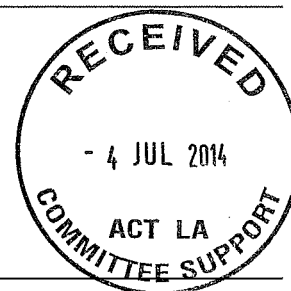




**LEGISLATIVE ASSEMBLY**  
FOR THE AUSTRALIAN CAPITAL TERRITORY

**SELECT COMMITTEE ON ESTIMATES 2014-2015**

Brendan Smyth MLA (Chair), Mary Porter MLA (Deputy-Chair),  
Giulia Jones MLA, Yvette Berry MLA



**ANSWER TO QUESTION ON NOTICE**

Steve Doszpot MLA: To ask the Minister for Education and Training

[Ref: CIT Output class 1: CIT Statement of Intent, page 22]

In relation to: Online learning

CIT's Statement of Future Intentions suggest that CIT "will be an Australian leader in the provision of online offerings"

1. What research and analysis has been undertaken to assess the market for delivery of courses by this method?
2. How and when will CIT have the ICT infrastructure, systems and applications to deliver courses by this method?
3. Is it intended to transfer all, some or different course to online?
4. When is it intended to move to this delivery method?
5. How many courses will be delivered exclusively online?
6. What are the cost and revenue implications of such a transition?
7. What is meant by "there will be a focus on the transition of teaching spaces to learning spaces"?

Minister for Education and Training: The answer to the Member's question is as follows:—

1. What research and analysis has been undertaken to assess the market for delivery of courses by this method?  
CIT has been delivering its training services in blended form, which includes online learning, for many years. Online learning is delivered by all TAFE Institutes across the country and is fundamental to providing contemporary vocational education and training to students. Most CIT programs have some level of online learning incorporated in their delivery strategy and this will continue into the future.

CIT conducts an annual evaluation on the benefits and effects of online learnings through the eLearn Student Survey. Benefits highlighted in the survey by students include more flexibility in learning; improved communication with teachers; accessibility of information such as class notes and other resources; and other aspects such as communicating with classmates and assisting students with being better organised. In the 2013 survey 76.2 per cent of students were satisfied with eLearn as a tool for study/learning. The three things students liked best about eLearn in the 2013 survey were: access to material and resources; flexibility in learning; and eLearn was easy to use and intuitive.

For many years CIT has played key roles and participated in the National VET E-Learning Strategy projects designed to facilitate the national advancement of online learning in vocational education and training.

2. How and when will CIT have the ICT infrastructure, systems and applications to deliver courses by this method?

CIT has one of the best eLearning systems in the country and has had the infrastructure to support online learning for at least the last 10 years. CIT ensures that ICT infrastructure, systems and applications meet the demands for online through a continuous improvement strategy that ensures ongoing monitoring and upgrades to the program as required.

3. Is it intended to transfer all, some or different course to online?

CIT prides itself of giving the best opportunities to students, over time given student preference and technology advances, a blended learning approach combining both face to face and online delivery is proposed for the majority of courses. One of the major benefits to providing information online to students is that it allows the student more flexibility in terms of individual learning styles and preferences.

4. When is it intended to move to this delivery method?

A blended learning approach to course delivery has been gradually implemented over the past ten years. The current CIT online system (eLearn) is a contemporary system involving an integrated platform of a learning management system (Moodle), a content management system (Equella) and a virtual classroom (Adobe Connect).

5. How many courses will be delivered exclusively online?

The number of courses that are exclusively online is likely to be very low. Market preferences will generally determine the delivery mode but a blended model of delivery is highly valued by clients.

6. What are the cost and revenue implications of such a transition?

The transition has been under way for the last 10 years and there has been a culture change in teachers to develop materials and activities that can be delivered in a blended delivery style. Costs are related to ongoing maintenance of the system. The financial imperative to have an elearn system is market based as it is necessary in the running of a contemporary vocation education and training provider.

7. What is meant by “there will be a focus on the transition of teaching spaces to learning spaces”?

The future of education and training at CIT will be characterised by an increasing focus on the learning experience as a response to the changing aspirations, life experience and social character of students. Students have become increasingly independent and responsible for their own actions. The traditional classrooms are changing to allow for student focused spaces where students study, collaborate, socialise, access technology, interact with the online campus, and access various levels of learning support.

Approved for circulation to the Select Committee on Estimates 2014-2015

Signature:



Date:

3/7/14

By the Minister for Education and Training, Joy Burch MLA

**INSTRUCTIONS FOR ANSWERING QUESTIONS ON NOTICES (QON):**