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Institutional Responses to Developments in *m*-Learning: A Case Study

Regional Workshop on Mobile Learning for
Expanding Educational Opportunities

Tokyo, Japan

16-20 May 2005

Associate Professor Alan Smith

Distance and e-Learning Centre

The future is now

- <http://www.boardsmag.com/screeningroom/commercials/1424/>
- <http://www.boardsmag.com/screeningroom/commercials/1584/>

Distance and e-Learning Centre



Sydney

- Founded in 1967
- A regional university – 3 campuses located in Toowoomba, Wide Bay and Springfield
- 25,000 students in total
- 75% study off campus
- All students engage with e-systems

USQ Vision



Australia's leading transnational educator

The term 'transnational' refers literally to "across nations":

- operations on a nationwide basis
- operations which extend beyond national boundaries to more than one country
- operations involving persons of many nationalities

Key Issues



Issue 1: Accessibility

Issue 2: Infrastructure/Technical Environment

Issue 3: Teaching/Learning/Research

Issue 4: Support for Technologies

Issue 5: Quality

Issue 6: Expectations

Positives:

- Increased international access
- Access to the global marketplace
- Learning is not time or place dependant
- Part time or full time study
- Part time or full time employment

Negatives:

- Low bandwidth and/or high costs in many regions
- Indirect 'streaming' of learners
 - Low income
 - Disabilities
 - 'Luddites'
 - Traditional distance education users

USQ Institutional Responses



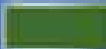

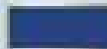
1. Re-examine institutional directions, priorities and policies
 - No individual or faculty-based decisions!
2. Plan the transition periods for technology innovations
3. Review the no. course and program offerings – avoid ‘random acts of innovation’
4. Incorporate new technologies progressively into traditional teaching and learning environments

Australia's
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2000 - 2001



ICDE
Institutional Prize
of Excellence



Legend:  e-Content/Data Repositories  e-Applications  e-Interface

Internet Explorer window: einterface 2003 - Microsoft Internet Explorer

Address: http://usqconnect.usq.edu.au/Default.aspx?tabindex=2&tabid=27

USQConnect

Your personalised USQ portal

Navigation: [Staff Home](#) | [My Details](#) | [Student Home](#) | [Help](#)

Connect me to	Announcements	Quicklinks
<ul style="list-style-type: none"> USQStudyDesk USQAdmin USQAssist USQonline USQ Home 	<p>9 May 2005 Please be advised that USQStudyDesk will be unavailable Wednesday, 11 May between 6:00am and 8:00am (AEST) to enable scheduled system maintenance.</p> <p>9 May 2005 Semester 2 commences on 18 July 2005. Students are reminded to finalise their course enrolment for Semester 2 as soon as possible. The last date to add Semester 2 courses is 29 July 2005.</p> <p>20 Apr 2005 The Semester 1 examination timetable is now available via USQAdmin. Students enrolled in external or web courses should check their Assessment Advice form which will be mailed in early May as some dates/start times may vary at some Exam Centres.</p> <p>14 Mar 2005 Payment of Fees - the payment of fees via PostBillpay has three options (a) in person at an Australian post office (b) via phone to a 1300 number and (c) via the web at www.postbillpay.com.au. The one suitable for students located outside Australia is (c) www.postbillpay.com.au using the "Pay now, sign up later" option.</p> <p>Paying via PostBillpay via the web using the "Pay now, sign up later" option, is available to students in any country in the world, and is the recommended method of payment for international students.</p> <p>Having difficulty paying at www.postbillpay.com.au? Contact Australia Post BILLPay via the "contact us" service at that web address.</p> <p>Students who are experiencing difficulty paying via the advertised ways may wish to contact USQ Finance department by phone on +61 7 4631 2583 and provide their credit card details to them over the</p>	<ul style="list-style-type: none"> Important Dates Library Academic Learning Support Bookshop Course Specifications Internet Quota Webmail USQ Handbook USQ Calendar Past Exams Search Plagiarism Site

My Links: [Add Link](#)

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Status: Done | Local intranet

US Mobile Subscriber Consumption of Content and Applications
M:Metrics Benchmark Report: February 2005



Activity	Percent
Downloaded Mobile Game	3.5%
Received Text Message Alert	8.8%
Used Mobile Instant Messenger	8.8%
Sent Photo Message to Phone or Email	7.0%
Downloaded Ringtone	13.1%
Accessed News and Information via Browser	12.9%
Sent or Received Text Message	37.3%

