

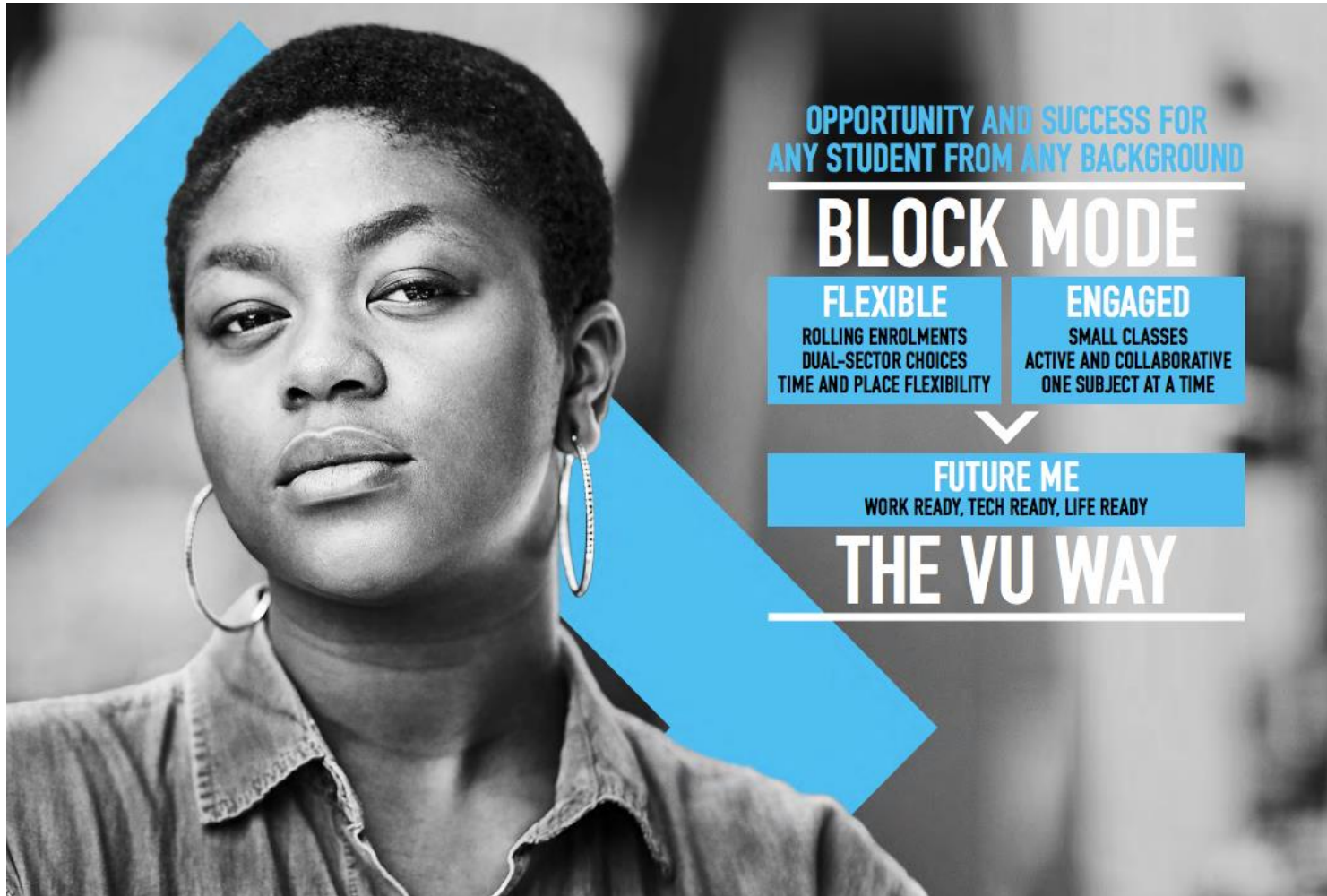
Extending Victoria University's (VU) Block Model into online postgraduate education

Professor Chris Walsh

chris.walsh@vu.edu.au

https://twitter.com/Chris_Walsh





- Students study in short bursts called blocks
- Each block focuses on one unit (subject) & is 7 weeks long, with a week break between blocks & a 4 week break in Dec/Jan
- Students complete a Master Degree in 2 years part-time v 1.5 years full-time
- There are no exams & no texts to purchase
- Assessments focus on students acquiring enterprise skills required in their industry



- **First**, it provides for high impact, active, collaborative, deep and **ENGAGED LEARNING**, which we believe is vital to transforming lives and preparing students for their futures.
- **Second**, it enables much greater **FLEXIBILITY** than the traditional semester system so that students can plan their studies over the course of the year to suit their lives and circumstances, combining study with work, family and other commitments.

