

**make
history.**



**THE UNIVERSITY
of ADELAIDE**

Education in a Digital World

**Learning & Teaching Transformation
Strategy: 2023 – 2028**



Acknowledgement of country

Ngadlurlu Kurna miyurna tampinhi. Parna yarta mathanya Wama Tarntanyaku. University of Adelaide Kurna yartangka yuwanthi – Tarntanyangga (North Terrace), Waitengga, Thebartonilla, Roseworthyngga kuma.

(Lit. the University of Adelaide stands on Kurna land in Adelaide (North Terrace, Waite, Thebarton and Roseworthy.)

“We acknowledge the Kurna people, the original custodians of the Adelaide plains and the land on which the University of Adelaide campuses are built”

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History is made here, and we will hold true to our innovator spirit as we progressively transform learning and teaching for the benefit of the communities we serve

Established in 1874, the University of Adelaide was founded with two complementary goals:

- to prepare new generations of leaders who were distinguished and shaped by education, not birth or wealth; and;
- to challenge societal norms that hindered progress or reinforced inequality.

Our learners, staff and alumni embody our spirit of history making and we will continue this through our education in a digital world strategy

Learning today

Our legacy has been built on a profound commitment to delivering 'educational firsts'. The University of Adelaide was the first in Australia to admit women to degree courses on an equal basis to men; as well as the first to offer science and business degrees; and the first to have a music conservatorium.

As with any leading institution, the University faces challenges that present opportunities for growth and improvement. These challenges include managing increasing expectations from learners regarding their flexibility, agency and personalisation; equity, inclusivity and accessibility; staying current with rapid technology advancements; managing flexible partnership models; and leveraging the best course content available.

The education landscape is evolving at an accelerating pace, with the emergence of new and capable learning platform providers, new educational business models, and swiftly evolving partnership arrangements of peer institutions.

Within this dynamic and challenging environment, we see an opportunity to confidently adapt and innovate, ensuring the desirability of our offerings remain strong for current and future learners.

We've made a habit of breaking new ground. and in recent times, this spirit of innovation only grows stronger.

Learning tomorrow

Through the education in a digital world strategy, we will embrace the opportunities ahead and establish a process that considers continuous change and accelerates our journey towards the future of learning.

We will stay true to our values and mission as history makers and seek to create an expectance of excellence in learners and our people. We will challenge ourselves to be bold and innovative to the benefit society and enhance the public good.

We will uphold a radical learner-centric approach, envisioning a future where learning is flexible, adaptable and stackable across programs, institutions, sectors, and national boundaries. Learners will be empowered to thrive academically through our academic team who form the core of a vibrant and supportive learning community and are guided by on-demand and AI-assisted technologies.

We will be ready to adopt contemporary and experimental technologies that empower our educators to thrive in a digital world.

We will leverage an expanded set of partners and enhance our collaboration across the learner community. Our relationships will exist locally, nationally and globally and span across the areas of equity, content, technology and social impact.

We will remain committed to delivering equity in all that we do. We commit to Indigenous knowledge, to Indigenous voices, and to embed Indigenous perspectives across the learning experience. We will work with learners, educators and partners across the learning ecosystem, to develop a flexible, highly personalised, and tailored pedagogy.

By these means, we will enable our learners as future leaders, to thrive and be agents of change in their chosen journeys. By making history we shape the future. And we've only just begun.

In an AI- and disrupted future, our strategy helps us respond faster to external change and to be even more human-centric

Our University purpose

To be a future-maker for our state, our nation and our world

Our learning ambition

We make education a more accessible, relevant and enriching experience for a diverse range of learners, preparing them for lifelong success and a lifetime of learning, and to transform our world

Learners

- Undergraduate and postgraduate
- Prospective
- Career switchers
- Lifelong learners (ages 9-99)
- Alumni

Modalities

- On-campus/blended
- In the field/workplace
- Immersive virtual
- Hybrid
- Online

