

MONASH OFFICE OF LEARNING & TEACHNG

Factors contributing to a rapid and successful implementation of Blue at Monash University

Elizabeth Toy, Learning and Teaching Quality Manager





Some translations

- Unit = Course / module / paper
- SETU (student evaluation of teaching and units) = course evaluation
- Faculty = Admin structure made up of Schools and Department, headed by a Dean
- Academic / educator = faculty (the people who design and deliver the academic program)



Monash University Office of Learning and Teaching

Better Teaching, Better Learning

EDUCATOR CAPABILITY



Standards

The Education Performance Standards are the set of interconnected components that support educators to define a career path, articulate their professional development needs, and engage in formative review through peer partnerships.

The Continuing Education Excellence

Development Framework is a Monash

wide professional development program

catering to all aspects of their professional

development needs. In addition, faculties

for all academics that is flexible in

both content and mode of delivery.

All new academics complete the

Foundations of Effective Teaching

module, while all other educators.

can choose from the 70+ modules

create their own discipline-specific

modules for identified needs.



Continuing
Education Excellence
Development

The Monash Education Academy recognises and rewards excellence in teaching. Governed by an Executive comprosing representatives from all ten faculties, the Academy supports teaching innovation through scholarly teaching fellowships, awards and prizes, networking and showcase events, as

well as funding for innovative projects.

UNIT ENHANCEMENT

As the cornerstone of Better Teaching, Better Learning, Unit Enhancement aims to provide every Monash student with an enhanced learning experience enriched by discovery, creativity and challenge. Unit Enhancement is delivered through these six key initiatives that support our academics and provide them with the resources necessary to provide an enhanced learning experience.

UNIT DESIGN AND DELIVERY

Our team of 13 BTBL Education
Designers are embedded across the
ten faculties at Monash, providing atelbow support for academic staff to
enhance their units, developing and
delivering CEED modules to meet
the specific needs of their faculty,
and sharing knowledge through a
Community of Practice.



Education Designers

Technology should be driven by pedagogy and the BTBL Education Technology Roadmap provides a clear strategy and timeline for the implementation of a suite of key products: enhancements to the LMS; student and educator tearning analytics dashibands; micro-strudios for high-quality video production; and in-class tools to facilitate active and collaborative learning.







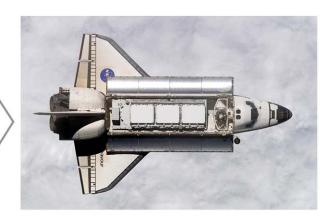




Overview







Context

- Higher Education Standards Framework
 - Federal regulations setting threshold standards for HE providers
 - Came into effect 1 Jan 2017
- Monash University
 - Largest university in Australia 75,000+ students
 - 4 campuses in Australia, 2 campuses in Malaysia, campus in South Africa
 - Better Teaching, Better Learning AU\$40m investment in transforming education
 - Every unit has to be surveyed at least once each year



Where we were

- Conducting student surveys online for a long time
 - Survey platform not supported by IT Division
- SETU taken for granted, different utilisation in each faculty
- Expert group running the surveys, delivering reports
 - Absorbing much of the pain on data quality / keeping the platform functional
- Existing quality assurance processes using SETU data



Drivers of change

- Voice of the Student policy
- Better Teaching, Better Learning Agenda
- Academic Board requirements
 - Could not deliver on half the recommendations without replacing the platform
 - Reduce manual cleansing of data
 - Improve response rates
 - Increase flexibility for customised questions



Two streams of work

- 3 phases of implementation of Academic Board requirements
 - Communication strategies to students and staff to drive improved response rates
 - 2. Screening and distribution guidelines
 - 3. Pilot Item Bank
- Create project to procure and implement new platform
 - Set up governance
 - Secured key resources
 - Requirements gathering



New structure of survey

- Section one: 8 university wide questions
 - Overall satisfaction
 - 2 open qualitative question
- Section two: optional items (up to 5)
- Section three: 4 Educator questions

Band		Range
	Outstanding	≥4.7
	Meeting aspirations	3.80 – 4.69
	Needing improvement	3.01 – 3.79
	Needs critical attention	≤ 3.0



Holistic view - extended enterprise architecture

Question	Component
Why?	Strategy
Why?	Product / service
Who?	People
Who with?	Organisation
What?	Function
Which?	Information
How? When?	Process
With?	Platforms

Multiple views, relatable to each other via shared reference points



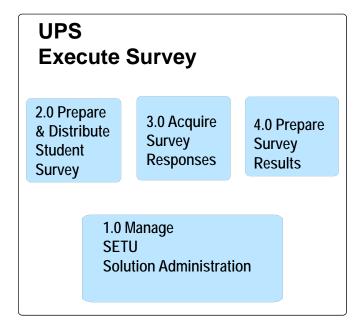
Value chain analysis

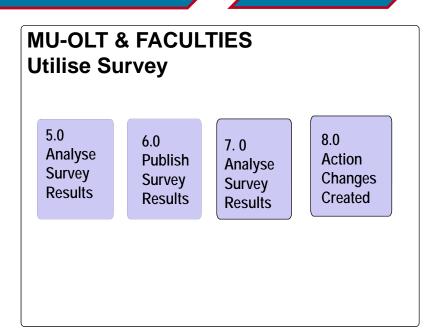
University Value Chains

ASSESS EDUCATION DELIVERY

DEVELOP EMPLOYEE

SETU Process





Project realignment

- Tender process revealed weaknesses
 - Definition of requirements
 - Misalignment of service areas with end user needs
 - Lack of flexibility to handle multiple platforms/vendors
- Project realigned to:
 - Revise scope to include both value chains
 - Introduce Proof of Concept to confirm platform match



Rapid and successful?

- Blue fully implemented within 4 months of contract signing
 - Delivered Sem 2 2016 survey via new platform as promised to Academic Board
 - 2,703 unit offerings surveyed
 - 60,000+ students invited to provide feedback (total of 194,000 individual unit evaluations)
 - 3,100 staff received feedback via educator questions
 - Survey ran with no technical or procedural problems



Critical success factors – the team

- By end of Proof Of Concept knew what we could/not achieve = focused
- Manager Information Systems and Surveys
 - Incredible determination, expertise, rapid skill acquisition
 - In full control of Blue, combined with mastery of earlier platform able to push boundaries
- Project Manager and Business Architect
 - Extensive experience in HE
 - Application of their model for extended enterprise architecture
 - The power of the analytical processes
 - Technical expertise to overcome barriers



Where to next

- Implementing DIG pushing accountability for data quality to the people who own the data
- Text analytics and thematic analysis
- Reporting to service areas for improvement across the institution eg IT Division, Scheduling, Space utilisation and planning
- Closing the feedback loop
- Feedback and reflection before graduation (ie for foundation units)
- Develop more multi-dimensional reporting
 - Gain timely, deep understanding of what is happening in units to make targeted improvements



Utilisation of student feedback

Reporting that supports action in both continuous improvement of units and validation of educators' strengths and areas for professional development

