



4th Annual Online & e-Learning Summit 2019

Creating Innovative Digital and Blended Learning Tools that Increase Engagement & Student Learning Outcomes

- Main Conference: **7th – 8th of May 2019**
- Pre-Conference Workshops: **6th May 2019**
- Venue: **The Victoria Hotel**



FEATURED SPEAKERS:



Andy Saltarelli
Senior Director Digital
Learning Design,
Evaluation
& Research,
Stanford University



Darrell Evans
Deputy Vice
Chancellor Academic
**University
of Newcastle**



Brian Bailey
Technology
Innovation Manager,
**University
of Sydney**



Janet Frizzarin
UQ2U Program
Delivery Manager,
Institute for Teaching
and Learning
Innovation (ITaLI)
**University of
Queensland**



**Associate Professor
Mark King**
Director of
Educational Delivery
Services, Office of the
Pro Vice Chancellor
Education,
UNSW Sydney



**Professor
Shelley Kinash**
Director,
Advancement
of Learning
& Teaching
**University of
Southern Queensland**



Simona Jobbagy
Director, Business,
Design, Media and
ICT Programs, Swinburne
University of Technology,
**Swinburne University
of Technology**



Joe Millward
Innovation Manager,
TAFE NSW

.... Over 30 speakers on page 3

FEATURED CASE STUDIES:



Swinburne University
\$40 million revamp of its
Teaching and Learning
Capability and supporting staff
through this transition



**Stanford University: Harnessing
Faculty Innovation and
Removing Barriers to Global
Online Collaboration**



**UNSW \$50 million revamp of
online and blended learning**
at UNSW and the development
of 660 online and blended
courses

Researched
& Developed by:





WELCOME TO THE ONLINE & E-LEARNING SUMMIT 2019

Dear Colleague,

The online education market in Australia has grown by almost **20%** and is expected to be worth **\$5.3 billion by 2019**. This growth has been driven by increasing student demand, technological innovations and competition amongst institutions.

With this in mind, the **Online & e-Learning Summit** has been developed to discuss strategies to create innovative digital and blended learning tools that increase engagement and student learning outcomes.

Key discussion points will include:

- Delivering engaging and personalised online & e-Learning environments that combine student centricity and pedagogy
- Rethinking the relationship between online learning and physical institutions through the development of flexible & interactive blended learning models
- Integrating technology to increase learning outcomes and effectively measure and analyse student results

Key Case Studies for 2019 will include

- University of Sydney- **Re designing** courses and transitioning to a new LMS and reassessing the delivery of online education
- Tafe Digital NSW- Developing a **business** case for incorporating augmented and virtual reality into your digital strategy
- Monash University- Catering for a **50%** year on year increase in enrollments for online & E- learning

Don't miss this opportunity to delve into the latest innovations shaping the future of Online & e-Learning!

I look forward to seeing you in May!

Kind regards,

Shelina Bowers

Conference Producer

4th Annual Online & e-Learning Summit 2019

WHAT'S NEW FOR 2019?



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Technology, Design
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Who Will You Meet?

Head/Manager/Director/VP/ Vice Chancellor:

- Learning
- Teaching
- eLearning
- Online
- Learning and Development
- Training Manager
- Learning Services
- Education Services
- Education Designer

From the Following Industries:

- Universities
- Tafe's
- Government
- Schools and Colleges

SPEAKERS



Andy Saltarelli
Senior Director Digital Learning Design, Evaluation & Research,
Stanford University



Mushtak Dawood
E-Learning Advisor,
University of Canterbury NZ



Danny Munnerley
Head Learning Environment & Transformation,
James Cook University



Professor Shelley Kinash
Director, Advancement of Learning & Teaching,
University of Southern Queensland



Simona Jobbagy
Director, Business, Design, Media and ICT Programs, Swinburne University of Technology,
Swinburne University



Associate Professor Panos Vlachopoulos
Associate Dean, Quality and Standards, Faculty of Arts,
Macquarie University



Rob Ellis
Dean (Learning & Teaching), AEL Group,
Griffith University



Brian Bailey
Technology Innovation Manager,
University of Sydney



Liam Mulligan
Technical Lead – Digital Lab,
Tafe NSW



Darrell Evans
Deputy Vice Chancellor Academic,
University of Newcastle



Ali Ogilvie
Associate Director Online Programs,
University of Adelaide



Rob Wilkins
Leader – Information Management Systems,
Department of Education NSW



Nina Lord
Director,
Health Education and Training Institute



Wendy Palmer
Program Director Degrees, Future Learn,
Deakin University



Joe Millward
Innovation Manager,
TAFE NSW



Sandra Lipinski
E-Learning Manager,
Silkwood School



Lucia Stejer
Head of Learning & Delivery,
Kaplan Professional



Fernando Padro
Associate Professor, Tertiary Preparation Program,
University of Southern Queensland



