

# Mass customisation and self-reflective frameworks: Early developments in New Zealand.

John F. Clayton

Waikato Institute of Technology

# Kia ora!

Hello

# Educational Reforms

*Performance and Efficiency:* more learners from a broader ethnic, cultural, economic and educational backgrounds complete qualifications at an affordable cost

*Investments in ICT:* enabling institutions to deliver educational activities to distributed sites nationally and internationally .

# Result

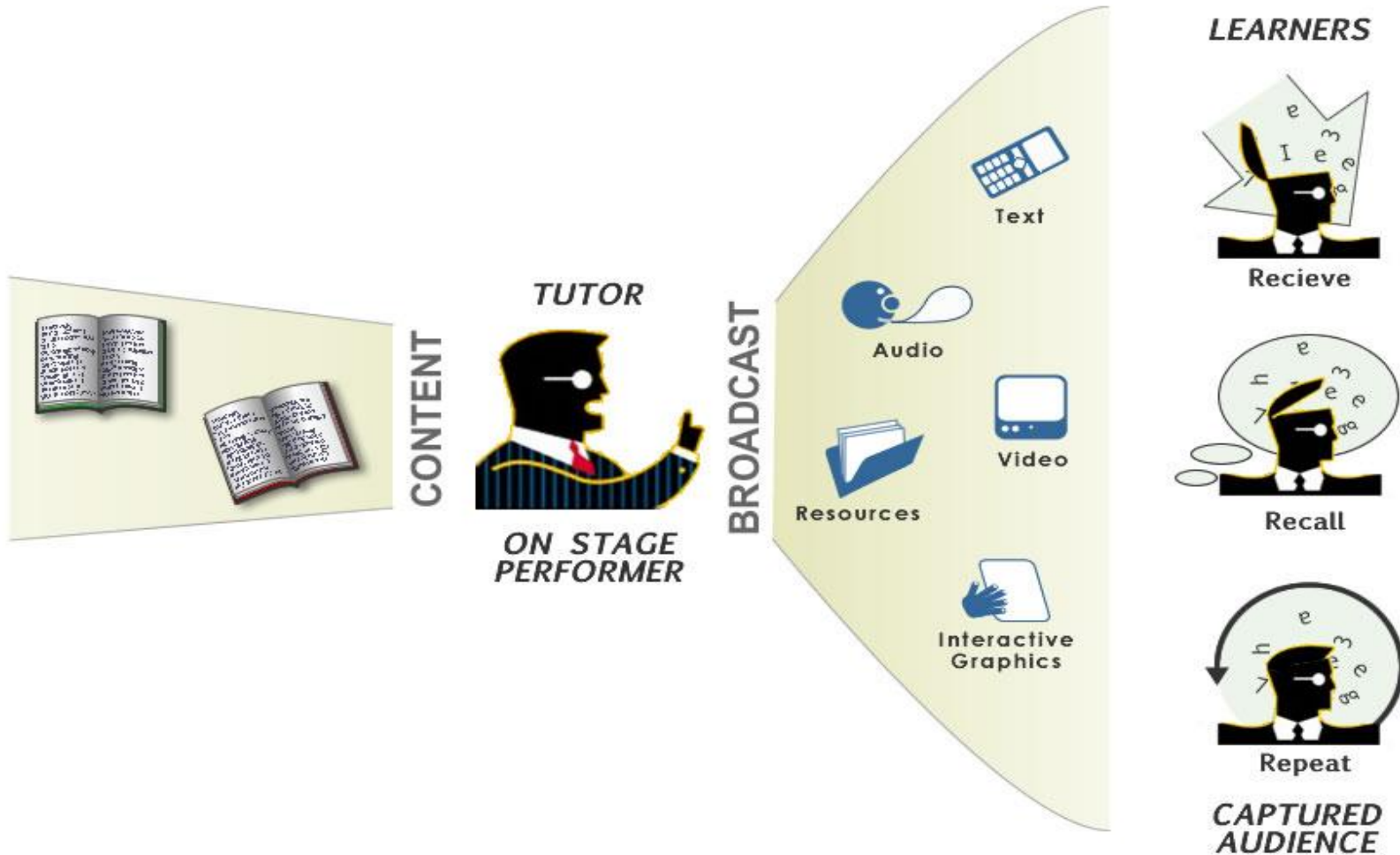
- Greatly increased numbers of culturally diverse learners
- Acquisition of ICT skills and new pedagogical techniques.
- *In essence, the introduction of these reforms has seen a fundamental shift in the role of educators and learners and their conceptions on the provision of educational courses*



