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Transmodal Delivery Issues and Approaches

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Overview of the Workshop

1. Transmodal Delivery - What is it?
2. The USQ Context – Why is Transmodal Delivery Important?
3. Integrating the Components Emerging Models
4. Examples of Transmodal Delivery – Michael Sankey
5. Issues Arising and Lessons Learnt
6. Taking It Home – Where Do I Start?
7. Additional Resources on Transmodal Delivery


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Terminology – What are we talking about?

- An extension of distance learning ?
- Open learning
- Distributed learning
- More flexible learning
- Resource-based learning
- Blended learning
- e-learning; m-learning

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Transmodal Delivery

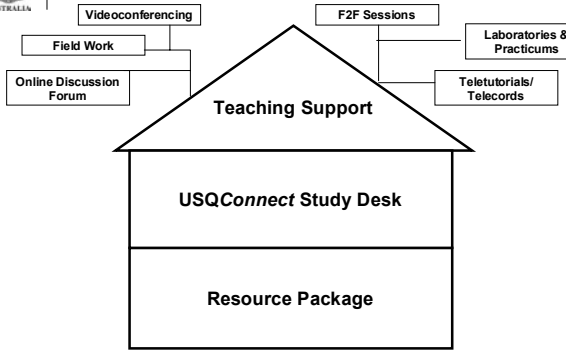
What is it?

Resource-based learning materials supported by well-integrated institutional e-systems with different combinations of teaching support


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Learning Environments



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Who is Transmodal Delivery for?

Transmodal delivery is aimed at all USQ student regardless of mode of study including:

- individual students studying on campus;
- individual students studying off campus;
- groups studying on other campuses;
- groups of students studying through USQ partners and agents.



Context Specific Support

- Transmodal delivery options in different contexts:
 - On campus in Toowoomba, Wide Bay
 - TPP, Undergraduate, Postgraduate
 - Internationals – agents & partners
 - Independent students
 - Student groups in selected areas



Why is it Important to USQ?

- Transmodal delivery must complement the University's new directions for teaching and learning and its 'leading transnational university' vision.
- It must allow for quality educational delivery to all targeted USQ markets both domestically and internationally.
- It must be economically viable and sustainable to develop, produce and deliver courses and programs.

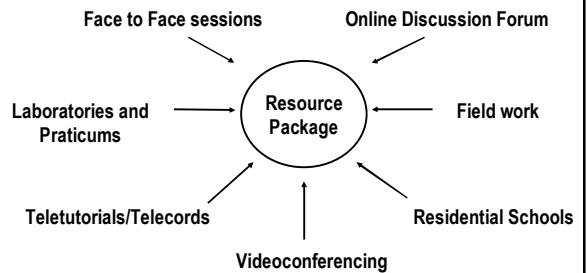


What is in the Resource Package?

- Introductory materials
- Study guide
- Readings
- Audio files
- PowerPoint or Breeze presentations
- Video files
- Multimedia
- Software
- Web links



How is the Resource Package supported?



Links to USQ Systems

- USQConnect Study Desk (WebCT)
 - Discussion forums
 - Announcements/Updates
 - Library Services/Bookshop
 - USQAssist
 - USQAdmin
 - Other resource materials



Key Concepts

The resource package of quality materials and access to university systems remains the same for all students.

What varies is the types of teaching support provided to different student groups and individuals.



Transmodal Delivery: Current Status

- No additional funding for transmodal delivery initiatives – DeC and Faculties working within existing resources
- 20 courses under development for 2005/6
- Business and Arts – early adopters
- Individual courses chosen as opposed to strands or majors in a single program



Transmodal Delivery Issues

- Initial focus has been on developing additional content – “value adding” to the existing resource package.
- Some changes to existing teaching strategies in selected cases have begun to emerge.



