



**The University
of the South Pole**





Centre for Innovation in Teaching and Learning

Project Lifecycle

Expression of Interest



Initial approval by CITL Project Advisory Committee



Full Proposal



Project Plan, Budget, QA Plan developed in conjunction with CITL staff



Accessibility plan developed in conjunction with Disabilities Support



Project approval by CITL Project Advisory Committee



Project development, monthly progress reports, milestone reports as per QA Plan



Completion of development, Project Quality Assurance Review, approval to deploy from CITL Project Advisory Committee



Initial deployment



Project evaluation and review, Academic Self Review, Student Evaluation, External Review



Ongoing deployment approved by CITL Project Advisory Committee



Centre for Innovation in Teaching and Learning

Project Selection Criteria

Projects for CITL support will be selected using the following criteria. **Mandatory criteria must be met by all proposals, other criteria are optional but preference will be given to projects that address all areas. All decisions are made by the CITL Project Advisory Committee, please visit <http://www.citl.edu.aq/pac/> for copies of application templates, the project application guide and details of key dates as well on information on who to contact for assistance in preparing an application.**

Linkage to University and Departmental Learning Plan [Mandatory]

Please indicate how this project supports the priorities identified in your Departmental Learning Plan and the wider University Learning Plan. Each priority area should be addressed specifically.

Clearly stated and measurable objectives [Mandatory]

Please indicate the key objectives of this project and how their attainment will be measured on completion of the project.

Clearly stated and measurable intended student learning outcomes addressing a range of cognitive levels appropriate to the student audience [Mandatory]

Please indicate the intended student learning outcomes arising from this project. It is important that these be placed within the context of wider course and programme learning objectives. Please indicate how student achievement of these learning outcomes will be identified.

Whether the project extends completed CITL projects or reuses materials or other outcomes from completed CITL projects

Preference is given to projects that extend or reuse existing project deliverables.

The intended lifetime of the project outcomes

Preference is given to projects that can be reused without extensive maintenance or redevelopment.

The ability of project deliverables to be reused in other contexts

Preference is given to projects that can be reused in other courses/programmes. Please describe the extent to which individual elements of the project can be used independently.

Evidence demonstrating a pre-existing student learning need that will be addressed by this project

Preference is given to projects that can provide empirical evidence that the project will address a pre-existing student learning need or lack in departmental capability.

Absence of suitable internally or externally developed materials addressing the project objectives

Preference is given to projects that can demonstrate the absence of suitable pre-existing materials. Where such materials exist project applications must demonstrate why reusing them will not support the intended student learning outcomes and project objectives

Evidence demonstrating the support of the project outcomes from multiple departments

Preference is given to projects that address needs arising in more than one university Department. Note that it is not sufficient that a particular course is co-taught.

Affordability and risk

Preference is given to projects that are low-risk, particularly with regard to the intended technologies and student abilities to make effective use of these. Projects having a budget in excess of \$50,000 or lasting more than one year will generally not be funded and should be submitted as smaller, staged projects, or submitted as a Strategic Learning and Teaching Project (see <http://www.usp.edu.au/strategy/investment/> for details of the application process and key dates).



Centre for Innovation in Teaching and Learning

University of the South Pole

SUM-L-3345

Student Summative Evaluation of Lecturing

Lecturer: Marshall, Stephen

Course: PENG201

This form gives you an opportunity to indicate your reactions to the teaching performance of the above person. Please consider each question separately, trying not to let your overall reaction to the paper blind you to particular areas of this person's strengths or weaknesses.

For each rating item, circle the number which best indicates your reaction.

1. I found this teacher was able to communicate ideas and information clearly.
strongly agree agree neutral disagree strongly disagree
1 2 3 4 5
2. I found this teacher to be well organized.
strongly agree agree neutral disagree strongly disagree
1 2 3 4 5
3. This teacher stimulated my interest in the subject.
strongly agree agree neutral disagree strongly disagree
1 2 3 4 5
4. This teacher's attitude and behaviour towards students has encouraged my learning and study.
strongly agree agree neutral disagree strongly disagree
1 2 3 4 5
5. I found this teacher to be enthusiastic about his/her teaching.
strongly agree agree neutral disagree strongly disagree
1 2 3 4 5
6. This teacher has encouraged students to think critically about the subject.
strongly agree agree neutral disagree strongly disagree
1 2 3 4 5
7. This teacher has achieved and maintained good rapport with students in class.
strongly agree agree neutral disagree strongly disagree
1 2 3 4 5
8. How would you rate the overall effectiveness of this teacher?
outstanding satisfactory very poor
1 2 3 4 5



