

Guide

2016 scenario guide to effective tertiary education in New Zealand: Planning resource for programme leaders

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This project was supported through the Ako Aotearoa National Project Fund 2010, in the Collaboration Projects funding stream.

The authors would also like to acknowledge contributions from researchers Bill Anderson (University of Otago), Gordon Suddaby (Massey University) and all participants, including DEANZ members. Thanks also to all researchers' institutions for matching contributions, particularly the University of Canterbury e-Learning Lab.

Published

September 2012

ISBN: 978-1-927202-27-2

<http://akoaooteaora.ac.nz/projects/2016-scenario-guide-effective-tertiary-education-new-zealand>



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Table of Contents

Who should use this guide?	1
Introduction.....	1
The 2016 scenario set.....	2
Interpreting the graphics.....	3
<i>Articulation</i> for programme leaders.....	3
An imaginary context to facilitate self- study.....	3
About this scenario.....	4
E-learning.....	4
Example	4
Activities	4
<i>The ‘supermarket’</i> for programme leaders	5
An imaginary context to facilitate self- study.....	5
About this scenario.....	6
E-learning.....	6
Example	6
Activities	6
<i>Quality branded consortia</i> for programme leaders.....	7
An imaginary context to facilitate self- study.....	7
About the scenario	8
E-learning.....	8
Example	8
Activities	8
<i>Self-determination</i> for programme leaders	9
About this scenario.....	9
E-learning.....	10
Example	10
Activities	10
Further action.....	12
Further reading/additional resources	12

Who should use this guide?

The [2016 scenario guide to effective tertiary education in New Zealand](#) project provides a system-wide view of what tertiary education might look like in New Zealand in 2016. From this project a web-resource has been developed that describes a series of four possible scenarios for the tertiary education sector in the future. The scenarios have been developed to support tertiary education managers and leaders plan for future organisational and programme development. This self-study guide has been developed to support programme leaders use the web-resource in their context.

To get the most benefit from this guide programme leaders are encouraged to:

1. review the whole scenario set available at <http://akoaootearoa.ac.nz/projects/2016-scenario-guide-effective-tertiary-education-new-zealand>
2. choose a scenario quadrant and work through the activities in this self-study guide
3. repeat with the other quadrants' scenarios
4. use the final section to plan further action.

Your feedback on this self-study guide would be very welcome, including comments so that we can improve it. Please submit comments through our interactive website and/or email them to the project leader Professor Niki Davis (Niki.Davis@Canterbury.ac.nz)

Introduction

Scenario planning assumes that the future can differ greatly from what we know today. Scenario planning is a tool used in strategic planning to make flexible long-term plans that address big shifts, such as those of global economies and new technologies. Scenario planning tends to take a relatively close view of the future to stimulate and support change in the next year or two.

Led by [the Distance Education Association of New Zealand \(DEANZ\)](#), this national collaborative project has researched and created the first future-focused, sector-wide set of scenarios about what effective tertiary education might look like in Aotearoa New Zealand in 2016.

To develop these scenarios, the project team interviewed 16 leaders in tertiary education using the [JISC scenario building strategies](#), including PESTLE (Political, Economic, Social, Technological, Legal and Environmental) themes to identify and illustrate different forces in play. Input was also gathered from the broader tertiary education sector through [Horizons workshops](#). The scenario set was presented at the New Zealand Tertiary Education Summits in November 2011 and April 2012 and also reviewed by the [Tertiary eLearning Reference Group](#). The prototype [web-resource](#) was released at the [DEANZ 2012 conference](#) and will continue to be developed over time.

Four sets of resources support this project:

- [interactive web-resource](#)
- planning resource for senior managers
- planning resource for programme leaders (this guide)
- journal paper with details of the research and its application (in preparation).

