



## The CSU Online Learning model

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One of the key components of the CSU Distance Education Strategy is the articulation of an Online Learning and Teaching Model consisting of a set of elements which are known to result in increased student engagement. Increasing student engagement and connectedness is an important goal because of its link to measures of teaching quality, retention and overall satisfaction. This poster is a visual representation of those key elements and provides a unique way contextualizing learning design, activity and technology that results in increased student engagement.

**Keywords:** online, engagement, online learning, elearning, e-learning, pedagogy, online pedagogies, practice,

### Description

The concept of engaged learning that underpins this teaching-learning model builds on Moore's (1989) highly cited model of Distance Education engagement, which incorporates learner-teacher, learner-learner and learner-content interaction. The CSU model adds learner-community engagement as a key element of professional courses as well as institutional engagement as a key additional element of the student's overall connected experience. This then leads to five key interactive elements within this broad notion of student engagement:

- learner-teacher engagement
- learner-learner engagement
- learner-content engagement
- learner-community-workplace engagement and
- learner-institution engagement.

The poster provides a visualization of the key elements of the model:

- Small Group Support;
- Personalised Support;
- Teacher Presence;
- Interaction Between Students;
- Interaction With Workplaces;
- Interactive Resources; and
- E-Assessment.

Each element is described and marked with a clearly identifiable icon. The poster will also provide links to access additional resources, supporting research and exemplars of the model.

### References

Moore, M. G. (1989). Editorial: Three types of interaction. *American Journal of Distance Education*, 3(2), 1-7. doi: 10.1080/08923648909526659



#### SMALL GROUP SUPPORT

Learning support through online study groups created at the course and subject cohort level. These small groups (communities of learners) will be supported synchronously and asynchronously by trained and supported facilitators/tutors operating online or in metropolitan outreach centres to foster intellectual rigour and deep engagement (addressing the need for enhanced learner-teacher engagement)



#### PERSONALISED SUPPORT

Personalised and inclusive learning through flexible (and open) degree pathways and inclusive pedagogies underpinned by adaptive learning, learning analytics and responsive customer relationship management systems supporting coherent whole of university interaction with each student on an individual basis (addressing the need for enhanced learner-content and learner-institution engagement).



#### TEACHER PRESENCE

Enhanced teacher presence utilising strategies which bolster the relationship between online teachers and students, emphasise the role of teachers as designers and curators of learning content and strengthen the students' sense in which their learning is being facilitated by a caring and skilled content and online learning specialist (addressing the need for enhanced learner-teacher engagement).



#### INTERACTION BETWEEN STUDENTS

Student learning through designed cooperative and collaborative synchronous and asynchronous interactive learning activities in the context of inquiry-based or problem-based learning designs aligned to assessment tasks including the co-creation of authentic learning products (addressing the need for enhanced learner-learner engagement).



#### INTERACTION WITH WORKPLACES

Situational learning which harnesses the affordances of online and mobile learning technologies to bridge the gap between diverse sites of learning and sites of professional practice and to enhance the experience of students during CSU's signature workplace learning placements giving learners the confidence to pursue successful and rewarding careers promoting alumni lifelong learning and professional development with CSU (addressing the need for enhanced learner-community engagement).



#### INTERACTIVE RESOURCES

Interactive learning resources providing experiential engagement with content and ideas through interactive multimedia and immersive simulations including CSU developed resources and resources developed world-wide such as Open Educational Resources and MOOCs, provided within the context of learning designs incorporating authentic collaboration, critical inquiry or explicit teaching (addressing the needs for enhanced learner-content, learner-teacher and learner-learner engagement).



#### E-ASSESSMENT

Authentic online assessment aligned to professional and practice-based learning outcomes, incorporating a range of assessment strategies, contemporary computer-based exam options and remote exam invigilation (identifying assessment design and delivery as a key aspect of enhanced learner-content engagement).

Klapdor, T. (2015). The CSU Online Learning model. In T. Reiners, B.R. von Konsky, D. Gibson, V. Chang, L. Irving, & K. Clarke (Eds.), *Globally connected, digitally enabled*. Proceedings ascilite 2015 in Perth (pp. 635-636). <https://doi.org/10.14742/apubs.2015.1004>

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