The New DSO Implementation

Faculty of Science and Technology Transition Plan

Version 1.0

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Contents

EXECUTIVE SUMMARY

This transition plan identifies the processes, timing and resourcing needed to migrate the Faculty of Science and Technology from the existing Blackboard Vista/WebCT Learning Management System (LMS) to the new Desire2Learn Learning Management System (LMS). The plan identifies strategies and activities that will enable the faculty to be ready to deliver all units from Trimester 2 2011 onwards via the D2L LMS.

Key working groups within the faculty will be created to lead the faculty in the migration process.
- The project will be led by the Associate Dean Teaching and Learning (Associate Professor Malcolm Campbell) assisted by the Faculty Educational Designer (Dr Gayle Morris).
- The Faculty LMS administration team (Ms Jennifer Calwell, Ms Katie Thomas and Ms Janelle Browning) will liaise with KMD to create a D2L site for each unit offered in the T1 2011 Pilot and T2 2011. This team will also provide LMS administration support for academics migrating their sites to D2L.
- All academics involved in the T1 2011 pilot will become part of the Faculty transition team and will act as peer coaches for the ongoing training of all other academics during the main migration to D2L ready for T2 2011. At least one peer coach will be situated within each school and campus.
- The Faculty will create a FaST LMS Strategic Web Administration and Training (SWAT) team which will form the key action group to deliver training to staff. The FaST LMS SWAT team will consist of the ADTL, the Educational Designer, a Faculty LMS administrator, a KMD liaison representative, an ITL liaison representation, a Library liaison representative and a peer coach. The SWAT team will visit each campus and school to work with academics at that site to migrate their units to the new LMS.

The activities in which the Faculty will engage to deliver this transition plan are:
- A showcase event held in October 2010 to demonstrate the capabilities of the new LMS. The demonstration will be delivered by D2L (assisted by KMD and ITL) to academics on each campus. The demonstration will be followed by faculty or school-based breakout groups to allow staff to ask questions and seek more information. The breakout groups will be facilitated by the Faculty LMS leadership team.
- The Faculty administration team will work with KMD to set up the units to be delivered during the T1 2011 pilot. This set up process will identify best estimates of LMS templates and appropriate sandpit areas in which the peer coaches will work. A critical aspect of this activity is a stable LMS configuration. The configuration of D2L is seen as a crucial element of the set up process.
- The SWAT team process will induct the Faculty peer coaches into D2L .with initial training provided by Desire2Learn trainers. The process will trial and evaluate the process to be used on academics prior to the full migration. The peer coaches will work intensively with the SWAT team to migrate the units to be piloted in T1 2011. At the end of this process we will understand more fully the support needed to migrate units.
- The Faculty peer coaches work on enhancing each pilot unit to utilize the toolsets provided by D2L. During this activity peer coaches will need to access support from within the Faculty but also from D2L, KMD, ITL and the library.
- Fourteen units will be piloted in T1 2011. The Faculty will work with KMD and ITL to train sessional staff involved in the pilot units and the work with the peer coaches to provide support for students.
- During T1 2011 the SWAT teams will induct and train academics on each campus and in each school.
- All T2 2011 units will be delivered using D2L. The Faculty will work with KMD and ITL to train sessional staff involved in these units and the work with the unit chairs to provide support for students.

OBJECTIVE

In 2009 a recommendation was made that Deakin University adopt the Desire2Learn (D2L) Learning management System (LMS). This recommendation was accepted and a contract has been negotiated with Desire2Learn which sees D2L being the cornerstone of Deakin's virtual learning environment (VLE) into the future.

This transition plan sets out the Faculty of Science and Technology's role and its responsibilities with regards to the migration of all units within the Faculty to the new LMS, the professional development requirements and actions for staff and students, and the development of support and ongoing training structures for continued improvement. This plan sits within the context of the overall Programme (refer 1696 – Programme Management Plan).

