It is important to note the date and version of this document as it is subject to modification. We will actively and continually ask questions of ourselves, learn from what we are doing, and what we see happening around us. The document will be updated as appropriate to reflect our most current thinking. All versions of the document will be archived and made easily and openly accessible.
Contents

Rationale ........................................................................................................................................................................ 3
1. Overview .......................................................................................................................................................... 3
2. USQ’s situation ........................................................................................................................................... 4
3. The Plan....................................................................................................................................................... 5

Scope and Objectives ................................................................................................................................................. 7
4. Scope ............................................................................................................................................................. 7
5. Objectives ..................................................................................................................................................... 7

Detail ...................................................................................................................................................................... 7
6. Principle strategic elements ................................................................................................................................. 7
   6.1 Commitment/Objective: Learning and teaching at USQ is characterised by increased levels of flexibility and accessibility, enhancing opportunities for learner access, engagement, and learner defined success...................... 8
   6.2 Commitment/Objective: USQ will measure and increase its capacity to support student acquisition and demonstration of knowledge and skill in diverse ways................................................................. 10
   6.3 Commitment/Objective: All teaching will include pedagogical elements that promote learning that bridges theoretical knowledge with practice and life experience. ........................................................... 12
   6.4 Commitment/Objective: All USQ graduates will demonstrate knowledge and behaviours associated with an educated individual including a specific focus on cultural competence in an Australian context.......................... 13
   6.5 Commitment/Objective: All learners are supported through personalised support services regardless of their background, location or stage in life.. 15

7. Supporting Initiatives/Tactics.......................................................................................................................... 16
   7.1 Commitment/Objective: Learning and teaching at USQ is characterised by increased levels of flexibility and accessibility, enhancing opportunities for learner access, engagement, and learner defined success............ 16
   7.2 Commitment/Objective: USQ will measure and increase its capacity to support student acquisition and demonstration of knowledge and skill in diverse ways.................................................................................. 17
   7.3 Commitment/Objective: All teaching will include pedagogical elements that promote learning that bridges theoretical knowledge with practice and life experience. ......................................................... 18
   7.4 Commitment/Objective: All USQ graduates will demonstrate knowledge and behaviours associated with an educated individual including a specific focus on cultural competence in an Australian context................. 18
7.5 **Commitment/Objective:** All learners are supported through personalised support services regardless of their background, location or stage in life. 19

8. Building Capacity to Enable the Strategy .......................................................... 19

8.1 **Capacity/Objective:** Develop capacity enhancing functions that support the improvement of the educational experience through learning and teaching measurement, analysis, and reporting.................................................... 20

8.2 **Capacity/Objective:** Continuously improve USQ capacity to effectively and efficiently develop, manage, and deliver support and services.................. 20

8.3 **Capacity/Objectives:** Develop improved capacity and processes that align creativity with innovation, improved delivery, and outcomes, by supporting productive experimentation. ................................................................. 21

8.4 **Capacity/Objectives:** Develop improved digital and information fluency as it relates to all aspects of the educational experience................................. 22

8.5 **Capacity/Objective:** Develop a base-line learning and teaching model, principles, and base threshold standards to inform and improve practice. 23

9. Capacity Development .................................................................................. 24

9.1 Develop capacity enhancing functions that support the improvement of the educational experience through learning and teaching measurement, analysis, and reporting................................................................. 25

9.2 Continuously improve USQ capacity to effectively and efficiently develop, manage, and deliver support and services. .................................................. 25

9.3 Develop improved capacity and processes that align creativity with innovation, improved delivery, and outcomes, by supporting productive experimentation................................................................. 25

9.4 Develop improved digital and information fluency as it relates to all aspects of the educational experience................................................................. 25

9.5 Develop a base-line learning and teaching model, principles, and base threshold standards to inform and improve practice........................................ 26

**Definitions and resources** ............................................................................. 26

10. Definitions and context ............................................................................ 26

10.1 Personalised Learning............................................................................... 26

10.2 Blended Learning...................................................................................... 26

10.3 Flexibility.................................................................................................. 26

10.4 Openness / Open Educational Practice.................................................. 26

11. Related & Referenced Documents.............................................................. 27

**Consultation and Implementation Planning** ................................................ 28

12. Consultation and Implementation Planning............................................... 28

13. Implementation Planning ........................................................................... 28
Rationale

1. Overview

At the very core of our institutional promises sits the notion of scholarship. Our commitment to engage in scholarship, and as a community, to embrace the pursuit of truth by methodically identifying and answering questions and resolving contradictions, is the thread that runs through USQ's strategy. Within that strategy:

*We promise to partner with learners in the pursuit of their study objectives regardless of their background, location or stage in life.*

and

*We promise to enable USQ to fulfil its potential by ensuring it is a robust, productive and innovative enterprise.*

Both of these promises point to treating learning and teaching as a scholarly activity, and as we do with other forms of scholarship, investing in its development, continued growth and improvement. Both of these statements also speak to a relationship between teachers and learners, both of whom have responsibilities to themselves, and each other to engage in the learning partnership and process.

With these commitments, an Educational Experience Plan is intended to bridge and align our USQ Strategic Plan 2013-2015 with effective investment and practice. Beyond this, it is also intended to inform future strategic plans. In our Strategic Plan we promise to partner with learners in the pursuit of their study objectives regardless of their background, location or stage of life. We turn to the notion of Personalised Learning as a way to enable personal learning. We assert that over 2013-2015 and through our next round of strategic planning we will pursue our 2022 Vision for Personalised Learning through a) accessibility and responsiveness, b) support for student success, and c) outcomes, impacts, and ongoing engagement.

To make these promises actionable, we need to translate them and articulate them in a document supporting tactics. This Educational Experience Plan is such a document and is part of an iterative process. The development of the Educational Experience Plan is not a ‘one-time’ activity or an activity done in isolation from the USQ annual planning process. The Educational Experience Plan identifies focussed initiatives and takes advantage of the University’s annual planning and investment processes to ensure co-ordination of implementation and development activity across Divisions.

Our educational experience will be characterised by open access to information with a supported personalised approach to learning and success. We will harness emerging technologies to enable collaborative teaching and personal learning that is promoted and articulated in practice and planning through our commitment to:

- accessibility
- flexibility
- openness
- personal learning
personalised learning service.

Along these lines, USQ must first pursue its calling by supporting the scholarship of learning and teaching. Without doing so, our promise of flexible learning is little more than an utterance that will lead to technological sleight of hand in an attempt to compensate for the value only engaged scholarly teachers can provide. Secondly, without such a calling, an engaged, robust, productive, and innovative enterprise is nothing more than a home for administrators and bureaucrats, well-meaning and efficient, but lacking educative purpose. USQ has enjoyed a history as a teaching-intensive university. The teaching mission at USQ must remain paramount, serving as the dominant identity within the University. That being said, there is a widely-held perception that our leadership in distance education has slipped away. Meanwhile, USQ has invested in developing capacity and identifying “Focused Research”, which is a critical part of the University’s strategic plan. The investment has resulted in structures that focus effort in **Institutes** and **Centres** bringing together scholars in ways that support:

- rationalisation of limited resources
- professional development, mentorship, and training to support development of human capacity
- incentivising productive and aligned behaviours
- community building based on collegial and peer identity.