Janet Frizzarin
UQ2U Program Delivery Manager, Institute for Teaching and Learning Innovation (ITaLI),
University of Queensland



Rebecca Godwin
Online Course Facilitator,
UniSA Online

SPEAKERS



Associate Professor Mark King
Director of Educational Delivery Services, Office of the Pro Vice Chancellor Education,
UNSW Sydney



Associate Professor Philip Uys
PhD Director, Learning Technologies Learning Technologies Unit, Division of Learning and Teaching,
Charles Sturt University



Dr Joanne Blannin
Digital Learning Leader
Research Fellow: Plans to Pedagogy
Melbourne Graduate School of Education
The University of Melbourne



Peter Robinson
Academic Coordinator - Work Integrated Learning, Faculty of Arts, Business, Law and Education,
University of Western Australia



Kris Ryan
Director, Education Innovation,
Monash University



Assoc. Professor Shanton Chang
School of Computing and Information Systems,
The University of Melbourne



Professor Romy Lawson
Provost,
Murdoch University



Dr. Nick Patterson
Senior Lecturer, Faculty of Science Engineering & Built Environment,
Deakin University



Sarah Cordiner
Executive Director and Head of Campus, Broome,
The University of Notre Dame Australia



NETWORKING & INTERACTIVITY

The IQPC Event Experience Explained

This is not a mass participation event, featuring hundreds of attendees. This event is a tightly focused networking, business development and learning platform for senior executives.

The conference experience has been specifically designed to increase the opportunities for collaboration and networking courtesy of formats like speed networking, solutions clinics, interviews and debates.

We encourage you to bring your business cards, actively participate in the interactive learning and networking sessions, reflect on your current commercial challenges and leverage the event to identify new high value relationships and tangible business solutions which you can implement when you are back in the office.

A

9:00 – 11:00

Creating Inclusive and Welcoming Online Learning Experiences at Scale

This workshop session will delve deeper into Stanford University's research on creating inclusive and welcoming online learning experiences at scale – especially for traditionally marginalised students. Our research shows that subtle design cues make certain learners feel unwelcome in online learning environments, which contributes to gaps in persistence and course completion. We have tested practical, scalable, and research-based techniques that make learners feel more welcome and engaged and help them to be more successful.

- Exploration of the university's learning analytics infrastructure and how it facilitates research and iterative design
- Exploring how to implement research-based interventions that help learners succeed at scale
- Developing key takeaways for advancing your organisations face to face, blended and online pedagogy
- Overcoming the key challenges of creating engaging and welcoming online & e-learning environments

Andy Saltarelli

Senior Director Digital Learning Design,
Evaluation & Research,
Stanford University

B

11:30 – 13:30

From Business Case to Implementation: Deciding Which Immersive Technologies to Integrate Into Your Online & e-Learning Strategy

There is no denying that augmented and virtual reality is the latest technology inspiring teachers and being trailed in educational institutions. However- Universities and training organisations are under more strain than ever to innovate their Online & e-Learning offerings with limited budget and resources. Therefore it can be difficult to sell the benefits of AR/VR to your organisation. This workshop will demonstrate the latest disruptive technology and walk you through the process of how you can integrate these technologies into your current strategies: This workshop will:

- Demonstrate the capabilities of AR/VR
- Strategies to Engage with multiple departments within your organisation to integrate virtual & augmented reality
- Developing a business case for the implementation of new technologies in your institution
- Help you overcome technical issues associated with new technology
- Driving advocacy and adoption from teachers and trainers
- Moving from prototypes and pilots to scalable platforms
- The importance of data portability and contextual analytics

Joe Millward
Innovation Manager,
TAFE NSW

Liam Mulligan
Technical Lead –
Digital Lab,
TAFE NSW

C

14:00 – 16:00

Online Course Design Strategies to Increase Learning Engagement: A Meaningful Hands-On Exercise for Educators

Online education is well established in academia; however, the effectiveness of course design on student engagement remains uncertain. To deliver a better online education, students should be engaged throughout the learning process. The workshop provides guidance for educators interested in integrating effective learning technologies to support their online courses, expect to achieve enhanced student engagement as well as more efficient classroom management.