SCOPE

The scope of this project for the Faculty of Science and Technology

Includes:

1. Participation in Programme projects as required: Desire2Learn trials (Project ID 1713), product configuration (Project ID: 1727), operational readiness (Project ID: 1729), content transfer (Project ID: 1730), ePortfolio (Project ID: 1733), professional development (Project ID 1734), transition (Project ID: 1735), and analytics (Project ID: 1737).

2. Collaboration with ITL and KMD in the development and delivery of training for key staff to oversee the faculty transition from the old LMS (Vista/WebCT) to the new LMS (D2L).

3. Collaboration with ITL and KMD in the development and delivery of support resources for the new LMS (D2L).

4. Collaboration with ITL and KMD in the provision of training to academic staff to facilitate unit migration into the new LMS (D2L).

5. Progressive migration of faculty units onto the new LMS (D2L).

6. Collaboration with ITL and KMD in the provision of training to academic staff to facilitate the delivery of all units in T2 2011 using the new LMS (D2L).

7. Collaboration with ITL and KMD in the provision of training to sessional staff and students to facilitate learning in units via the new LMS (D2L).

8. Collaboration with ITL and KMD to develop of additional/separate training requirements and resourcing for the delivery of ePortfolio opportunities.

9. Ongoing pedagogical development of and amendment to Faculty units that will incorporate the learning design embedded within D2L.

Excludes:

1. Configuration of the new DSO (D2L) (Project ID 1727) although it is noted that configuration will impact on what can be achieved within the transition plan scope.

2. Creation of content migration tools (Project ID 1730) although it is assumed that content will have been migrated before units can be constructed within the new LMS.

3. Creation of the interfaces (Project ID 1728).

4. Creation of the analytics (Project ID 1737).

DELIVERABLES

The Faculty of Science and Technology expects to deliver the following from this transition plan:

1. The development of expertise in the new LMS (D2L) within the Faculty T&L Transition Team (Project ID 1734).

2. The provision of input into relevant T&L operational policies and procedures, as required, to support the new LMS (D2L) (Project ID 1729).

3. The development of relevant faculty guidelines to support the new LMS (D2L).

4. The completion of relevant professional development programmes on the new LMS (D2L) for all teaching staff within the Faculty (Project ID 1734).

5. The delivery and evaluation of the T1, 2011 Pilot.

6. The full migration of all Faculty units to the new LMS (D2L) from the next trimester of delivery in or after T2, 2011. (Project ID 1735).

DEPENDENCIES

The Faculty of Science and Technology's success with this project is dependent on the following:

1. System interfaces have been developed and tested: ready and operational (Project ID 1728).

2. Availability of a fully configured system: ready for use (Project ID 1729).

3. Availability of content migration tools: ready and tested (Project ID 1730).

4. Availability of training modules/programmes/resources developed by ITL/KMD on the new DSO (D2L) (Project ID 1734).

CRITICAL SUCCESS FACTORS

The following factors are critical to the success of the Faculty of Science and Technology's project:

1. The dependencies noted in the previous section do not inhibit the faculty's strategy (refer next section).

2. Willingness of staff to undertake relevant professional development activities.

3. Cooperation and availability of staff to migrate teaching units into the new DSO (D2L), as required.

TRANSITION STRATEGY

The Faculty of Science and Technology will adopt the following approach to the migration to the new LMS. For a more detailed description of activities against projected timeline see APPENDIX A. Underpinning the faculty's transition strategy is a set of guiding principles which will support academic staff through the transition period. These principles are:

1. Professional learning needs are best met through highly individual, and customized, activities.

2. Professional learning is intended to be enabling and should not impose unnecessary barriers to access.

3. Developing faculty expertise will require a distributed approach where capabilities cascade out from designated a core group consisting of the faculty team, ITL, KMD learning designers and peer coaches.

4. Professional learning associated with transition represents the first phase of an longer term project where academics develop familiarity and confidence through self exploration.

5. The ITL repertoire of professional learning resources will be critical in our ongoing development and individual capacity building.

The professional learning approach will encompass the following components. This is not intended to be a linear sequence of activity but rather a mapping of key activities, many which will overlap.

