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Kia ora!

Hello
Educational Reforms

*Performance and Efficiency*: more learners from a broader ethnic, cultural, economic and educational backgrounds complete qualifications at an affordable cost

*Investments in ICT*: enabling institutions to deliver educational activities to distributed sites nationally and internationally.
Result

• Greatly increased numbers of culturally diverse learners

• Acquisition of ICT skills and new pedagogical techniques.

• *In essence, the introduction of these reforms has seen a fundamental shift in the role of educators and learners and their conceptions on the provision of educational courses*
Product Model of Delivery

TUTOR

ON STAGE PERFORMER

CONTENT

BROADCAST

LEARNERS

Text

Audio

Video

Resources

Interactive Graphics

Recieve

Recall

Repeat

CAPTURED AUDIENCE

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Curriculum as Product

Unqualified  Acquisition  Progression  Qualified

Assessment

Unqualified  Acquisition  Progression  Qualified

Assessment

Assessment
Mass-Customisation

• Under the philosophy of mass customisation educational offerings are designed to meet an individual learner’s requirements with mass-production efficiency.

• In essence learners create learning activities customised to their own needs at a cost similar to pre-made, “off-the-shelf” mass offered courses.
Empowerment Model

- **Tutor**
  - Text
  - Interactive Graphics
  - Audio
  - Resources
  - Video

- **Off Stage Facilitator**
  - Filtration
  - Selection

- **Co-Learner**
  - Communication

- **Learners**
  - Review
  - Reflect
  - Repurpose

- **Active Participants**

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Curriculum as Process

understanding

facilitate

re-examine

re-engage

mentor

goal

guide

examine

coach

engage

awareness

Discipline Structures
Constructing Personalised Environments

• learners interact with the environment through an intuitive user interface.
• The data gathered interacts with distinct databases, such to create personalised learning plans (PLP)
• The PLP is delivered to the learner in an environment they are comfortable and competent in.
Inherent Risk

• Individuals are now responsible for the identification of learning events relevant to their specific needs.

• Are they prepared for this?
Reflective Frameworks

• Need a rubric to help individuals, no matter their location, culture or language, make connections between their existing knowledge and accepted best-practice.

• The result of this reflective process is the generation of industry-grounded personal learning plans (PLPs)
Limitations

• The focus on standards-based, rubric driven criteria could act as a constraint in the reflective process

• it could restrict the acquisition of additional skills and knowledge and rigidly prescribe limited learning events
Mentors

• Mentoring has long been acknowledged an integral part of professional learning and development. For example:
  – teaching practicums during formal study
  – newly-qualified teachers learning professional skills and strategies from experienced colleagues
Portfolios

• A professional portfolio is the **purposeful** collection of an individual's activity. Structured to demonstrate effort and achievement against professional standards.

• In accreditation environments digital portfolios can provide a protected space where learner evidence of competencies can be rigorously controlled and systematically evaluated.
Mass Customised Frameworks 1

- Firstly, the learner engages with the environment through an intuitive user interface. The interface uses an interactive self-reflective questionnaire, based on a discipline specific assessment rubric, to gather data on the learners’ current capabilities and existing knowledge.
Mass Customised Frameworks 2

• Secondly, the data gathered from the self-reflective questionnaire is firstly, sent to a mentor appointed to facilitate learner progression to identified goals and secondly, aligned with industry accepted standards and gaps in learners current competencies and industry accepted standards are automatically identified.
Mass Customised Frameworks 3

• Thirdly, the gaps identified between the learners current knowledge and industry requirements are used as filters to interact with a complex learning object database, (containing all learning activities to meet standards identified) to automatically generate a customised learning module. This learning module is delivered to the learner for action and to the mentor for information.
Mass Customised Frameworks 4

• Fourthly, the learner works through the individualised module and creates evidence to demonstrate their newly acquired competencies. During this stage the learners, guided by their mentor, provide evidence of their previously stated capabilities and knowledge. All the evidence generated is stored in a digital portfolio aligned to an identified assessment rubric.
Finally, when the learner and mentor agree the evidence gathered meets all requirements of the assessment rubric the portfolio is sent to an independent assessor. The independent assessor reviews the evidence presented and once more aligns this evidence with the assessment rubric. The assessor’s judgement is then passed onto the learner.
Certificate in Open Flexible and Networked Learning

COFNL
## Reflective Framework

### Examine the relationships between participants in OFNL.

#### Understanding

I have a good understanding of the relationships (such as direct, indirect, active, passive, interactive, independent, and interdependent) that exist in open, flexible and networked learning environments.

I have evaluated the impact different relationships between participants in OFNL (such as direct, indirect, active, passive, interactive, independent, and interdependent) have on student learning in different contexts.

<table>
<thead>
<tr>
<th>Partially agree</th>
<th>Strongly agree</th>
</tr>
</thead>
</table>

#### Evidence

I can provide digital evidence of my understanding of the relationships (such as direct, indirect, active, passive, interactive, independent, and interdependent) in open, flexible and networked learning environments.

I can provide digital evidence of how my understanding of the relationships between participants in OFNL (such as direct, indirect, active, passive, interactive, independent, and interdependent) has been used in my practice in different contexts.

<table>
<thead>
<tr>
<th>Partially agree</th>
<th>Agree</th>
<th>Moderate</th>
</tr>
</thead>
</table>

#### Moderation

My understanding of the relationships (such as direct, indirect, active, passive, interactive, independent, and interdependent) in open, flexible and networked learning environments has been peer reviewed.

Practical application of my understanding of the relationships between participants in OFNL (such as direct, indirect, active, passive, interactive, independent, and interdependent) has been peer reviewed and assessed.

| Select | Select |

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[http://etc.elearning.ac.nz/file.php/104/The_CAT/Full_.html](http://etc.elearning.ac.nz/file.php/104/The_CAT/Full_.html)
Pictorial Carpet

Step 1
Participants are asked to reflect on their current practice using The CAT.

Step 2
Their responses are aggregated to provide a “pictorial carpet” illustrating their capability in open, flexible, and networked learning.

Step 3
They can now use this pictorial carpet to identify their strengths and areas of potential improvement.

- Competent, confident and capable in this aspect
- Has a degree of competence and confidence in this aspect
- Needs to acquire competence and confidence in this aspect
Mentor Overview

- Demonstrate a commitment to the role of an OFNL teacher as a responsible and ethical practitioner.
- Demonstrate research-based knowledge of pedagogically effective use of OFN technologies.
- Apply OFNL technology in a range of environments to meet the needs of a diverse student population.

Digital Portfolio
Profile  Evidence

Filtration  Selection  Communication

Review  Reflect  Repurpose

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Haere rā

Goodbye