Like the focused research strategy, which relies on the scholarship of original discovery, USQ has also identified a strategic focus for leadership in teaching, part of which we have referred to as ‘Personalised Learning’. To this date, an operational consensus within the USQ community about the nature of personalised learning has not been achieved, but through this planning process we are working toward one

Before the University is in a position to make financial investments beyond those already made, we need to make the intellectual investment of understanding and planning for a redefined notion of learning and teaching leadership that includes the notion of personalisation.

Although there are both similarities and differences between USQ's Focused Research agenda and personalised learning agenda, there is much to be learned from the way we are building research capacity from the ground up. It is essential that like focused research, USQ invests in teaching scholarship. This plan for learning and teaching scholarship represents an approach that parallels our institutional commitment to the scholarship of discovery (Focused Research), promoting investment, incentives, and development through a university-wide effort.

2. **USQ’s situation**

The University of Southern Queensland is a comprehensive university offering a broad range of academic programming at the undergraduate and graduate levels with a long and proud legacy of creativity and innovation in teaching practice and educational programming. For decades USQ's learning and teaching mission was clear and distinctive in the market. Distance education, including online learning, was considered a rather non-traditional niche activity on a sector-wide level, but was USQ's focus, and with excellent practice, earned USQ a global leadership position.

During the past five to eight years, many colleges, universities, and companies have adopted distance, hybrid, blended, and online learning as part of their portfolio of offerings. Education

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1 Please refer to the following link for discussion about “Personalised Learning and Personal Learning”: https://open.usq.edu.au/mod/forum/discuss.php?d=4667#p11277
services companies like Open Universities Australia, Pearson, Academic Professionals, and 2U have reduced barriers and accelerated program capacity in traditional universities. Meanwhile, dozens of major foundations such as Gates, Lumina, Carnegie, Sloan, Mozilla and Hewlett have launched hundreds of projects that are designed to intentionally disrupt traditional university structures, educational models, and relationships to better meet the changing educational needs of student populations and societies more broadly. Educational entrepreneurs such as Michael Saylor, David Wiley, Salman Khan, Philipp Schmidt, Wayne Mackintosh, Peter Smith, Daphne Koller and Andrew Ng, have fundamentally changed the trajectory of non-traditional education and accelerated its progress to the point where many very traditional universities have become flag-bearers, catalysts, and participants in a wide range of educational innovation.

It is in this environment that the USQ community finds itself. We look to our left and right and no longer see familiar faces refining traditional models, but instead we see elite universities exploring “our space”, former non-players taking leadership that once was ours, and a multi-billion dollar venture capital industry investing in disruption - disruption of our learning and teaching model. We may also be experiencing an education policy regime in Australia that will court such disruption and promote its own – intentionally and unintentionally.

The University of Southern Queensland has a long-standing reputation and institutional identity in preparing work-ready graduates valued by employers for their skills, knowledge, and abilities. This Educational Experience Plan must not only recognise the importance of contributing to the integrity of the professions through each of our graduates, but also integrate in meaningful ways general attributes ensuring that each of our graduates have had the opportunity to become reflective and critical learners and practitioners.

3. The Plan

The Plan that follows is designed to build organisational capacity by providing an architecture that promotes a culture of creativity and funnels resources to promising ideas that need development and merit investment. The Plan includes a platform for collaboration that starts with shared governance and a community ethic. The initiatives, both proposed and underway provide clear connections between strategy, culture, professional development, support and improvement. The Plan builds on all of the good work being done at USQ, and relies on participation from every corner of our professional community. The success of this Plan is predicated on the assumption that our distinct qualities include our willingness to improve fundamental competencies in teaching, reduce barriers and costs to nurture unpopular but valuable ideas, transition creativity into innovation, and to be intellectually honest with ourselves while collaboratively embracing the big ideas that mean something. In very many ways, this Plan is calling on USQ to continue and accelerate building on its commitment to teaching excellence.

But, first things first, this Plan is now an idea, requiring consultation, refinement, and engagement. The specifics are subject to debate and modification; and while the Academic Services Division is charged with facilitating its creation, its objectives, participation and leadership must be found throughout the University. The USQ Strategic Plan touches on the notions of learning and teaching scholarship and broader notions of educational experience.

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2 It merits noting that USQ was leading in this area when it launched NextEd and InDelta during the early 2000s. There may be something (good and bad) to learn from their execution and the impetus and cultural bias to lead in this area.
Taken together, these topics are impacted by all divisions of the University. Although operationally the most critically connected divisions are the Academic Division, Academic Services and Students & Communities, it is difficult imagining a university, unlike a polytechnic or training centre, that does not promote the growth of knowledge through the scholarship of learning and teaching, teaching practice, integration, and original discovery.

This Plan currently includes five strategic commitments and five core capacity gaps. Section 6 introduces the strategic commitment ideas whose adoption would potentially change the trajectory of USQ:

1. Learning and teaching at USQ is characterised by flexibility and accessibility, enhancing opportunities for learner access, engagement, and learner defined success (Section 6.1).
2. Students are supported to acquire and demonstrate knowledge and skill in diverse ways (Section 6.2).
3. All teaching will promote learning that bridges theoretical knowledge with practice and life experience (Section 6.3).
4. All USQ graduates will demonstrate knowledge and behaviours associated with an educated individual including a specific focus on cultural competence in an Australian context (Section 6.4).
5. All learners are supported through personalised support services regardless of their background, location or stage in life (Section 6.5).

Together these commitments form and inform our approach to learning and teaching, our pedagogical models, our priorities, and our service and support models. Based on the discussion that has occurred and feedback provided during the past two rounds of consultation a number of "strategies" have been identified to focus efforts in support of commitments. The idea is that the strategies are broad enough to accommodate multiple approaches and individual initiatives. Example supporting initiatives and tactics are included for each of these strategic commitments at Sections 7.1 – 7.5 respectively.

These ideas and definitions still need unpacking to ensure that they

- support our programs,
- do not diminish their quality,
- better meet professional accreditation obligations, and
- even more creatively promote quality and success.

Although none of the commitments listed above are truly outside of USQ’s current consideration or alien to current practice, their execution will require strategic vision and operational commitment to sustain them.

Once again, based on the discussion that has occurred and feedback provided during the past three rounds of consultation, a number of core and fundamental capacities have been identified that need to be further developed if USQ is going to succeed in its educational experience commitments. The identified capacity gaps have been expressed as the need to:

1. Develop learning and teaching measurement, analysis, and reporting functions (Section 8.1).
2. Develop capacity to effectively and efficiently develop, manage, and deliver support and services (Section 8.2).
3. Develop capacity and processes that align creativity with innovation and delivery and support productive experimentation (Section 8.3).
4. Develop improved digital and information fluency as it relates to all aspects of the educational experience (Section 8.4).
5. Develop a base-line learning and teaching model, principles, and base threshold standards to inform practice (Section 8.5).