Experiences

- Hyper-personalised
- Equitable pathways
- Enriching experiences
- Supportive of diverse learners
- Choice and flexibility

Our learning transformation

We will harness radical learner-centricity to empower learners and our learner community with greater accessibility, flexibility and autonomy



Digital world pedagogy

Embrace **active, hybrid learning experiences** so that we adapt to diverse learner needs and expanded learner expectations



Innovative educators

Empowering academics and professional staff by developing **digital skills and transformative mindsets** to drive excellence and growth



Modular content

Craft **adaptable modular content** so that we provide tailored learning experiences and build **flexible** and dynamic curricula



Data excellence

Leveraging data and AI so that we understand our learner preferences, hyper-personalise support, enrich each learner's journey and foster success



Open ecosystem

Establish strategic, genuine **partnerships at all scales** and across the whole learner lifecycle **so that we amplify learning capabilities**

Success measures

Trends in learner satisfaction

Trends in staff satisfaction

Proportion of modularised content

Digital access and personalised delivery

Reach and range through partnerships

Our vision for 2033 is to be true partners to our learners as they make their futures here

Our learning transformation vision is to harness radical learner-centricity to empower our learner community with greater accessibility, flexibility, adaptability and autonomy.

In 2033, we serve our broader community from traditional learners to lifelong learners, career switches and alumni. All our learners can expect exceptional and personalised experiences with highly adaptive teaching, enabling them to exceed their expectations and their goals.

We do this by cultivating a powerful and inclusive community where educators are allies on the learning journey. We experiment and innovate to stay at the future's edge. We empower all learners to realise their potential and excel in a constantly evolving world. We promote leadership, agency and innovation to transform the future.

In 2033, we as learners...



A small set of strategic principles serve as guard rails for better decisions and outcomes

1

Learner-centric

Place learners and the learner community at the centre of decision-making and enable radical learner choice.

2

AI accelerated

Embed digital practices and AI technologies, at pace, and recognise the University as part of a broader, evolving digital world and exceed the expectations of our future learners.

3

Innovative mindset

Empower our people, refine our systems and processes to build a culture of innovation and experimentation.

4

Skills excellence

Enable participation in the digital world by linking our curriculum to the broad intellectual skills required by our modern society.

5

Uniquely Adelaide

Enable distinctive undergraduate and postgraduate experiences that connect learners to our University, our campuses and the uniqueness of our region.

6

Inclusive design

Leverage universal design principles to create learning environments and experiences that enhance participation and support all to flourish.

7

Evidence informed

Leverage data analytics and industry insights to support individual learning outcomes and a culture of continuous improvement.

