

Learning Matters

April 2016

In this Newsletter

- 2016 Festival of Learning
- Digital Learning Strategy
- Double Degrees
- Curriculum Management Project (TCIT)
- Digital Learning Activation Project (TCIT)
- Student Retention Taskforce
- New Course Offerings - Data Science/
Predictive Data Analytics
- Embedding Indigenous Perspectives
- English Language Development
- Erin Reilly - The Edison Project

in innovation in learning and teaching (at 11.00am in Building 105 room 107). Wayne is the Director of the Open Education Resource Foundation, an independent non-profit organisation head-quartered at Otago Polytechnic where he holds the UNESCO and ICDE Chairs in Open Educational Resources (OER). Wayne is an international educational specialist in educational technology, learning design, and practice of open and distance learning.



There is something for everyone....a variety of sessions (eg student panels, gamification, making a MOOC, personalised learning, engaging students, linguistics, mentorship, classroom innovation, and much more). All sessions are being held in the collaborative learning space 105.107 with the exception of one very special session by Brooke Thomson, from Nursing, Midwifery and Paramedicine, who is showcasing an amazing authentic learning experience (simulation) in Building 405 Room 307 on Friday.

The Festival concludes with the Curtin Innovation and Excellence in Teaching Awards – help your colleagues celebrate their achievements in the John Curtin Gallery (Building 200A).

See the [Festival of Learning website](#) to find out more about each session or to view an electronic program.

2016 Festival of Learning



The Festival of Learning *Global Classroom: Innovation for the Future* starts next Wednesday 4 May 2016 and runs over three days (4-6 May). Join your colleagues and students for the Opening Event (Engineering

Pavilion Building 215) for the festivities and experience the 'tech tasters' (light refreshments will be served).

Our guest speaker Wayne Macintosh will be commencing the Festival sessions providing insights

Digital Learning @ Curtin Strategy



The **Digital Learning @ Curtin Strategy** was approved at the end of last year and the Digital Learning and Design Team are currently developing an implementation and communication plan. The strategy aims to position Curtin internationally for excellence, creativity and innovation in online learning. The strategy focuses on being a leader in innovative education globally and a personalised and richly interactive learning experience to equip graduates with the skills for the future.

More information will be provided as consultation occurs. In the meantime, if you wish to access the Digital Learning Strategy, visit the [CLT website](#). This is also available via the Office of Strategy and Planning [University Plans website](#) under 'Supporting Plans'.

Double Degrees

A paper was presented to the Senior Executive Team (SET) on the status of Curtin's double degree offerings along with a number of recommendations for enhancing these to attract prospective high achieving students to Curtin, and to optimise the impact of double degrees at Curtin. There are currently 18 undergraduate double degree courses on offer at Curtin and one at Masters level. Overall, 12 of the 18 Bachelor level double degree programs are stand-alone courses and the other 6 offer a variety of majors (59), making a total of 71 available choices in a double degree at the undergraduate level. It is also worth noting that Curtin offers a significant number of double majors within undergraduate degrees (well in excess of 30).

A need has been identified to review the current status of double degree courses as well as double major offerings, and explore a more strategic approach for establishing, marketing and recruiting students to double degrees. An environmental scan on double degrees was also conducted by the Office for Strategy and Planning.

SET endorsed the following two recommendations for action:

Recommendation 1: The Faculties review their current double degree offerings in relation to student enrolment, student satisfaction, and success in attracting high performing students in conjunction with the environmental scan and market analysis carried out by the Office of Strategy and Planning to identify future areas for potential offerings. Such a review should be coordinated by the Associate DVC Learning and Teaching; and

Recommendation 2: The Faculties review their current double major offerings within undergraduate degrees, and consider their conversion to double degrees across the two major areas.



Transforming Curtin IT (TCIT) Projects

We have had feedback asking for more information on the TCIT projects, therefore over the next few issues of 'Learning Matters' we will provide a brief outline of each of the projects relevant to learning and teaching. Here are the first two.

Curriculum Management Project

The Curriculum Management Project has been established to implement a University-wide curriculum management system. Curtin has endorsed the Akari software and a team from the vendor is assisting with stakeholder engagement workshops. The first stage of the project (scope for 2016) is to improve the University study package approval process by replacing the existing manual and labour intensive process. The key aims are:

- Automation of University approval processes for study packages (courses, majors, minors, streams and units) that meet government reporting and legislative requirements; and
- Facilitate approval and re-accreditation practices that assures curriculum will be or has been structured, is coherent and meets relevant regulatory and professional standards.

The project is led by Vanessa Chang, Director, Digital Learning and Design, as the sponsor and the project staff include: Ruchika Goyal (Project Manager), Adrian-George Brustur (Business Analyst), Barb Whelan and Andrea Hoa from the Courses Management Team.

Digital Learning Activation Project

The Digital Learning Activation (DLA) project is a University-wide initiative to transform the design and delivery of education at Curtin. Innovative thinking and the use of transformative technologies will enable learners globally to access a quality education experience through Curtin. The project seeks to expand student access to digitally enhanced degree and not-for-degree programs, increase market share on a global scale, meet membership requirements for a partnership with an International consortium (EdX) and improve the digital learning experience for all Curtin students and engaged learners.