Each of the prioritised capacity gaps are treated in Section 8, along with anticipated actions for discussion and modification. Actionable initiatives will be developed during the implementation-planning phase following this third round (Iron) of consultation, however example supporting initiatives and tactics are outlined against each of the above capacity gaps in Sections 9.1 – 9.5 respectively. Section 10 details definitions for key terms referenced in this Plan.

Scope and Objectives

4. Scope
The Educational Experience Plan includes all University activities, initiatives, and plans that impact the academic educational experience of USQ students.

5. Objectives
This document is now part of a series of documents that chronicle the changes made during successive rounds of consultation. Originally intended as a starting point to inspire discussion about learning and teaching at USQ, it has now taken on the intellectual capital of those who have contributed. The objective of the process is to create an Educational Experience Plan whose documentation is intended to:

- Guide the continuous improvement of outcomes for students through excellence in learning, teaching, curriculum and support.
- Create a collectively understood and embraced set of values and conceptual touchstones that contribute to the University’s reputation and financial health by continuously enhancing the quality of learning and teaching.
- Interpret what it means at USQ to partner with students in the pursuit of their study objectives regardless of their background, location or stage in life.
- Identify current gaps in USQ capacity and recommend ways of filling those gaps.
- Describe the qualities of learning and teaching at USQ and indicators that might be used to inform internal decision-making and self-directed improvement.
- Begin, collaboratively to scope learning and teaching initiatives that will assist USQ to move forward as one university.
- List a number of operational activities, projects, and efforts to both illustrate how the strategy looks in operation and to provide some transparency in our thinking and investments.
- Align teaching practice and scholarship with targeted support and valuing of teaching professionals.

Detail

6. Principle strategic elements
The USQ Educational Experience Plan is intended to translate University strategic objectives into functional commitments and strategies. The ‘principal strategic elements’ outlined in this section are intended to serve as vectors for implementation. They represent the direction and
priority of effort to transition from our current state to one the University finds more desirable. They do not represent all of our activities, and are not absolute, but they do represent commitments through which we articulate strategies and associated initiatives and activities.

It is important to keep on returning to the fact that the first principle of the Educational Experience Plan is to meet a singular objective.

The USQ community will continuously improve its learners’ educational experience through teaching and support that open and deliver opportunities for personal learning success.

6.1 **Commitment/Objective:** Learning and teaching at USQ is characterised by increased levels of flexibility and accessibility, enhancing opportunities for learner access, engagement, and learner defined success.

**Description**

**Blending Digital and Physical**

All courses and educational services are designed to optimise learning opportunities through flexibility and personalisation enabled by online communication, digital media, and appropriate use of technology. This is true regardless of the nature of the learning environment. Delivery will be technology enhanced, mobile, personal, and media enabled.

On a fundamental level, USQ ought to be positioned as a blended education and online-first university in which its students, teachers and other members of its community enjoy all of the advantages of an online university and the advantages of having significant physical campuses and other physical assets. Physical teaching space and in-person interaction ought to be reserved for activities in which physical presence is essential to meet pedagogical and programmatic goals and enhance learner success. The value derived from their use should be sufficiently high to justify the costs associated with physical assets and the access limitations they impose on learners studying at a distance as well as those whose life styles make physical meeting a barrier to study. Such learners may be home bound, highly mobile, or working adults unable to take time away from their work site. The costs and benefits of place need to be construed holistically.

**Flexible Pathways**

USQ will investigate and develop ways to introduce and support flexibility and simplicity into the student learning journey. Although flexibility does not always lead to an improved experience, enhancing flexibility while also maintaining simplicity as core design and deployment principles may provide remarkable possibilities. USQ will invest in and practice design principles that account for and promote development of services, technologies, and procedures that enhance flexibility from the perspective of learners and teachers. These design principles should also provide simple and reliable implementations indicative of outcomes based on agile design and development methodologies.
Personal Learning and Personalised Learning Services

USQ will develop a clear contextual understanding of “Personalised Learning,” teasing out the differences between personal learning and personalised learning services. The notion of personal learning will serve as a touchstone for learning and teaching models, support services, selection of technologies, approaches to assessment of knowledge, curricular intent, and other decisions that impact the educational experience.

Openness

USQ will adopt organisational artefacts such as policies, procedures, guidelines, and practices that assume openness as a core principle of education. It will become our default position, with the burden of rationalisation required for closed or proprietary practice. Whenever possible (legal, ethical, affordable) open education practice including the use and promotion of open assets, technologies, standards, file formats, textbooks, open access journals, research, data, and educational experiences will be valued and acknowledged. The use of open educational resources, participation in those communities, and general practice ought to enhance flexibility, catalyse the growth of knowledge, reduce overhead costs, and reduce the overall price of education to learners.

Making this commitment real will require significant focus in rethinking, for example, the expectations of:

- program and curriculum design and implementation
- methods, nature and purposes of formative and summative assessment
- learning design and implementation
- access to learning content and design examples among the USQ academic community
- capacity in media production, use and awareness
- educational technology
- communication as applied to learning and teaching including, persistence, synchronicity, anonymity (identity), and social media
- professional development, training, communities of learning and practice.

Goals

Reduce barriers to study.

- Access to instructional materials.
- Access relative to time and place of study.
- Economic/financial access.
- Enhance access through applications of openness (OER, OA Research, FOSS, Open File Formats, Open Text Books).
- Introduce learning technologies that are easy to use, reliable, and support personalisation.
- Introduce technologies and study options that support principles of universal design.

Support personal learning.

- Develop guidance to support learning, teaching, and support models to enable personal learning.
- Develop guidance for use of technologies to enable personal learning.
• Develop support to enhance the value generated through digital culture, information, and ICT (digital and information fluency).
• Better understand and support learner defined success.

Strategies
1. Build on current, recreate, and create new pedagogical and service models supported by technology and infrastructure that are designed to blend digital and physical space and place, reduce barriers through online first, and reinforce high impact use of campuses and other physical spaces.
2. Design and implement systems, processes, and support to provide flexible pathways meant to recognise and turn the individual nature of each learner into an enabler for success.
3. Develop an understanding of the relationships between personal learning and personalised learning services to enhance capacity for personalised learning.
4. Develop a culture (artefacts, patterns, norms, and behaviours) conducive to open and agile practice and open educational practice.

6.2 Commitment/Objective: USQ will measure and increase its capacity to support student acquisition and demonstration of knowledge and skill in diverse ways.

Description
Multiple Pathways to Knowledge Acquisition & Recognition
USQ will actively support a variety of learning and assessment models. We are deeply committed to providing students multiple means of attaining educational success. In addition to cohort-based educational experiences, USQ will develop enhanced capacity to engage in knowledge development and assessment to support independent and self-directed learning opportunities and experiential learning. The intent of this is broadening and simplifying the pathways to credentials, so students can be directed toward study in which they are engaging in meaningful intellectual development, knowledge growth, and the development of skills, capabilities or attributes.

