# Space-place shifts: is the digital space a learning place for commencing students?

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- I don't think this way of learning has many benefits, the main benefit I see is that the universities can still charge a fortune for their degrees yet there is little to no face-to-face teaching, it seems a win-win situation for the universities. As students, most of us have lives, work and families, and navigating our way around sites designed by people who think they are very clever is tiresome, not to mention a complete waste of valuable time. At the end of all this we will all be wonderful nurses who can put up a Power Point in no time flat, navigate our way around ridiculous sites whilst caring for the sick. My reflection may seem negative and that's because it is, I am still coming to terms with what is required of me to get that piece of paper that says I can do what I am already doing.

Argument

- Shifting spaces
  - The sector space

  - Institutional spaces

- The course space

- The student place

- Digital learning places?
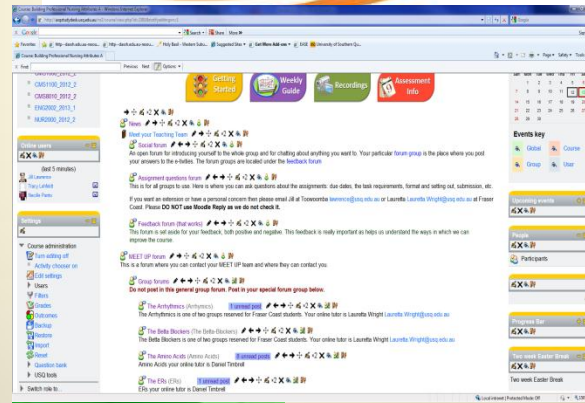
The sector space

- Financial austerity
- Public good-private good shift
- Escalating government scrutiny & reporting
- Intense technological change

The online evolution: when technology meets tradition in higher education

Coursera to offer MOOCs for teachers

Student-related public funding for higher education is now close to $8.5 billion a year. What benefit does the public receive for this investment, and how can we measure it? How much of the cost should students pay? And could similar outcomes be achieved at lower cost

Universities have been hit with the biggest reductions in funding to the university system and student support since 1996 with an additional $2.3 billion to be stripped from the university system over the next four ...

People flock online for free university education

THE government's cuts to university funding risk exacerbating skills short-ages.

Institutional spaces

Competitive
- For resources

Commercialised
- Revitalising business cases

Re-structured
- Academic spaces moved from the centre to a corner

Compliance driven

'Mismatch' between degrees and jobs

their qualification has little to do with their jobs, says a Graduate Careers Australia report.

Online higher education is set to drive huge changes to traditional teaching and learning. The university and classroom are far from dead, but they will be very different

Tertiary fund runs out of control

Unis use ERA to hide truth, says union

Universities spend $280 million a year on regulatory compliance and reporting to Federal and State Governments, according to a submission by Universities Australia.

Changing spaces

The student place

A mother:

- Robert requested an extension and you very kindly granted him one. I was speaking to him this morning and realised he still had not handed the assignment in. Robert has autism and as a result struggles with motivation, organisation, time frames etc. Your very kind response of " take as long as you need" was taken very literally.

An assertive student

- A mark of just barely a pass - is unacceptable. Please revise this, and correct it - I would like at least 65%

A school leaver

- At school you were notified of assignments and the like regularly, especially before due dates. At university however, you need to do this yourself.

A parent

- I have four children, 2 are teenagers (13,14), one 11 year old and a 4 1/2 year who has started Prep this year. I have not been able to get any quiet time at all with them home and with my husband working full time shift work

In week 9

- I have only just discovered that I am enrolled in your course for this semester. Do you know how I ended up here? (As I didn't choose the subject.) I don't have the textbooks and am not prepared.

A refugee student

- From the Congo with a PhD in Law and a veterinary qualification

An international student

- International students have to face different studying environments. I had never used computers for my studies before. It is funny but I was really shocked when I saw so many computers in USQ

A student who already had one degree

- Uni was Monday to Friday, lectures, tutorials, practicals, 8am to 6pm with a few lectures running at night till 9.00. Everyone loathed the 6-9 pm lectures as you struggled to stay awake. Now I go to Uni one day a week. Can access everything on line, e-mail lecturers, get feedback from students on forums, and database searches are a dream compared to slogging through indexed journals or through microfiche or standing for hours photocopying a ragged and battered journal that everybody wanted
- There was nothing online then and the word Google wasn't part of the lexicon like it is now

"Digital natives" (NOT!)