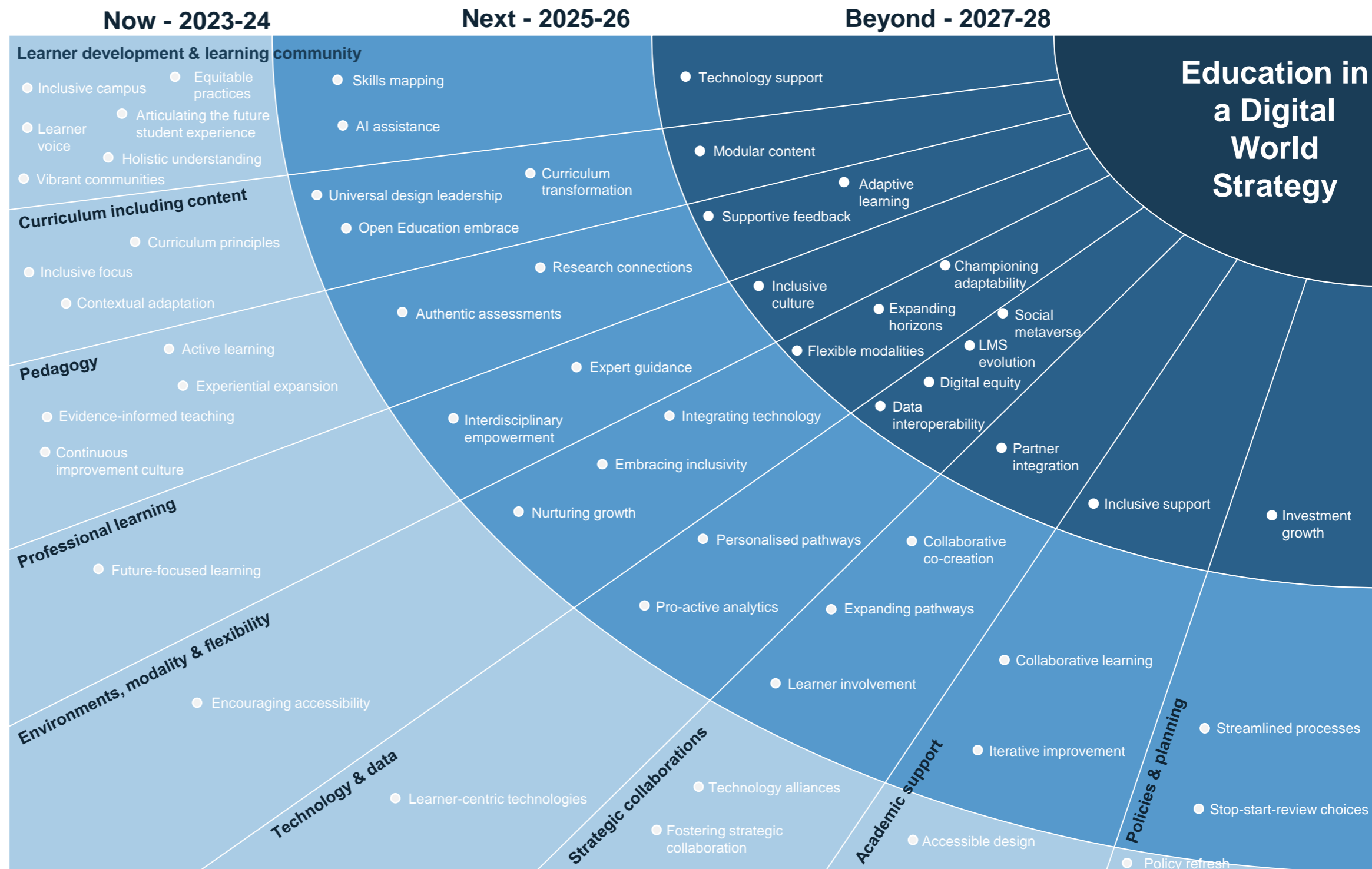
We will drive a major shift in our learning and teaching capabilities over the next five years

Capabilities	Today	Tomorrow
Learner development & learning community	Learner development opportunities currently come in pre-packaged formats and may be difficult to access, as there is limited digital support. Social opportunities facilitated by the institution are primarily available on campus.	Tailored, real-time, AI-assisted development assisting learners to 'learn how to learn'. Onsite and online communities encourage learners to build strong relationships with each other, the University and the world.
Curriculum including content	Curriculum design is mainly focused on traditional qualifications and can include outdated content that is not easily accessible digitally.	Curriculum is designed and delivered using flexible, modular and accessible content with personalised learning pathways.
Pedagogy	Teaching methods offer limited flexibility for learners. Conventional assessment methods are prevalent.	Teaching is evidence-informed using active learning practice with authentic assessment. Educators are empowered to promote deep learning.
Environments, modality & flexibility	Both on-campus and online learning environments prioritise teaching, supported by standard technology. Learning modes are inflexible and limited.	Campus and online environments support seamless social and learning opportunities through learner-preferred modalities as and when they like.
Professional learning	Inconsistencies exist in the training of academic staff, particularly new staff, and in recognising excellence.	Academics are empowered with contemporary knowledge, skills, and resources to be able to deliver engaging and meaningful learning experiences tailored to learner needs.
Strategic collaborations	Our leading-practice framework for research partnership has not been matched by equivalent partnership and collaboration outcomes for learning and teaching.	We have leveraged our comprehensive research collaboration framework to deliver step changes in learning and teaching outcomes related to equity, content, technology, local and global presence, employability, and learner partnerships.
Technology & data	Some programmes and administrative processes incorporate innovative technologies, however most depend on prior generation technologies and manual efforts for data integration.	Our learning ecosystem is easily navigated between onsite and online modalities, with learner preferences automatically and seamlessly anticipated and enabled.
Academic support	The available time for academics does not support providing the best assistance for learners.	Learners thrive academically through a combination of AI-assisted and on-demand guidance, which frees academic and professional support for facilitating deep learning.
Policies & planning	Policies and procedures are centred on a traditional, supply-driven approach to education, tend to be risk-averse, and can restrict staff innovation and performance.	Policies reflect a modern learning institution recognising digital world capabilities and contemporary learning models and learner requirements.

