Centre for Flexible Learning

Providing leadership and direction in all aspects of flexible approaches to learning and teaching at the University

cfl.usp.ac.fj
Core Functions and Services

- Flexible Learning
- Learning Design and Development
- Learning Systems
- Multimedia
Learning Design & Development

- Learning Designers
- Educational Technologists
- Work with Faculties to design and develop learning materials for students studying via Online and Blended Learning
Learning Systems

• Manages and maintains the University’s Learning Management System and learning technologies
Learning Systems

- **Moodle**: USPs Official Online Learning Management System (LMS).
- **Mahara**: USPs Official eportfolio system: For collection of evidence of learning.
- **Turnitin**: For checking student work for originality, referencing and citations (Integrated with Moodle).
- **Alfresco**: Document Management System linked to Moodle for management of big files.
- **Lecture Capture**: Refers to capturing live lecture for subsequent viewing.
- **REACT (Remote Education And Conferencing Tool)** is the software used by USP to deliver interactive (satellite-based) tutorials to students in the region.
- **Learning Analytics**: The collection of data on learning and teaching, its analysis, and predictive modeling to improve educational practices.

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Multimedia

• Supports the development and production of educational media including:
  - audio video;
  - graphics & photography;
  - animations & interactive media.
Flexible Learning Policy

- Date approved: 12 September 2017
- Effective date: 12 September 2017

- Background and Purpose

This policy provides the perimeters for the adoption and integration of flexible learning and teaching at USP that are suitably aligned with its learning and teaching policy and its regional and distributed nature.
Flexible Learning: Value Principles

- Flexibility in learning and teaching is a value principle, much like diversity or equality in education and society more generally.
- Flexibility in learning and teaching is relevant in any mode of study including campus-based education.
- The adoption of flexible approaches to learning is central to the ethos and culture of this University.
- Its distributed nature required the University to engage in flexible learning and teaching.
Definitions of Terms

Flexible learning
• Is a state of being in which learning and teaching is increasingly freed from the limitations of the time, place and pace of study. But this kind of flexibility does not end there.
  ▪ For learners, flexibility in learning may include choices in relation to entry and exit points, selection of learning activities, assessment tasks and educational resources in return for different kinds of credit and costs.
  ▪ And for the teachers it can involve choices in relation to the allocation of their time and the mode and methods of communication with learners as well as the educational institution.

Online and e-learning
• Are identifiable by the type of technology that is part of the learning and teaching transaction.
  ▪ *Online learning* is learning while being connected synchronously and/or asynchronously.
  ▪ *eLearning* is learning with the use of electronic tools.

Blended learning
• Also referred to as hybrid learning is about blending modes of study such as online learning with periods of face-to-face residential learning and teaching or printed study packages as is the case at USP.
Dimensions of Flexibility

1. **Learning experience design** - this is about the design and development of productive learning experiences so that each learner is able to make most of the learning opportunities they afford.

2. **Learner-content engagement** - this is about learners’ engagement and interaction with the subject matter in ways that suit individuals, their styles and approaches to studying and its time, place and pace.

3. **Learner-teacher engagement** - this is about choices learners have in relation to the mode and method of their engagement and interaction with their teachers and tutors.

4. **Learner-learner engagement** - this is about choices learners have in relation to the mode and method of their engagement and interaction with their peers in small and large groups, and in offline and online educational settings.

5. **Learner engagement with the learning environment** - this is about adaptable access, interaction and engagement with the learning environment (such as with mobile devices, Wi-Fi access and innovative use of study space).

6. **Learner engagement with assessment activities** - this is about choices learners have in relation to the fulfillment of their assessment requirements.

7. **Learner engagement with feedback** - this is about choices learners have in relation to access to feedback on their learning and assessment activities.

8. **Learner engagement with the institution** - this is about choices learners have in relation to their engagement with the services of the educational institution.
Open Education Practice
OER (Open Educational Resources) Policy

• Date approved: 12 September 2017
• Effective date: 12 September 2017

• Background and Purpose
The purpose of this policy is to provide direction for the adoption and use of Open Educational Resources (OER) in order to increase access to, and support high quality teaching and learning at USP.
Open Educational Practice: Value Principles

- **Open access** - this is about inclusive, equal and flexible access to educational opportunities without barriers such as entry qualifications and ability to pay.
  - *Value principle:* All lives have equal value.

- **Open learning** - this is about the ability of students to be able to study and learn at any time, from anywhere and at any pace.
  - *Value principle:* Freedom and the flexibility to choose the mode, medium, time, place and pace of study.

- **Open scholarship** - this is about the release of educational resources under an open license that permits no-cost access, use, adaptation, repurposing and redistribution by others.
  - *Value principle:* Education is a basic need that should be accessible to all, if we were to achieve education for all and move towards a path to real freedom, justice and equality.
Orientation and Onboarding

For Staff:
- Learning How to Teach Online.

For Students:
- Learning How to Learn Online.