- There is this common thought that, because you are young you automatically know how to use a computer, how deceiving?
- I found it interesting that in the survey the only question that I would classify myself as an 'expert' was the one relating to face book.
- Though I use face book and other social networks often, I was never confident when it came to posting or commenting on others' views

Consequences for pedagogy
The learning space (or the place where students, teachers and context meet)

CMS1008: Building Professional Attributes

- The aim is to develop students' academic, information, learning, research, communication, interpersonal and reflective literacies as well as assisting them to begin their professional e-portfolios
- Uses a collaborative interdisciplinary approach
- Student centred, inclusive curriculum which meets students were they are "at":
    - develop their own learning profile, etc, and strategies to put in place
- Key capabilities made explicit, embedded and scaffolded
- Online pedagogy:
    - Learning outcomes – activities – formative feedback – assessment
    - Forum group discussions act as formative assessment with online tutors giving individualised feedback

- CMS makes explicit the tacit expectations inherent in the university *space* so that commencing students can sculpt their own *place* for learning.

http://usqstudydesk.usq.edu.au/m2/course/view.php?id=2391&notifyeditingon=1

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Course: Building Professional Nursing Attributes A

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CMS1000_2012_2

CMS1100_2012_2

CMS8010_2012_2

ENG2002_2013_1

NUR2000_2012_2

Getting Started | Weekly Guide | Recordings | Assessment Info

News

Meet your Teaching Team

Social forum

An open forum for introducing yourself to the whole group and for chatting about anything you want to. Your particular forum group is the place where you post your answers to the e-tivities. The forum groups are located under the feedback forum

Assignment questions forum

This is for all groups to use. Here is where you can ask questions about the assignments: due dates, the task requirements, format and setting out, submission, etc.

If you want an extension or have a personal concern then please email Jill at Toowoomba lawrence@usq.edu.au or Lauretta Lauretta.Wright@usq.edu.au at Fraser Coast. Please **DO NOT use Moodle Reply as we do not check it.**

Feedback forum (that works)

This forum is set aside for your feedback, both positive and negative. This feedback is really important as helps us understand the ways in which we can improve the course.

MEET UP forum

This is a forum where you can contact your MEET UP team and where they can contact you.

Group forums

Do not post in this general group forum. Post in your special forum group below.

The Arrhythmics (Arrhymics)   1 unread post

The Arrhythmics is one of two groups reserved for Fraser Coast students. Your online tutor is Lauretta Wright Lauretta.Wright@usq.edu.au

The Betta Blockers (The Betta-Blockers)

The Betta Blockers is one of two groups reserved for Fraser Coast students. Your online tutor is Lauretta Wright Lauretta.Wright@usq.edu.au

The Amino Acids (Amino Acids)   8 unread posts

Amino Acids your online tutor is Daniel Timbrell

The ERs (ERs)   1 unread post

ERs your online tutor is Daniel Timbrell

Online users

(last 5 minutes)

Jill Lawrence

Tracy Lehfeldt

Necille Panto

Settings

Course administration

Turn editing off

Activity chooser on

Edit settings

Users

Filters

Grades

Outcomes

Backup

Restore

Import

Reset

Question bank

USQ tools

Switch role to...

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Events key

Global | Course

Group | User

Upcoming events

People

Participants

Progress Bar

Two week Easter Break

Two week Easter Break

Local intranet | Protected Mode: Off   150%

Methodology

Item	Evaluation Strategy	Pre-program Design Stage	Program Design Stage	Program Delivery Stage	Program Conclusion Stage
	The staff perspective				
1	Needs assessment	✓	✓		✓
2	Discussions with 1st year nursing lecturers	✓	✓	✓	✓
3	Debrief with 1st year nursing lecturers				✓
4	Peer review through presentations in and beyond the university and through peer reviewed articles				✓
5	Feedback from reality checkers and online tutors		✓	✓	✓
	The student perspective				
6	Feedback from previous student surveys	✓	✓	✓	✓
7	Reflections in assignments and the portfolio			✓	✓
8	Student Surveys			✓	✓
9	Official Student Evaluations of Teaching				✓
10	Online discussion and forum groups			✓	✓
11	Second and third year student cohort surveys (yet to be undertaken for the 2012 cohort)				
12	One-on-one sessions with students		✓	✓	✓