VU Online's Postgraduate Block Model Explained

VU Online employs a distinctive approach by delivering a 1:1 supported, high-touch and student-centred model of self-directed online education



VU Online Student Support Explained

Data on student engagement



Student Engagement

VU's engagement covered ~85 hours of 1-1 conversations and ~4400 email / SMS exchanges with students



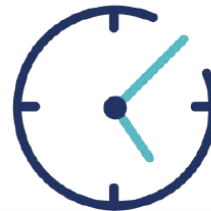
- Commencing students: 96
- Post census: 87
- Facilitators: 3
- Duration: 6 teaching weeks + 1 week orientation



- Phone conversations: 451
- Total conversation time: ~85 hours
- Avg. time per conversation: ~11 min
- Avg. time per student: ~ 70 min



- Total student posts responded to: 380
- Total emails/SMS exchanged: 4390



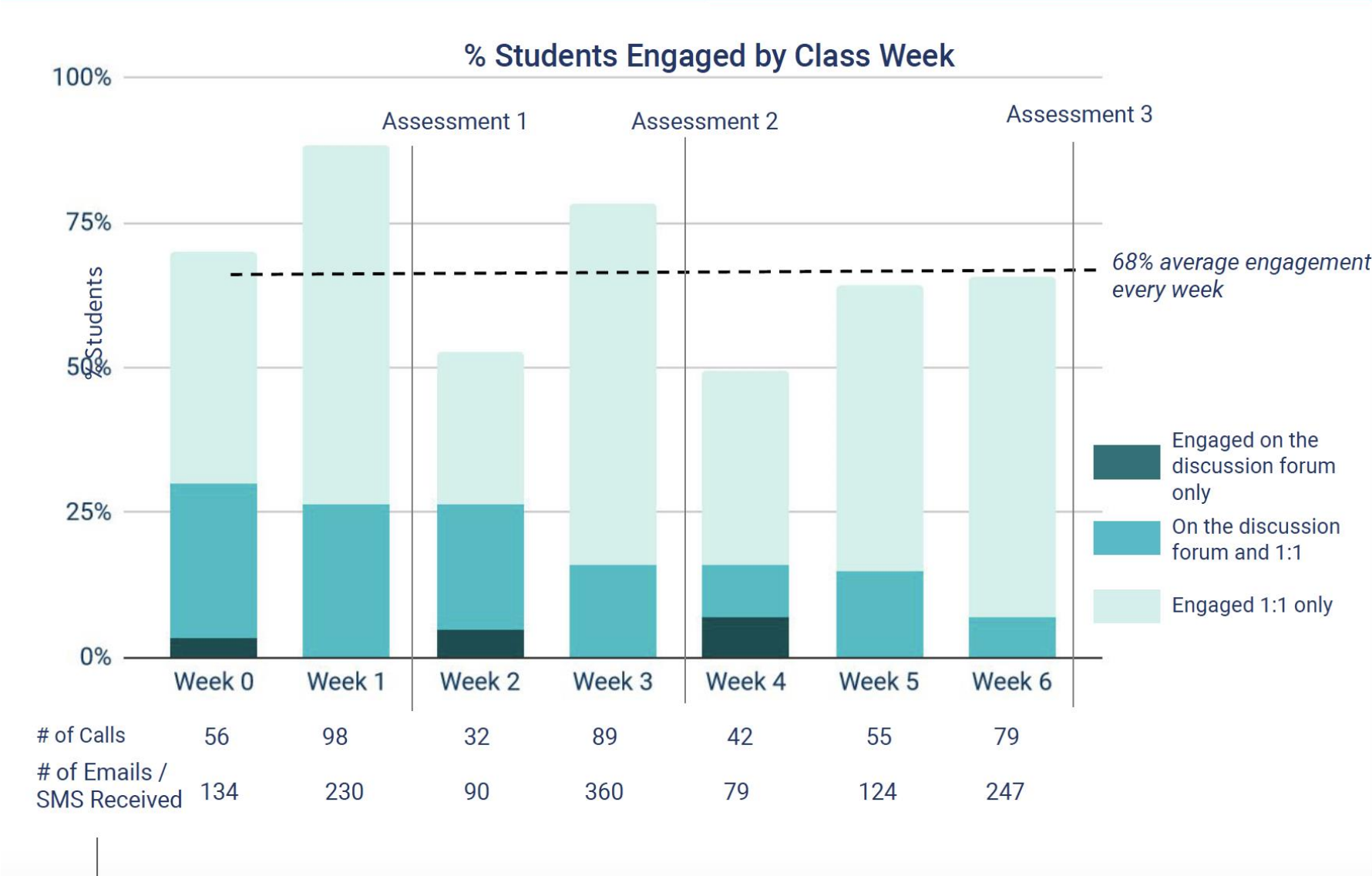
- % Messages responded within 12 hours: 97%
- % Messages responded within 60 min post 5 pm: 92%
- % Messages responded within 60 min before 5 pm: 55%