The 2016 scenario set

The four scenarios developed, from the most conservative to the most radical, are (see Figure 1):

1. [Articulation](#) of courses within and across programmes is depicted by the dotted lines between the geometric shapes in the bottom left quadrant of Figure 1. The tight spacing of dots indicates relatively little flow into or out of tertiary education.
2. [The 'supermarket'](#), which provides an extensive range of learning objects, courses and other resources, is depicted by the 'shelved' rows of boxes.
3. [Quality branded consortia](#) tend to collaborate across defined initiatives regulated by a Memorandum of Agreement between an organisation and its partners, so these are depicted as larger geometric shapes that start to spread beyond New Zealand.
4. [Self-determination](#) by learners for their own tertiary education programme is depicted by larger shapes, a few of which escape the current boundaries of tertiary organisations to become more embedded within New Zealand society, as indicated by the koru and fern shapes. The dots are spread to indicate relatively high flow both into and out of tertiary education.

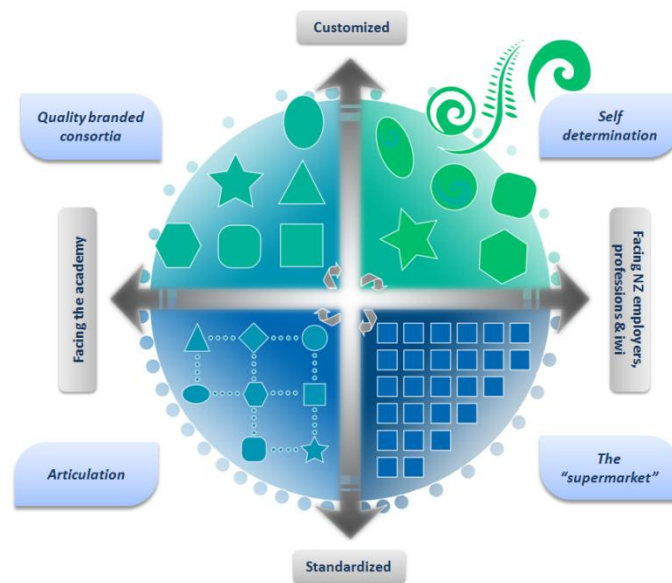


Figure 1. The whole scenario set for New Zealand tertiary education in 2016

Interpreting the graphics

The **horizontal axis** is formed by the tension between facing 'inwards' to academia/discipline and facing 'outwards' to the employers, professions and iwi.

A **vertical axis** is formed by the tension arising between developing standardised learning experiences that take advantage of production/quality standards and enabling the flexibility of customising to learners and their contexts.

The spread of **dotted lines** around the globe shape indicates the ease of flow into and out of tertiary education.

The **arrows** at the centre of the axes indicate that courses and resources can be recycled between scenarios. For example, the resources in *The 'supermarket'* enable more *Self-determination* by learners when learning advisors guide them to relevant resources. In return, updating of resources and contributions by learners in all scenarios refresh and stock the shelves of *The 'supermarket'*.

Further description of each scenario within the set is provided in each section below and online in the [project space](#).

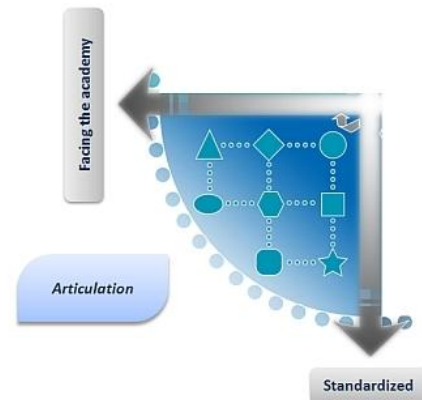
Action: As you read more about the proposed future scenarios, highlight aspects that inform strategic development in your context. 2016 is not far away!

Articulation for programme leaders

In the *Articulation* tertiary education scenario, there is relatively little flow in and out of tertiary education and change is through increased articulation of courses within and between programmes.

An imaginary context to facilitate self-study

It should not be hard to imagine that economic pressures are reducing the number of staff in your teaching team and that learners are requesting more options to better prepare them for an increasing diversity of work contexts. How can you respond without involving other organisations?



About this scenario

A learning environment in this scenario is internally focused and maintains the tertiary organisation's systems and structures. Staff are confident that they are already performing well, they continue to follow the same policies they've followed in the past and they avoid risks (*e.g.* pedagogical or financial risks). Their approach focuses on certainty, rather than identifying opportunity. Learners are offered flexibility, as qualifications are mapped, portable and transferable.