Issue 2: Infrastructure/Technical Environment



Positives:

- Huge improvements in portability, storage, capacity, speed and audio visual quality
- Increased interoperability of components
 - open source
 - ease of use
 - seamless
- Popularity with next generation/millennium students

Issue 2: Infrastructure/Technical Environment



Negatives:

- Rate of technology change makes it difficult to maintain compatible infrastructure
- Security threats: spam, viruses
- Increasing vulnerability of infrastructure
- Load balancing/ 24x7 support/ backup generation
- High expectations from users

USQ Institutional Responses



1. Increased technical infrastructure spending
2. Co-ordinated purchasing of hardware and software
3. Forward planning of architecture - robust, reliable connections
4. Variations between campuses and centres – addressed as part of an overall strategy
5. Partnerships with technical providers
6. CIO, CTO and CKO appointments

USQ Organisational Structure

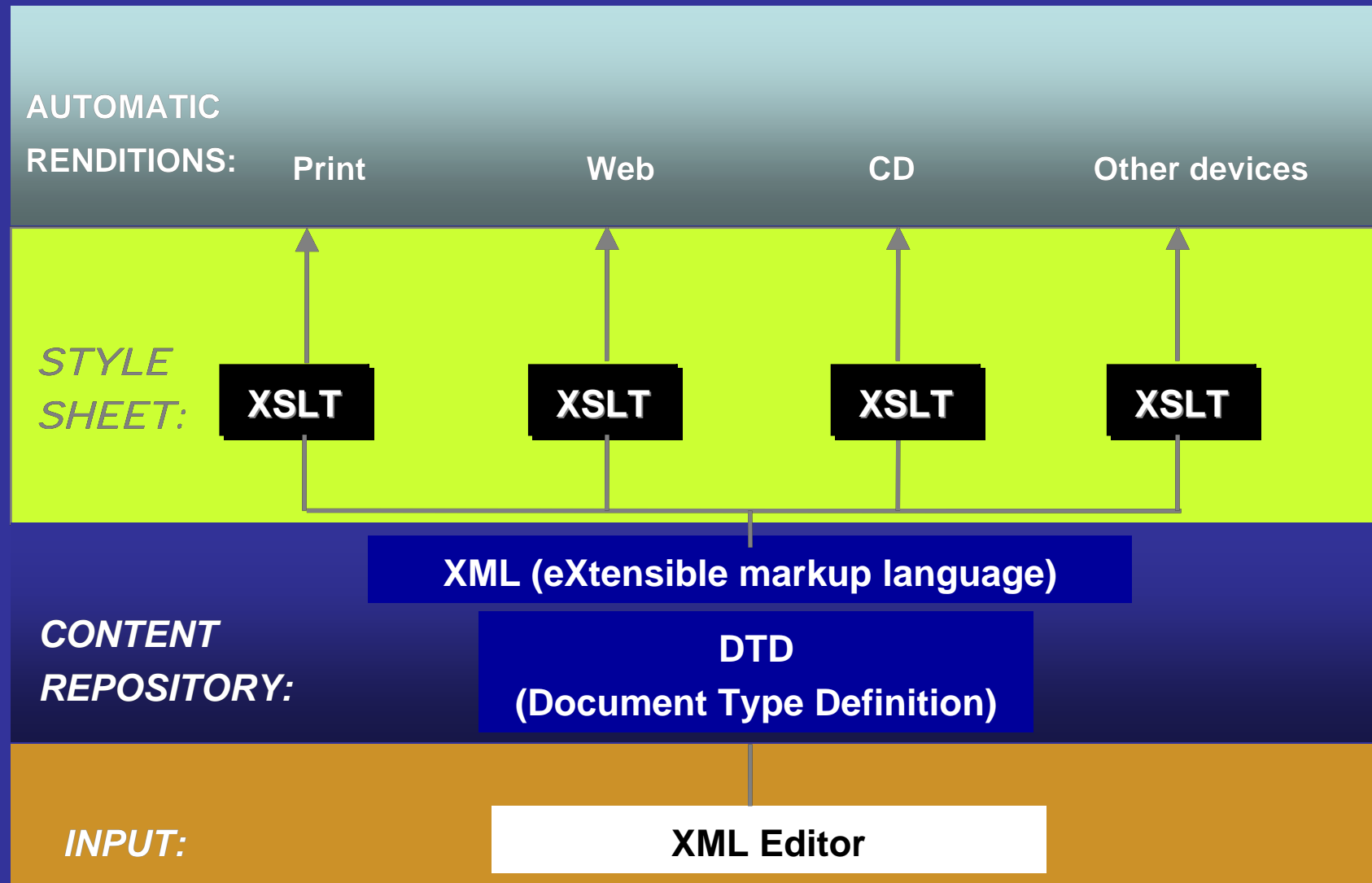


The primary responsibility for supporting e-learning rests with

Global Learning Services Division

- Distance and e-Learning Centre
- Information Technology Services
- Library

Production of Course Materials



Positives:

- New learning spaces
 - Discussion forums
 - Simulations, quizzes, presentations, links
 - Communities of practice
 - Peer review/collaborative research
- Resources
 - Information and data sources
 - Research tools
 - Meta search engines

Negatives:

- Transfer of costs to students
- Degree Mills/Plagiarism/Collusion
- Training/Staff Development
- Quality of information
- Recalcitrant lecturers/'random innovators'

USQ Institutional Responses



1. Increased staff development activities
2. Redesign of course materials
3. Revisiting traditional delivery methods
4. Review semester lengths, assessment methods
5. Research into ICTs, learning styles, study patterns and habits

Federated Searching - Microsoft Internet Explorer

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Address <http://www.usq.edu.au/library/info/about/aboutlib/projects/fedsearch.htm> Go Links

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USQ Home > ... > The Library > Projects > Federated Searching

Federated Searching

Federated searching is a process that allows users to search across a number of information resources simultaneously. It is sometimes referred to as multi-searching, metasearching, broadcast searching, integrated searching, portal searching, consolidated searching, distributed searching or cross-database searching.

The advantage of this sort of searching is that it removes some of the complexity of searching different databases with different interfaces and search commands. With a well-configured federated search tool, users would not need to know which database to select. They would simply choose a discipline area and enter their search terms. They would then be presented with integrated results from a range of databases, catalogues, websites, etc.

A complimentary product to federated search tools is Open Linking software, also known as Link Resolver software. Software such as this allows links to retrieved items to be displayed to the user.

USQ Library has embarked on a project to trial federated searching with a small number of its most heavily-used electronic resources. It is hoped to have a trial version of federated searching available for Semester 2 2005.

For further details, please contact the Project Manager, [Debra Lewis](#).

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CRICOS: 510-030440 | NSW: 022278 | VIC: 022870 | HW: 105210

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Projects - Microsoft Internet Explorer

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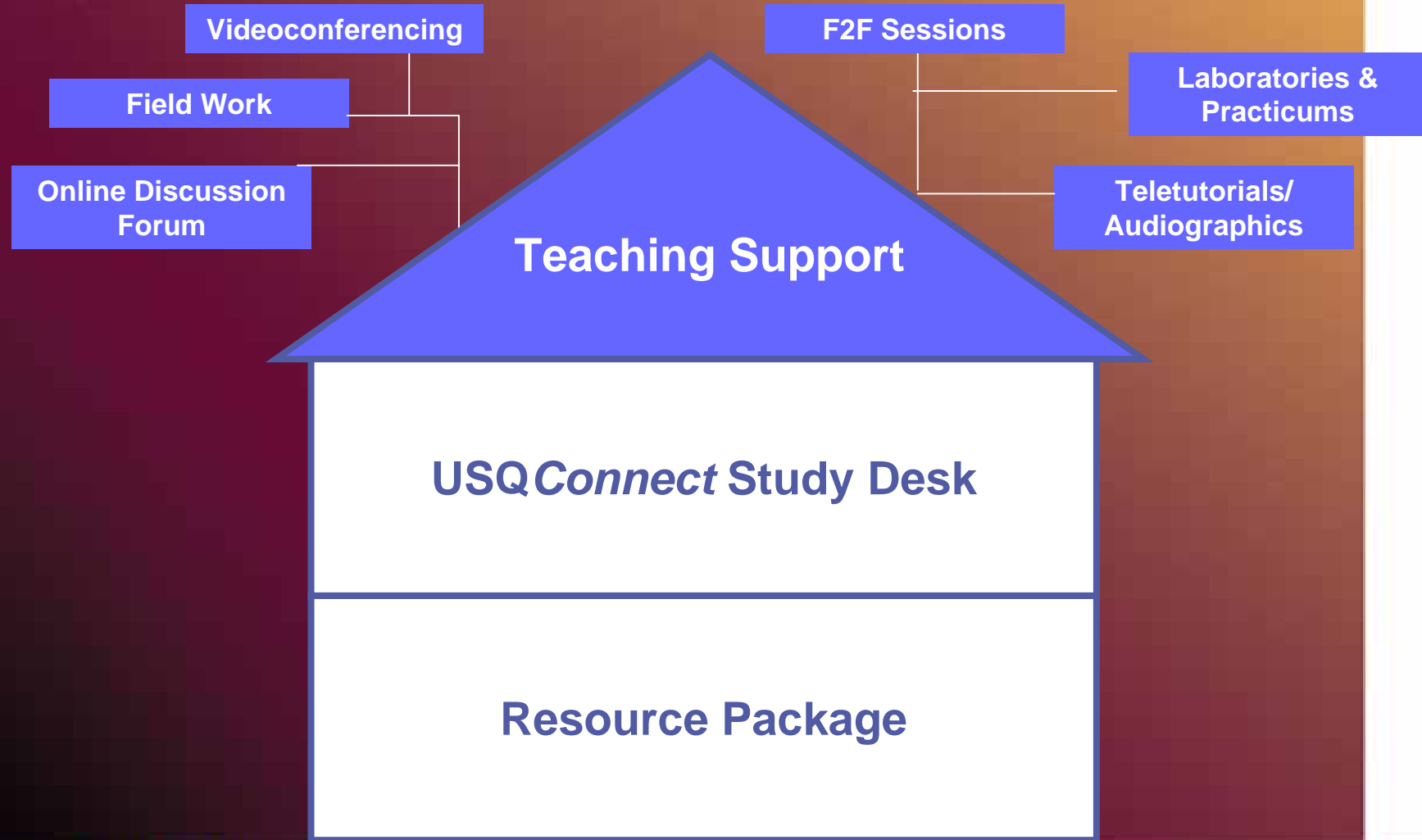
Projects