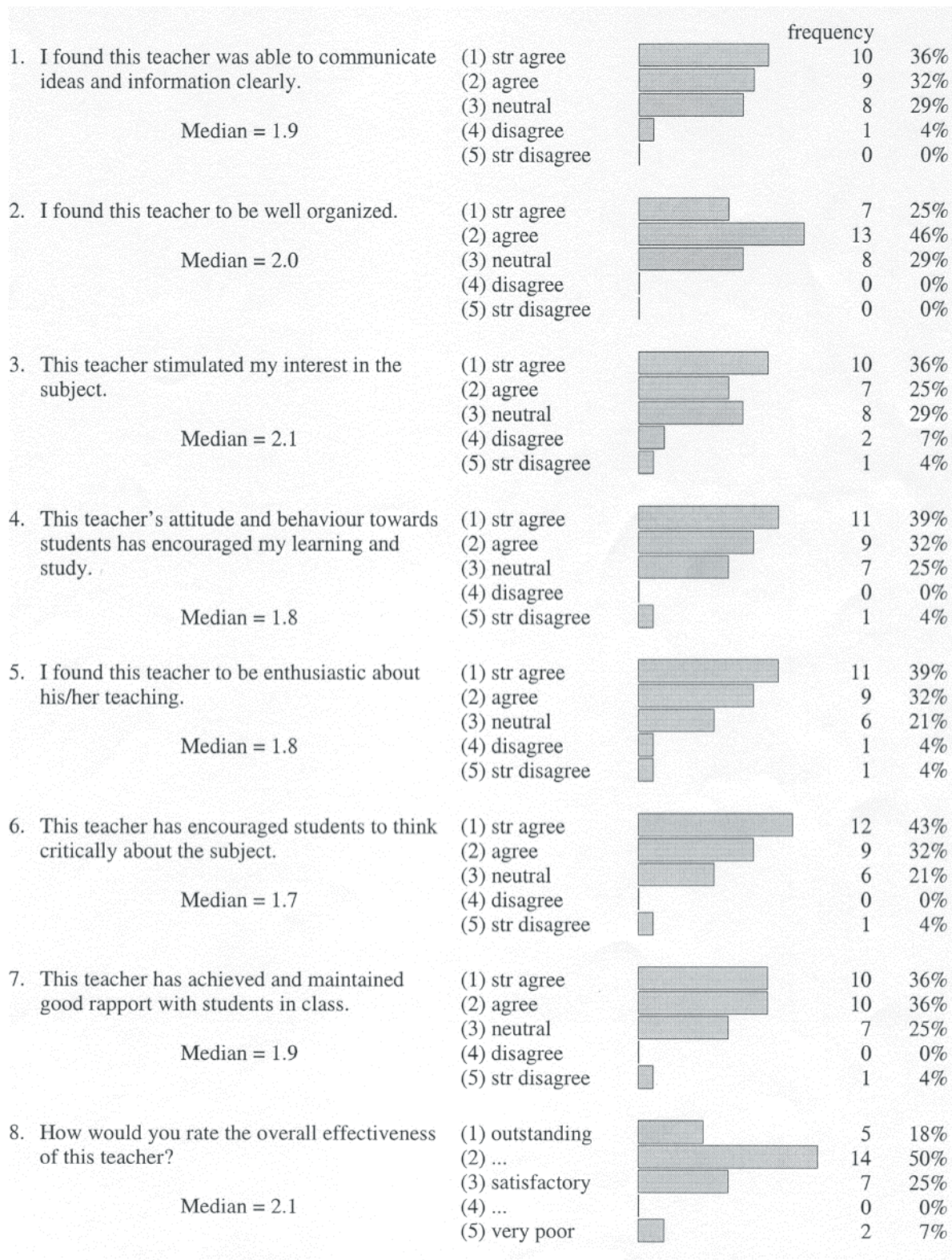
Student Summative Evaluation of Lecturing Report

Course: PENG201

Students Enroled: 28

Lecturer: Marshall, Stephen

Students Responding: 28





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Project Accessibility Review

All projects undertaken by CITL must comply with the USP Accessibility Policy. In particular all online materials must comply with the W3C WAI Web Content Accessibility Guidelines 1.0 Priority One Checkpoints. Further information can be found here: <http://www.citl.usp.edu.aq/accessibility/> and at the W3C: <http://www.w3.org/TR/WCAG10/>.