Learning and teaching capabilities will be continuously transformed over three time horizons

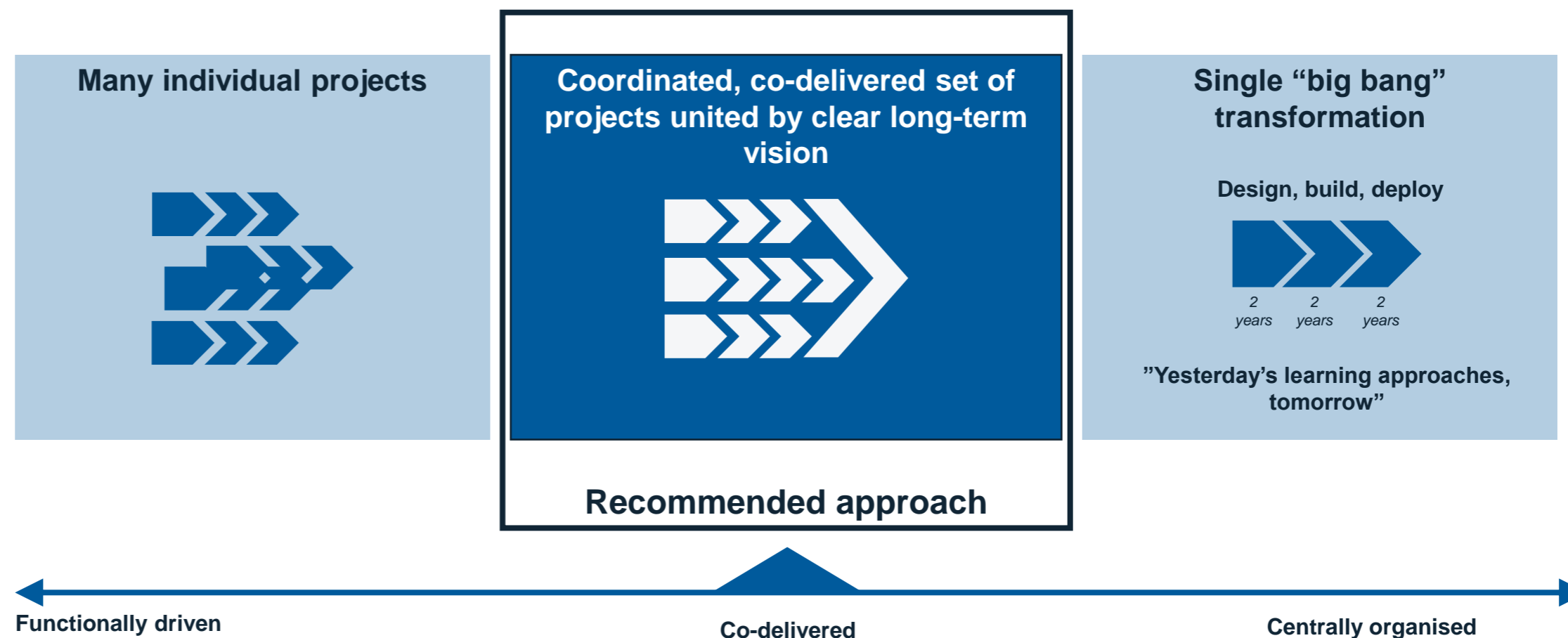
This strategic roadmap articulates the actionable steps in answer to the question, “what is required to execute our learning and teaching transformation strategy?”