Data on student engagement



Student Engagement

Facilitators engaged ~68% of the students every week via forums and 1-1 conversations



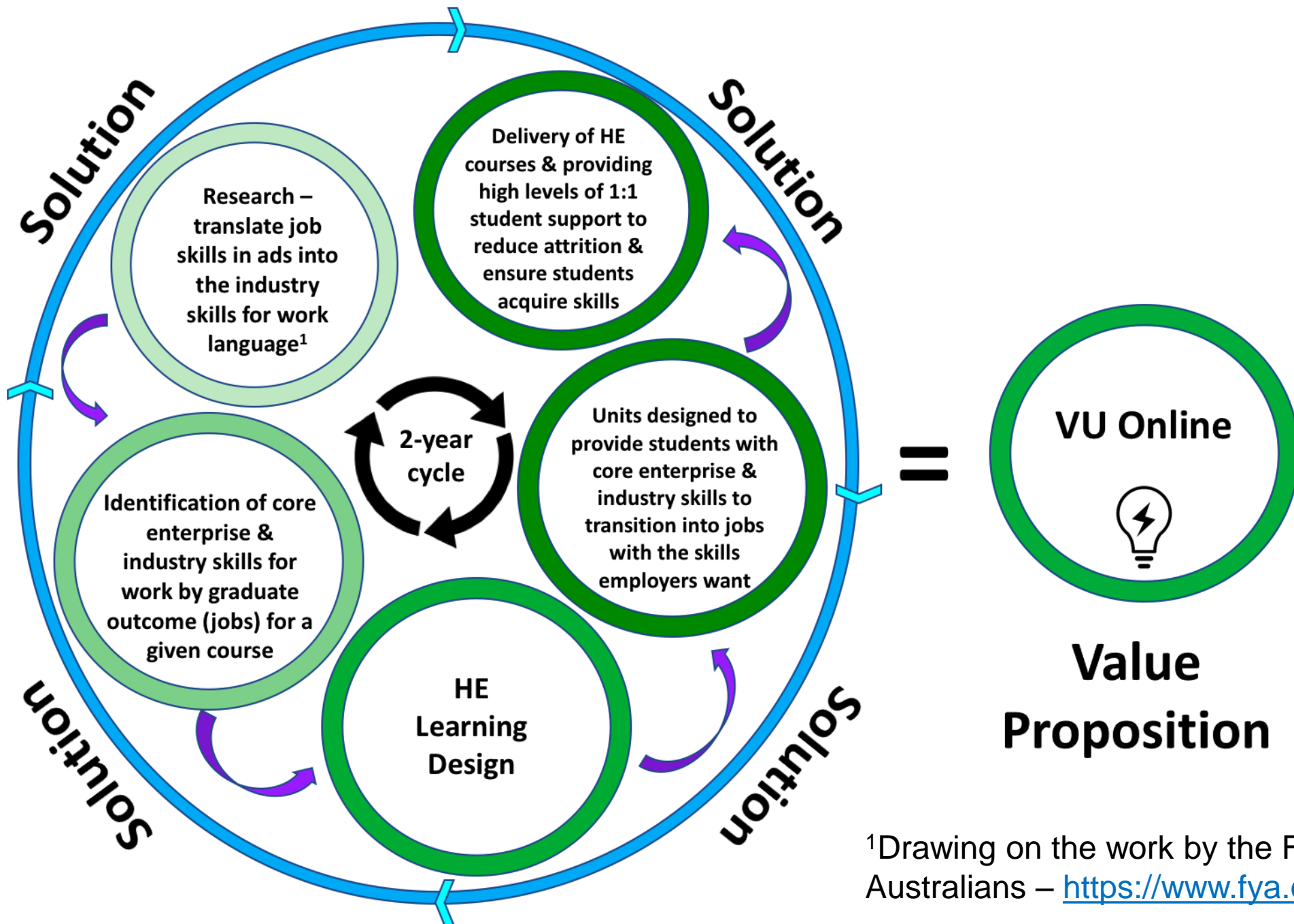


VU's approach to online postgraduate education is underpinned by principles of heutagogy to insure it is student-centered and fosters capability, self-reflection and metacognition through double-loop and non-linear learning

| Huetagogical Principles | Description |
|---|--|
| Learner-centred and learner-determined | The learner is self-motivated and autonomous and is primarily responsible for deciding what will be learned and how it will be learned and assessed (Hase, 2013, Hase 2014, Long 1990). |
| Capability | Student capability is characterised by being able to use one's competencies (subject matter knowledge + enterprise skills in unfamiliar as well as familiar circumstances (Cairns 1996, Cairns 2000, Stephenson & Weil 1992). |
| Self-reflection and metacognition | Within heutagogy, it is essential that reflection occurs in a holistic way. This translates to students reflecting not only what she or he has learned, but also the way in which it has been learned—and understanding how it is learned (metacognition) (Hase 2009, Blaschke & Brindley 2011). |
| Double-loop learning | Double-loop learning requires that students be both psychologically and behaviourally engaged. VU's learning design invites students to reflect on not only what they have learned, but also the way in which this new knowledge can be used at work to solve problems (Schön 1983, Eberle 2013). |
| Nonlinear learning | As learning is self-determined, the path to learning is defined by the student and is not pre-established. As a result of learners choosing their own path, learning happens in a nonlinear format and VU Online's units are intentionally designed to have stand alone components to facilitate nonlinear learning (Peters 2002). |

Problem





¹Drawing on the work by the Foundation for Young Australians – <https://www.fya.org.au/>