The Learning and Teaching Enhancement Committee (LTEC) has initiated the following projects. Staff members and students who would like more information about any of the projects, or who may be interested in participating in the activities of a project team, should contact the designated project manager.

Project Title	Project Overview	Project Team
1.1 Review and refine the Learning and Teaching Plan (2004 – 2008)	The purpose of the project is to seek input from the University community on the Teaching and Learning Plan with a view to aligning it with the current Mission, Vision and Values Statements and the USQ Directions Paper.	Assoc Prof Gillian Potter (Project Manager) , Dr Tony Rossi, Dorothy Bramston, Peter McIveen, Assoc Prof Alan Smith, Sue Craig, John Williams-Mozley, Petrea Redmond, Laurie Johnson, Bernadette Lynch, Dr Selvan Pather, Lindy Kimmins, Patricia Cretchley, Stephen Hagan, Sue Bishop.
1.2 Implementation of USQ Graduate Attributes Policy - Stage 1	Stage 1 of this project will develop a promotional brochure, an implementation handbook and a project website	Assoc Prof David Dowling (Project Manager) , Brooke Collins-Gearing, Sue Craig, Martyn Dorman, Noel Geoghegan, Tony Machin, Dr David Mander, Peter McIveen,

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USQ Learning Environments



Australian Digital Theses Program - Microsoft Internet Explorer

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USQ Home » Library » Information About » Australian Digital Theses

Australian Digital Theses Program

Access USQ theses in ADT:



The [Australian Digital Theses Program](#) enables electronic world-wide access to USQ research theses by storing theses electronically at USQ, and providing access in an Australia-wide central database. The intention is to increase the exposure of individuals' research and that of USQ.

Most Australian universities are now participating in the program, and it is similar in scope to other thesis publication programs internationally.

Theses included are PhD (Doctor of Philosophy) and Masters (by research only). Theses produced as part of a coursework or professional Masters or Doctorate are not included.

- [Browse for a USQ Digital Thesis](#)
- [Search for a USQ Digital Thesis](#)

Find other Theses:

- [Search/Browse the National ADT Database](#)
- [Other Digital Theses Sites](#)

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ePrints Repository - Microsoft Internet Explorer

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Address <http://www.usq.edu.au/library/info/about/about00/projects/eprint.htm> Go Links

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USQ Home > ... > The Library > Projects > ePrints Repository

ePrints Repository

Work began in 2004 on a University ePrints Repository Project. This project aims to establish a digital repository for managing academic and student intellectual output and digital assets, especially material which is "born digital". The project derives from an international movement that is pursuing alternative publishing models for academics and researchers. Institutional repositories are being created by universities around the world to manage and preserve their digital assets and intellectual output.