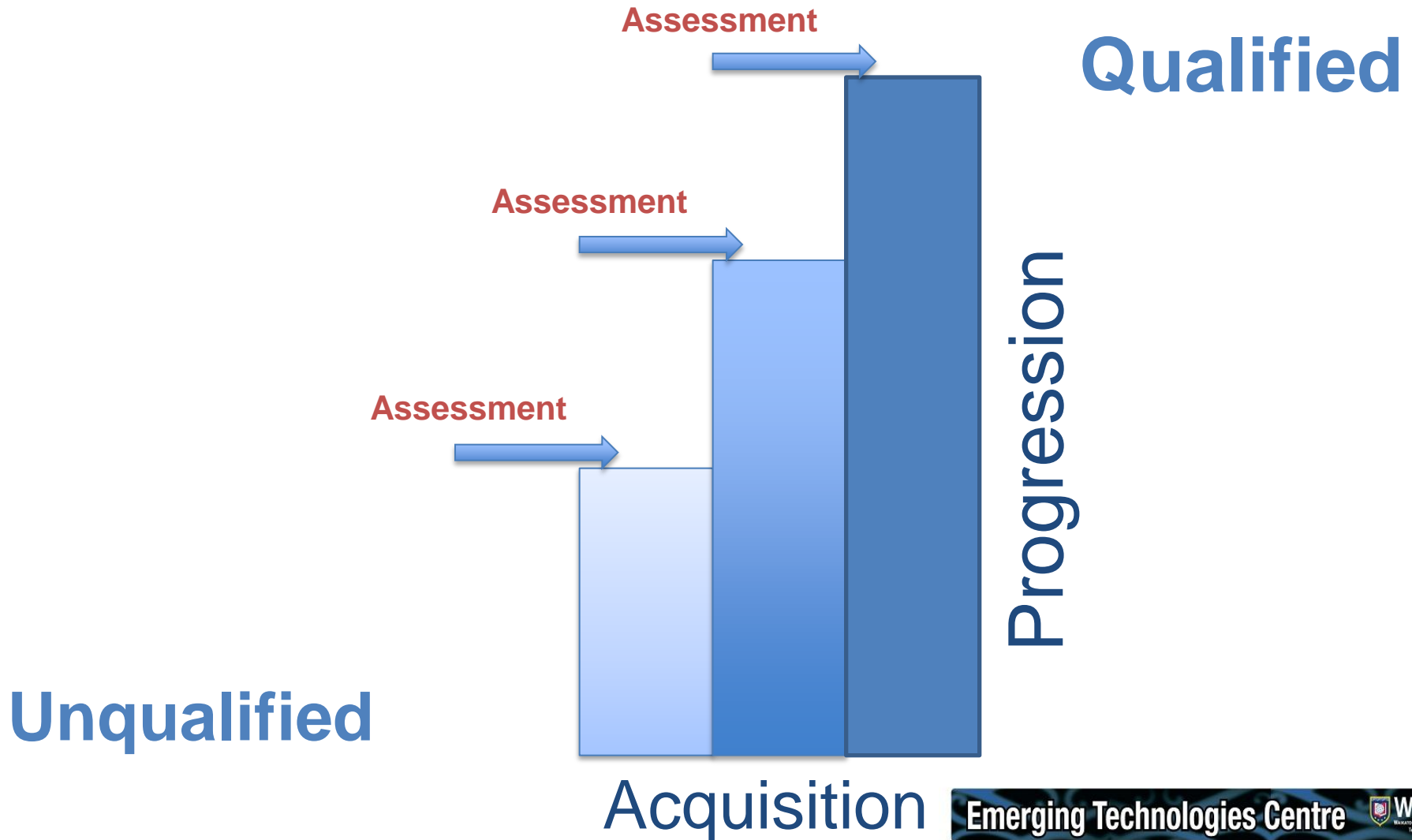


# Data-show and Laptop

# Product Model of Delivery



# Curriculum as Product





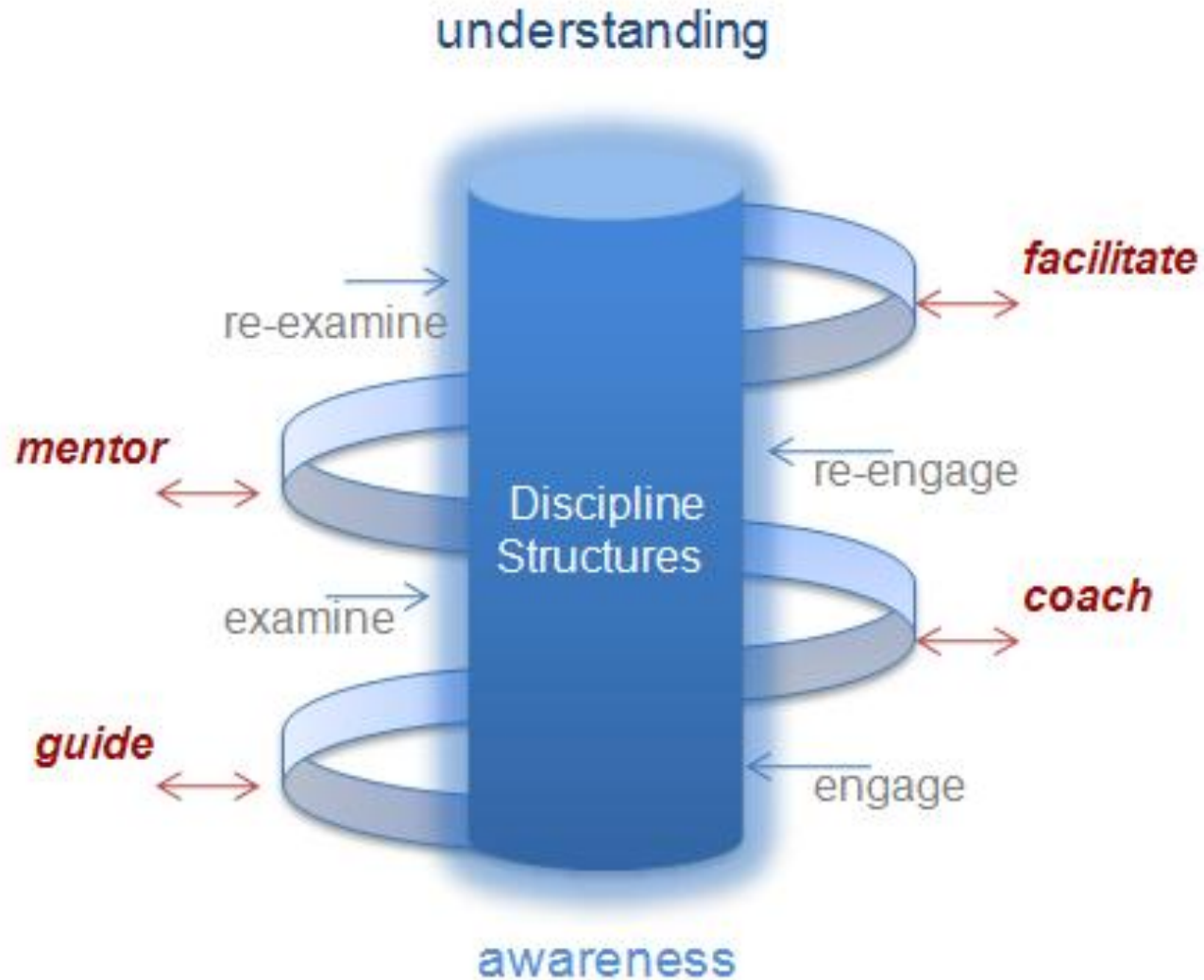
# Mass-Customisation

- Under the philosophy of mass customisation educational offerings are designed to meet an individual learner's requirements with mass-production efficiency.
- In essence learners create learning activities customised to their own needs at a cost similar to pre-made, “off-the-shelf” mass offered courses