- A broad exposure to D2L for the whole faculty via D2L-led 'showcase' events. The showcase will be followed by faculty-based break out groups to engage in initial feedback and to enable staff to raise questions and issues.

- The development of expertise and capabilities in the new LMS for key transition team members and designated peer coaches.

- Administrative set up of T1 pilot and T2 units, including moving Blackboard Vista content to D2L and the application of a default D2L template to all units.

- The development of a model of professional learning, based on the Faculty's existing DSO Makeover programme, which engages staff in the migration process by providing local orientation and induction and immediate support to redesign and build each unit's LMS site. This model, led by a highly trained team of Faculty/Division support staff (called a SWAT team) targets each school and campus (e.g. IT at Burwood) in turn to complete migration at that site

within one week. the SWAT model is underpinned by 2 key activities:
- ♦ whole discipline participation in a D2L fundamentals workshop followed by
- ♦ 1:1 or 1:small group customized support; the nature and time allocation to be guided by academic needs

- Trial the SWAT team approach by training the T1 Pilot staff (Peer Coaches).

- Conduct a T1 Pilot of designated units by Peer Coaches. The Peer Coaches and their units will undergo systematic evaluation to identify areas of improvement needed for the T2 rollout.

- D2L 'fundamentals workshop' to be delivered to all existing/returning casual academics and sessional lecturers

- Unit chairs to be advised on how to support students using D2L within the learning environment.

- Academic staff to have continued access to D2L makeovers for T2 as required, in addition to resources developed by ITL.

  Notes:
  - *Contingency planning will occur to ensure any academics away on study leave or long service will be identified and a program of transition worked out for them by the transition team. In addition any academics not teaching in T2, but teaching in T3 2011, or T1 2012 will be identified to ensure preparedness.*
  - *Discussions are required with ITL regarding provision of D2L training coverage within existing PDCAS program for all new casual academics*
  - *Discussions required with KMD regarding provision of D2L training for new and existing students, and to explore opportunities to work together*
  - *Ongoing support to be brokered by the Faculty Transition Team to avoid duplication of services and to maximize resources for academics and units.*

RISK AND CONTINGENCIES

The following risks to the Faculty of Science and Technology components of the project have been identified and associated contingencies outlined should the risks emerge:

The risks are that:
1. the system is not completed in time for a successful pilot in T1
2. some teaching staff refuse to engage with the transition
3. some staff needs are not able to be met with the available resources

The first risk will be minimized through close cooperation and involvement with the processes involved in the technical transition and migration of data files. Should the system not be ready for pilot in T1 then the Faculty of Science and Technology will resort to using the existing LMS for the delivery of all units in T1 and the pilot will take place in T2.

Risks 2 and 3 will be minimized through the application of the Faculty Transition Plan. Where difficulties arise then the problem will be referred to appropriate HOS or the Dean for resolution.

PERFORMANCE MEASURES

The Faculty of Science and Technology will measure the success of this project through the following measures:

1. Timely progress of unit migration onto the new DSO (D2L).

2. Improved[1] staff feedback on the new DSO (D2L).

3. Upward[2] trend in Student feedback on the new DSO (D2L) (SETU Q8 and Q9)[3],[4] over time.

4. Reduction in the level of operational effort for managing the new DSO (D2L) over time.

5. Reduction in Faculty operational/ITS requests for assistance over time

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[1] Currently no baseline data exists relating to staff feedback in relation to the LMS and its ease and appropriateness of use.
[2] SETU may indeed slip for a short period while the LMS is in transition and especially when two learning management systems are in operation in T1 2011.
[3] SETU Q8: The technologies used to deliver the online content in this unit performed satisfactorily.
[4] SETU Q9: The on-line teaching and resources in this unit enhanced my learning experience.