Processes for Transmodal Development

- Initial conversion of existing materials into XML
- Additional enhancements to be added progressively each offering
- Updates and revisions to be made as required (individual faculty and/or DeC staff)

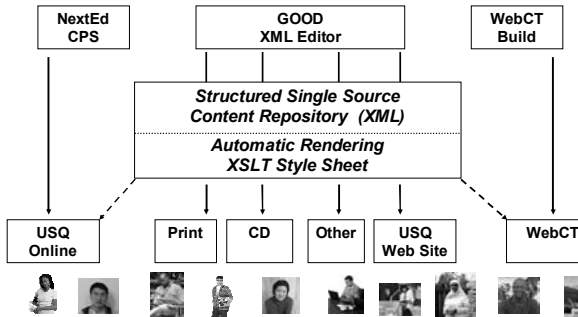


Transmodal Delivery Processes

- Two-thirds of current hybrid courses have been converted into XML as this enables easier rendering to print, web, and CD
- XML also enables updates and changes to be made to the resource package more easily
- Standard transmodal templates can accommodate most preferences – others are progressively being developed



Single User Interface



USQ Student Choice of Transmodal Delivery Mode(s)
Variability in Price of Service?



Emerging Transmodal Models

- CD + Online + Print
- CD + Online + Print + F2F Tutorials
- CD + Online + Residential School/Labs
- CD + Online + Lectures/Tutorials
- CD + F2F for selected student groups
- CD + Online
- Online only
- Others

Lessons Learnt

Overall satisfaction with Law CD

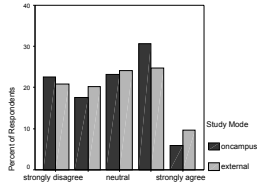


Fig 22: Like Approach to Law Study Materials on CD

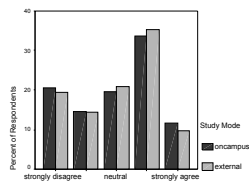


Fig 23: Good Idea to have Study Materials on CD

Lessons Learnt

Intention to study further optional /elective courses on CD

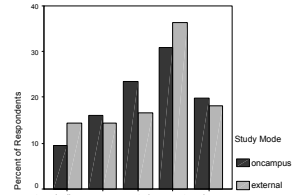


Fig 24: Intention to Study Further Course on CD

Lessons Learnt

- **Setting expectations for students is absolutely paramount – no surprises!**
- **Some printed materials to be included with the CD – study modules, assessment & study schedule in the transition stages**
- **More guidance to the content of the CD and the role of each learning resource**
- **CD environment is generally not associated with the way many USQ students like to study - how can USQ aid this change?**

Lessons Learnt

- **Some student concerns about missing information on CD-based course materials**
- **USQ's has a diverse student market; need to gain a better understanding of the technology/learning issues for different individuals and groups**
- **Students are time poor; need to deliver learning resources in a manner that the students' perceive as efficient + value for \$**
- **International students need (and expect) F2F tuition – not just resource packages**

Other Practical Examples

- **Michael Sankey**

Transmodal Delivery Issues

- **DeC has progressively adjusted its planning and production processes to accommodate transmodal developments**
- **Need for co-ordinated staff workload allocation to undertake enhancements**
- **Regular sharing of experiences and approaches within and between faculties - New LTEC project to collect and make available best practice resources and approaches**



Transmodal Delivery Issues

- Additional costs of new resources – who pays?
- Setting expectations and notifying students in advance
- University-wide policy on hardware and software requirements for students now in place
- Choice of courses should be a Faculty decision as opposed to an individual one.



Transmodal Delivery Issues

- Review, consolidate and coordinate the data obtained from individual course evaluations
- New funding arrangements for 2006-8 budget period
- Co-ordinated redevelopment of selected programs and courses in light of the revised Land T Plan
- Plan for the increasing use of more portable devices over time



Transmodal Delivery Issues

- Monitor feedback and trends that become apparent from current transmodal projects
- Facilitate a range of professional development activities as required
- Incorporate developments arising from the 'transnational pedagogy' group.



Taking It Home

- Discuss the matter with your Associate Dean and Head of Department as part of Faculty directions and priorities.
- Co-ordinate the timing, workload and resource implications of any move to transmodal delivery.
- Discuss options with your DeC Instructional Designer as part of the course development team process.
- Plan well ahead – look at resources and teaching strategies simultaneously and allow for annual incremental improvements.



Taking It Home

- Be mindful of accessibility issues and learning styles of different USQ student cohorts
- Realise that enhancements to resource materials cost time and money to develop and maintain
- Adjust teaching and learning activities to complement the enhanced material in the resource package
- Facilitate learning opportunities through a range of activities and technologies



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