

## **EDPR 6012 DEVELOPING FLEXIBLE LEARNING ENVIRONMENTS**

### **SYLLABUS**

#### **UNIT OF STUDY DESCRIPTION**

This unit has two purposes: it is an upper level unit in the Masters of Education (Higher Education) offered by the Institute of Teaching and Learning. This unit also functions as an opportunity for staff interested in upskilling their approach to the development of flexible learning environments. The former attracts fees, the latter is free of charge to staff of the University of Sydney. The prerequisite of the unit is the beginner's WebCT workshop series or equivalent.

#### **UNIT AIMS**

Drawing on sound principles and practice of learning and teaching in ITL's three day program, and basic technical literacy skills of the WebCT beginner workshop series, this unit aims to enable participants to become skilled designers and developers of student-centred flexible learning environments that are appropriate for a research-intensive institution that values active learning and a research-led learning experience.

#### **UNIT LEARNING OUTCOMES**

By the end of this unit, participants should be able to adopt a scholarly approach to the development of flexible learning environments. In practice this means that participants will be able to:

- conceptualise the flexible learning environment in relation to the needs of their students, the demands of their context and research closely associated to their focus
- engage in educationally-led process of design, development, review, and evaluation of flexible learning;
- within that process, develop student-centred environments that promote active learning
- relate their flexible learning environments to sustainable and appropriate assessment and teaching strategies
- be able to critically review other flexible learning environments from a scholarly perspective

#### **LEARNING COMMITMENTS AND CONTACT**

The learning commitments include a blend of tutorial and on-line learning and development. Participants are expected to attend up to 7x2-hour tutorials in Room 174, Level 1, Carslaw and via video conferencing at Cumberland campus, at times and dates to be specified. Participants are also expected to engage in short pre- and post- tutorial tasks that contribute to the learning experience. One of the most important aspects of the experience is the development by the participants of their own website. This will require significant effort and time on the part of the participants as the process combines theory, technical literacy, imagination and creativity.

#### **UNIT SCHEDULE**

Tutorial 1	Introduction to the unit and considering a learning problem
Tutorial 2	Formulating a learning problem and critically evaluating

	websites
Tutorial 3	Investigating models of learning
Tutorial 4	Unit of Study Website Design
Tutorial 5	Review of Designs
Tutorial 6	Evaluating the student flexible experience and feedback on your progress
Tutorial 7	Present the flexible learning process
Optional tutorial	Reflecting on the flexible learning process

## ASSESSMENT

The assessment framework in this unit is designed to promote an evidence-based justification of the development of flexible learning environments. It is also designed to facilitate the retrospective accreditation of the unit towards a participant's higher education degree should that be desired by those enrolling initially for the purposes of upskilling their approach without formally enrolling.

1. Research and tutorial work (35%)		
Responses to tutorial problems	1000 words	Tutorials 1- 7
2. Materials and Oral Presentation (30%)		
Oral presentation 10%	15 minute presentation	Tutorial 7
Flexible Learning Materials 25%	Learning process involving blended learning	Tutorial 7
3. Written report 35%	2000-2500 words	Optional Tutorial

The curriculum is designed such that all participants will complete parts 1 and 2 of the assessment schedule as part of their learning processes during the semester. For those enrolling in the Masters of Education (Higher Education), the written report is also required as part of their formal assessment.

## REFERENCES

### SET TEXT

Laurillard, D. (2002). *Rethinking University Teaching: A framework for the effective use of educational technology* (2nd ed.). London: Routledge.

### ADDITIONAL READINGS

Collis, B., & Moonen, J. (2001). *Flexible Learning in a Digital World: Experiences and Expectations*. London: Kogan Page.

Goodyear, P. (2002). "Teaching Online". In N. Hativa and P. Goodyear

[Eds.] *Teacher Thinking, Beliefs and Knowledge in Higher Education*.  
Netherlands: Kluwer Academic Publishers.

Salmon, G. (2001). *E-moderating: The Key to Teaching and Learning Online*. London: Kogan Page.

#### **STAFF CONTACT INFORMATION**

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Facilitators include Kim McShane, Stephen Sheely, Ann Applebee and Mary Jane Mahoney.