Personal Learning Opportunities
The University conceived of as a place that promotes and supports the growth of knowledge and enrichment of life, must be deeply invested in personal learning and development as well as professional training and development. Optimally, the two should be intimately connected. Depending on the interests and maturity of the student, study can be determined along a continuum from entirely University constructed to entirely student constructed. A USQ education will provide those learners whose life’s ambitions includes independent, self-directed, reflective, and critical learning, the opportunity to develop the arts and habits to do so throughout their lives.

Currently, USQ’s principal control bias is with the University. Although this may be informed by external accreditation requirements, opportunities ought to be explored within our context, using accreditation and other compliance factors as opportunities
to be progressive educational practitioners. USQ will continuously develop capacity to support the success of independent and self-directed students and appropriate assessment for awarding credit and qualifications. We will create expectations and conditions for our learners to distinguish themselves as self-directed, critical, and confident learners. This will force us to develop a variety of economic models, perhaps making content freely available, and artfully crafting support roles and systems supportive of the independent learner as a fee for service. These capacities will complement USQ’s traditional approaches and provide opportunities for all students to become confident self-directed, critical, and reflective students. Making this commitment real will require significant focus in rethinking the expectations of:

- knowledge and attribute assessment and recognition
- activities, content and other learning materials for self-study and augmented study
- learning support for self-and augmented-study
- educational technology and learning analytics
- student support and information systems
- what it is to be a lifelong learner and how USQ will support those aspirations
- professional development, training, communities of learning and practice.

**Goals**

**Improve Retention & Satisfaction**
- Decrease time to graduation
- Make learning as relevant as possible
- Make knowledge assessment as relevant, meaningful, accurate, and flexible as possible

**Recognise and Support Personal Learning**
- Recognise formal and informal learning
- Prepare learners for a life of enlightenment and self-discovery
- Responsibly integrate personal learning with accreditation and funder compliance.

**Strategies**
1. Develop personalised services, structures, and tools to support efficient prior learning assessment.
2. Develop policies, procedures, and practices that build awareness of and reduce the unnecessary distinctions between formal and informal learning.
3. Develop criteria and investment strategies that preferentially treat the use and modelling of technology and information in learning in ways that are relevant to activities outside the University.
4. Develop curricular principles, models, support, and practice that lead to personal and integrated learning.
6.3 **Commitment/Objective:** All teaching will include pedagogical elements that promote learning that bridges theoretical knowledge with practice and life experience.

**Description**

USQ is in a privileged position in which a significant majority of our students are currently employed and many of our school leavers have well-defined employment aspirations. Even if they are in career transition, they are practitioners in some role of responsibility and this is one of the inherent distinctive features we possess. Experiential learning is a given for many of our students and should be supported through curriculum, course design, and USQ student and employer support. In addition, USQ has a strong focus on employability and as such a university we have an obligation to connect our teaching directly with practice and with broader intellectual development. We will ensure that courses are designed, developed, and assessed on these criteria.

To the extent that many of our students come to us with a raft of professional and life experiences and focused professional or life goals in which education is an important part of their achievement, we are well positioned to thoughtfully and methodically connect theory and practice. We must do so consistently through our claims about the uniqueness of our educational experience, construction of our programs, design and development of courses and investment in enabling infrastructure. Of particular importance is information, communications, technology and media capacity, as is training and development that enables us all to develop pedagogical approaches and services that effectively connect education and practice. Making this commitment real will require significant focus in rethinking the expectations of:

- relationships with employer and employment partners (governments, corporations, volunteer organisations, NGOs, other education providers, USQ, etc.)
- activities, content and other learning materials for self-study and augmented study
- learning and teaching support for work integrated learning, internships, work simulations, citizen science and citizen civics, remote access laboratories, and other means of enabling practical experiences
- knowledge and attribute assessment and recognition
- the potential of lifelong learning for personal fulfilment and continued engagement with USQ as a learning partner.

**Goals**

**Improve Retention & Satisfaction**

- Connect theoretical knowledge development with lived experience
- Make learning as relevant as possible
- Enable learners to experience the value of USQ education immediately and practically

**Recognise and Support Personal Learning**

- Provide opportunities to integrate formal and informal learning
- Prepare learners to interpret theory in a practical context
Enhance Employability

- Continually develop traditional and novel ways of connecting with employers to enhance positive impressions of USQ and USQ students
- Improve learners’ self-confidence to perform on the job and through other forms of social participation

Strategies

1. Develop the expectation and actively promote the development of educational programming that requires a professional or voluntary internship in addition to that demanded through professional compliance.
2. Formally support and connect educational practice and life experience with University outreach and related research.
3. Develop dialogue leading to specifications and academic community standards for curricular principles, models, support, and practice that lead to bridging theoretical knowledge, practice, and life experience.

6.4 Commitment/Objective: All USQ graduates will demonstrate knowledge and behaviours associated with an educated individual including a specific focus on cultural competence in an Australian context.

Description

We recognise that it is important for all of our students who have been granted credit or a qualification to be able to demonstrate competencies in the skills or attributes and knowledge that define a practitioner in a particular discipline or profession. This is a critical quality of an educated professional. It is what a vast majority of our students expect, our government funders expect, and broader society expects and as such, it is in part what we expect of ourselves. And, as Bart Giamatti, former president of Yale suggests, a university should never want less, but ought to aspire to more.

Beyond the skills and techniques of a professional are the other developmental characteristics that we expect from an individual who has been educated at a university, which are perhaps the arts and habits of an educated person. In Australia, some of this is captured in the notion of “General Graduate Attributes”, which in essence are intended to ensure that university graduates can contribute as free women and men to a democratic society and engage in national and local discussions and practices with civility, respect, and dignity. In the Australian context, this also includes a national commitment to educating graduates so that they possess the professional knowledge’s and practices associated with Indigenous Cultural Competency. Graduate Attributes also point to the ability of all university educated Australians to be critical and reflective contributors to the national economy through employment, leadership, and innovation.

Graduate Attributes include the skills, knowledge and abilities beyond disciplinary content knowledge that the University community agrees its students should develop and be able to demonstrate upon graduation. The University expects that every USQ graduate (from an undergraduate program) should, upon graduation, exhibit the following attributes:

1. Written and oral communication
2. Critical, analytical and reflective thinking
3. Problem-solving, creativity and innovation
4. Information literacy
5. Learning and working autonomously
6. Learning and working collaboratively
7. Ethical, open and inclusive engagement with communities, cultures and professions and environments³

- Engage ethically as learners and as future professionals.
- Demonstrate the capacity for professional cultural competency, including in terms of Aboriginal and Torres Strait Islander contexts and perspectives.
- Demonstrate the implications of global and cultural issues for their discipline/professional practice.
- Show critical awareness of sustainability as an issue for their discipline or profession.