The DLA project aims to:

- Produce a single landing point (SLP) for potential learners and students for access to Curtin X, Curtin OUA and Curtin Fully Online Courses and Units;
- Build capability to leverage CurtinX offerings from within Blackboard (seamless integration of edX and Blackboard); and
- Establish a policy, procedures and mechanism that will allow for micro-credentialing for online offerings.

The project is led by Vanessa Chang, Director, Digital Learning and Design as the Sponsor and Alan Gillson (CITS, Project Manager) and the project staff include: Mike Dennis (Manager Platform Technologies), Dan Pitic (Solutions Architect), Vidya Jambu (Business Analyst), Simon Huband (Data Scientist) working with Judy Schrape and Jacqui Kelly (CLT CurtinX) and Gordon Cunningham (CLT Learning Technologies).

Student Retention Taskforce

The Retention Taskforce, established as a result of the Student Engagement and Retention Project, is responsible for the development of a University-wide Retention (Operational) Plan, among other things. The Plan is being informed by:

- The outcome of retention activities that have been employed by the University over the last three years (largely drawn together by the Student Engagement and Retention Project), looking at what has worked well and what hasn't worked particularly well;
- Student retention data (Business Intelligence tool, data analytics, student predictive model) and what it is telling us;
- Feedback and information from a Curtin Retention Forum; and
- Benchmarking with other universities using both data and the types of activities employed.



A draft will be circulated for University-wide feedback with the aim of having the Plan finalised for Academic Board approval in August/September 2016.

New Course Offerings - Data Science/Predictive Data Analytics

A strategic need has been identified in the analytics field with the growing demand for data analysts/scientists that have the right blend of technical and analytical skills to meet the challenge of big data analytics. For example:

- The resource operations engineering industry has indicated that it needs engineers equipped to make better decisions using the tool and techniques of predictive data analytics;
- The finance and investment market require experts in predictive and data analytics with knowledge in economics and financial data areas; and
- Business managers who need to be better equipped to make decisions using the tools and techniques of data analytics.

This provides opportunities for Curtin to attract international and domestic students, with a focus on the resources industry, in large asset-intensive corporations, marketing, supply chain, IT, insurance, financial services, and large consultancies. The Senior Executive Team recently endorsed the concept for new course offerings in Data Analytics (undergraduate and postgraduate levels) for further scoping and development of a business case.

Embedding Indigenous Perspectives

The CLT - Course Design team, under the leadership of Jonathan Bullen is working on three key initiatives for embedding Indigenous perspectives in Curtin courses.

These include:

- An operational plan to determine exactly how we will roll out this curriculum embedding across Faculties and Schools (both aligned with the Course Review process and external to this) over the next two years.
- An implementation framework (adapted from a health model) to embed discipline-contextualised primary learning outcomes in accordance with best practice models.
- A model of recording the extent and quality of our efforts (in a similar way to the model used to form an evidence base of the breadth and depth of Work Integrated Learning within courses here at Curtin) so that at a glance we (and anyone else requiring this information) are able to determine the scope and quality of embedding Indigenous perspectives.



These initiatives will provide a mechanism for supporting staff to embed Indigenous perspectives in curriculum and feel confident to enact that curriculum. It will also provide the evidence of where and how Indigenous perspectives are part of the Curtin student's experience.

English Language Development

As part of the ongoing implementation of the English Language and Learning Policy and Procedures, the English Proficiency Advisor (CLT - Course Design Team) is developing an operational plan for 2016-2017 to address key objectives. The objectives include:

- Promoting and facilitating staff awareness and collaboration in the area of English Language Proficiency (ELP);
- Coordinating and developing ELP resources;
- Embedding ELP development in the curriculum;
- Promoting/providing professional development opportunities in the area of ELP for the purposes of enhancing staff capacity to embed and enact ELP in curriculum; and
- Enhancing Faculty-based PELA (Post Enrolment Language Assessment)/SUCCESS (Starting University Confidently and Competently English Support Scheme)/SELL (Science and Engineering Language and Literacy) processes, programs and resources.

Erin Reilly - The Edison Project

Erin Reilly, Managing Director and Research Fellow at University of Southern California's Annenberg Innovation Lab spent a few days with staff and students at Curtin Bentley campus March 21 -23. She was a very popular visitor and met with at least 11 interested groups from around the University. One of the pressing questions that emerged in most discussions was, What is Transmedia? and by the end of the visit we saw many other people besides Erin stepping up to answer the question. Around 100 people attended the lecture. The ECHO for the lecture is available [here](#). Erin also had a chance to tour the campus and we spent some time with some 3D interactions in the HIVE, visited the Trading room and the Agency, and various other parts of the University.

The implications of considering the shifts in the new media economy as parallels to shifts in education make for some very exciting possible futures. Erin's insights into the drivers and enablers of collaboration and

Professor Julianne Reid

Associate Deputy Vice-Chancellor, Learning and Teaching

21 April 2016