This form must be completed and submitted to the CITL Project Advisory Committee before delivery will be approved.

Academic responsible for project:

Department:

Title of project:

Date project approved:

Please indicate compliance for each of the following items. If not compliant, please provide an explanation as to why approval should be given. When the item does not apply please explain why.

	Compliant:	Yes	No
Web pages are HTML 4.0 or XHTML 1.0 compliant		<input type="checkbox"/>	<input type="checkbox"/>
Text alternatives are provided for all non-text elements		<input type="checkbox"/>	<input type="checkbox"/>
Information conveyed by colour is available without colour as well		<input type="checkbox"/>	<input type="checkbox"/>
Web materials function with images, Javascript and styles disabled		<input type="checkbox"/>	<input type="checkbox"/>
Multimedia objects support for reading aloud text equivalents		<input type="checkbox"/>	<input type="checkbox"/>
Titles are provided for tables and table columns		<input type="checkbox"/>	<input type="checkbox"/>
Form elements are labelled		<input type="checkbox"/>	<input type="checkbox"/>

Signed: _____ **(Project Academic Lead)** **Date:** _____

Signed: _____ **(Student Disability Services)** **Date:** _____



University of the South Pole

E-Learning Strategy

Background

The University of the South Pole is, and will continue to be, a leading Southern Hemisphere research and teaching institution. The University has a powerful tradition of achievement, much of it built on activities that benefit from the association with Antarctica. USP will build on past successes to further enhance its contribution to the world's cultural, economic and social development. Guided by the values set out in its Charter, it will provide a high quality and stimulating learning experience for students, produce internationally-distinguished research, and contribute to enhancing the quality of life of the community in which it is based.

High quality research and teaching are at the heart of world-class universities. In positioning itself as a first tier University in the Southern Hemisphere, USP is guided by a set of attributes that will focus and shape its endeavours in these two spheres. These attributes are vital to its culture, determining decision-making in direct and powerful ways. The University will craft its staff recruitment, programme structures, student support, policies, and operating and capital investment towards establishing an optimal learning environment that will secure desired outcomes. Its graduates will be distinguished by their capacity for independent, creative and critical thought, their excellent communication skills and their ability to take a leadership role in an increasingly diverse, technologically sophisticated and complex global society.

The international profile of successful universities is heavily dependent on the quality and commitment of its staff: both academic and general. The University will embrace the change to e-learning as an opportunity for its staff and students and commit resources to recruiting, developing and providing opportunities to talented staff. Emphasis will also be placed on other conditions which make a university an attractive place to work, such as teaching and research facilities and opportunities.

USP is strongly entrenched in Antarctica as an international centre, as well as a local and regional community. This is a source of its strength and distinctiveness. In future it will give even more strategic focus to this relationship in terms of research, teaching programmes, formal alliances, consultancy and community service. There is a strong, symbiotic relationship between the University and the various research bases, and through their combined efforts they will make Antarctica an even more desirable destination of choice for students.

Participation rates in tertiary education will increase as “knowledge society” skills become more important for larger proportions of the workforce. Higher levels of participation will not, however, guarantee USP sustained enrolments. Much of the growth in participation will be from people with work experience, demanding courses that are focused on careers rather than traditional academic disciplines. They will require the flexibility to take courses while they remain in employment (as rapid technological and societal change increases the rate of mid-career adjustment and increases the demand for retraining). To be successful in this area, the University will need to develop flexible, interdisciplinary, postgraduate, post-experience and professional development programmes alongside traditional disciplinary postgraduate programmes. With such pro-

programmes the University will build on its strategic relationships with the research base communities. The high proportion of mature students doing postgraduate programmes needs to be properly accommodated and fluctuations in enrolments need careful management.

Competition from alternative providers “virtual” and distance from overseas and new sectors (business, entertainment industry) – is likely to increase markedly. Developments in information technology will change the ways USP, and other institutions, deliver the educational experience.

Many international students come to USP seeking an educational experience that differs from that in North America, Australia, Asia and Europe. USP can provide international students with this, and do so in the most unspoilt and clean environment on Earth, but it must be responsive both to the needs of those students and to the impact of humanity on that environment and the restrictions it imposes on our activities.