This hands-on experience will focus on

- Different design strategies and tools for higher levels of learning and how to effectively incorporate learning technologies to support synchronous, asynchronous and flipped learning, as well as the integration of planned activities to enhance learning. How can pedagogy be woven into the delivery of online & e-Learning
- Applying the “Flipped Classroom” methodology to online course design- how this methodology can increase learning outcomes and engagement students
- Explore key reasons students can become disengaged with online & e-learning and how you can avoid them
- Deliver practical takeaways to implement into your organisations

Mushtak Dawood
e-Learning Advisor,
University of Canterbury NZ

CONFERENCE DAY ONE

Tuesday, 7th May 2019

8:30 **Coffee & Registration**

9:00 **Conference Opening –
Remarks by Conference Chair**

Fernando Padro Associate Professor
Tertiary Preparation Program –
University of Southern Queensland

9:10 **Harnessing Faculty Innovation and Removing
Barriers to Global Online Collaboration
at Stanford University**

In 2011, MOOCs burst onto the scene at Stanford University as a largely faculty-led initiative. Before long the New York Times declared 2012 the “Year of the MOOC” and numerous public and private sector ventures spawned from this activity. In the midst of this rapid change, Stanford had to quickly develop a strategy to harness this energy and innovation to both serve the foundational goals of the institution and advance online pedagogy on a global scale. In this session, Andy will discuss how

9:50

this effort has evolved over the past few years and explore specific topics such as:

- Strategies for harnessing faculty motivation and creativity to innovate and advance online pedagogy at scale
- Facilitating collaborative partnerships with faculty, learning designers, and researchers
- Challenges of maintaining institutional momentum in digital learning innovation
- Challenges of engaging a global network of learners and meeting their diverse needs

Andy Saltarelli

Senior Director Digital Learning Design,
Evaluation & Research,
Stanford University

**Developing a Learning Management System
for Educators to Create Digital Content**

Australia is reportedly 3–4 years behind its global counterparts when it comes to digital learning. Rob Wilkins is currently implementing

10:30

a strategy to improve the digital literacy tools and frameworks for teacher professional development through the use of a unique LMS used by over 200 000 educators. This session will explore:

- Exploring how curriculum and learning outcomes differ for adult learners
- Distributed authorship model- providing learners with the tools to create digital content and engage with peer to peer education
- Data as a driver for innovation and curriculum design in the digital age- understanding how people interact with learning management systems and developing a strategy for growth and improvement

Rob Wilkins

Leader – Information Management Systems,
Department of Education NSW

Speed Networking



11:00 **MORNING TEA**

INNOVATIVE TECHNOLOGY

11:30 **Exploring the Best Approach to Successful Integration of Augmented & Virtual Reality Within Your Organisation**

The capabilities of AR&VR are undeniable but as an organisation where do you start? How can you demonstrate the value of these tools to your organisation? The Digital Lab at TAFE NSW is in the midst of researching and collaborating with industry partners to gain insight into exciting new and innovative AR/VR technology solutions that will produce positive learning outcomes for TAFE NSW and the global education sector. This session will explore:

- What are the first considerations when exploring immersive technology.
- How to sell in the value of AR/VR to management and how to set ROI expectations.
- Obstacles and pitfalls to avoid when identifying initial projects and dealing with vendors within a large education environment

CHANGE MANAGEMENT

Adapting to Curriculum and LMS Transformation at the University of Sydney

The recent decision to change LMS and transform its curriculum has taken Sydney University on a journey in reconceptualising blended learning strategies. This session will explain what has worked and what hasn't worked throughout this project.

- Exploring the decision behind this significant change
- Implementing the new generation LMS and providing teachers and students with the skills to meaningfully interact with them
- Process of re designing courses before moving material to the new LMS
- Reassessing the approach to teaching & learning online



INNOVATIVE TECHNOLOGY

- Navigating technical pitfalls and showcasing the potential of AR/VR applications

Joe Millward
Innovation Manager,
TAFE NSW

- 12:10 **How the “Transforming Learning Project” at Swinburne University Has Created “Future Ready” Learners**
- Swinburne university has launched a \$40 million revamp of its current approach to learning & teaching. This includes incorporating learning through technology such as artificial intelligence and virtual reality. This session will explore:
- The key challenges of this project
 - Managing and supporting staff to engage with the overall vision
 - Discussing how organisations can provide quality online programs that prepare students for their industry

Simona Jobbagy
Director, Business, Design, Media and ICT Programs,
Swinburne University of Technology

- 12:50 **Delivering Post Graduate Degrees Online - an Introduction to Deakin Degrees at Future Learn**
- Deakin University are leaders in smart technology and digital learning. This session will explore:
- Creating an innovative learning design for online course delivery
 - Context and Development of Deakin Universities digital strategy offering a range of postgraduate degrees on a global MOOC platform - FutureLearn
 - Lessons learned and challenges faced throughout the implementation of Deakin’s digital strategies