USQ ePrints (as the repository will be known) will include materials such as preprints and postprints of journal or conference papers (depending on copyright limitations), technical reports, white papers, research data, dissertations, important print and image collections, research data sets and non-research or higher-degree project reports and theses.

The main advantages of establishing an ePrints repository are to preserve and make available the University's research output. Work deposited in USQ ePrints will be searchable by search engines such as Google, Yahoo and OAHter.

It is hoped to launch USQ ePrints in late May, 2005. Before then, information about the archive will be distributed to University staff and training will be conducted in its use.

The project team responsible for USQ ePrints includes representatives from the Library, ITS, Office of Research and Higher Degrees and the Faculty of Sciences. For further information, please contact the USQ ePrints Coordinator, [Alison Butler](#).

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CRICOS 631 033440 | NSW 0222794 | VIC 023577 | WA 0252710

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Information for Students - Microsoft Internet Explorer

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Address <http://www.usq.edu.au/plagiarism/info/usbud/default.htm> Go Links

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PLAGIARISM

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USQ Home > Plagiarism > Information for Students

Information for Students

As a student at university you are expected to base your assignments on your own investigations, experimentation or research. In undergraduate study typically you are asked to show an understanding of a topic or concept by writing about existing ideas published in books, journals or web sites.

So, in many instances the ideas you use in your assignments will often not be your own. It is an important part of university culture that you acknowledge the use of other people's work through employing a standard referencing system.

Plagiarism Explained

Academic misconduct is unacceptable and includes [plagiarism, collusion and cheating](#):

- Plagiarism involves the use of another person's work without full and clear referencing and acknowledgement,
- Cheating involves presenting another student's work as your own, and
- Collusion is a specific type of cheating, that occurs when two or more students fail to abide by directions from the examiner regarding the permitted level of collaboration on an assessment.

All are seen by the University as acts of misconduct for which you can be penalised, so developing study practices and writing skills that will allow you to avoid plagiarism and cheating is mandatory.

Examples of Plagiarism

Plagiarism may take different forms in different disciplines. [Examples are provided](#) to demonstrate what may constitute plagiarism.

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Information for Staff - Microsoft Internet Explorer

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Address <http://www.usq.edu.au/plagiarism/info/staff/default.htm> Go Links

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PLAGIARISM

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USQ Home » Plagiarism » Information for Staff

Information for Staff

Information as well as links to a range of resources are provided to assist your understanding of, and responses to, some of the issues relating to academic honesty and plagiarism.

Specifically the purpose of the information is:

- to assist academic staff to create an environment which dissuades students from practicing plagiarism;
- to provide academic staff with clear guidelines and procedures for dealing with plagiarism; and
- to apprise academic staff of their obligations with respect to dealing with plagiarism.

Forms of Plagiarism

Information about the [many forms of plagiarism](#).

Causes of Plagiarism

Details about the key [reasons that cause students to plagiarise](#).

Minimising Plagiarism

Staff can employ a range of [strategies to minimise plagiarism](#).

University Regulations

Information about the [University's regulations](#) relating to academic misconduct.

Local intranet

Issue 4: Support for Technologies



Positives:

- Excellent CRM systems – better service?
- More staff with technical skills
- More robust technologies
- More self service solutions
- 24 x 7 learning

Issue 4: Support for Technologies

Negatives:

- High expectations of students for immediate solutions
- Inappropriate uses of technology
- Inconsistent levels of support
- Costs of 24 x 7 support
- Establishing mirror networks

USQ Institutional Responses



1. Coordinated, centralised approaches to ICT support and strategies
2. Outsourcing options considered where necessary
3. New organisational structures, policies, planning and procedures for technology support

Examples of Multimedia Elements - Microsoft Internet Explorer

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Address http://mm.usq.edu.au/resources/M-MediaElements/index.htm

USQ AUSTRALIA Distance and e-Learning Centre

USQ Home > > Design and Development > Course Preparation Resources > Examples of Multimedia Elements

Examples of Multimedia Elements

A variety of multimedia elements can be added to course materials which are delivered on CD or online. If you would like to know more about incorporating elements such as those described below into your course, please contact your instructional designer.

Note - Please click on a link below to view an example. It will open out to a new window which you should close to get back to this menu page. You will need the Flash media plugin and Adobe Acrobat to view some of the examples. You will also need to have your audio turned on.

Introductions

Introductions to courses or modules can be prepared using different media.