# Empowerment Model

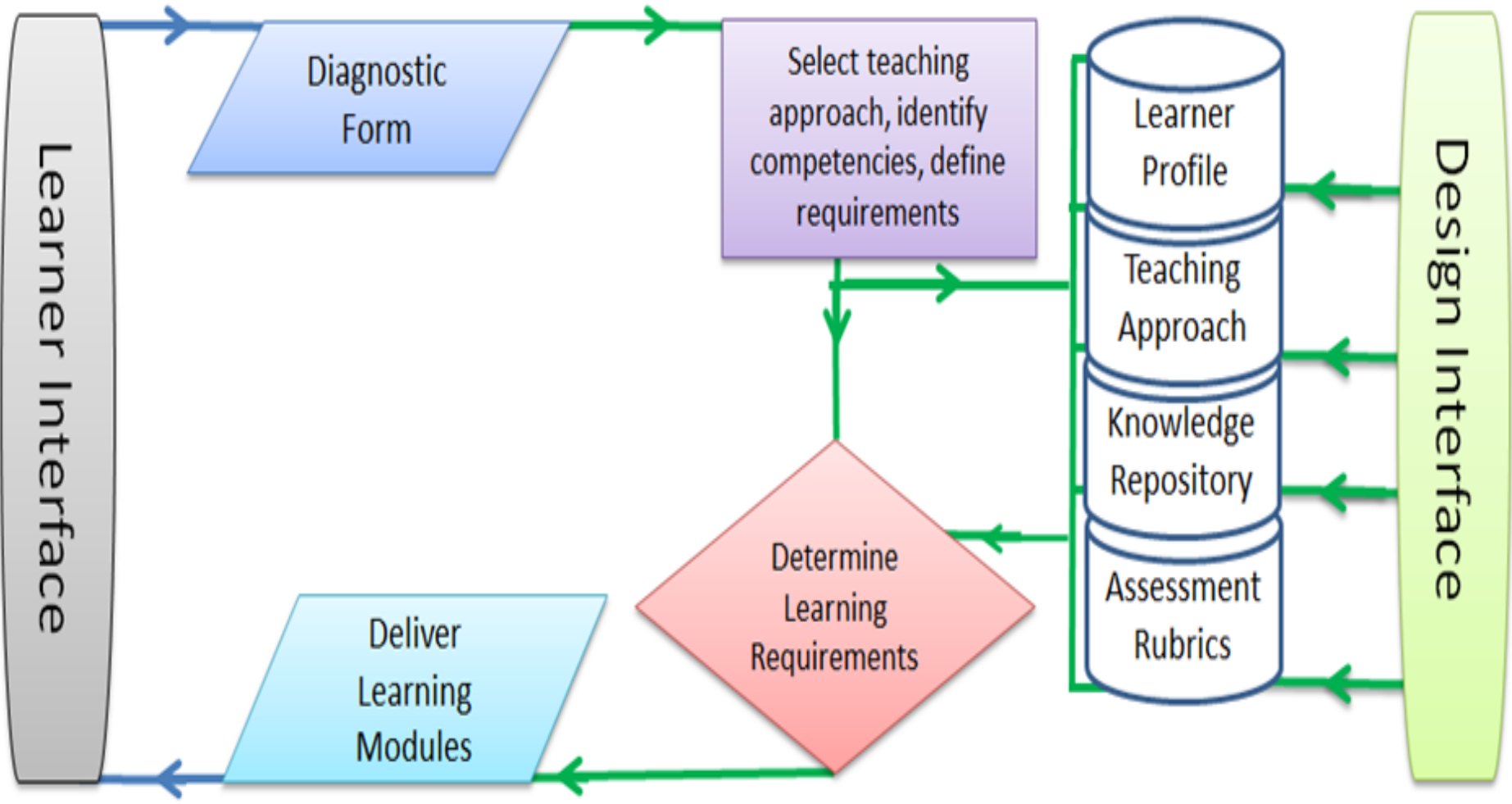


# Curriculum as Process



# Constructing Personalised Environments

- learners interact with the environment through an intuitive user interface.
- The data gathered interacts with distinct databases, such to create personalised learning plans (PLP)
- The PLP is delivered to the learner in an environment they are comfortable and competent in.



# Inherent Risk

- Individuals are now responsible for the identification of learning events relevant to their specific needs.
- **Are they prepared for this?**

# Reflective Frameworks

- Need a rubric to help individuals, no matter their location, culture or language, make connections between their existing knowledge and accepted best-practice.
- The result of this reflective process is the generation of industry-grounded personal learning plans (PLPs)

# Limitations

- The focus on standards-based, rubric driven criteria could act as a constraint in the reflective process
- it could restrict the acquisition of additional skills and knowledge and rigidly prescribe limited learning events



# Mentors

- Mentoring has long been acknowledged an integral part of professional learning and development . For example
  - teaching practicums during formal study
  - newly-qualified teachers learning professional skills and strategies from experienced colleagues

# Portfolios

- A professional portfolio is the **purposeful** collection of an individual's activity. Structured to demonstrate effort and achievement against professional standards
- In accreditation environments digital portfolios can provide a protected space where learner evidence of competencies can be rigorously controlled and systematically evaluated

# Mass Customised Frameworks 1

- Firstly, the learner engages with the environment through an intuitive user interface. The interface uses an interactive self-reflective questionnaire, based on a discipline specific assessment rubric, to gather data on the learners' current capabilities and existing knowledge.

# Mass Customised Frameworks 2

- Secondly, the data gathered from the self-reflective questionnaire is firstly, sent to a mentor appointed to facilitate learner progression to identified goals and secondly, aligned with industry accepted standards and gaps in learners current competencies and industry accepted standards are automatically identified.