Competing activities such as research and quality assurance processes continue to limit faculty opportunities to change some aspects of learning and teaching.

E-learning

To increase further flexible utilisation of space and learner choice, courses can be offered in a range of modes such as on-campus, online learning and hybrid blended modes.

Example

The courses available as part of a degree may also be studied by learners for an articulated diploma or as an option in the final year of an honours degree programme. The range of named optional courses within one department may be extended by an agreement with another department. Thus, the learning environment remains within organisational boundaries and standards.

Activities

1. Unless your organisation is very small there will be other programmes and units that may offer relevant courses or learning experiences.
2. Review the course offerings within your organisation to consider what courses could become an option within your programme.
3. Review staff expertise in your organisation to identify potential for additional staffing or team teaching.
4. Open and flexible learning, including web-based resources, could enable a course or topic to be offered in more than one mode to different cohorts of learners. If this is relevant, consider the support services in your organisation that could assist in redevelopment of relevant learning experiences.
5. Bring these options to increase flexibility to the attention of senior managers, and identify issues to be addressed such as course size, timetabling and resource allocation to facilitate greater flexibility between programmes and units.

6. As indicated by the gaps in the axes and the recycling symbol at the centre of each quadrant in the scenario set, there is likely to be significant blending of these four scenarios. Consider now how you may include useful aspects of other scenarios to enhance this scenario. For example:

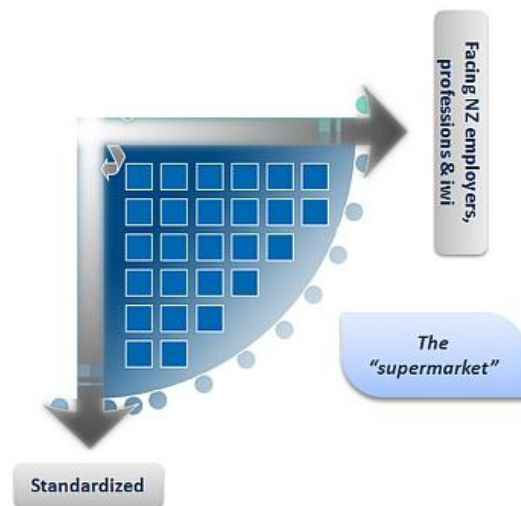
- *The 'supermarket'* suggests that there may be resources already available for additional topics within current course, as well as additional courses.
- *Quality branded consortia* suggests that the formation of a quality branded consortium may become part of the response; such a consortium could include an overseas partner to provide an aspect or service that is missing in New Zealand.
- *Self-determination* suggests that some learners may be encouraged and mentored to find additional new topics to blend into their own programme from within or beyond your organisation.
- Make notes of additional opportunities and challenges that occur to you as you work through further scenarios.

The 'supermarket' for programme leaders

The 'supermarket' tertiary education scenario provides an extensive range of learning objects, courses and other resources as depicted by the 'shelved' rows of boxes.

An imaginary context to facilitate self-study

Imagine that you are the academic leader of a programme that is used by your organisation and by several other smaller ones in the same field of learning endeavour. A near disaster has stimulated an urgent need for training on a specific topic nationwide.



Although the industry you serve is highly effective, it consists largely of individual operators, so that when it comes to large scale production it is inefficient by international standards. An overseas firm may produce the necessary items quickly and deliver "flat pack" at a lower price and more quickly than constructors can match in New Zealand. They are in negotiations with the Government, whose Minister is seeking advice to help retain work in the country.

Your CEO has decided to respond to the Government's request for proposals to provide this training and has asked you to take the lead with the response.

About this scenario

In this scenario, a learning environment follows specific academic and production quality standards to address the needs of New Zealand employers, professionals and iwi. A massive range of courses and units of study are produced that are particularly effective for up-skilling in vocational contexts with quality assurance promoted by industry training organisations and NZQA where appropriate.

E-learning

Digital technologies are employed to efficiently produce learning materials and assessment. Occasionally, many learners engage in a simulation, possibly a multi-user virtual environment, which provides individual learning analytics for teachers who guide learners to further resources. Resources and their redevelopment in Wikis promote uptake of Open Educational Resources (OER).

