustained over time] 	<p>Educational Technologists Educational Designers Managers Faculty EDM Teams</p> <p>Managers Faculty EDM Teams</p>
<p>Objective 2 Creation of a more accessible and effective learning environment</p>		
<p>3.2.1 Develop the flexible and distance learning resources of CSU, including the VLE, to enhance the learning environment</p>	<ul style="list-style-type: none"> • Continue major OLE projects in particular those related to Mandatory Subject Information, Online Submission of Assignments and Marking, CSU Gradebook (2009) [Risk: Change to online MSI requires significant adjustment by academics and students. Lack of human resources to rapidly conduct OSAM and Gradebook projects] • Lead implementation of Digital Object Management System and support its implementation including the training of EDs in its use. Commence the process of involving interested academic staff in use of system (2009) [Risks: System trialled proves inappropriate for CSU's needs; System too complex for academic staff to use; Lack of adequate underpinning of CSU Interact to manage resources sustainably] • Build engagement with the Sakai community to request new features, obtain user assistance, contribute where possible to systems development and participate in pedagogical discussions. (2008+) [Risk: Lack of clarity about DLTS & DIT roles to provide a coherent CSU approach to the Sakai community] • Support the FLI Fellows initiative in the design and development of learning resources using learning designs (2008+) [Risk: Limited dissemination and take-up beyond group involved] • Complete the eReserve/Rapid Print project to facilitate the recommendations of the Provision of Readings Report relating to information literacy skills and greater use of CSU's e-journal/ database collection. (2009-10) [Risk: ineffective use of digital environment; inappropriate dumping of print readings online. Lack of resources in DLTS and DLS if changes are not phased.] 	<p>Exec Director Director SLTI Manager Systems Development</p> <p>Director EDM Director SLTI</p> <p>Manager Systems Development</p> <p>Educational designers</p> <p>Director, EDM; Manager Systems Development</p>

	<ul style="list-style-type: none"> • Establish a Multimedia Development unit to produce high quality digital resources for learning and teaching and for other requirements of the University on a cost-recovery basis. Provide ongoing professional development and/or recruit skilled staff to increase the capacity to respond to the development of interactive and flexible learning resources. (2009) [Risk: decreased capacity to expand use of quality digital resources – lack of competitiveness.] 	Director, EDM;
<p>3.2.3 Enhance professional development in the use of the VLE/Flexible learning to empower academic staff to make better use of digital technologies to support learning in all modes;</p>	<ul style="list-style-type: none"> • Develop the capacity of EDs to provide individual and group professional development in blended and online pedagogies (2008-) [Risk: EDs overstretched by increased demands of internal subjects] • Continue to support academic staff in the more effective use of <i>CSU Interact</i> – in the light of adoption of the MSI – and, where appropriate, of multi-media resources in line with CSU’s policy on standards for learning and teaching (2009) [Risk: Institutional changes to processes inadequately understood or not implemented in a timely fashion by all academic staff] • Introduce online FULT modules which are integrated with <i>CSU Interact</i> and foster a deeper understanding of learning and teaching issues policies and practices for continuing, partner, casual and sessional staff (Autumn 2009) [Risk: Limited use of resources by off-campus staff] • Support academics using IVT for inter-campus teaching by development of resources and a professional development program (2007+) [Risk: Continued inability to meet student expectations for face-to-face teaching] 	<p>Managers Faculty EDM teams Ed Technologists Media Technologists Educational Designers Teaching & Staff Development Coordinator</p> <p>Director EDM Director QEES Director SLTI</p> <p>Director QEES Teaching and Staff Development Coordinator</p> <p>Ed Designer (IVT support)</p>
<p>3.2.4 Develop and promulgate improved assessment strategies, including for the on-line environment and to support the development of graduate attributes</p>	<ul style="list-style-type: none"> • DLTS to support the implementation of new online assessment tool Test Centre (if approved after 2008 pilot) in online environment, identify policy implications and develop guidelines and exemplars (2009) • Support CSU Degree Initiative and Indigenous Education strategy) [Risk: Inadequate engagement across University with these curriculum initiatives] 	<p>Ed Technologists and Ed Designers Executive Director</p> <p>Executive Director Director QEES Director EDM</p>
<p>3.2.5 Enhance the inclusiveness of CSU’s learning environments, especially through the development and implementation of an Indigenous Education Strategy; ... and enhanced international education strategies for domestic and international students;</p> <p>;</p>	<ul style="list-style-type: none"> • Implement the IES through supported inclusion of Indigenous issues in learning and teaching resources and professional development of EDs by the Indigenous Curriculum and Pedagogy Coordinator (2009-10) [Risk: Difficulty in achieving effective cross-campus subject development teams to adequately embed Indigenous pedagogy] • Promote equivalence in onshore and offshore learning environments including by supporting partners in the introduction of <i>CSU Interact</i>. (2008-9) [Risk: Resistance from within the University and from partners to promoting online access to offshore students and to engaging partner staff in staff development activities] 	<p>Indigenous Curriculum and Pedagogy Coordinator Managers Faculty EDM Educational Designers</p> <p>Manager, Faculty of Business EDM Team Coordinator Evaluation Services Teaching and Staff Development Coordinator</p>

