

8. FLEXIBLE DELIVERY AT CURTIN

Curtin is committed to the development of innovative and flexible approaches to teaching and learning that provide students with more choice and control over the structure, sequence, method and timing of their learning activities.

Flexible learning may incorporate, but is not limited to, any one or a combination of the following key elements:

- access to learning resources via contemporary technologies e.g. e-Reserve, the use of a learning management system, internet technologies;
- flexible delivery of learning experiences and assessment, e.g. iLectures, podcasting, collaborative and interactive activities (via learning management systems, or via blogs/wikis); and
- distance education.

The **Flexible Learning Policy** articulates Curtin's commitment to providing a student-centred learning environment that is acknowledged for high-quality teaching that enhances students' overall learning experience. www.policies.curtin.edu.au/policies/teachingandlearning.cfm

Principles of Flexible Learning: Flexible Learning mode is an expression of Curtin's commitment to explore and develop opportunities for teaching and learning that improves student outcomes and the quality of the student experience. Flexible Learning mode provides students with choices over how, when and where to undertake their studies. It also provides students with comparable learning experiences in respect of the course and unit learning outcomes, taking into account at least:

- academic learning outcomes which contextualise Curtin's Graduate Attributes;
- the course overall experience; and
- work-integrated learning opportunities that are available to students through traditional campus-based methods of delivery.

The Flexible Learning at Curtin website www.flc.curtin.edu.au includes valuable resources to guide you in the development of flexible learning opportunities. Included on the website are:

- A presentation on enriching learning through blended delivery;
- Case studies on integrating flexible learning options in units;
- A simple guide to flexible learning;
- Step by step guides to designing, building and facilitating your unit; and
- Tools and tips relating to the use of digital tools.



Recommended further reading and online resources:

An online teaching activity index at the University of Illinois
www.ion.illinois.edu/resources/OTAI/index.asp



Oliver, R. & Herrington, J. (2001). *Teaching and learning online - a beginner's guide to e-learning and e-teaching in higher education*. Perth. Edith Cowan University www.elrond.scam.ecu.edu.au/oliver/2002/TALO2.pdf