As with any sophisticated and nuanced system of attitudes, aptitudes, and behaviours, demonstration of general Graduate Attributes will require building a foundation from which to develop. In addition, like technical and disciplinary attributes, in order to ensure that the general Graduate Attributes are demonstrated as behaviours in our graduates, the University needs to articulate the attributes in behavioural terms that can be integrated into the curriculum as part of program accreditation and re-accreditation, treated as learning outcomes, taught, and assessed.

Preparing the student to behave as a professional and as an educated person strikes at how we strategically design our programs, learning experiences, set expectations, and enculturate our academic community in our thinking about the university education, our graduates, and latent expectations of our critical stakeholders. Making this commitment real will require significant focus in rethinking the expectations of:

- what it means as a USQ graduate to be an educated person
- how we interpret Graduate Attributes and embed them in courses and programs
- how Graduate Attributes are measured and mapped into the curriculum
- what we do at the ground-level to make this happen
- the nature of curriculum, learning, and assessment design to capture technical skill, professional competency, critical and reflective reasoning and practice, with demonstrable behaviours.

Goals

Prepare USQ learners to reason critically, practice reflectively, and live humanely.

- Prepare learners to thrive in a pluralistic and integrated society
- Prepare learners to thrive in a dynamic and complex world under conditions of ambiguity
- Enhance employability, citizenship and quality of life

³ These are taken from the draft policy. The current attributes can be found at http://policy.usq.edu.au/documents.php?id=13420PL
• Develop a living academic culture (artefacts, patterns, norms, and behaviours) that values a liberal education in order to sustain performance on the general Graduate Attributes.

Strategies
1. The USQ community will formalise and exhibit understanding of the general Graduate Attributes.
2. Build an academic culture (artefacts, patterns, norms, and behaviours), that embeds the general Graduate Attributes in a context of a contemporary liberal education.
3. Develop a model that relates fundamental arts and habits that support the demonstration of USQ’s general Graduate Attributes.
4. Actively and openly experiment with pedagogical approaches for developing and articulating the general attributes across the curriculum.
5. Develop a USQ distinguishing approach to the digital humanities and more broadly digital scholarship.
6. Build an active dialogue and culture (artefacts, patterns, norms, and behaviours) that frames aspects of the general Graduate Attributes in terms of the unique Australian context of Aboriginal and Torres Strait Islanders culture and reality.

6.5 Commitment/Objective: All learners are supported through personalised support services regardless of their background, location or stage in life.

Description
Our evolving understanding of how USQ will define, interpret, and contextualise the notion of personalised learning, is leading to the identification of the need to support personal learning and the contributions that personalised learning services play in learner success.

USQ’s Draft Student Success Action Plan 2014-2015 complements the objectives of the Educational Experience Plan. As one of the key drivers for USQ to achieve continued student success in delivering fulfilling experiences throughout the Student Learning Journey, is the need to work together in achieving an integrated and proactive approach to educational experience defined broadly. The Student Success Action Plan objectives and strategies overlap, integrate, and mutually support those in the Educational Experience Plan, and ought to be cross-referenced, collaboratively interpreted, prioritised, and practiced.

Goals
Enable authentic personal learning through personalised learning services.
• Support personal learning to enhance learner success and satisfaction.

Provide appropriate quality and levels of professional development and support to students, teachers, and professionals to enable personal learning.
• Support a culture of responsive and relevant professional development.

**Strategies**

1. Identify, deploy, and use a variety of technologies that support and catalyse personal learning and support the delivery of personalised learning services.

2. Develop appropriate support to design and acknowledge educational experiences that promote personal learning opportunities.

3. Embed access to personalised learning services into the curriculum.

**7. Supporting Initiatives/Tactics**

In this section a number of indicative initiatives or tactics are listed that are associated with the five commitments/objectives. The tactics listed in this section are intended to be approaches that can be operationalised by the appropriate groups. Although a particular tactic may be associated with a specific strategy, it will likely impact more than one strategy. Many of the items listed below build on current activities and initiatives that have previously been discussed and are extensions of the Educational Experience Plan and operational plans. There are many operational and procedural initiatives that are not included in this list.

Priorities for supporting the Educational Experience Plan are the development of capacity in:

**7.1 Commitment/Objective:** Learning and teaching at USQ is characterised by increased levels of flexibility and accessibility, enhancing opportunities for learner access, engagement, and learner defined success.

We will:

1. Develop a discussion paper and proposal outlining how mandatory use of physical presence for learning purposes will be reviewed, considered, and managed relative to other options across a range of criteria.

2. Increase the value of learning and teaching materials and environments by:
   a. Actively promoting and providing support to apply good web-based design and presentation principles.
   b. Actively reduce barriers and promote sharing of materials and teaching practice among the USQ community.
   c. Appropriately resource and support the design and development of learning materials and for simplicity, discoverability, reuse, and appropriate production value.
   d. Appropriately resource and support the identification, design, integration and use of learning environments for simplicity, adaptability, interoperability, and ease of use to reduce the barriers and costs of learning and teaching.
   e. Improving the user experience by investigating and pursuing alternative approaches to enhance accessibility to courses and course materials through approaches like those advocated through the FLUID project providing enhanced access, flexible delivery, and personalised service through improved user experience.
   f. Appropriately invest in classroom-based technologies to reduce dependence on physical presence.
g. Invest in USQ Remote Access Laboratories (RAL) and simulations, while developing a network of universities committed to inter-institutional sharing of such resources.

3. Identify qualities associated with authentic and effective professional growth support. As USQ will be principally online, development and support will be designed to promote quality online learning, teaching and programming.

4. Invest in the basic measurement and analysis capacity to ensure that our course/program design, delivery, and teaching can be informed by scholarship.

5. Adopt open technology standards like those offered through the IMS Global Learning Consortium (international education technology standards organisation) and open Application Program Interfaces (APIs) for dependable delivery, discovery, and access. Open technology and information structures will be used to promote interoperability and data exchange supporting flexibility and openness. We will include them as a principal procurement criterion and a condition before the technology can be adopted into production for support and funding for licencing, service, and maintenance.

6. Lead development of tools and networks that deliver high-quality, low-cost, discoverable open access research and data for educational purposes benefiting, students, teachers, and publishing researchers at USQ.

7. Whenever feasible, expand e-access to library resources beyond students and staff through a variety of efforts including the Learning Object Repository, enhancing access and flexibility.

8. Circulate a green paper on Openness for consultation and development into a white paper, for incorporation into University operations. Proposals will be developed for:
   a. Preferential treatment of open textbooks with the intent of adoption, integration into policy and procedures.
   b. Development of learning opportunities to improve general understanding of open licencing (ie. Creative commons), open business models, participation and contributions to open projects and communities, reuse, digital renovation, and other practical features of open educational practice.
   c. The use and reuse of open learning objects as much as possible, for example those offered through the Free/Libre/Open Works (FLOW) project, Open Courseware Consortium, OERu or through the Directory of Open Access Journals to increase access, flexibility, and content quality.

9. Focus our accessibility via web, social media and traditional communication routes between prospective and existing students on clear information and on short response times, supporting both personalised service and learning opportunities.