Example

A national diploma and its courses developed by the polytechnics in the Tertiary Accord of New Zealand are offered by the members and updated on a regular basis by the consortium. Products are available online and via CDs. In similar contexts, an industry advisory group meets regularly to ensure that the programme remains congruent with industry practice.

Activities

1. The imaginary context will require mobilisation of academic, industry and iwi stakeholders to negotiate relevant training outcomes and gain the necessary approvals.
2. Identify your existing consultation mechanisms for curriculum and programme development and look for potential gaps.
3. Review potential subcontractors to whom some educational services may be outsourced.
4. Open and flexible learning, including web-based resources, is highly relevant so consider the support services in your organisation and others to whom you could outsource marketing, development, production, delivery and/or evaluation.
5. The Government has already adopted Creative Commons licensing, so this option should be taken seriously with capacity building to develop customisable OER. Review the OER course in WikiEducator to update your knowledge of this topic.
6. Consider OER and other resources that are increasingly available on the Web; the speed of implementation may benefit by adaptation of resources.
7. Consider quality frameworks for web-based learning such as those provided in the [e-Learning Guidelines](#) project.
8. How will your response be enhanced by your knowledge and experience in New Zealand, including your ability to address the needs of Māori and Pasifika as well as ESOL learners?

9. One of the case studies of success for Māori learners included capacity building for Māori learners and their whanau. e-Learning remains relevant, provided it is accessible and engaging. Consider ways in which the training could build capacity beyond the individual learner and be blended with face-to-face opportunities with peers and mentors.
10. Learners with literacy and numeracy needs are best supported by additional materials and mentors who support development of literacy and numeracy in context. Consider ways in which this can be built into the programme and its resources.
11. As indicated by the gaps in the axes and the recycling symbol at the centre of each quadrant in the DEANZ 2016 scenario set, there is likely to be significant blending of these four scenarios. Consider now how you may include useful aspects of other scenarios to enhance the proposed *The 'supermarket'* scenario. For example:
 - *Articulation* suggests that a new course may become an additional topic within a current course.
 - *Quality branded consortia* suggests that one option is to form a quality branded consortium as part of the response to the Government; such a consortium could include an overseas partner to provide a capacity that is missing in New Zealand.
 - *Self-determination* suggests that some learners may be encouraged and mentored to blend this topic into a programme of which they lead the design.

Quality branded consortia for programme leaders

Quality branded consortia is an increasing tertiary education scenario where there is collaboration across organisations (as depicted by larger geometric shapes) that may spread beyond the collaborating tertiary organisations' semi-permeable boundaries.

In this scenario, tertiary education is becoming more customised to learners' learning needs, although it continues to be strongly influenced more by the 'academy' (including relevant academic field(s)) than by the professions, employers and iwi.

An imaginary context to facilitate self-study

Imagine that you are a programme leader who has recently returned from an invited visit overseas because of the reputation of your programme, including your own expertise. As a result, you are one of two potential partners that are considering the formation of a *Quality branded consortium* that would collaborate to market and deliver a programme in both



countries and globally, through the overseas partner's study centres plus an e-learning mode that has already been established successfully.

Given the national interest in increasing recruitment and retention of international learners, it is important for you to consider whether this opportunity is realistic for your tertiary organisation.

About the scenario

A learning environment in this scenario responds to increasing demands from learners for programmes that link them to professional networks within and beyond New Zealand. Consortium brands can bridge New Zealand tertiary education into international partnerships where New Zealand has an edge. For example, the edge may be an international reputation for creativity through responding to diversity. Increases in interdisciplinary programmes and faculty collaborations are observed, which include learners collaborating in projects.

E-learning

Digital technologies enable the sharing of presentations and collaborative project work. Learners showcase their project work through online publications.

Example

The Gateway Antarctica programme is enhanced by the university's membership of the Council of Managers of National Antarctic Programs including 28 national partners to "develop and promote best practice in managing the support of scientific research in Antarctica". This predominantly scientific academy has a strong influence; neither employers nor iwi tend to become partners.