# Mass Customised Frameworks 3

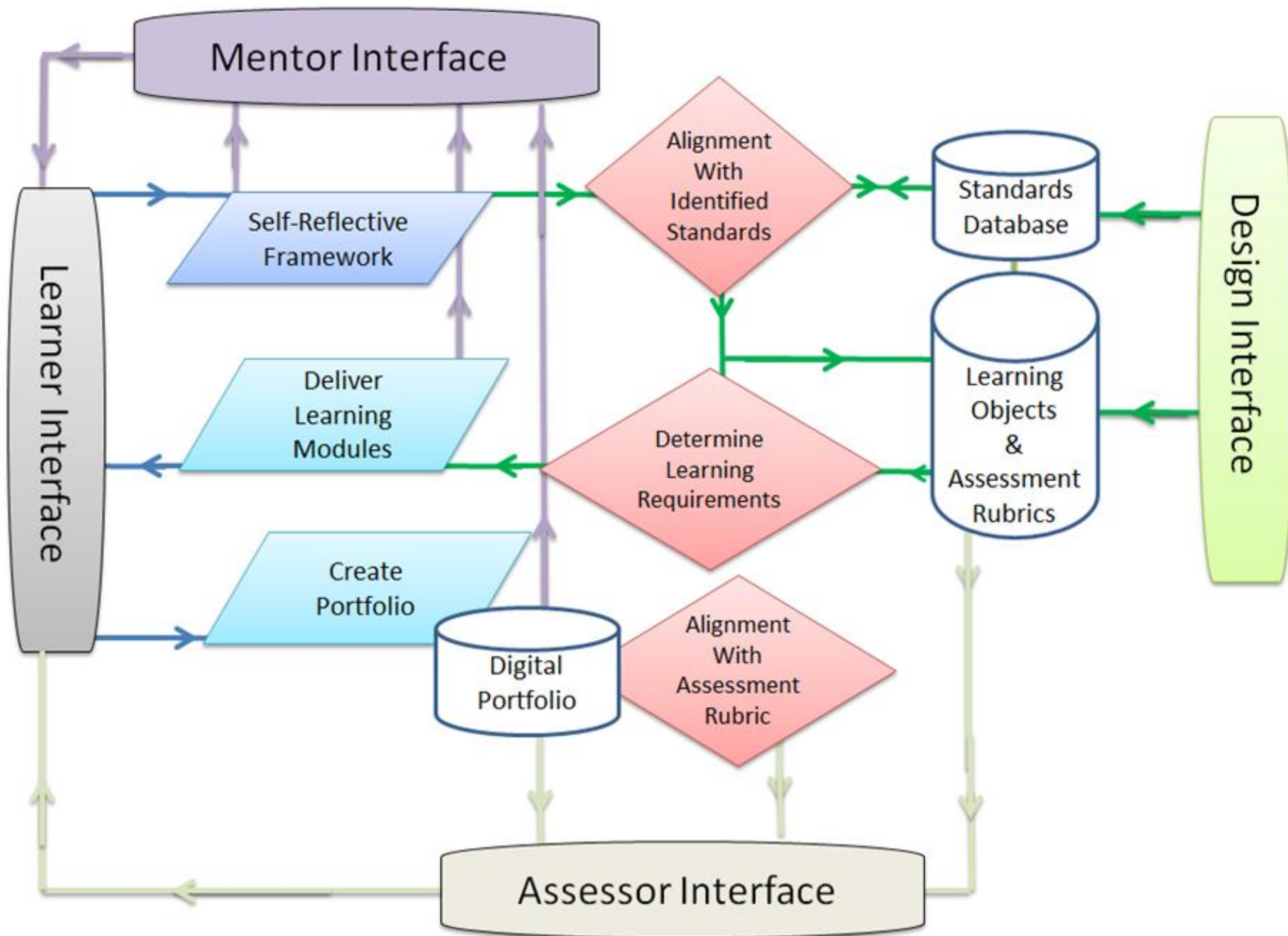
- Thirdly, the gaps identified between the learners current knowledge and industry requirements are used as filters to interact with a complex learning object database, (containing all learning activities to meet standards identified) to automatically generate a customised learning module. This learning module is delivered to the learner for action and to the mentor for information.

# Mass Customised Frameworks 4

- Fourthly, the learner works through the individualised module and creates evidence to demonstrate their newly acquired competencies. During this stage the learners, guided by their mentor, provide evidence of their previously stated capabilities and knowledge. All the evidence generated is stored in a digital portfolio aligned to an identified assessment rubric.

# Mass Customised Frameworks 5

- Finally, when the learner and mentor agree the evidence gathered meets all requirements of the assessment rubric the portfolio is sent to an independent assessor. The independent assessor reviews the evidence presented and once more aligns this evidence with the assessment rubric. The assessor's judgement is then passed onto the learner.