7.2 Commitment/Objective: USQ will measure and increase its capacity to support student acquisition and demonstration of knowledge and skill in diverse ways.

We will:

1. Investigate how alternative learning assessment meets USQ’s goals.

2. Identify services that scaffold independent learning and structure it in meaningful ways.

3. Identify models under which a USQ student can acquire certification through non-traditional learning paths.

4. Identify learning and teaching approaches that explicitly rely on connecting formal and informal learning.
5. Identify technologies and services that reduce the barriers to demonstrating informally developed knowledge.

6. Identify qualities associated with authentic and effective professional growth support. As alternative learning, blending formal and information learning is not traditional, support must be provided.

7. Identify and promote superior resources supporting informal and self-directed learning.

8. Adopt agile methodologies to easily integrate learning and communication tools into the learning environment.

9. Develop an ‘observatory’ function to better anticipate educational applications in evolving technologies and social structures.

10. Develop teaching and design methods to:
   a. Purposefully embed elements of self-discovery (knowledge development through reflective and critical practice) in the formal curriculum and extra-curricular programming.
   b. Purposefully embed connections between formal and informal learning into the formal curriculum and extra-curricular programming.
   c. Purposefully embed the value of self-determination through independent learning, self-expression, and civic and professional participation in the formal curriculum and extra-curricular programming.
   d. Develop learning, teaching, and assessment for prior and personal learning.

11. Develop a base-line learning and teaching model that supports development, is modular, extensible, and contains threshold standards (not implementations).

7.3 **Commitment/Objective:** All teaching will include pedagogical elements that promote learning that bridges theoretical knowledge with practice and life experience.

We will:

1. Investigate and report on current examples in which learners’ work, life, and volunteer activities are integrated into a course.

2. Identify excellent examples of bridging activities in programs and courses for broader discussion, identification of underlying principles, and integration into professional development activities.

3. Explicitly recognise teaching practice and scholarship that effectively bridges theoretical knowledge with practice and life experience in the promotion and tenure process and other forms of professional recognition.

7.4 **Commitment/Objective:** All USQ graduates will demonstrate knowledge and behaviours associated with an educated individual including a specific focus on cultural competence in an Australian context.

We will:

1. Explicitly map employability, citizenship and Graduate Attribute statements, with behaviours that are desired and distinguish a USQ graduate as an educated person.

2. Develop procedures, provide support, and otherwise nurture culture (artefacts, patterns, norms, and behaviours) of professional development aimed at ensuring that we are meeting the spirit and functional obligations associated with the general Graduate Attributes that we identify.
3. Explicitly recognise teaching practice and scholarship that supports the demonstration of knowledge and behaviours associated with an educated individual, at least as expressed in USQ general Graduate Attributes, in the promotion and tenure process and other forms of professional recognition.

7.5 **Commitment/Objective:** All learners are supported through personalised support services regardless of their background, location or stage in life.

We will:

1. Explicitly recognise teaching practice and scholarship that connects with and takes advantage of personalised learning services in the promotion and tenure process and other forms of professional recognition.

8. **Building Capacity to Enable the Strategy**

The Educational Experience Plan will be supported by a suite of major strategic initiatives that are university-wide and cross-divisional. They directly support the elements of the Educational Experience Plan outlined above and are absolutely aligned with the principles and commitments outlined in the USQ Strategic Plan.

All of our activities will contribute to:

- reducing barriers to study
- enhancing learning and teaching quality
- enabling student success.

We will do so through our commitment to provide:

- personal learning
- personalised service
- access
- flexibility
- openness
- quality programming.

As strategies by their very nature are somewhat predictive and subject to many factors outside of our control, it is essential that we develop enabling capacity that applies to all of our activities, commitments, and broad strategic initiatives. Priorities for supporting the Educational Experience Plan are the development of capacity in:

1. learning and teaching quality measurement and reporting function
2. effective and efficient development, management, and delivery of relevant services
3. effectively supporting processes that align creativity with innovation and delivery
4. effective improvement in digital and information fluency as it relates to all aspects of the educational experience
5. growing a learning and teaching improvement culture (artefacts, patterns, norms, and behaviours), including a base-line learning and teaching model, principles, and base threshold standards.

The description, goals and possible strategies for developing each of these capacities are outlined below.
8.1 **Capacity/Objective:** Develop capacity enhancing functions that support the improvement of the educational experience through learning and teaching measurement, analysis, and reporting.

**Description**

If USQ wants to function as a data enabled organisation there is a need to fill a current capacity gap with a function that supports data management, analysis, and reporting. The approach may be a hybrid of centralised and distributed capacity development that will require collaboration across many different parts of USQ. This capacity development effort is closely aligned to “digital and information fluency” as presented below, and needs to support enterprise interests, regular reporting, and ad-hoc investigation indicative of open and agile design, development, and discovery processes.

**Goals**

**Effectively support continuous improvement processes.**

- Iteratively improve the nature of quality indicators.
- Iteratively improve outcomes of indicators.
- Iteratively improve various aspects of the educational experience.
- Reduce barriers to agile and open design and development.
- Demonstrated ability to reliably measure educational experience indicators.
- Ability to reliably measure outcomes of interventions and initiatives.
- Ability to provide data management, consulting, and analysis services to support strategic and operational decisions relating to academic quality assessment, enhancement, and continuous improvement.

**Improve quality of internal and external reporting.**

- Reducing the barriers and costs associated with compliance reporting.
- Reduce the barriers and costs associated with preparing proposals and other formal reports and requests.

**Strategies**

1. Using a dynamic team model, build capacity to access data necessary for analysis and presentation specifically to improve learning and teaching, support experimentation, and reliably make ad hoc queries and deliver regular reports for scholarship.
2. Create a data and information architecture that ensures capacity is available to decision makers, across the university.
3. Building on the momentum of the ICT capacity development plan, ensure that the “data analytics” component is aligned with the capacity development efforts identified in the Educational Experience Plan.

8.2 **Capacity/Objective:** Continuously improve USQ capacity to effectively and efficiently develop, manage, and deliver support and services.

**Description**

The success of USQ is tied to the performance of each member of the community. The most effective way to improve the educational experience is through the
provision of exceptional teaching and support services. For teachers to perform there is the need to provide effective services and to create a culture (artefacts, patterns, norms, and behaviours) that continuously reduces the costs and barriers to success. These costs are not only financial. They may be measured by time on (and off) task, frustration, effort, impact on morale, and opportunity cost. This capacity development area is extended significantly in Section 8.5, which focuses specifically on learning and teaching.

**Goals**

Consistently design and develop services that effectively reduce barriers to academics, students, and professional staff to enhance the educational experience. This would include demonstrated ability to:

- collaboratively set service performance standards and consistently deliver to them.
- engage in a robust continuous improvement process in a dynamic setting.
- gracefully exit service offerings in accordance with University needs.
- move value potential generated in a variety of projects into operational value in business as usual.
- effectively provide enhanced support to academic staff in developing high quality program and course curricula, learning resources and experiences.