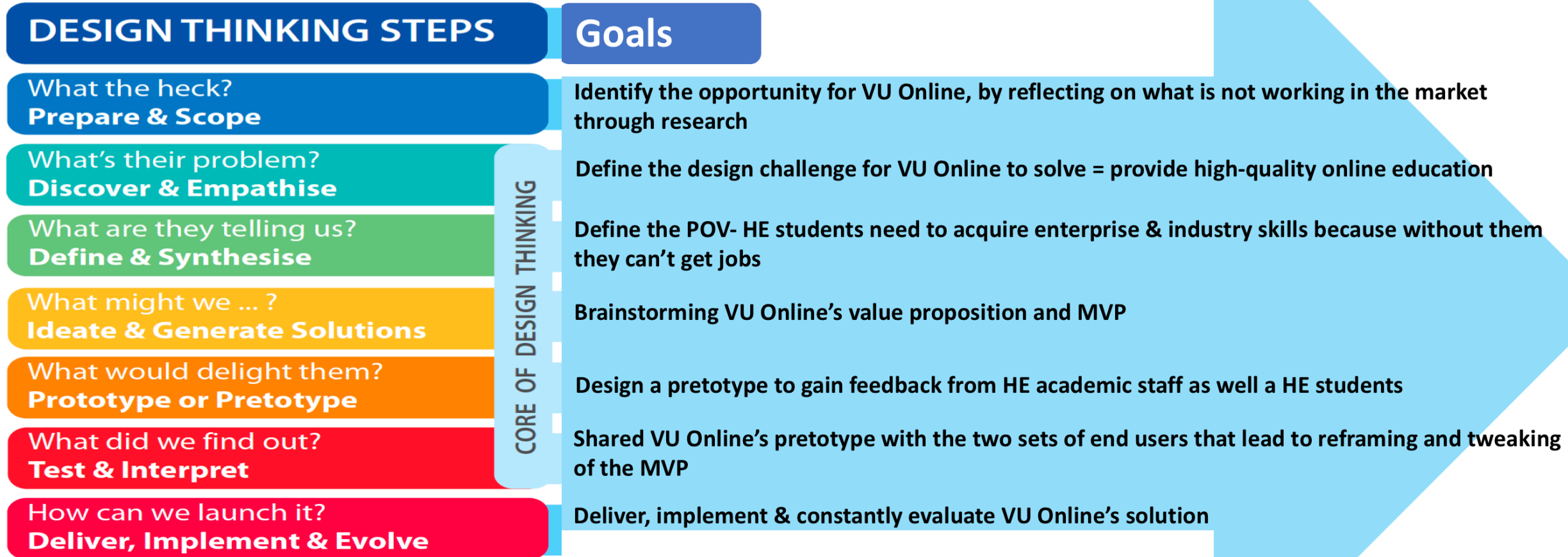
Value proposition

VU Online students deserve an education that provides relevant subject matter knowledge *alongside* authentic opportunities to acquire the enterprise skills most relevant to the course's graduate outcomes, **specifically jobs**. This transformative model of higher education (HE) provides multiple layers of academic and non-academic support to recast the uncertain future of Australian work, as an opportunity for university students to develop a portfolio of **enterprise skills** that they can deploy as future workers to acquire jobs post graduation.



VU's learning management system (LMS), VU Collaborate, provides dynamic & engaging content that assists students in acquiring the enterprise & industry skills employers require (value proposition**).**

Using design thinking to drive learning design



All texts are provided at students' point of need

1.1.2 What is my role as a care coordinator? ▾



It can be challenging to deconstruct the role of a care coordinator as to date, there is no definitive definition of what a care coordinator is or does. Like nursing, it entails a vast range of activities; from applying traditional clinical skills to working with a range of professionals outside of the medical system.

REQUIRED READING

Read *Nurse care coordinators: Definitions and scope of practice* (Nutt & Hungerford, 2010) as this literature review summarises current descriptions, expectations, and challenges associated with the term 'care coordinator'. Being able to define the role of a care coordinator will help you with Assessment 1 (due at the end of Week 1) where you are required to reflect on the role of care coordinators within your workplace.



active required



Nutt, M., & Hungerford, C. (2010). Nurse care coordinators: definitions and scope of practice. *Contemporary Nurse: A Journal for the Australian Nursing Profession*, 36(1/2), 71–81. Retrieved from [https://search-informit-org.wallaby.vu.edu.au:4433/documentSummary;dn=803547866658234;res=IELHEA](https://search.informit-org.wallaby.vu.edu.au:4433/documentSummary;dn=803547866658234;res=IELHEA)
ISSN: 1037-6178

Assessment tasks are self determined