COMMUNICATION

1. All Faculty communications are to be approved by the Associate Dean (Teaching and Learning)

2. Communications include:
   a. Project briefings to the Dean, Faculty Executive and Faculty Board
   b. Presentations in Faculty and School forums
   c. Faculty-based communications to staff, including casual academics, and students

PROBLEM RESOLUTION

Faculty of Science and Technology will adopt the following problem resolution process:

1. Issues and problems identified by school staff will initially be directed to the Faculty DSO Administration Group who will either resolve the issue or seek resolution from relevant central services.

2. Where problems are not satisfactorily resolved, the issue will be directed to The Associate Head (Teaching and Learning) and then to the Associate Dean (Teaching and Learning) if still unresolved

FACULTY TRANSITION TEAM

The following sets out the roles and responsibilities for the members of the Faculty Transition Team.

1. Associate Dean (Teaching & Learning)
Currently: Associate Professor Malcolm Campbell
Primary task: Oversee the Faculty migration to the new LMS (D2L)

The Associate Dean (Teaching & Learning) is responsible for:
- Communicating the transition plan to the Dean, Faculty Executive and Faculty Board
- Leading the Faculty Transition Team in the development of the Faculty Transition Plan.
- Representing the Faculty on the Programme Board
- Oversee the Faculty Transition Plan
- Scheduling, conducting and chairing the Faculty Transition Team meeting to monitor and support the progress of the project
- Resolving issues, pertinent to Faculty progress on this project, as they arise
- Monitoring the project schedule and project budget

2. Faculty DSO Co-ordinator
Currently: Dr. Gayle Morris
Primary task: Lead the Faculty migration to the new LMS (D2L)

The Faculty DSO Co-ordinator is responsible for:
- Managing the implementation of the Faculty Transition Plan.
- Monitoring and supporting the Faculty Transition Plan project schedule.
- Assisting the ADTL in scheduling, conducting and chairing the Faculty Transition Team meetings.
- Preparing and presenting faculty communications as determined by the ADTL.
- Participating in University-level LMS meetings as determined by the ADTL.
- Represent the ADTL on Programme Board meetings, as required.

3. Associate Head of School (Teaching & Learning)
The Associate Heads of Schools (Teaching & Learning) are currently:
Architecture and Building: James Coulson
Engineering: Dr. Matthew Joordens
Information Technology: Dr. Jo Colwell
Life and Environmental Sciences: Dr. Jan West

Each A/HOS (T&L) is responsible for:
- Providing guidance and advice, from a School perspective, to smooth the progress of the project
- Resolving project issues affecting School progress, as determined by the ADTL

4. Peer Coaches and T1 Pilot Staff

The Peer Coaches will also be the academics who will pilot the delivery of units using D2L in T1 2011. The Peer Coaches will become the academic leaders for the D2L implementation in T2 2011.

The Peer Coaches are currently[5]:

School (Campus)	Academic	Unit(s)
Architecture and Building (Waterfront)	Prof Kerry London	SRV799
Architecture and Building (Waterfront)	James Coulson	SRC362
		SRD263
Engineering (Waurn Ponds)	Dr. John Long (TBC)	SEP101
Information Technology (Waurn Ponds)	Dr. Jo Colwell	SIT301
Information Technology (Waurn Ponds)	Dr. Michael Hobbs	SIT251
Information Technology (Burwood)	Dr. Elicia Latham	SIT161
Information Technology (Burwood)	A/Prof Malcolm Campbell	SIT263
		SIT363
Life and Env. Sciences (Waurn Ponds)	Dr. Stuart Linton	SBB204
Life and Env. Sciences (Burwood)	Dr Anneke Veenstra-Quah	SBC204
Life and Env. Sciences (Burwood)	Janine McBurnie	SQE121
Life and Env. Sciences (Warrnambool)	Dr Ty Matthews	SLE144
Life and Env. Sciences (Burwood)	Dr Kieran Lim (TBC)	SBC131

Academic Leaders are responsible for:
- Developing expertise in the use of the new LMS (D2L) from a teaching perspective
- Piloting the use of the new D2L in T1, 2011.
- Offering advice and guidance to academic staff on the use of D2L
- Participating in the Faculty Transition Team meetings, as required

FACULTY DSO ADMINISTRATION TEAM

The following sets out the roles and responsibilities for members of the Faculty DSO Administration Team.