Audio introduction	A streaming audio file is used as module introduction. See example >
Audio overview with photo	In this example an audio file is combined with a still image of the lecturer. A text file of the audio can also be included. See example >
Video introduction to course	A short video is used to introduce yourself and/or your course. Note - keep these very brief - to about 4 minutes maximum. See example >

Enhanced images

Images in your study materials can be enhanced in a number of ways, from the basic addition of colour, to enhancement by the addition of animation or audio.

Color enhanced image	Images can be redrawn and colour enhanced for better electronic delivery
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Course Preparation Resources - Microsoft Internet Explorer

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Address: <http://mm.usq.edu.au/resources/SubMat/index.htm> Go Links

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Distance and e-Learning Centre

Course Preparation Resources

- Course team
- Preproduction process
- Submission of study materials
- Copyright
- Breeze
- Examples of multimedia elements
- Contacts in DeC

USQ Home > > Design and Development > Course Preparation Resources > Submission of study materials

Submission of Materials to DeC

Generic content

Introductory books or online introductory materials used to introduce the course and the teaching staff, and to supply details of the study schedule, assessment and other information required by the student.

All introductory books and materials should contain the generic files relating to student enquiries and USQConnect, and also a study schedule. All faculty of business courses should include the faculty's policy statement. These files are added to materials by the DeC publishing section.

These files, and number of others optional generic files for introductory books are available to for inclusion by staff who prepare camera ready materials. The files can be found at <http://www.usq.edu.au/decc/howto/generictext.htm>

New materials

All new study materials should be submitted to DeC electronically.

Materials for new courses may be sent on disk, CD-ROM or emailed using major word processing packages such as Word, Framemaker, RTF etc to the instructional designer for your course.

For editing purposes, equations in Word documents should be produced using the Word equation package (not inserted as images).

DeC Electronic Publishing Services (EPS) will format your files according to DeC standards.

Print ready material (i.e. materials that you format to print ready stage) may be emailed or sent on disk, CD-ROM or by internet as a Word or Framemaker file, or if produced in LaTeX, as a PostScript (PS) file. LaTeX templates can be found at <http://www.usq.edu.au/decc/latex/>

Please check all files for viruses prior to submission.

Further advice can be obtained from the Instructional Designers and Material Development Officers.

Updating existing materials

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Milestone Dates - Microsoft Internet Explorer

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USQ Policies

- Materials Submission Policy
- Milestone Dates

USQ Home » Information for USQ Staff » USQ Policies » Milestone Dates

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Milestone Dates

2005 Milestone Dates for the Production of Learning Packages

Semester 1, 2005

Date	Activity
30 May	Pre-production forms to faculties
13 June	Pre-production forms returned to DeC from faculties
9 July	'No change' course material due to DeC
23 July	IBs for 'No change' materials due to DeC
30 July	Course specs finalised, to DeC from faculties
9 August	Faculties to finalise S1 course quotas; DeC to implement printing calculations
27 August	'Changed' materials due to DeC
1 October	'New' course materials due DeC All copyright requests submitted to DeC; all non-print production booked with Media Services
10 December	All non-print components completed for replication

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Address http://usqassist.usq.edu.au/cgi-bin/m01.cgi/php/enduser/aid_aid.php?i_sid=FF0C96F8p_jv=6608p_sp=cF7ccnduPS2-w02dywHfubS30P52w033-v019/bnQWDL Go Links

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Answers Ask a Question My Stuff Help

Logged in as: Susan Brotnan USQStaff

Question Type: **All Question Types** Search Text (optional) Search

Search by: Phrases Sort by: Default Sort

459 Answers Found Page: 1 of 46 Go

Subject	Access Level
1 Updated - USQStudyDesk - check assignment submission	Student
2 Updated - USQConnect - problems with logging on	Student
3 Updated - Past Exam Papers	Student
4 Updated - Setting up a PC to access USQStudyDesk	Student
5 USQAssist - for staff support	USQ Staff
6 Ask a question - USQAssist	Student
7 USQConnect - how to change password	Student
8 Update contact details	Student
9 Important dates: Fees due - Orientation - Residential School - Graduation - Semesters - Census date	Student
10 USQAssist - What is USQAssist?	Student

Positives:

- High quality learning resources
- Increased quality of online resources
- Recognition of products and services
- Increased accountability to accrediting agencies and government

Negatives:

- Variations between courses/programs
- Maintenance and updating of learning resources
- Copyright and intellectual property issues
- Costs of maintaining quality systems and accreditation