**Strategies**

1. Develop a service governance structure and a set of open and agile methods for scoping, designing, developing, delivering, and incrementally improving and deprecating services.
2. Committing to the use of content, technology systems, and processes that are easily modified and interoperable.
3. Developing a culture of collaboration, and the absence of dogmatic adherence to particular ideologies and organisational arrangements.
4. Developing a culture that reduces the barriers to “digital renovation” and the attendant use, reuse, and creation of derivative works.
5. Rethinking our service delivery structures by resourcing system and service ‘custodians’ who support and advocate for a healthy service and user community.

**8.3 Capacity/Objectives:** Develop improved capacity and processes that align creativity with innovation, improved delivery, and outcomes, by supporting productive experimentation.5

**Description**

The ability to be able to bring creative ideas into practice as innovation is critical to the success of any knowledge-enabled organisation. The challenge facing virtually every university, including USQ, is how to allow a large scope of play at the start of the idea funnel, and then investing incrementally as the idea is reliably introduced into the university. The economic cost associated with pursuing every idea is more than any organisation can digest, while letting every idea grow with the expectation that it will be supported in perpetuity is also unrealistic. Some ideas require support

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5 This is important capacity because many of the “strategic initiatives” will require a cycle for introducing, testing, and implementing ideas in areas with inherent risk and investment impact.
in practice, while others do not. Innovations differentially impact other parts of the organisation, creating different levels of administrative overhead and need for coordination.

Different innovations also provide different encumbrances and value. In short, ideas, like the individuals and groups who generate them, are unique and need to be nurtured in accordance with their unique natures. USQ needs to develop methods that account for the unique nature of ideas, grows them liberally as appropriate, and ensure that the University’s resources, delivery standards, and expectations are considered and enforced. Part of successful innovation is understanding that many ideas will not be pursued for a variety of reasons.

**Goals**

Bring more creativity and innovation into practice, taking full advantage of the intellectual strengths of the USQ team, and ultimately improving the educational experience. This would include demonstrated ability to:

- take advantage of ideas by testing them at a “demonstration” level and responsibly assess the idea’s value.
- responsibly transition an idea from demonstration, to pilot, to trial, and eventually into production at the correct support practice levels, ensuring alignment with university needs and appropriate levels of resourcing.

**Strategies**

1. Resourcing and developing support, training, and practice in agile approaches to bringing ideas into practice.
2. Providing direct support, training, and coaching, while experimenting with a program of alternative capacity development and idea generation.
3. Develop, resource, and support a model that supports the demonstration of ideas in the form of projects designed to incrementally test ideas, and based on results, resource and develop accordingly through an agile development process.

### 8.4 Capacity/Objectives: Develop improved digital and information fluency as it relates to all aspects of the educational experience.

**Description**

Data, information, knowledge, and the technologies and relationships that enable educational practice have become an unavoidable part of university life, community, and success. USQ’s strategic commitments and all of the commitments and capacity development needs rely on improving digital and information fluencies within our community. This is not only a matter of competition, it is a matter of being able to engage in scholarly communities and serving learners who frequently engage us with substantial personal capacity and identity in digital culture (artefacts, patterns, norms, and behaviours).

**Goals**

Each member of the USQ community ought to be able to make informed decisions about their adoption and use of technologies, data, information, and knowledge to reduce barriers, enable creativity, and improve practice in support of the educational experience. The goal of capacity building in this area would be demonstrated:
ability to engage in digital renovation (reuse, modification, creation of derivative works) of educational artefacts such as learning content, presentation, and educational technologies.

ability to effectively use digital media, information aggregation, discovery, affiliation, and other appropriate services.

currency in distributed collaboration, personal presentation, peer authoring, and other appropriate education tools ability to help students improve their thoughtful use of digital assets and participate in digital culture (artefacts, patterns, norms, and behaviours).

ability to participate in collaborative promotion of knowledge growth within a digital culture.

**Strategies**

1. Resourcing a non-traditional inter-divisional professional development and practice program.

2. Providing opportunities for individuals to create value through processes that require varying levels of digital and information fluency.

3. Embedding characteristics associated with digital and information fluency into our staff recruiting processes and expectations.

4. Embedding language and learning outcomes associated with improved digital and information fluencies in courses.

5. Interpreting general Graduate Attributes with an eye toward digital and information fluency.

6. Committing to open and agile design and the attendant benefits of reuse, creation of derive works, open licencing, and open standards.

**8.5 Capacity/Objective:** Develop a base-line learning and teaching model, principles, and base threshold standards to inform and improve practice.

**Description**

A learning and teaching model is by necessity a dynamic thing, informed by practice and scholarship in the context of institutional commitments and values. The model will serve as a touchstone, providing the basic capacity to measure against something meaningful, both internally through our expectations and cycles of improvement, as well as externally through benchmarking with colleagues and comparators. The model needs to be easily interpreted and flexible enough to accommodate the differences between disciplines, inter-disciplinary areas, and the creativity each teacher and learner brings to his or her courses and other learning activities. The model needs to be closely connected to capacity to measure “quality” and be open to the influences of creativity and innovation as articulated in this Plan.

The model, used as a guide and means to raise important questions and conversation will, along with threshold standards, principles, means of professional development, and effective technologies, support the scholar’s calling for continuous improvement in the art of teaching and growth of their academic and professional discipline through university education. Although an appropriate learning and teaching model is an effectual cornerstone, there must also exist a group of attendant supporting strategies.
Goals
Improve our capacity to continuously improve learning and teaching as a critical part of the educational experience and defining identity of USQ.

- Demonstrated ability to incrementally develop teaching and learning scholarship.
- Demonstrated approach to aligning short-term performance indicators to institutional learning and teaching KPIs as in the “Institutional Performance Portfolio”.
- Demonstrated means of fomenting conversation about the multiple ways USQ is able to meet its educational commitments and individual teaching objectives.
- Demonstrated ability to engage in authentic and effective professional development culture.
- Demonstrated ability to design, develop, deliver, and support effective educational technologies and processes enabling the desired educational experience.

Strategies
1. Develop culture and capacity to support learning and teaching improvements.
   a. Develop a base-line learning and teaching model, along with principles, and threshold standards, for open consultation as well as consultation through University governance for development, critique, refinement, and endorsement.
   b. Develop a professional development framework and model, along with principles for open consultation as well as consultation through University governance for development, critique, refinement, and endorsement.
   c. Develop educational technology and support governance, design, development, and delivery frameworks, models, and operation indicators for ongoing open consultation, development, critique, refinement, and endorsement.
   d. Build on existing and develop appropriate further performance indicators for learning and teaching outcomes, professional development, educational technology, and services.

The combination of robust quality assurance, to support the continuous improvement of support functions, coupled with methods of introducing new ideas with agility and effective delivery will help ensure that we make good on our strategic objectives even in an uncertain environment.

