

# 5 Ways

to take  
online learning  
to the next level



For the past three years the **Online and eLearning Summit** has been running in Australia, providing a platform for education professionals to engage, network and learn about how to develop innovative online learning strategies to ensure high quality learning experiences.

Over the course of this time, the rapid pace of change, evolving student expectations and the rise of digital have been big influencers in the way online learning strategies are being designed, implemented and measured. However despite these changes one thing has remained constant: at the heart of online learning is the student. Innovative online learning design goes hand-in-hand with improving student engagement, learning outcomes and the overall learning experience.

With this in mind, we have compiled the five key ways you can take your online learning strategy to the next level to transform the learning experience into something which is fulfilling, rewarding and personalised for your students and staff alike.

## Insights from:



# 1. Always put the student at the centre of course design

Currently in Australia only 7% of students enrolling in online courses will complete them. Online learning is fraught with many additional challenges to the student including a lack of connection with the educator and a greater requirement for self-discipline.

At TAFE Queensland 80% of students enrolled in an online course now will complete it. **Neal McCann** is the **Director of TAFE Online** and he largely attributes these results to a newly implemented business model which puts the student at the forefront of online learning design and development.

Join Neal at the **3rd Annual Online and eLearning Summit 2018** where he will further explore how to:

- Ease the financial burden on the students by reducing their maximum course load to two units at any one period in time
- Enhance the possibility for personalised learning by offering a range of intake times per year, reducing the course length to 12 weeks and implementing moveable assessments
- Understand the specific skillset required to be a great online educator and upskilling educators for maximum student engagement

[Learn more!](#)

## 2. Ensure digital tools are fit-for-purpose

The integration of multiple media platforms into the online learning experience is becoming increasingly important for staff and student engagement but it can often be complex and inefficient, especially for time poor educators.

The University of Tasmania is combatting this challenge by developing a unique set of interactive tools, designed to create a simple and seamless experience for both educators and students.

At the **3rd Online and eLearning Summit 2018** **Netty Gibson, Digital Innovation Team Leader** at the **University of Tasmania** will walk you through the process of integrating engagement driven experiences into online learning, including how to:

- Design a simple to use, interactive content builder which fulfills the requirements of the staff and is specific to the online content being delivered
- Create a robust online teaching guide which will foster a sense of confidence within the educator in adapting content for the online platform
- Develop a fit for purpose, staff e-learning resources
- Design an interactive virtual tour that shows the first year university experience through online games, videos, and learning materials

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### 3. Use data to create a personalised learning experience

While many universities are aware of the benefits student data can have on creating a personalised learning experience, many are unsure how to capture and use data effectively. What's more, sometimes it can also be a challenge to convince academics of the benefits data and analytics can have for both them and their students.

The University of Sydney is using The Student Relationship Engagement System (SRES) to overcome these challenges. The SRES is open source web-based software that allows teachers to easily and efficiently collect, analyse, and act on student data to personalise student support and feedback.

Join **Danny Liu, Educational Innovation Team Leader** at the **University of Sydney** at the **3rd Annual Online and eLearning Summit 2018** where he will be running a post-conference workshop to explore how to:

- Effectively implement SRES to better support individual students based on performance and engagement – regardless of class sizes
- Use student data to drive a personalised and seamless student experience
- Learn from the University of Sydney's learning analytics journey to data

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## 4. Engage the educator to improve online course implementation

Although there is a marked difference between the face to face learning environment and online platform, the educators are differentiated only by the circumstance they find themselves in.

To keep pace with technology and provide a consistently high standard of educational experience across both platforms there is a need to define the new skillset required of the successful modern educator.

**Sue Gregory, Network Leader: eLearning, ePedagogies and Innovation, University of New England** is set to explore how to engage staff in online course design and implementation at the **3rd Annual Online and eLearning Summit 2018**, including how to:

- Develop time management skills for a flexible, online learning environment
- Improve the art of providing individualised, concise feedback, efficiently, to optimise student growth
- Establish a connection with the students through the online platform and creating a culture of trust between educator and their classroom

Learn more!

## 5. Adopt an agile culture

Despite the many opportunities presented by new educational technologies, both graduate satisfaction rates and graduate employment rates have been stagnant over the past three years. This is an indication that the approach taken by the Higher Education sector to adapt in the evolving digital age is not succeeding in using technology and innovation to deliver a better student experience.

At the University of Adelaide, an agile culture has been adopted and is utilised on a day-to-day basis to improve strategic alignment and deliver the greatest student value sooner.

Learn more from their journey at the **3rd Annual Online and eLearning Summit 2018** where **Jason Alford, Change Manager at the University of Adelaide** will highlight the steps taken to achieve this, including how to:

- Change the preoccupation within the Institutional business model from efficiency and predictability to transparency and continuous improvement
- Evolve team culture and practices to foster a greater sense of autonomy, collaboration and openness
- Use student feedback and closer student involvement to improve the operational model and effectiveness

[Learn more!](#)



Learn more about how higher education institutions across Australia and New Zealand are taking online learning to the next level at the **3rd Annual Online and eLearning Summit 2018**.

Key themes include:

- Top Down Approach to Online and eLearning: Incorporating online and eLearning into the brand and operational model of an institution to facilitate a successful online learning experience for students
- Augmented and Virtual Reality Technologies: Overcoming the Challenges of these New Technologies to Create a more Immersive Learning Experience
- Incorporation of a Social Media Strategy: Forging a Strong Connection Between Students and Institution
- Predictive Analytics: Utilising Cutting Edge Technology to Enhance Personalisation and Increase the Capacity to Engage and Retain Students

**Register!**

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For more information visit <https://onlineandelearning.iqpc.com.au> or call +61 2 9229 1000 or email [enquire@iqpc.com.au](mailto:enquire@iqpc.com.au)



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