Activities

1. Consider examples of *Quality branded consortia* and the reasons for their success and/or challenges. Can you identify any linked to your own organisation or professional networks?
 - If so, review their marketing material and any reports or papers that you can find. Contact a member of the team for a meeting to discuss opportunities and challenges with a *Quality branded consortium*.
 - If not, consider the most relevant of these two further examples of *Quality branded consortia* in New Zealand and use your professional networks to find a person to consult: [Airways New Zealand](#) has a focus on the airline industry, and [OERu](#) is a global initiative with its headquarters in Dunedin, New Zealand.
2. *Quality branded consortia* have been relatively uncommon and they are challenging to maintain because each partner is embedded within their own evolving organisational structures. In addition, international collaboration brings added cultural, professional and national issues. Identify the complementary strengths and weaknesses of each partner and map onto your organisational structure to identify people that you will need to consult. They are likely to include:
 - a. marketing and admissions
 - b. learner support services
 - c. quality assurance and regulation.

3. As noted above under e-learning: “Digital technologies enable the sharing of presentations and collaborative project work. Learners showcase their project work through online publications.” Web-based collaborative environments will also support the programme team and course delivery to distant learners. Consider this aspect in relation to your current programme and its potential development, including:
 - a. selection or blending of one or more online learning environments and related support services
 - b. development of courses for a wider range of learners including more English as an additional language, while continuing to address Treaty obligations
 - c. library e-services for learners in multiple locations
 - d. strategies to protect your intellectual property and also spur further development in collaboration with partners, including more equitable approaches such as Creative Commons licensing.

4. As indicated by the gaps in the axes and the recycling symbol at the centre of each quadrant in the DEANZ 2016 scenario set, there is likely to be significant blending of these four scenarios. Consider how you may include useful aspects of other scenarios to enhance the proposed *Quality branded consortia* scenario. For example:
 - a. *Articulation* suggests that the quality brand could provide new options and/or guest speakers for the current programme.
 - b. *The ‘supermarket’* suggests that some elements of course materials could be outsourced for the programme. In addition, learners may produce learning materials for their peers or later cohorts.
 - c. *Self-determination* suggests that some learners may be encouraged and mentored to blend one or more aspects into a programme of which they lead the design.

Self-determination for programme leaders

In the *Self-determination* by learners tertiary education scenario, the learning environment is highly customised to the learners’ needs.

About this scenario

In this scenario, a central part of the learning environment is determined by the learner with the support of society to establish relevant lifelong learning. Advisors and staff in the tertiary system recruit and work with learner mentors from the workplace and/or community organisations who provide highly contextualised support for learners.

Interdisciplinary resources are used by learners, including diverse instructional material that enhances opportunities to participate in vocational



and research projects. Support staff play key roles, and 'learning teams' emerge within and beyond tertiary organisations. Space is utilised in innovative ways and there are occasional overseas partnerships.

E-learning

Learners can be guided to develop an ePortfolio to enhance their learning and demonstrate the knowledge and skills that they have acquired. The learners' mobile technologies support the gathering of evidence about learning. Learners also contribute resources that support the programme and/or their authentic contexts.

Example

Work-based learning supports learners. Learners initiate the skills and knowledge that they develop in each context *e.g.* in a trade/profession. Supervision and guidance from tertiary staff and collaborating mentors in the workplace provide quality assurance and benefits for employers. Learners are also encouraged to draw on and contribute to resources produced for other courses, such as those produced in *The 'supermarket'* scenario.

Activities

1. Identify current and potential examples that show some of these characteristics. Two examples we identified were:
 - a PhD degree in which a candidate leads their own research and calls for supervision and guidance when needed. These learners often also draw on growing professional networks and reward them with relevant information or collaboration
 - young adults who join Te Kura's (The Correspondence School) authentic learning track are guided into an Individual Learning Plan that is supported by a Learning Advisor, a local peer group and a mentor in their chosen area of work. *The 'supermarket'* of courses and other materials offered by Te Kura and other providers of flexible and distance learning provides relevant content and some assessment.
2. Consider your networks and programmes. Where could you find or expand learners' access to mentors in areas that would fit with their interests and needs? This scenario calls on mentoring from employers, professionals, iwi and others in relevant communities. In our two examples we identified:
 - academic communities in which the learners negotiated mentoring and support, plus communities linked with the site of their research. Both communities benefited from the learners activities provided respect and trust are maintained
 - that mentors recruited and supported by Te Kura, family and whānau are motivated by supporting young members of their community to get a start. Occasionally this includes employers who benefit from recruiting staff who are likely to remain in the locality and already have some work experience.
3. What forms of assessment and validation are most relevant for your examples? In our two examples, we identified that:
 - PhD learners produce and often orally defend a dissertation on their chosen topic. En route, a variety of chapter drafts and authentic prototypes and papers are

formatively and summatively assessed. Moderation and examination by internal and external examiners are reported to Exam and Academic Boards