Executive Summary of Key Themes

1. We will continue to develop high quality, viable e-learning with strong academic content and technical support aimed at meeting the needs of our students and which sits within a continuum of delivery ranging from fully online to fully face-to-face.
2. We will use technology to drive our learning and teaching direction away from mass education to focus on mass personalisation of education.
3. We will continue to grow and develop an extensive e-learning portfolio in support of the University’s wider mission and strategies as laid out in the University Strategic Plan.
4. We will develop e-learning using a services approach, with a clear focus on integrating the student experience and supporting systems with mainstream university academic and administrative systems.
5. Ensure that new e-learning programmes are, prior to approval, subject to carefully scrutiny of the associated business case and the quality assurance arrangements.
6. We will continue to build on our strategic partnerships with Antarctic research organisations so as to ensure we are able to address the learning needs of their staff and so that our students can participate in opportunities for work placements and collaborative research projects.

Critical Success Factors

- * A diverse portfolio of sustainable, quality assured, e-learning programmes which meet the needs of identified customer groups;
- * Motivated academic staff, well supported and provided with opportunities both to experience e-learning themselves and to be trained as effective e-learning practitioners;
- * A reliable, high performing and robust technology infrastructure able to meet the needs of the University and its students as demand for e-learning grows;
- * A set of sustainable strategic partnerships in place which enable the University to build regional partnerships for delivery and sourcing of students.

Definition

For the purposes of this document, e-learning is defined as:

“the use of digital communications technology to support the learning activities of students, the teaching activities of staff, and the administration of the process by the University.”

Strategic Objectives

The objective of this Strategic Plan is to define specific and measurable objectives that will provide the context for planning and resource allocation decisions in the immediate future. These objectives inform University-wide Plans and School and Central Services Unit Plans.

1. We will continue to develop high quality, viable e-learning with strong academic content and technical support aimed at meeting the needs of our students and which sits within a continuum of delivery ranging from fully online to fully face-to-face.

Objective 1.1 By 31 December 2006 all USP programmes will have a plan for delivery and technology use linked to School and University-wide plans.

Objective 1.2 By 31 December 2005 all Central Service Units will have strategic plan specifically addressing the impact that fully online delivery will have on their services.

Objective 1.3 By 31 December 2007 all USP academic staff will have completed an approved training programme in designing and delivering courses online.

Objective 1.4 By 31 December 2006 all USP student services will be available to all students irrespective of the mode of delivery.

Objective 1.5 By 31 December 2006 all USP Library services and resources will be available to all students irrespective of the mode of delivery.

2. We will use technology to drive our learning and teaching direction away from mass education to focus on mass personalisation of education.

Objective 2.1 By 31 December 2007 all USP students will have been provided with a tailored learning plan able to be maintained and developed as they undertake their studies.

Objective 2.2 By 31 December 2007 10% of all USP courses will be able to be undertaken in self-study mode without the intervention of academic staff and commencing at any time during the year.

3. We will continue to grow and develop an extensive e-learning portfolio in support of the University's wider mission and strategies as laid out in the University Strategic Plan.

Objective 3.1 By 31 December 2006 15% of all USP courses will be able to be undertaken fully online, by 31 December 2008 40% of all USP courses will be able to be undertaken fully online.

Objective 3.2 By 31 December 2005 CITL will establish and administer a programme of competitive internal research grants supporting academic staff research into teaching and learning.

4. We will develop e-learning using a services approach, with a clear focus on integrating the student experience and supporting systems with mainstream university academic and administrative systems.

Objective 4.1 By 31 December 2005 ITS will complete a systems audit using the JISC/DESC E-Framework to identify which systems are compliant. By 31 July 2006 a plan for addressing non-compliant systems will be created for consideration in the 2006/7 budget planning round.

5. Ensure that new e-learning programmes are, prior to approval, subject to carefully scrutiny of the associated business case and the quality assurance arrangements.

Objective 5.1 By 31 December 2005 the office of the AVC Academic will provide a process for reviewing and updating business cases for all existing e-learning courses and programmes using a 'balanced scorecard' methodology.

Objective 5.2 By 31 December 2008 USP e-learning courses will have completed a full Quality Assurance review. Such reviews will be undertaken after every third offering of the course.

Objective 5.3 By 31 December 2010 the complete programme of USP e-learning courses will demonstrate their ability to be fully self-supporting in financial terms.