USQ Institutional Responses



- Guidelines/templates/processes
- Integration of interoperable systems and applications
- Quality Systems
 - ISO 9001:2000
 - Developing KPIs
- Accreditation and Endorsements
 - AUQA, DETC, CHEA
 - Professional Associations

AUQA: About AUQA: AUQA Info - Microsoft Internet Explorer

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AUQA Policies

AUQA Annual Reports

Individual Complaints

The Australian Universities Quality Agency (AUQA) is an independent, not-for-profit national agency that will promote, audit, and report on quality assurance in Australian higher education. AUQA was formally established by the Ministerial Council on Education, Training and Youth Affairs (MCEETYA) in March 2000. It operates independently of governments and the higher education sector under the direction of a Board of Directors. AUQA is owned by and receives core, operational funding from the Commonwealth, State and Territory Ministers for higher education who are members of MCEETYA.

AUQA is responsible for:

- conducting quality audits of self-accrediting Australian higher education institutions and State and Territory Government higher education accreditation authorities on a five yearly cycle;
- providing public reports on the outcomes of these audits;
- commenting on the criteria for the recognition of new universities and accreditation of non-university higher education awards, as a result of information obtained during the audits of institutions and State and Territory accreditation processes; and
- reporting on the relative standards and international standing of the Australian higher education system and its quality assurance processes, as a result of information obtained during the audit process.

AUQA's responsibilities do not include investigating student and/or staff complaints about individual universities. Such matters remain the responsibility of individual institutions.

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The Distance Education and Training Council

GLOBAL LEADER IN DISTANCE LEARNING ACCREDITATION



[Process of Accreditation](#)

[Benefits of Accreditation](#)

[Eligibility and Standards](#)

[Powers and Responsibilities](#)

[Recognition](#)

[Actions and Call for Public Comment](#)

[Commissioners](#)

[Staff](#)

DETC Accrediting Commission

The DETC Accrediting Commission was established in 1955. The Commission's mission is to promote, by means of standard-setting, evaluation, and consultation processes, the development and maintenance of high educational and ethical standards in education and training programs delivered through distance learning. The DETC Accrediting Commission identifies and accredits distance education and training institutions that have attained and maintained the standards deemed necessary to operate at a high level of quality.

The Accrediting Commission's recognition by the [U.S. Department of Education](#) and the [Council for Higher Education Accreditation \(CHEA\)](#) are for postsecondary programs purposes only. Since the U.S. Secretary's authority is statutorily limited to postsecondary institutions in the United States, this federal recognition encompasses only DETC accreditation in this area. Presently, the Commission's scope of recognition extends only through the first professional degree level.

The Commission establishes educational, ethical and business standards; it examines and evaluates distance education institutions in terms of these standards; and accredits those who qualify. Its accrediting program employs procedures similar to those of other recognized educational accrediting agencies. The Commission's procedures and standards have been continuously refined and improved over the past half century.

Distance study institutions located outside the United States are eligible to apply for accreditation. The opportunity to apply for accreditation is open to private and public distance education institutions, both at the degree (Associates through the First Professional degree level) and non-degree levels.

Today, more than 3 million Americans are enrolled in DETC-accredited institutions. It is estimated that since 1990, some 130 million Americans have



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[USQ Home](#) | [DeC](#) | [About DeC](#) | [Quality Assurance](#)

Quality Assurance

DeC is the first distance education facility in the world to receive international quality accreditation to ISO9001. The certification ASNZS ISO9001 by [Sci-Qual International](#) focuses world attention on USQ as the benchmark in the field of distance education and flexible learning.

The registration covers recognition of certification by Sci-Qual International for:

- courseware design and development,
- project management,
- audio and video production,
- photographic services,
- distance learning evaluation,
- examinations preparation and production,
- telecommunications support,
- microcomputer support,
- systems administration,
- courseware production and distribution,
- multimedia development,
- graphic design,
- instructional design research,
- electronic publishing,
- student support systems,
- technical consultation, installation and repairs,
- network design and maintenance; and
- organisational management.

Distance and e-Learning staff can email an [Improvement Request Form](#) (USQConnect login required) to DeC-Quality where they identify an opportunity for a process or business improvement.