1. Manager: Governance and Curriculum Group

Currently: Ms Linda Scammells
Primary task: Ensuring that the project integrates with the policies and practices of the C&G group, as required

Governance and Curriculum Group Manager is responsible for:
- Providing C&G staff to resource the project, as required
- Supporting the project to ensure its success

The key C&G members are:
- Ms Jenny Calwell (Faculty DSO Administrator)
- Ms Janelle Browning
- Ms Katie Thomas
- Ms Kristy Purcell

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[5] The Faculty Transition Team has agreed that at least one academic from each School and from each campus will participate in the T1 pilot. Other academics may elect to also pilot units in T1 2011 although these units will be selected based on the availability of resources.

PROJECT SCHEDULE

The project schedule is described in APPENDIX A.

PROJECT BUDGET

Each Faculty has been allocated a certain budget within the overall Programme. The following indicates how this budget allocation will be dispersed to achieve the project objective. The resourcing provided for this project will be used to provide sessional and marking for academics on a case-by-case basis. Some funding will be used to target the use of specific toolsets within the pilot units. Further resources will used to support SWAT team activities in the lead up to T2 rollout.

The budget assumes includes the 2.0 FTE Level B support from May until December ($148,000) and a further 2.0 FTE Level B ($111,000) support from January through to June 2011. The Faculty budget for the migration is $259,000. Further support for the remainder of 2011 will need to be assessed at a later date.

The Faculty has requested that the funding for 2010 be carried forward into 2011. The late decision to make the 2010 funding allocation prevented the Faculty from adjusting staff workloads and relieving staff for the project. The carry-over will be used to support staff in the busy lead-up period to the T1 pilot.

Item	Cost
Faculty Educational Designer (0.5 FTE May to December)	In kind
Associate Dean Teaching and Learning (0.2 FTE May to December)	In kind
Faculty DSO Admin (0.1 FTE May to December x 3)	In kind
Carry forward	$148,000

Item	Cost
Time relief for Faculty Educational Designer (0.8 FTE January to December[6])	$72,000
Support for T1 pilot units (14 @ $6,000)	$84,000
Academic secondment (1.0 FTE January to June)	$45,000
Faculty DSO Admin support (0.8 FTE HEW6-3)	$58,000
Total	$259,000

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[6] The Faculty Educational Designer will need relief for the whole year to enable adequate support to be available to all academics during the T2 and subsequent T3 rollout.

APPENDIX A: FaST Project Schedule

Week Beginning	D2L Orientation	Faculty Admin	Faculty Team	T1 Pilot	T2 Training	Sessional Staff	Students	Resource Needs
Mon 2-Aug	Admin & Instructor							Access to D2L Instructors and training materials.
Mon 9-Aug	Training: Katie, Jenny, Gayle, Mal, Janelle							
Mon 16-Aug								
Mon 23-Aug								
Mon 30-Aug	**By D2L**							
Mon 6-Sep		Organize Sandpit and best guess of						Access to KMD and ITL template resources.
Mon 13-Sep		Faculty template and processes.	Prelim meeting of Peer Coaches					D2L Literature available for peer coaches.
Mon 20-Sep								
Mon 27-Sep		**By Mal & Gayle**						
Mon 4-Oct		Develop SWAT team plan and materials						
Mon 11-Oct	Showcase Event							
Mon 18-Oct			SWAT Team Trial; and PD for Peer Coaches					SWAT team resources KMD Intro to D2L booklet
Mon 25-Oct				T1 Pilot Staff work in sandpit				
Mon 1-Nov								
Mon 8-Nov		Admin setup of T1 Pilot and T2 units. Move Vista content to D2L						
Mon 15-Nov								
Mon 22-Nov		D2L files. Apply default template		T1 Pilot Staff work on real sites				