Wendy Palmer
Head of Global Studio,
Deakin University

CHANGE MANAGEMENT

Brian Bailey
Technology Innovation Manager,
University of Sydney

- Changing how Higher Education is Imagined – Insights into UQ2U program**
- The UQ2U program is one of many UQ initiatives aiming to transform student learning experiences. This session will explore:
- Institution wide program of work transforming course delivery into blended learning models impacting high numbers of staff and students
 - Embedding learning analytics into course design and delivery
 - Integrating physical and digital infrastructure to enhance learning outcomes
 - Fundamental changes on supporting and uplifting teaching and learning innovation

Janet Frizzarin
UQ2U Program Delivery Manager,
Institute for Teaching and Learning Innovation (ITaLI),
University of Queensland

- Transitioning from Passive to Active Blended Learning to Increase Student Learning Outcomes**
- Research shows that when a student is sitting in a passive lecture or just browsing through online materials (with no active learning) their mind is likely to wander. In contrast when students are in a blended (online or on-campus) classroom that makes consistent demands on external attention (active learning) students are far more engaged, leading to student success. The flipped classroom is often used in conventional settings to support active learning, but how can this concept be applied to blended learning in an online setting? Charles Sturt University utilises the flipped classroom approach to ensure their blended learning strategy is active. This session will explore:
- Designing for active learning and student engagement
 - Strategies to transition away from passive learning and ensuring students and teachers have a positive experience with active learning
 - Providing teaching staff with a portal to access relevant information about learning environments and active learning.

Associate Professor Philip Uys
PhD Director, Learning Technologies, Division of Learning and Teaching,
Charles Sturt University



INNOVATIVE TECHNOLOGY

CHANGE MANAGEMENT

13:30

Online Technologies for Engaged Learning: Can Learning Engagement be Virtually Boosted?

Retention rates for classes taught in hybrid or online education modes are more complex than classes taught in a face-to-face setting. Educators should engage students early and often, using different learning strategies customized to sessions content, class size and students' knowledge. Appropriately integrated technologies can be used to foster student engagement, facilitate the learning triangle integration and collaboration, and make course content come alive. Such integration is essential for students to learn from one another and expand their knowledge base together.

This presentation presents key concepts of synchronous, asynchronous and flipped learning as methods of engaging students with the goals of enhancing the learning dialogue and increasing learner's engagement

Mushtak Dawood
e-Learning Advisor,
University of Canterbury NZ

Developing a Holistic Approach to Designing Courses for Online Delivery

Panos Vlachopoulos has taught for numerous years in the areas of Technology-enhanced learning and teaching. He has also completed various learning and teaching innovation projects in Australia and overseas. This session will bring together key lessons learnt based on evidence drawn from his own and other seminal research in the field. In particular Panos will focus on:

- Successful Frameworks of technology enhanced learning design
- Effective Approaches of online interaction and facilitation
- Practical suggestions about how signature pedagogies can create the conditions for effective online and e-learning

Associate Professor Panos Vlachopoulos
Associate Dean, Quality and Standards, Faculty of Arts,
Macquarie University

14:10

Developing an Integrated Learning Experience for Online and On-Campus Learners at James Cook University

James Cook University are leading the way in developing an inclusive student digital experience that consistently delivers high quality interactive learning for online and on campus students. This session will explore:

- New technologies that support the delivery of inclusive learning experiences
- Implementing new learning environments by transforming learning management systems for the whole-of-institution.
- Integrating digital experiences that enhance student learning such as adaptive learning, virtual, mixed and augmented reality.
- Strategies to provide ongoing support for students and teachers to meaningfully interact with the online environment

Danny Munnerley
Head of Learning Environments & Transformation,
James Cook University

Designing Digital Education Differently for a Diverse Cohort of Students

The University of Newcastle offers flexible and versatile online and mixed-mode course options for a range of students. In this session Darrell Evans will unpack how the university is rethinking online & e-learning design to cater for this diversity.

- Developing a new framework for digital learning
- Delivering accessible and engaging learning opportunities to students from a range of backgrounds
- Enabling educators to navigate and exploit the digital learning environment
- Next generation strategies

Darrell Evans
Deputy Vice Chancellor Academic,
University of Newcastle

14:40

LUNCH BREAK



15:20

Exploring the Ubiversity Model: A Case Study (Murdoch University)

This would explore:

- How we can offer a tailored learning experience for students
- How we can extend the range of offerings for students through a changed mindset from delivery to assessment
- How we can partner with major online providers to enhance learning experiences
- What next? Where might this model to expanded to change how we consider higher education

Romy Lawson

Provost,
Murdoch University

16:00

Developing a Holistic Approach to Designing Courses for Online Delivery

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- Successful Frameworks of technology enhanced learning design.