# Certificate in Open Flexible and Networked Learning

COFNL

# Reflective Framework

## Examine the relationships between participants in OFNL.

### Understanding

I have a good understanding of the relationships (such as direct, indirect, active, passive, interactive, independent, and interdependent) that exist in open, flexible and networked learning environments.	Partially agree ▼
I have evaluated the impact different relationships between participants in OFNL (such as direct, indirect, active, passive, interactive, independent, and interdependent) have on student learning in different contexts.	Strongly agree ▼


### Evidence

I can provide digital evidence of my understanding of the relationships (such as direct, indirect, active, passive, interactive, independent, and interdependent) in open, flexible and networked learning environments.	Partially agree ▼
I can provide digital evidence of how my understanding of the relationships between participants in OFNL (such as direct, indirect, active, passive, interactive, independent, and interdependent) has been used in my practice in different contexts.	Agree ▼

### Moderation

My understanding of the relationships (such as direct, indirect, active, passive, interactive, independent, and interdependent) in open, flexible and networked learning environments has been peer reviewed.	Select ▼
Practical application of my understanding of the relationships between participants in OFNL (such as direct, indirect, active, passive, interactive, independent, and interdependent) has been peer reviewed and assessed.	Select ▼

# Pictorial Carpet



The **Competency Assessment Tool (The CAT)** has been designed to enable you to assess your current competency in a defined range of activities.

**Demonstrate knowledge of support systems required for the provision of open, flexible, and networked learning.**

Demonstrate a commitment to the role of an OFNL teacher as a responsible and ethical practitioner.	Understanding <span style="color: green;">●</span> Evidence <span style="color: yellow;">●</span> Moderation <span style="color: red;">●</span>
Demonstrate research-based knowledge of pedagogically effective use of OFN technologies.	Understanding <span style="color: red;">●</span> Evidence <span style="color: green;">●</span> Moderation <span style="color: yellow;">●</span>
Apply OFNL technology in a range of environments to meet the needs of a diverse student population.	Understanding <span style="color: yellow;">●</span> Evidence <span style="color: red;">●</span> Moderation <span style="color: green;">●</span>

**Develop materials for open, flexible, and networked learning**

Design OFN technology plans and budgets.	Understanding <span style="color: green;">●</span> Evidence <span style="color: yellow;">●</span> Moderation <span style="color: red;">●</span>
Create and use multimedia and Web-based resources that advance student learning in OFNL environments.	Understanding <span style="color: red;">●</span> Evidence <span style="color: yellow;">●</span> Moderation <span style="color: green;">●</span>
Integrate OFNL technology through evidence-based practice to strengthen and transform teaching and student learning.	Understanding <span style="color: green;">●</span> Evidence <span style="color: green;">●</span> Moderation <span style="color: yellow;">●</span>

**Facilitate learning in an open, flexible, and networked learning (OFNL) environment**

Analyse, adapt and apply new thinking and action to changing technology and technological environments.	Understanding <span style="color: yellow;">●</span> Evidence <span style="color: green;">●</span> Moderation <span style="color: red;">●</span>
Use a range of OFNL technologies to communicate and collaborate with students, colleagues and stakeholders.	Understanding <span style="color: green;">●</span> Evidence <span style="color: red;">●</span> Moderation <span style="color: green;">●</span>
Engage in personal and collegial professional development to aid ongoing professional learning in the domain of OFNL.	Understanding <span style="color: green;">●</span> Evidence <span style="color: yellow;">●</span> Moderation <span style="color: red;">●</span>

**Manage the provision of open, flexible, and networked learning.**

Apply leadership skills to establish a vision for OFNL technology integration.	Understanding <span style="color: yellow;">●</span> Evidence <span style="color: green;">●</span> Moderation <span style="color: green;">●</span>
Advocate for change management to build programme, student and technical support for OFNL initiatives.	Understanding <span style="color: green;">●</span> Evidence <span style="color: yellow;">●</span> Moderation <span style="color: red;">●</span>

## Step 1

Participants are asked to reflect on their current practice using The CAT.

