



Going Online – Opportunities and Challenges

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1. Disruption
2. Context
3. Building Effective Partnerships
4. Course and Subject Development
5. Delivery
6. Opportunities and Challenges
7. Future considerations

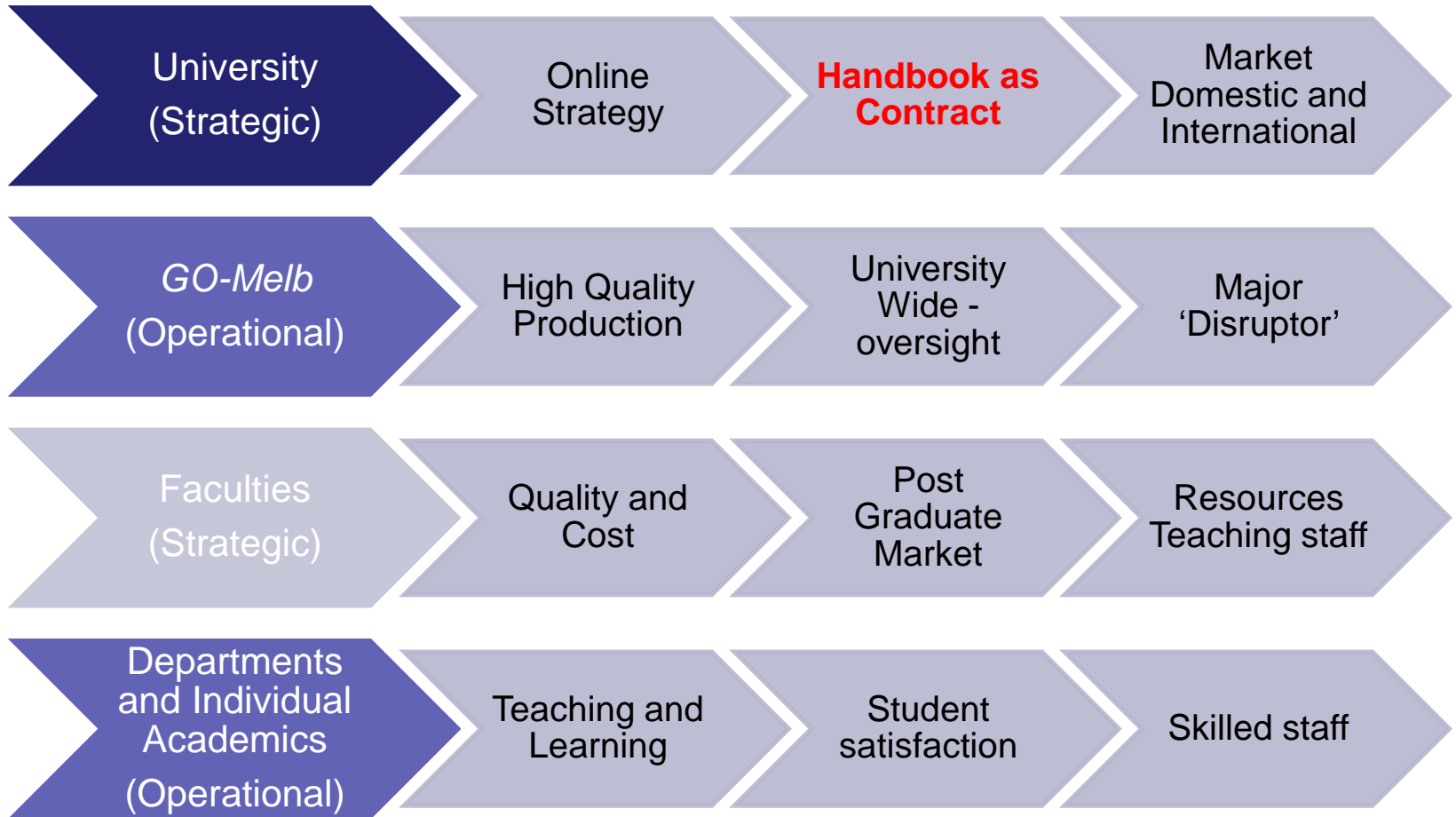


- Live in an online world
- New Partnerships
- New possibilities – especially ‘screen to screen’
- Meeting in the ‘cloud’
- Interacting online
- Fear of the ‘unknown’
- Student preferences





Context – a complex interplay



- New markets, high quality, costs and profits ...
- All new to this ...
- Social work decided to enter the ‘new world’ of online teaching ...
- Increased accountability ...
- Regulation and Accreditation (AASW & ASWEAS)



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- **Design and Delivery Experts**
- High quality – supported by Chancellery
- University wide
- High Financial Investment
- Student Engagement
- Quality Assurance
- Video Production, Technical Support
- Project Management
- Student Support
- Targeted Marketing

Social Work Academics

- **Content Experts**
- Iterative process
- Typically one academic – subject coordinator
- Learning new skills
- Assistance to develop content
- Faculty/School imperatives
- Investment of time and resources
- Academic Support



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Social
Work



Implementation Science
Theory/Practice
Ageing, Health and Human Services
(POPH)
Psychosocial Oncology
Practice Based Research
Suicide Prevention
Advanced Trauma Perspectives
Domestic and Family Violence
ASW/HHS Research Project
Service Navigation
International Models of Child and
Family Welfare
2 Further Subjects to be
developed



Handbook
Learning Objectives
Assessment
Timetabling

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Macro-level learning design
Student engagement
Project management

Resources
Online activities
Video resources
Webinars
Interviews
Discussion Boards
Mailbags
Journals
Readings Online

- Partnership with *GO - Melb*
- Manages relationships overall
- Skill development for academics
- Course and subject approval processes
- Consistency of approach/quality
- Contract/Expectations of students –
Safety and Etiquette

- Leads and manages delivery of subject
- Works with *GO - Melb* team - Project Manager, Learning Designer, Technical and Audio Visual
- Ideal class size [1:15]
- Workload & Timelines
 - Development Phase (est. 25 days)
 - Teaching Phase (10 weeks)
 - Review Phase
- Implement – ‘Safety and Etiquette’



Opportunities

- New online platform – enhanced
- Common framework and expectations
- *GO - Melb* team
- Reaching new student markets

Challenges

- Student enrolments
- Challenging ‘comfort zones’
- Resources – juggling on-campus and online
- Voluntary nature of engagement & commitment

Annual review for each subject

- Technology is changing the way we live and receive education
- Students appreciate the flexibility of 'online'
- Online is the new 'normal'
- University committed to the delivery of online programs for domestic and international markets
- Increased accountability, transparency and quality
- Need for evaluation and research to measure effectiveness
- Regulation and Accreditation (AASW) – placements and 'face to face' versus 'screen to screen'
- Students to date satisfied with the final products ... we will keep you posted...



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QUESTIONS

Thank you

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