16:30

- Effective Approaches of online interaction and facilitation
- Practical suggestions about how signature pedagogies can create the conditions for effective online and e-learning

Associate Professor Panos Vlachopoulos

Associate Dean, Quality and Standards,
Faculty of Arts,
Macquarie University

17:00

AFTERNOON TEA

Champagne Roundtable Discussion:

You will hear peer-to-peer led case studies and best practice; you will also receive focused thought leadership insights as well as being provided with drinks to encourage conversation...

Table One

How Can You Develop a Personalised & Engaging Online Learning Environment?

Discussing how a personalised approach to online & e-learning can increase student outcomes and provide them with a 21st century skillset.

Dr Joanne Blannin

Digital Learning Leader
Research Fellow: Plans to Pedagogy
Melbourne Graduate School of Education
The University of Melbourne

17:30

Table Two

How do You Enable Technology to Improve Your Online & e-learning Strategy? What Should we Avoid?

Discussing an approach to working together with learning designers and academics to inform and improve Online & e-Learning delivery.

Rachel Bentley

Director, Rich Media, Digital Futures,
University of Western Sydney

Table Three

How Can You Develop an Engaging Learning Environment that is Completely Online?

Strategies to increase student engagement and retention rates of completely online learning platforms.

Lucia Stejer

Head of Learning & Delivery,
Kaplan Professional

END OF DAY ONE & NETWORKING DRINKS



Fantastic, inspirational conference – many takeaways and many networking opportunities”

Lead Digital Innovation Team,
University of Tasmania



It was fabulous. I have made great connections and have so many strategies to take back and put in place”

Academic Coordinator Foundation,
Deakin College

CONFERENCE DAY TWO

Wednesday, 8th May 2019

8:30 **Coffee & Registration**

9:00 **Conference Opening –
Remarks from Conference Chairperson**

Fernando Padro Associate Professor,
Tertiary Preparation Program
University of Southern Queensland

9:10 **Bringing Online Learning to Life Through an
Active Approach to Blended Learning- and
Catering for a 50% year on year Increase in
Enrolments**

Monash University is at the forefront of online education developing a collaborative and integrated approach to online learning. This has resulted in 50% year on year growth for online enrolments and the introduction of agile practises has enabled students in engage in consistent learning experiences. This session will explore:

- Developing an interactive approach to online learning in which students are contributors instead of merely consumers of knowledge
- Embedding an agile frame work for digital learning at your organisation

9:50

- Training and mentoring staff to engage with new tools and strategies for blended learning

Kris Ryan

Director, Education Innovation,
Monash University

**Challenging Assumptions: Key Challenges to
Creating a Successful and Engaging Online &
e-Learning Environment**

In the past decade, mobile technology has advanced at such an exponential rate, it's now a part and parcel of everyday life. Where these technologies were once thought of distractions- they are now legitimate learning tools for students. However a global study by OECD revealed that technology was not improving academic results for Australian students. This session will explore:

- The assumptions around the use of these technologies, and the behaviours of 'digital natives'
- Providing teachers with ideas about the opportunities and pitfalls in using various technologies for online learning
- Moving away from a "one size fits all" approach to teaching in an online environment

10:30

Assoc. Professor Shanton Chang

School of Computing and Information Systems,
The University of Melbourne

Deakin University Master of IT Leadership Case Study

Deakin University's Master of IT Leadership is an Australian-first, innovative model. By incorporating a unique micro-credentialing model, we have been able to break the mould of higher education in Australia and deliver a solution to IT professionals who have years of formal work experience but lack the IT degree qualification they desire and need to progress in their careers. This degree will supply Australia with masters qualified and micro-credentialed professionals to meet the demands of the future digital economy in half the time and at half the cost.

Dr. Nick Patterson

Senior Lecturer School of Information
Technology, Faculty of Science Engineering
& Built Environment,
Deakin University

STUDENT CENTRICITY & ENGAGEMENT

Conference Chair:

Fernando Padro

Associate Professor, Tertiary Preparation Program
University of Southern Queensland

11:00 **Increasing Student Engagement with Online & e-Learning at the University of
Southern Queensland- with 75% of Students Choosing to Study Online**

What a travesty, when the imaginative platform of the internet is used only as a filing cabinet, for students to retrieve content put-there by academics. The internet has radically changed social life and communications. Through the internet, we connect, author,

DESIGN & IMPLEMENTATION

Conference Chair:

Lucia Stejer

Head of Learning & Delivery,
Kaplan Professional

**How Innovating the MOOC Creation Process has Led to Increased Student Centricity
& Enhanced Student Outcomes at University of Adelaide**

MOOCs have the capacity to reach anyone, anywhere. A well designed MOOC can enhance exposure, promote an institution globally and result in increased enrollments. The Adelaide X team has co-created MOOCs with its students in order