- Te Kura learners celebrate their achievements with bi-annual presentations in distance and onsite courses that they are guided to enrol in. The Learning Advisor assists the learner to accumulate evidence to fit standards, such as those managed by an industry training organisation.
4. Consider the various e-learning applications that would be useful in your examples. What e-learning supports this radical scenario? In our two examples, we identified that:
- PhD learners used email, web conferencing, cloud storage and mobile technologies as well as visits and tutorials on campus to network with their supervisors and professional networks, including online social networks. Library access is increasingly online, including librarian support
 - Te Kura blends access to resources in its Learning Management System with print, CD/DVD and Web 2.0 tools. Learners can be guided to develop an ePortfolio to structure their learning, and store feedback and evidence of the knowledge and skills that they have acquired. The learners' mobile technologies support the gathering of evidence about learning. Learners also contribute resources that support the programme and/or their authentic contexts.
5. As indicated by the gaps in the axes and the recycling symbol at the centre of each quadrant in the DEANZ 2016 scenario set, there is likely to be significant blending of these four scenarios. Consider now how you may include useful aspects of other scenarios to enhance the proposed *Self-determination* scenario. For example:
- *Articulation* suggests that the quality brand could provide new options and/or guest speakers for the current programme.
 - *The 'supermarket'* suggests that some elements of course materials could be outsourced for the programme. In addition, learners may produce learning materials for their peers or later cohorts.
 - *Quality branded consortia* suggests that some learners may be in a programme supported by a consortium.
6. Concluding activity: The overarching challenge posed by this scenario for tertiary organisations is expressed in this question: *How will your organisation support learners to manage and increasingly lead their own learning?*

Contribute your thoughts to the [DEANZ 2016 discussion forum](#).

Further action

Here are some suggestions to turn what you have learned into action:

1. Call a member of your senior management team to discuss use of these resources to inform future planning. Follow up with a memo informed by your notes.
2. Plan a workshop with an external facilitator to engage your programme team, organisational managers and/or professional group to plan strategically for the future using the DEANZ 2016 scenario set.
3. Consider using one or more of the JISC tools and techniques such as the [PESTLE or SWOT analysis](#) on your own programme. These are tools used to find out the current status and position of an organisation or individual in relation to their external environment and current role. Like the DEANZ 2016 project, you can use them to make your own set of scenarios. Alternatively, use the set of scenarios in this pack, plus your more focused evidence for strategic planning of your programme.
4. Join the national discussion on the project's interactive web site including the [DEANZ 2016 discussion forum](#).
5. Follow up with further information by browsing the suggested reading and resources below.

Further reading/Additional resources

- Activities have been informed by the benchmarking project [E-learning Maturity Model \(EMM\)](#) led by Marshall (2012) and the ongoing guidance project [E-learning guidelines for teachers, support staff and managers](#).
- In [Taking the Lead, Strategic Management for E-Learning](#), Higgins and Prebble (2008) discuss the issues CEOs and Vice-Chancellors might address and also use to identify other areas more properly addressed by specialist staff in an organisation.
- Approaches for [E-learning for adults with literacy needs](#) were informed by research led by Davis and Fletcher (2008) including an extensive literature review and case study.
- [Teaching and learning for success for Māori in tertiary settings](#) led by Greenwood and Te Aika (2009) also informed some activities, as well as [Taikiwai and Taikiwai's 2010 literature review](#) of virtual environments in the context of te reo Māori and kaupapa Māori education.
- JISC provides additional tools and techniques for future scenario planning here: <http://www.jiscinfonet.ac.uk/tools/index.html>