9. Capacity Development
In this section the five areas identified that require capacity development described in Section 8 are presented with anticipated activities that promote their realisation. Each activity is aligned with at least one of the capacity areas necessary to enable the strategy commitments. Many of the items listed below build on current activities and initiatives that have previously been discussed and are extensions of the Educational Experience Plan and operational plans. There are many operational and procedural capacity development initiatives that are not included in this list. Many basic improvements are necessary to build a foundation for sustained change.
9.1 *Develop capacity enhancing functions that support the improvement of the educational experience through learning and teaching measurement, analysis, and reporting.*

We will:
1. Establish a learning and teaching community of scholarship to provide input into threshold standards.
2. Establish a base-line learning and teaching model, with principles in part as a means to engage in continuous improvement.

9.2 *Continuously improve USQ capacity to effectively and efficiently develop, manage, and deliver support and services.*

We will:
1. Adopt agile design and development processes and techniques.
2. Establish a community of open and agile practitioners.
3. Develop systems that make better use of operational data to guide quality service delivery.
4. Establish design principles and methods that put the client at the centre of decision-making.
5. Establish robust communication systems and protocols.
6. Improve excellent self-help capacity and community support.

9.3 *Develop improved capacity and processes that align creativity with innovation, improved delivery, and outcomes, by supporting productive experimentation.*

We will:
1. Establish methodologies that frame creative experimentation in terms of low-risk and supported activities (short duration, clear rationale, no significant dependencies eg “hackathon” and un-conference events modified to apply to a variety of learning and teaching areas (course design, scholarship frameworks, educational technology, teacher’s space)).
2. Establish methodologies that align risk with compliance requirements (reducing costs to innovation).
3. Establish a culture accepting of low-risk creativity and innovation.

9.4 *Develop improved digital and information fluency as it relates to all aspects of the educational experience.*

We will:
1. Develop hands-on low-barrier continuing professional development opportunities like ‘23-Things’, collaborative professional development for digital fluency and social media.
2. Actively identify and develop opportunities and incentives for all members of the USQ community to practice and develop information, media, ICT, communication and collaboration, digital scholarship, learning skills and career and identity management fluency.
9.5  **Develop a base-line learning and teaching model, principles, and base threshold standards to inform and improve practice.**

We will:

1. Develop a base-line model for consultation.
2. Scope services and support to make it happen.
3. Map goals and indicators with institutional learning and teaching KPIs and actively support ‘academic demonstrators’ for incremental experimentation.

**Definitions and resources**

10.  **Definitions and context**

10.1 **Personalised Learning**

Personalised learning refers to two related but distinct topics. The first being personal learning and the second being personalised learning services. Personal learning refers to the aspects of the learner’s educational experience that builds self-awareness, self-efficacy, and the abilities to learn and practice critically and reflectively. Personal learning extends beyond recognition that learning is an inherently personal activity, to the idea that the learner needs to be about to engage in a personal and life-long learning journey, effectively and confidently engaging in independent and self-directed learning in a complex and social world. Personalised learning services are ways that the University supports personal learning through support and enablement.

10.2 **Blended Learning**

Blended learning is a general concept in which the learning experience is viewed as a network of characteristics associated with learning and teaching approaches, environments, constraints, modalities, technology application and other qualities that relate to each other, exist on continua, and are dynamic. In a blended learning environment polar positions are rejected as the dominant assumed position, replaced instead with the notion that the overall educational experience is improved, and many learning outcomes are best achieved in an environment in which key variables can be set and adjusted on a continuum.

10.3 **Flexibility**

Flexibility is the degree of variance and responsiveness the educational experience at USQ can and will accommodate. In effect, flexibility is a measure of robustness in the USQ blended learning model and implementation.

10.4 **Openness / Open Educational Practice**

Openness is the general measure of barriers and costs associated with exchanging, modifying, and using data, information and knowledge. Reduction of barriers and
costs and increased openness is intended to increase the value, impact and usefulness of authored works, providing additional opportunities for creativity and innovation. The digitalisation of cultural works and enhanced distribution through freely available communication systems have made licencing a primary constraint to openness. Authored works that qualify as open are frequently defined by meeting the standard of free cultural works, which include:

1. the **freedom to use** the work and enjoy the benefits of using it
2. the **freedom to study** the work and to apply knowledge acquired from it
3. the **freedom to make and redistribute copies**, in whole or in part, of the information or expression
4. the **freedom to make changes and improvements**, and to distribute derivative works

These freedoms have greatly influenced the structuring of open licences. They are embedded in the Creative Commons licencing system, which allows authors to set specific rights reservations. Open educational practice (OEP) is the application of openness in education. Examples of OEP include:

- Open Education Resources (OER)
- Open Access publishing
- Free and Open Source Software
- open policy
- open textbooks
- open data
- open technology standards
- open metadata
- open file formats
- open research, and
- open educational models.

More broadly, openness has been framed in terms of values, principles, and techniques that characterise the degree of capacity an organisation has for openness. Openness as a feature of organisational culture has been associated with the ability to effectively engage in agile design and development. It is important to note that OEP and free cultural works more generally do not prohibit commercial activity.

### 11. Related & Referenced Documents

- [USQ Social Justice Strategic Plan 2014-2015](http://freedomdefined.org/)
- [USQ Indigenous Cultural Competency Framework](http://freedomdefined.org/)
- [USQ Proposed Blended Learning Model (long version)](http://freedomdefined.org/)
- [USQ Proposed Blended Learning Model (short version)](http://freedomdefined.org/)
Consultation and Implementation Planning

12. Consultation and Implementation Planning

As maintained throughout development of the Educational Experience Plan, the consultation process will be ongoing. We will continue to use a combination of forums, small group meetings, working groups, and technology supported discussion and access to documents.

We will:

- take advantage of a web-based consultation site at the following link (
- maintain an archive of legacy documents on this consultation site
- support searching within the site
- provide the opportunity for threaded discussion on topics on the consultation site
- share information about events, updates and other useful topics.

The original ‘Straw’, ‘Bronze’ and ‘Iron’ versions of the Plan will continue to be available on the Educational Experience Plan Consultation Site.

The ‘Iron’ Consultation document has been transitioned into this document to form the Educational Experience Plan – Discussion and Consultation Supporting Document. Detail from this document will be abstracted into The Formal Educational Experience Plan (EEP). The Educational Experience Plan Executive Summary site will also remain available.

13. Implementation Planning

The Implementation Planning Phase will be a process that includes analysis of current tactics and activities that are already directly supporting Educational Experience Plan strategies and objectives. We will also engage in the development of new tactics and activity planning which will be conducted as part of the budgeting and planning process, taking advantage of strategic funding and planning opportunities at the University level. Consultation will be built into these processes at standards set by USQ that are consistent with our commitments to improve communication and behave as one university.

During the Implementation Planning Phase a wide range of opportunities for feedback will continue to be provided. All feedback will be given the opportunity for community discussion, due consideration, and where appropriate will inform considerations and outcomes.

It is important to note the date and version of this document as it is subject to modification. We will actively and continually ask questions of ourselves, learn from what we are doing, and what we see happening around us. The document will be updated as appropriate to reflect our most current thinking. All versions of the document will be archived and made easily and openly accessible.