STUDENT CENTRICITY & ENGAGEMENT

Conference Chair:

Fernando Padro

Associate Professor, Tertiary Preparation Program
University of Southern Queensland

contribute, debate, investigate, consult and visualise. It is time for these activities to transform education. This session will present practical strategies, tools and approaches to:

- Motivate students (and teachers) to actively participate in the learning experience
- Make learning exciting, stimulating and compelling
- Connect learners and teachers with one another, international experts and with knowledge
- Launch students' digital profiles and distinctive value propositions, for advanced employability

Professor Shelley Kinash

Director, Advancement of Learning & Teaching,
University of Southern Queensland

DESIGN & IMPLEMENTATION

Conference Chair:

Lucia Stejer

Head of Learning & Delivery,
Kaplan Professional

to enhance their employability upon graduation. In this session Ali will run you through the innovative process used to create their MOOCs and how to balance both the student and academic expectations to facilitate successful outcomes for both.

- Selecting a course within which attributes will be enhanced through the MOOC style of learning
- Facilitating a successful Students as Partners approach to course design and delivery
- Designing assessments which allow both academic integrity and student feedback to flourish

Ali Ogilvie

Associate Director Online Learning,
University of Adelaide

11:30

Connecting Pedagogy, Digital Pedagogies and Teacher Learning

This session will explore evidence-based strategies to support teachers to navigate and interact with new and emerging technologies, with a focus on improved student outcomes. Key discussion points will include:

- Re framing the use of educational technology as a pedagogy rather than an add on to education
- The role of leaders in digital pedagogies use
- Overcoming key challenges of integrating technology in the classroom

Dr Joanne Blannin

Digital Learning Leader, University of Melbourne,
Melbourne Graduate School of Education

Designing & Implementing Quality Online & Blended Learning Experiences to Enhance Student Experience at UNSW

UNSW is investing an additional \$400 million into education initiatives over 2016-2025 to increase the quality of student learning experiences, the programs and courses it provides as well as the quality of its teaching. As part of the Inspired Learning Initiative, UNSW is redesigning 660 online and blended courses that 75% of undergraduate students will experience over the program of work. The initiative will elevate student experience and workplace preparedness. The aim is to transform programs so they meet the needs of future students. This session will outline the UNSW strategy and the various education initiatives on curriculum, programs and course development, and associated capacity building for staff:

- Developing blended and online learning and the capacity to analyse student performance
- Designing for micro credentialing course components
- Providing capacity building for teachers and developers with a focus on new literacies and skills capabilities

Associate Professor Mark King

Director of Educational Delivery Services, Office of the Pro Vice Chancellor Education,
UNSW Sydney

STUDENT CENTRICITY & ENGAGEMENT

Conference Chair:

Fernando Padro

Associate Professor, Tertiary Preparation Program
University of Southern Queensland

DESIGN & IMPLEMENTATION

Conference Chair:

Lucia Stejer

Head of Learning & Delivery,
Kaplan Professional

12:00

Understanding Behavioural Insights in Organisational Training – Alternatives to Mandatory Training

The Health Education and Training Institute (HETI) has been asked to provide educational resources to assist the organisation in reducing its reliance on Mandatory Training (MT) for the implementation of Policy Directives. This includes the employment of behavioural insights theory as a mechanism for engaging behaviour change in this area. This session will explore:

- Framework and outcomes of the training which will be implemented across 170,000 employees in NSW Health
- Reducing the amount of mandatory training
- Increasing staff satisfaction with Mandatory Training
- Developing and trialling innovative and different types of learning content

Nina Lord

Director,

Health Education and Training Institute

Creating Innovative Digital and Blended Learning Tools that Increase Engagement and Student Learning Outcomes

Learning is an experience encompassing the full range of emotions. For some, it is a powerfully positive and enabling experience, yet for others, so negative is the experience it diminishes their sense of self-worth and efficacy. Whilst digital learning technologies offer enhanced learning experiences consistent with student expectations at scales never previously feasible, the rendering of education into a self-service type operational model carries great risk when a standardised one-size fits all approach is employed. The judicious development of adaptive digital learning models for use within a flipped class setting provides an appropriate blend of tools for mitigating this risk. This presentation will encompass:

- The importance of quality learning for all
- The role of human engagement in the digital learning world
- The authenticating of learning experiences and integrating of the curriculum through the virtual organisation
- Students as interns: harnessing the power of collaboration and co-creation

Peter Robinson

Academic Coordinator – Work Integrated Learning,
University of Western Australia

12:30

LUNCH BREAK

13:30

Increasing Participation in Post-Compulsory Education in Rural, Regional and Remote Australia

The part that education and training providers play in contributing to the economic vibrancy of any region is extremely significant. It falls upon the education and training industry to assure the future capability and capacity of that region to sustain

it's own population at the least, and to become an attraction centre for un-capped growth as a possible aspiration at best. In this session:

- Discover why and how the education and training industry is so critical to rural, regional and remote community development and economic prosperity.
- Identify the key barriers to participation and engagement rates in post-compulsory education in rural, regional and remote Australia.