Assessment 3: The Accelerating Commercialisation grant application



Instructions

Overview

Length: 2500 words

Weight: 50%

Due date: End of Week 6 (11.59pm Sunday)

This assessment has been designed to assist you in further articulating your innovate startup/new venture from Assessment 2 in an authentic and work-based way by applying for an Australian Government Grant.

You can continue with the innovative venture that you identified in Assessment 2 or identify a new innovative venture. For this assessment, you will complete a mock grant application for the [Accelerating Commercialisation grant](#) (Australian Government 2019) which is part of the Entrepreneur's Programme. The Accelerating Commercialisation grant (Australian Government 2019) grant components were explored in detail across Weeks 5 and 6 of the unit.

This assessment supports unit learning outcomes 4, 5 and 6.

VU Collaborate provides dynamic & engaging content

Scenario: Meet Maree and Garrie ▾



The following scenario will introduce you to the fundamentals of social determinants of health. This scenario will be referred to throughout Week 1. Thus, it is important that you familiarise yourself with Maree and Garrie's scenario.

Scenario: Meet Maree and Garrie



Meet Maree

Maree is a registered nurse who has undertaken an Agency placement in a remote central Australian community where the nearest health clinic is over an hour away and most residents can only access the health clinic by taking two buses.

Continue


Reflect

<https://vucollaborate.vu.edu.au/d2l/le/content/396017/viewContent/3577224/View>

Nursing branching scenario

[4.2.2 Activity: What would you do?.](#)

Remember: If you have any questions or are concerned about your responses, please send in your responses to your Online Facilitator for advice.



- ☐ Scenario 1
- ☐ Scenario 2
- ☐ Scenario 3
- ☐ Scenario 4
- ☐ Scenario 5
- ☐ Scenario 6
- ☐ Scenario 7

VU's unique postgraduate online block model exemplifies high-quality online education designed for future-ready and job-ready graduates.

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chris.walsh@vu.edu.au

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