Description: Teaching and Learning in a Flexible Environment

<table>
<thead>
<tr>
<th>Subject</th>
<th>Cat-nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
<th>Campus</th>
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</thead>
<tbody>
<tr>
<td>FET</td>
<td>4640</td>
<td>38221</td>
<td>3, 2004</td>
<td>WEB</td>
<td>1.00</td>
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**Academic group:** FOEDU

**Academic org:** FOE003

**Student contribution band:** 1

**ASCED code:** 070109

**STAFFING**

Examiner: Bruce Vickery
Moderator: Peter Cronk

**OTHER-REQUISITES**

Students cannot gain credit for the same program for FET3210 and FET4640

**RATIONALE**

This course is intended to introduce participants to the concepts and practices of flexible and distributive learning. Engagement with the course is intended to be of both theoretical and practical use to those involved in the post-compulsory education and training environment, as well as industry-based training personnel. The course may also have some application for those who work in areas such as 'VET' in schools. The course would be deemed most valuable for those involved in existing flexible delivery programs, or people working in contexts who are looking to implement flexible and distributive learning initiatives.

**SYNOPSIS**

Flexible and distributive learning is fast becoming a key agenda of those involved in education and training contexts. Initially this course introduces the notion of flexible and distributive learning through a pathway of historical investigation. This investigation surveys the emergence of the flexible and distributive trend and attempts to understand the rationale and reasons for pursuit of the emerging agenda. Participants will identify the key elements, which underpin a successful flexible and distributive delivery agenda, and analyse potential barriers and opportunities within their workplace. Identifying and integrating appropriate media are important principles in flexible and distributive environments. This course investigates key considerations involved in determining the merit of various media and follows on to explore and investigate issues of planning and implementing a flexible and
distributive learning initiative. NOTES: 1. This course (FET4640) is available through INTERNET DELIVERY ONLY. There are NO print materials for this course. 2. For details of the technical requirements and accessing Internet study materials, please consult the following URL: http://usqconnect.usq.edu.au. Students cannot gain credit for the same program for FET3210 (USQ81221) and FET4640 (USQ81222).

OBJECTIVES
On successful completion of this course students will be able to:

1. demonstrate an understanding of the historical emergence of flexible and distributive learning
2. construct a definition of flexible and distributive learning as it applies to a given context
3. identify and analyse the key elements which apply to implementing flexible and distributive learning in a given context
4. within a specific educational context, identify and analyse the potential barriers to implementing and sustaining flexible and distributive learning
5. with consideration of contextual circumstance, evaluate appropriateness and utility of various communication media
6. plan a flexible and distributive initiative for implementation

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>Historical and emerging perspectives</td>
<td>10.00</td>
</tr>
<tr>
<td>Key elements and implementation barriers</td>
<td>30.00</td>
</tr>
<tr>
<td>Media and communication technologies</td>
<td>30.00</td>
</tr>
<tr>
<td>Planning and implementing flexible and distributive learning</td>
<td>30.00</td>
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TEXT and MATERIALS required to be PURCHASED or ACCESSED:

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at http://bookshop.usq.edu.au click 'Semester', then enter your 'Course Code' (no spaces).

REFERENCE MATERIALS:
Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

**STUDENT WORKLOAD REQUIREMENTS:**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Assessment</td>
<td>60.00</td>
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<tr>
<td>Directed Study</td>
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**ASSESSMENT DETAILS**

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks out of</th>
<th>Wtg(%)</th>
<th>Due date</th>
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<tbody>
<tr>
<td>FLEX DEL DEFINITION &amp; OVERVIEW</td>
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<td>40.00</td>
<td>10 Dec 2004</td>
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<tr>
<td>FLEX DEL INITIATIVE</td>
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<td>60.00</td>
<td>14 Jan 2005</td>
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**IMPORTANT ASSESSMENT INFORMATION**

1. Attendance requirements:
   There are no attendance requirements for this course. However, it is the students' responsibility to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.

2. Requirements for students to complete each assessment item satisfactorily:
   To complete each of the assessment items satisfactorily, students must obtain at least 50% of the marks available (or at least a grade of C-) for each assessment item.

3. Penalties for late submission of required work:
   In this course, if students are more than two weeks late with the submission of any assessment task, they are required to contact the course examiner, who may, at his/her discretion, grant a further extension.

4. Requirements for student to be awarded a passing grade in the course:
   To be assured of a passing grade, students must demonstrate, via the summative assessment items, that they have achieved the required minimum standards in relation to the objectives of the course by satisfactorily completing all summative assessment items.

5. Method used to combine assessment results to attain final grade:
   The final grades for students will be assigned on the basis of the weighted aggregate of the marks (or grades) obtained for each of the summative assessment items in the course.

6. Examination information:
There is no examination in this course.

7 Examination period when Deferred/Supplementary examinations will be held:
   There will be no Deferred or Supplementary examinations in this course.

8 University Regulations:
   Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10
   Academic Misconduct for further information and to avoid actions which might
   contravene University Regulations. These regulations can be found at the URL
   http://www.usq.edu.au/corporateservices/calendar/part5.htm or in the current USQ
   Handbook.

ASSESSMENT NOTES

1 As the assessments in this course are context-based, it is necessary that participants
   have a sound appreciation of or access to an actual instructional situation in a formal
   education, community or industry setting.

2 All assessment items must be submitted using the official course online drop box
   facility.

3 It is recommended that assignment submissions be constructed in a .doc (MS Word)
   format. The online drop box facility can manoeuvre .doc files easily, and your
   course leader or examiner is better able to provide precise and constructive feedback
   through .doc files.

6 All pieces of graded summative assessment in this course will be graded using one
   of the following letter grades: HD, A, B, C, F or Incomplete. Plus and minus may
   be used with each of these letter grades.