- Discover the top solutions, opportunities and the critical role of technology that can support our RRR student participation and completion rates to further economic development.

Sarah Cordiner

Executive Director and Head of Campus,
Broome,
The University of Notre Dame Australia

14:00

Developing an Evidence-Based Approach to Blended University Student Experiences of Learning

Professor Rob Ellis researches the experiences of university students and teachers across physical and virtual learning environments. His research focuses on the interplay between student experiences of learning, their learning environments and student learning outcomes. This session will explore:

- Experiential and observational forms of evidence of learning
- How these forms of evidence reveal qualitative differences in outcomes across physical and virtual learning environments
- The implications of connections between university learning environments and student learning
- Developing an evidence based approach to building your organisations online learning environment

Rob Ellis

Dean (Learning & Teaching), AEL Group,
[Griffith University](#)

14:40

Designing Versatile eLearning resources for Blended Learning and Personalised Learning to maximise ROI

Developing online learning resources is very time consuming, so educators need to be clever about how they design these resources to ensure their time is used efficiently and effectively. More importantly the design practices and resources need to enhance the teaching and learning pedagogy.

This session will explore real world high school examples of the successful (and less successful) use of digital multimedia resources used in Blended Learning and Personalised Learning

15:20

16:00

courses. Providing critiques of the varied considerations required for each pedagogy and providing a framework for the effective creation of resources which enhance the learning. In this session Sandra will present:

- Design principles that increase the chances of reusing and repurposing eLearning resources
- Tips that will help teachers and institutions to reduce the waste when resources cannot be used repeatedly, and to reduce the amount of updating required as courses change over time
- A guide to developing resources that can be used across many courses and age groups
- Varied use of LMS tools and courses when taking a Blended Learning or a Personalised Learning Approach.

Sandra Lipinski

eLearning manager,
[Silkwood School](#)

AFTERNOON TEA

The \$10 Million MOOC- Generating Income from Free Online Education

This presentation explores how the the world number 1 healthcare MOOC Understanding Dementia, delivered by the Wicking Centre at The University of Tasmania, is able to generate over \$10 million per year through diverse revenue streams including transition to award courses, professional development courses and direct monetisation. It also reveals the true value of MOOCs as powerful research tools, not just free online education.

- Explore the design, development and implantation of the course
- Strategies to generate revenue from free online education

16:30

- University of Tasmania's strategy for future growth

Chris Parker

Manager Online Learning and Systems Support,
Wicking Dementia Research & Education Centre,
[University of Tasmania](#)

Closing Panel Discussion: Exploring the Future of Online & e-Learning

In this closing panel discussion you will get to ask our experts about their strategies for the future and answer any questions you had throughout the two days. Key discussion points will include:

- Strategies to innovate online and e-Learning capability with limited resources
- How to decide which technologies to integrate into your strategy
- Key challenges to the successful development of digital education

Sarah Cordiner

Executive Director & Head of Campus,
[University of Notre Dame](#)

Rebecca Godwin

Online Course Facilitator,
[UniSA Online](#)

17:00

END OF DAY TWO

“Great meeting like minded people and knowing we are all working towards improving the student experience.”

Lead Learning Designer,
[OES](#)



Register Early & Save!

26844.004 /IBF

	SAVE UP TO \$1100	SAVE UP TO \$800	SAVE UP TO \$400	
STANDARD PACKAGES	SUPER EARLY BIRD *Register & pay before Friday, 15 February 2019	EXTRA EARLY BIRD *Register & pay before Friday, 15 March 2019	EARLY BIRD *Register & pay before Friday, 19 April 2019	STANDARD PRICE
Conference + 3 Workshops	\$4,099 + GST = \$4,398.90	\$4,649 + GST = \$5,113.90	\$5,149 + GST = \$5,663.90	\$5,449 + GST = \$5,993.90
Conference + 2 Workshops	\$3,799 + GST = \$4,178.90	\$4,299 + GST = \$4,728.90	\$4,699 + GST = \$5,168.90	\$4,949 + GST = \$5,443.90
Conference + 1 Workshop	\$3,449 + GST = \$3,793.90	\$3,899 + GST = \$4,288.90	\$4,199 + GST = \$4,618.90	\$4,399 + GST = \$4,838.90
2 Day Conference Only	\$2,999 + GST = \$3,298.90	\$3,399 + GST = \$3,738.90	\$3,599 + GST = \$3,958.90	\$3,799 + GST = \$4,178.90