The roadmap visualises how the University will align and prioritise investments in shifting the nine learning and teaching capabilities over the next five years.



Themes such as learner centricity, inclusivity, technology and collaborations appear across all capabilities and through all horizons.

This is not a “big bang” transformation – instead, it is a “many year” journey of incremental steps ... with a very different approach to governance and delivery



Changing the way we change

The University will continue to spend on learning transformation projects in one way or another. But if we implement the way we always do, we will get what we always get, which is challenges with execution.

For the EDW Strategy to be realised, we will do things differently via a collaborative, co-delivered effort that is led by the academy and supported by the Division of Academic and Student Engagement. We will:

- Shift to a more federated approach, that is more lightweight to enable agility, while still driving ownership and momentum.
- Empower people at the front lines (faculties and schools) to make decisions where they have context
- Establish a set of implementation guard rails: transparency into what everyone is doing and how they are progressing; a common delivery language; and an open door that welcomes people in

We will get the transformation right by addressing six critical success factors

1

Share the vision

We will share the vision and case for change – and communicate regularly with our staff, our learners, and our community, share the vision, show the change, and make this strategy everybody's strategy.

2

Enlist the community

We will enlist our community, enable ownership and champion-led change, treat our academics and professional staff with respect by giving them time, and welcome their input and refinements, enabling celebrating their success.

3

Demonstrate excellence

We will create exemplars to bring the vision to life so that people can experience and immerse themselves in the future. Examples include showcasing a great short-form learning module, how digital learning can create community, the classroom of the future, etc.

4

Collaborate with learners

We will bring our learners into our conversations, leveraging their knowledge and draw on their talents and experience.

5

Do the right things

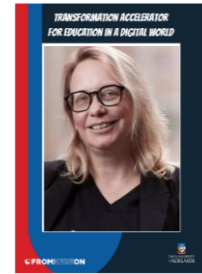
We commit to prioritisation. This includes creating more space, through policies and processes, to free up staff for us to achieve this transformation. This also includes a deciding what to stop, start, and review to refocus efforts.

6

Align structure with strategy

We will shift the University operating model to enable the learning transformation – including governance, methods, people, processes and technology.

Thank you to the more than 30 participants from across the University who, alongside industry and learner voices, worked together to co-design the direction for our strategy



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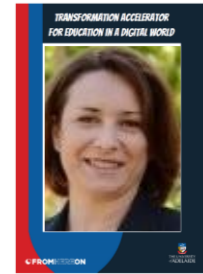
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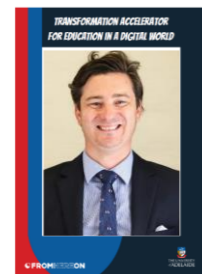
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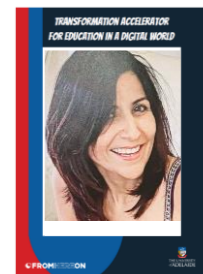
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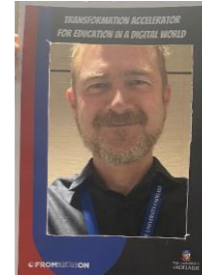
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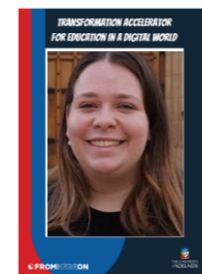
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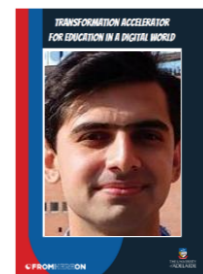
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Appendix a: glossary

Glossary of terms used

Active learning

An educational approach that enables students to take a proactive role in their learning. They participate, enquire and collaborate to critically and creatively construct, synthesise and apply knowledge.