6. We will continue to build on our strategic partnerships with Antarctic research organisations so as to ensure we are able to address the learning needs of their staff and so that our students can participate in opportunities for work placements and collaborative research projects.

Objective 6.1 By 31 December 2006 three new research or e-learning workplacement agreements will be ratified by Council.

Objective 6.2 By 31 December 2005 a review of all existing partnerships will be undertaken by the Projects Office.

Objective 6.3 By 31 December 2006 10% of all USP courses will make use of Access Grid facilities to provide collaborative teaching opportunities involving external experts and students.



Centre for Innovation in Teaching and Learning

CITL Project Expression of Interest

Academic responsible for project:

Department:

Title of project:

Academic staff involved in project

Please describe what you would like this project to create

Describe your idea and goals in as much detail as possible, illustrated as necessary, and supported by examples of similar work done elsewhere (not just USP) and any published research that you feel explains the utility of the project.

Please describe why your students need this project

Provide evidence in as much detail as possible including linkages to course a. Empirical and external review evidence should be provided where it is available.

Please indicate which USP courses and programmes will benefit from this project

Please indicate which existing CITL projects this new project will build upon and how that building upon will occur

This should include reuse of assets as well as projects designed to extend to improve existing work

Signed: (Project Academic Lead) **Date:**

Signed: (Head of Department) **Date:**



Centre for Innovation in Teaching and Learning

CITL Project Full Proposal

Academic responsible for project:

Department:

Title of project:

Date expression of interest approved / /

Intended delivery date: / /

Academic staff involved in project

Project objectives

For each objective please indicate what evidence will be used to measure achievement. Please consult the project review handbook for examples of types of evidence that can be used to measure achievement of project objectives.

Student learning outcomes

For each learning outcome please indicate how achievement by students will be measured and what evidence will be collected to support this claim. Please consult the project review handbook for examples of types of evidence that can be used to measure achievement by students of learning outcomes.

Please describe what you would like this project to create

Describe your idea and goals in as much detail as possible, illustrated as necessary, and supported by examples of similar work done elsewhere (not just USP) and any published research that you feel explains the utility of the project.

Please describe why your students need this project

Provide evidence in as much detail as possible of student needs linked to the Student Learning Outcomes provided above. Empirical and external review evidence should be provided where it is available.

Please indicate which USP courses and programmes will benefit from this project

Please describe how this project is linked to the departmental and USP Learning Plans

Please describe in your own words the impact this project is likely to have on the identified courses and programmes

Please describe in your own words the impact this project is likely to have on the academic staff involved

Student Workload Impact Statement

Provide an assessment of the impact that this project is intended to have on the hours and type of work expected to be undertaken by students

Staff Workload Impact Statement

Provide an assessment of the impact that this project is intended to have on the hours and type of work expected to be undertaken by staff

Please indicate which existing CITL projects this new project will build upon and how that building upon will occur

This should include reuse of assets as well as projects designed to extend to improve existing work

What is the anticipated lifetime of this project

Indicate how often any included content assets will need to be updated in order to still be useful

Signed: (Project Academic Lead) **Date:**

Signed: (CITL Reviewer) **Date:**

Signed: (Head of Department) **Date:**

Attachments

The following documents must be attached to this proposal

- 1. Intellectual property agreement signed by involved Academics and an Authorised Manager**
- 2. Initial budget estimate**
- 3. Accessibility issues statement from Disabilities Support**
- 4. Ethics approval or waiver**



Centre for Innovation in Teaching and Learning

CITL Project Plan

CITL Project Leader:

Academic responsible for project:

Department:

Title of project:

Date expression of interest approved: / /

Date full proposal approved: / /

Intended delivery date: / /

Academic staff involved in project

Project objectives

Please indicate clearly any changes arising from the project plan development process

Student learning outcomes

Please indicate clearly any changes arising from the project plan development process

Overview of project deliverables

Include specific linkages to project objectives and student learning outcomes

Student audience

Project team

Design rationale

Interaction strategy

Student-Student

Student-Teacher

Student-Content

Teacher-Content

Teacher-Teacher

Content-Content

Student workload

Staff workload

Infrastructural requirements

Project timeline

Planned lifecycle of deliverables

Signed: (CITL Project Lead) **Date:**

Signed: (Project Academic Lead) **Date:**

Signed: (Director CITL) **Date:**

Attachments

The following documents must be attached to this project plan

- 1. Quality assurance plan**
- 2. Budget**