- ☐ **REGISTER ME for Online and eLearning 2019 PLUS:**
☐ Workshops: ☐ A ☐ B ☐ C

Please note: Workshops = 1 Module each; Focus Day = 2 Modules

- * A credit card surcharge of 1.5% will be added to all payments made by credit card.
- * Payment not made at the time of registration will be subject to a \$99 service charge.
- * All 'Early Bird' discounts require payment at time of registration and before the cut-off date in order to receive any discount.
- * Discounts do not apply to vendors/solution providers. IQPC reserves the right to determine who is a vendor.
- * Any discounts offered (including early bird and team discounts) are subject to availability and require payment at the time of registration.
- * All discount offers cannot be combined with any other offer.

- ☐ Please send me _____ set(s) of AUDIO COMPACT DISCS and PRESENTATIONS CD at \$878.90 (\$799 plus GST) or \$603.90 (\$549 plus GST) Presentations CD only
- ☐ Please keep me informed via email about this and other related events

Registrations received without payment or a Government PO will incur a processing fee of \$99+GST = \$108.90 per registration. Payment prior to the conference is mandatory for attendance. Payment includes lunches, refreshments, a copy of conference presentations via FTP website or workbook and all meeting materials. If payment has not been received two weeks before the conference, a credit card hold will be taken and processed. This card will be refunded once alternate payment has been received. A credit card surcharge of 1.5% will be added to all payments made by credit card. NOTE: PAYMENT IS DUE WITHIN 7 DAYS FROM REGISTRATION TO SECURE YOUR PLACE.

PRIVACY - YOUR CHOICE

Any information provided by you in registering for this conference is being collected by IQPC and will be held in the strictest confidence. It will be added to our database and will be used primarily to provide you with further information about IQPC events and services. By supplying your email address and mobile telephone number you are agreeing to IQPC contacting you by these means to provide you further information about IQPC products and services. From time to time IQPC may share information from our database with other professional organisations (including our event sponsors) to promote similar products and services. Please tick the box below if you do NOT want us to pass on your details. To amend your current details, advise of duplicates or to opt out of further mailings, please contact our Database Integrity Maintenance Department, Level 6, 25 Bligh Street, SYDNEY NSW 2000. Alternatively, email database@iqpc.com.au, call 02 9229 1028 or fax 02 9223 2622.

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- Main Conference:
7th – 8th of May 2019
- Pre-Conference Workshops:
6th May 2019
- Venue:
The Victoria Hotel

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QUICK and EASY WAYS to REGISTER

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EMAIL registration@iqpc.com.au

WEBSITE <https://onlineandelearning.iqpc.com.au>

MAIL IQPC, Level 6, 25 Bligh Street, SYDNEY NSW 2000

WHERE

The Victoria Hotel
 215 Little Collins Street, 3000
 Melbourne, Australia

WHEN

7th – 8th of May 2019

ACCOMMODATION

The Victoria Hotel is the official venue for **Online and eLearning 2019**, and we have negotiated special rates for attendees of this event.

To take advantage of these rates, contact the hotel and quote: IQPC or go to <https://onlineandelearning.iqpc.com.au> and click on the Venue and Accommodation page for a direct link to rates.

HOW TO REGISTER

To reserve your place at **Online and eLearning 2019**, call IQPC on 02 9229 1000 or email registration@iqpc.com.au. For more information email enquire@iqpc.com.au

TEAM DISCOUNTS

IQPC recognises the value of learning in teams. Take advantage of one of these special rates:

- 1 Register a team of 2 to the conference at the same time from the same company and receive a 5% discount
- 2 Register a team of 3 to the conference at the same time from the same company and receive a 10% discount
- 3 Register a team of 4 or more to the conference at the same time from the same company and receive a 15% discount
- 4 Register a team of 6 or more to the conference at the same time from the same company and receive a 20% discount
- 5 Register a team of 10 or more to the conference at the same time from the same company and receive a 25% discount
- 6 Ask about multi-event discounts. Call +61 2 9229 1000 for more details

Please note: Only one discount applies

BOARDROOM TEAM PACKAGE*

To qualify:
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You receive:

- Exclusive full-day use of a private room within the conference venue
- Networking support & facilitated introductions from the IQPC team throughout the event
- Morning and afternoon refreshments catered
- VIP registration & conference room seating

Availability – 2 only per event
 * (Not available for service providers)
 ** (No discounts can be applied)

☐ Convert team learning into practical business strategy
☐ An exclusive private meeting & networking space
☐ VIP registration, conference seating and networking support.