Adaptive learning

A personalised learning method that uses technology to adjust educational content and delivery based on each learner's needs, performance, and preferences.

AI-first

The integration and prioritisation of AI-driven learning experiences, learning supports, and educator enablement, with traditional methods.

Assessment

Assessment is a continuous process that involves collecting, analysing, and interpreting evidence, reflecting on the outcomes, and making informed and consistent evaluations. Assessment encourages, enhances, reveals and validates student learning and can be used for diagnostic, formative and summative purposes.

Asynchronous learning

When learning asynchronously, students access educational materials and complete assessments independently and according to their own schedule within a certain timeframe. Learning often occurs without real-time interaction with educators or peers.

Authentic assessment

Activities and tasks which have relevance to the real world.

Blended Course

A course in which learning takes place in a mix of online and physical locations. Learning activities can be both synchronous and asynchronous. Blended learning exists on a continuum and educators determine the mix of approaches which are meaningful in their context.

Blended Program

A program which contains blended courses but can also contain some online courses.

Competency-based learning

An educational model that focuses on the mastery of specific skills or knowledge areas, allowing learners to progress at their own pace as they demonstrate proficiency.

Challenge-based learning

A pedagogical approach that engages learners in solving real-world problems or challenges, often through collaboration and critical thinking, fostering deep learning and practical skill development.

Feedback

Feedback is timely and actionable information which supports students' engagement in the learning process. Feedback can come from a variety of sources including the educator, self, peers, industry/professional mentors and technological tools.

Learner-centric

An approach to authentically engaging learners through the right people at the right time across the learner journey, giving them a voice and addressing their needs, preferences, and interests in designing and delivering educational experiences

Learning analytics

Collecting, analysing, and using learner performance and engagement data to inform teaching strategies, improve learning outcomes, and enhance the educational experience.

Modality

The choice between online or blended.

Next-generation digital learning environment

A flexible and interoperable ecosystem of digital tools and services designed to support personalised, collaborative, and adaptive learning experiences for learners and educators.

Omni-channel

A seamless, integrated approach to delivering educational content and support services through various channels, such as in-person, online, and mobile platforms.

Omni-modality

An educational approach incorporating multiple learning modes, such as lectures, seminars, self-paced online courses, and hands-on experiences, provides learners diverse and flexible learning options.

Pedagogy

Pedagogy refers to the methods, strategies, and practices used in teaching and facilitating learning. It encompasses educators' principles and techniques to create effective learning environments, engage learners, and promote acquiring knowledge and skills.

Peer learning

A collaborative learning approach where learners learn from and with one another, often through group work, discussion, or feedback, thereby enhancing understanding and critical thinking skills.

Personalised learning

An educational approach that tailors learning experiences to meet individual learners' unique needs, preferences, and goals, often through adaptive learning technologies or differentiated instruction.

Open Education

The philosophy and approach of making education resources freely accessible and adaptable to learners, educators, and institutions, without financial or legal barriers

Online course

A course which is completed without the need to be present at a specific physical location. It may include learning activities which are completed synchronously. Students access learning materials, interact with educators and peers and complete assessment tasks through digital platforms.

Online Program

A program in which all courses are defined as online.

Stackable credentials

A modular, flexible approach to earning credentials, allowing learners to accumulate units of study from across programs, institutions, sectors, and national qualification frameworks, underpinned by shared frameworks and agreements.

Synchronous learning

When learning synchronously, learners interact with educators and/or with each other in real-time.

Universal design for learning

A framework for creating accessible and inclusive learning environments catering to diverse learner needs, abilities, and learning preferences.

Virtual learning environments

Digital platforms or systems provide learners and educators with access to resources, tools, and communication channels to support and enhance learning experiences, typically through a web-based interface. Superseding next-generation digital learning environment in some cases.