Results: Not my place

- Non-forum participation (or student-assessment-prioritisation strategy):
  - 2012, S 1, 9% (n=33) with a grade average of 59.8%
  - 2012, s2, 13% (n=20) with a grade average of 62.75%

- *I did not participate in majority of the online forums for CMS1008 and I now regret that, as it showed in my result. For Assignment 2, I am not willing to make that same mistake again and have been participating in the forums. I now find that reading other students' posts helps me with my studies. I learn something new every time and enjoy receiving feedback and advice*

- When the assignment came I thought I would be fine. I did not think that missing a few postings would be a big deal. I was very wrong. For the tasks I had done forum postings for, I did not have an issue but as I got deeper into the assignment I found it harder and harder. I regretted not doing the tasks

An unfamiliar place

- *Mainly non participation was a culmination of things. Personally, I was working full time, looking for a house, travelling sometimes 2 hrs a day for work and uni & the online subjects were the ones that suffered as they were easier to "forget"*

- My first thoughts of writing on an open forum at university were one of horror. I had to put these thoughts aside and just put myself out there if I wanted to achieve the marks. Since doing so I have embraced the opportunity to learn from the forums

- *At first I was hesitant to post things onto the forum as I was afraid that I would post the wrong thing, or be criticised for what I posted. Then I saw that there was no "right or wrong answer" and i became more confident in my postings*

A transitional space

- This semester I have found myself engaging a broad range of activities I have never done before and a whole new world I had never even heard of before. . I found that at first I was inclined to put this subject off, but the course gave me tools and confidence. I was faced with confronting fears of technology. In reflection I have found this course invaluable to my first semester journey as it has made me a much more competent and confident student

- I thought that I knew a fair bit as I have studied at another university before. However, I did learn different ways to look at things, and was also able to take the time to improve on skills such as referencing, researching

-

- This semester we were taught how to interact within the USQ study desk, this increased my knowledge about USQ as well as allowed me to accustom myself to the online life of university as I was not completely aware of how it worked.

A learning space

- Initially I thought that CMS would have perhaps been better delivered with complementary lectures or tutorials and in hardcopy print however, I have grown to accept that it is quite an interesting package delivered online. I have a preference for reading out of books and realise that university courses are shying away from delivered hardcopy material. I can always print out parts at my convenience. Interestingly the course can be seen as a 'hidden course' as it carries on in the background and it is up to the student to be engaged and apply themselves. Most forums form part of assignment content. I have developed my academic writing utilising the visual and written applications that CMS provides. I believe CMS has also, by way of completing different computing tasks, helped me develop deeper analytical skills and critical thinking.

- I have developed a pattern of self learning which is spending a majority of time researching, reading, reviewing and developing documents etc on the computer

- *For me the forums have also been an excellent way to interact with fellow students through the sharing of opinions and feedback. It made me feel like I was learning collectively with other students, much like a classroom situation*

- These skills came in very handy at work recently when I had the knowledge to help another staff member look up an article of interest. I knew where to get information and felt very proud of this fact that I had the prior education to be of help. This course has really boosted my confidence and skill levels

- *It was after I started this course that I explored a whole new way of learning. It requires me to be more independent and responsible.*

Conclusions

- Highly volatile, rapidly changing, higher education context
  - very diverse student cohort
  - intense technological change
  - rapid commercialisation
- Students' responses:
  - Initial frustration, denial, neglect and blame (*not my place)*
  - Being overwhelmed, anxious (*an unfamiliar place*)
  - Adjustments involved that are neither easy nor simple (*a transitional place*)
  - Students' growth and growing assurance (*a learning place*)
    - helps students gauge their engagement of the literacies they are mastering
    - Begin their lifelong journeys of contemplation, conversation, reflection and of the creation and dissemination of knowledge

Questions?