Week Beginning	D2L Orientation	Faculty Admin	Faculty Team	T1 Pilot	T2 Training	Sessional Staff	Students	Resource Needs
Mon 29-Nov		to files. Apply to all D2L units.						
Mon 6-Dec								
Mon 13-Dec		**By KMD & Faculty**						
Mon 20-Dec	Decrease in activity as staff take leave &/ pursue research activities. Skeleton support for Peer Coaches and others who will work on sites over the Christmas break.							
Mon 27-Dec								
Mon 3-Jan								
Mon 10-Jan								
Mon 17-Jan								
Mon 24-Jan								
Mon 31-Jan		Plan and develop the fundamentals workshop.						
Mon 7-Feb								
Mon 14-Feb								
Mon 21-Feb		**Faculty & ITL**		T1 Pilot sites are available for students				
Mon 28-Feb	O'Week Student Training					Fundamentals Workshop 1.	Drop-in/Phone Q&A on B & G campuses. **By Faculty**	Casual staff training resources.
Mon 7-Mar				T1 Pilot sites are live and used.		Fundamentals Workshop 2		
Mon 14-Mar				2		Ongoing support		
Mon 21-Mar				3				
Mon 28-Mar				4	SWAT: B-IT			

Week Beginning	D2L Orientation	Faculty Admin	Faculty Team	T1 Pilot	T2 Training	Sessional Staff	Students	Resource Needs
Mon 4-Apr				5	SWAT: B-LES	**By Unit Chairs**		
Mon 11-Apr				6	SWAT: G-IT			
Mon 18-Apr				7	SWAT: G-ENG			
Mon 25-Apr	Easter Break							
Mon 2-May				8	SWAT: W-LES			
Mon 9-May				9	SWAT: S-A+B			
Mon 16-May				10	SWAT: G-LES			
Mon 23-May				11	Coaching and further development			
Mon 30-May				12				
Mon 6-Jun		Plan and develop the fundamentals workshop.		SW				
Mon 13-Jun					**By Faculty, Peer Coaches, KMD, ITL**			
Mon 20-Jun								
Mon 27-Jun		**Faculty & ITL**			T2 Sites are available for students			
Mon 4-Jul						Fundamentals Workshop 1.	Drop-in/Phone Q&A on B & G campuses. **By Faculty**	Casual staff training resources.
Mon 11-Jul				T2 Go Live		Fundamentals Workshop 2		
Mon 18-Jul				2		Ongoing support		
Mon 25-Jul				3				
Mon 1-Aug				4		**By Unit Chairs**		

APPENDIX B PROJECT DEFINITIONS:

Project ID	Project Title	Project Description	Contact
1696	LMS Replacement	Overarching Programme for the new Learning Management System	Ruary Ross
1713	D2L Trials	A series of Trials to support the D2L implementation, Professional Development and business readiness transition.	Toby Durden
1727	Product Configuration	Analysis of the Current DSO business requirements, D2L configuration options and establishment of the D2L environment; including - Current administrative process mapping - DSO life-cycle - Current issues - D2L initial configuration and implementation configuration	Leigh Ewing

1728	Interfaces Project	To ensure interoperability between Desire2Learn and other DSO applications.
		
		Two key areas:
		    - Callista SMS
		    - Other Contracted Interfaces
			Adrian Roberts

1729	Operational Readiness	To ensure organisational readiness is achieve in line with the go live transition of D2L; including: - People and Communications - Process and Policy - Professional Development/Training (Separate Project for this listed below)	Leigh Ewing
1730	Content Transfer	Establish and execute a data migration strategy for each faculty	Adrian Roberts
1733	ePortfolio	Installation and Business readiness associated with ePortfolio (Activities for this project will be integrated with other projects)	Toby Durden
1734	Professional Development	Establish and implement a strategic Professional Development and Training plan for D2L.	Cliff Bath
1735	Transition	Implement and go live transition for D2L and the New DSO	Cliff Bath
1737	Analytics	Installation and Business readiness associated with Analytics(Activities for this project will be integrated with other projects)	Adrian Roberts