## Step 2



Their responses are aggregated to provide a “pictorial carpet” illustrating their capability in open, flexible, and networked learning

## Step 3

They can now use this pictorial carpet to identify their strengths and areas of potential improvement



Competent, confident and capable in this aspect

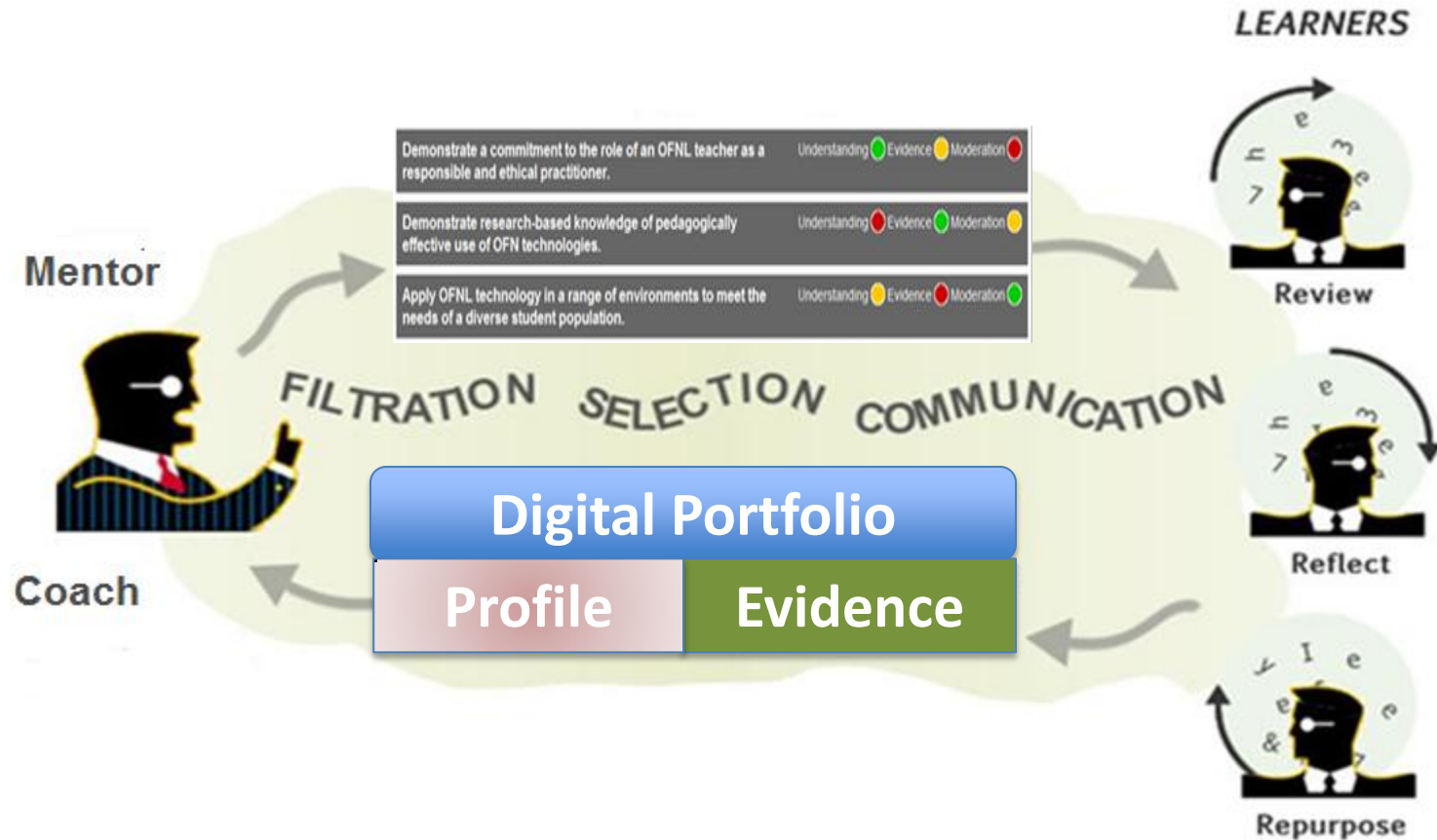


Has a degree of competence and confidence in this aspect



Needs to acquire competence and confidence in this aspect

# Mentor Overview



# Haere rā

Goodbye