

Technologies in Learning and Teaching Policy

1. Purpose

The Technologies in Learning and Teaching Policy (policy) outlines the principles for integrating technology into learning and teaching practices at the Institution. It outlines the potential of technology to enhance the quality the Institution's educational offerings while ensuring equitable access and maintaining pedagogical integrity.

2. Scope

This policy applies to all teaching staff and students.

3. Definitions

See *Glossary of Terms*.

4. Policy statements

Student-centred approach

4.1 Technology is utilised to promote active learning, build digital literacy and to personalise education to cater to diverse learning needs.

4.2 Technology tools and platforms are aligned with learning and teaching practices. They foster collaboration, critical thinking, engagement, and promote interactive learning experiences among students and their teachers, both within and outside the classroom.

4.3 All students, regardless of their background or abilities, have equal access to technology-enhanced learning opportunities.

Student engagement and support

4.4 The Institution adopts a Bring Your Own Device (BYOD) requirement in order to extend the reach of education beyond the classroom to real world, authentic contexts, to encourage students to take an active role in their learning

and to give students flexibility in their learning experience. BYOD requirements are specified on the website. The Institution is not responsible for addressing issues that may arise with personal devices.

4.5 In addition to BYOD requirements, students are notified in their letter of offer prior to course commencement of any specific software requirements for their learning.

4.6 At its discretion, the Institution may provide access to a computers in a computer lab, a computing device and/or other technology for on-campus use based on the student's personal circumstances and/or for those subjects that require specialised technology. This provision ensures that all students from all backgrounds have the necessary tools to participate in technology-enabled learning activities.

4.7 Resources and support services are available to students to enhance their digital literacy skills, to empower them to effectively use technology for learning purposes and to support interactions among students outside of formal teaching e.g. group work.

Course and subject design

4.8 Appropriate technological tools (including artificial intelligence (AI) tools) and resources are integrated into course and subject design to enhance student engagement, promote active learning, and facilitate collaboration. AI tools are integrated in accordance with the requirements outlined in the Artificial Intelligence in Education (AIED) Framework, Use of Artificial Intelligence in Assessment Guidelines and the Artificial Intelligence Policy.

4.9 Technology-enabled learning materials, including digital content and online assessments, are designed and delivered through the Institution's learning management system (LMS) in such a way that are accessible and inclusive to all students.

4.10 The Institution ensures that the necessary pedagogical, technical, supportive expertise is to uphold academic integrity expectations as outlined in the Academic Integrity Policy.

4.11 The Institution promotes real-time collaboration through platforms that

allow students and faculty to work together on projects and assignments irrespective of geographical locations.

4.12 The Institution utilises the data analytics to gather insights on student outcomes and course performance to inform course and subject design accordingly.

Infrastructure and technological support

4.13 The Institution maintains robust technological infrastructure, including high-speed internet, up-to-date hardware, software, and learning management systems, to support technology-enabled learning and teaching.

4.14 The Institution implements robust network security measures to prevent cyber security breaches, protect sensitive data and ensure a secure online learning environment.

4.15 Support is available to staff and students to ensure effective operation and security of the Institution's learning tools and platforms.

4.16 The Institution provides an online learning environment that allows for students to access support and learning resources online.

4.17 For technologies (including artificial intelligence tools) and services beyond the Institution's existing, approved systems, approval must be sought from the Chief Information Officer to ensure the security of the Institution and students.

Data privacy

4.18 The Institution ensures the confidentiality and integrity of personal information in accordance with the Privacy Policy.

4.19 The Institution obtains informed consent before collecting student data for educational purposes in accordance with the Privacy Policy.

Monitoring and evaluation

4.20 The Institution uses a variety of methods to monitor and evaluate the effectiveness and appropriateness of technology-enhanced learning. Staff and students work together to review the effectiveness of these technologies to support learning that meets the discipline-specific needs of students.

4.21 The evaluation methods include:

- the IT department monitors the technical performance of learning technologies, assessing factors such as system liability, responsibilities and compatibilities with various devices, applications and/or platforms;
- evaluation surveys that seek feedback from students, faculty and other relevant stakeholders;
- review of technology-enhanced learning by academic leaders and the Learning, Design and Innovation team to ensure appropriateness and accessibility; and
- valuation of technology-enhanced learning by analysing student assessment results as part of end-of-study period reports.

Emerging technologies

4.22 The Institution promotes the investigation of integration of emerging technologies for immersive learning experiences.

4.23 The Institution encourages the exploration of artificial intelligence in education for personalised learning, adaptive assessments and industry engagement.

Accessibility and inclusivity

4.24 Promote the use of technologies that adhere to the universal design for learning (UDL) principles, ensuring that educational resources are accessible to all students, including those with diverse learning needs. Refer to the *Disability Policy* and *Student Disability Support Procedures* for details.

4.25 Key teaching staff have access to devices as appropriate.

4.26 Provide digital literacy and security training programs for faculty and students to enhance their skills, ensuring effective and safe use of technology for learning and teaching purposes.

5. Roles and responsibilities

5.1 The Deputy Vice Chancellor (Learning and Teaching) has executive oversight of the implementation of this policy.

5.2 The Chief Information Officer has oversight of IT systems and technology at the Institution.

5.3 The Learning and Teaching Committee as a committee of Academic Board is responsible for monitoring and reporting of technology-enhanced learning activities across the Institution.

5.4 The Learning, Teaching and Innovation Team are responsible for driving innovation and advising academic staff in relation to technology-enhanced learning in consultation with the IT department.

5.5 Program Managers are responsible for the implementation of this policy and reporting performance to the appropriate committees.

6. Related documents

Artificial Intelligence in Education Framework

Course and Subject Policy

Course Development, Review and Approval Procedures

Hybrid Learning and Teaching Guidelines

Learning and Teaching Policy

Approved by Academic Board on 23 February 2024 (updated by AB on 17 June 2024)