CONNECTIVITY:
Scalable borderless education
Professor Beverley Oliver, Deputy Vice Chancellor Education
Who engages in digitally-enabled learning?

**Everyone**: either
- *Blended* (digital extension of campus) or
- *Fully* online

**Key points:**
- face to face versus online
- face to face on screen, simulation, augmented and virtual reality, artificial intelligence
- all degrees can be *blended* - students are onsite all the time, occasionally, rarely (residential)
- fewer degrees (or parts of them) can be *fully online*
The purpose of digitally-enabled learning: to educate and credential graduates for (the unknown future of) work

1 Discipline knowledge
2 Communication
3 Digital literacy
4 Critical thinking
5 Problem solving
6 Self-management
7 Teamwork
8 Global citizenship

How can we *judge* and measure these?
How can students *evidence* these?
NOT soft skills
NOT co-curricular
With digitally-enabled, we can reimagine place pace assessment and credentials student support employability and professional preparation and scale IMHO We haven't really even started yet…
Where?

*Campus based (blended):*
- UG, school leavers and internationals
- career commencers
- postgraduate international
- in degrees (or parts) that require physical presence

*Fully online:*
- mature age, postgraduate
- work/life experienced; career advancers or switchers
- doing degrees (or parts) that can be done online
Where?

Could digitally-enabled be

- more international, across borders and timezones?
- more open and free
- more scaled
- more bended and completely online
our pace

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your aspirations
Learners expect a clear transparent offer

clean intuitive interface

more open and free

more co-branded
Learners expect to make friends, professional networks and engage with people.
Learners expect a quality experience

- the capacity to find and create paid employment
- The opportunity to connect with people.

Learners expect a brilliant education where they are and where they want to go.