Copyright - Microsoft Internet Explorer

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http://www.usq.edu.au/legaloffice/copyright/default.htm

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LEGAL OFFICE

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USQ Home » Legal Office » Copyright

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Copyright

This information is intended as a guide for University staff in the use of copyright materials in ways which are compliant with copyright legislation. Statutory licences for the purposes of educational copying are contained in Part VA (Audio Visual Copying and Communication) and Part VB (Print and Graphic Copying) of the Commonwealth [Copyright Act 1968](#). The Act was amended in March 2001 by the [Copyright Amendment \(Digital Agenda\) Act 2000](#).

There are very strict rules under which copying can be carried out by staff. **Failure to adhere to these rules could result in individual staff members exposing themselves and the University to legal action.**

For [Audio-Visual Copying and Communication](#), the USQ operates under a sampling scheme whereby the amount which the University pays is determined by the number of students. For [Print and Graphic copying](#), the USQ operates under a record-keeping notice and as a consequence is required to report all licensed copying. [Copying Limits](#) (Word document) per person per calendar year apply.

Changes to the [Copyright Act](#) which came into force on 4 March 2001 imposed new obligations on every member of staff who:

- copies print or graphic works or broadcasts;
- electronically transmits (eg as email attachment) copies of print or graphic works or broadcasts to staff or students; or
- makes copies of print or graphic works or broadcasts available online (eg by uploading onto a server in a form which can be accessed)

What changes came into force after 4 March 2001?

- A new right for copyright owners - the right to communicate
- Electronic copying to be treated differently from hard-copying
- Communications subject to strict limits

Guides to copyright issues for your assistance (guides are in Microsoft Word format)

- [From Hard Copy to Digital for Teaching Purposes](#)
- [From Digital to Digital for Teaching Purposes](#)
- [Dealing with Insubstantial Portions](#)
- [From Broadcast or Analogue Tape of Broadcast to Digital for Teaching Purposes](#)
- Activities outside of the Statutory Licences
[Works from Hard Copy or Digital to Digital - Not for Teaching Purposes](#)

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Issue 6:

Managing and Setting Technology Expectations

USQ

Positives:

- Consistency of approach
- Increased use of self-service applications
- 24 x 7 learning
- Increased flexibility
- Improved communications with learners

Issue 6:

Managing and Setting Technology Expectations

USQ

Negatives:

- Increased costs for students
- Possible loss of traditional markets
- Resistance from staff to change
- Unwillingness to embrace new technologies

USQ Institutional Responses



- Policies and processes – constantly revised
- Schemes for hiring, leasing technology
- Orientation programs

Student Computing Standards - Microsoft Internet Explorer

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USQ Home > ITS > ITS Services for Students > Student Computing Standards

Student Computing Standards

USQ recommends that all students wishing to take advantage of online (Internet-based) systems and services provided by the University should be aware that USQ makes recommendations about the type of [hardware](#) and [software](#) best suited to match our systems. Compliance with these recommendations will ensure students receive the computing help needed if experiencing problems.

Students studying on-campus or externally should ensure they have access to a computer that meets these minimum standards. Compliance with these recommendations will ensure students receive the computing help needed if experiencing problems.

USQ has a number of hardware and software agreements with suppliers that may result in [various benefits](#) being passed onto University staff, students and alumni when they purchase privately.

For some students the financial cost of purchasing computing equipment may be a barrier to studying with USQ. In view of this, the University provides the following assistance:

- [Computer laboratories](#) at the Toowoomba and Wide Bay campuses and at the USQ Brisbane Centre which are available for student use.
- [Scholarships and financial support](#) in the form of financial assistance that may help cover study costs such as computer equipment.

Students may also be interested in [tips for computer use](#), including definitions of computing terms used in these standards.

For further advice on the recommended computing standards, please email the [Student IT Helpdesk](#).

Privacy | 1800 42 234 732 300

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Orientation

- Orientation Meetings
- What is University About?
- USQConnect
- Assistance with Study
- Need Help?
- Checklist

Go to:

- Glossary of Terms
- USQ Handbook
- USQConnect
- Success in Study
- Contact Us

Adobe Reader

Enrol @ USQ - Orientation

Orientation

Whether you are enrolled on campus, off campus or online, take the time to learn about your University and it will help you succeed in your studies and enjoy life at USQ.

Starting Out

Orientation Meetings

All students should attend [orientation meetings](#), as they allow us to welcome you to USQ as well as helping you to focus on your studies, receive advice and meet University staff and fellow students.

Enrolment

Once you are familiar with the [enrolment basics](#), do a [check list](#) to ensure you are well prepared to begin your studies.

Course Specifications

You should read the [course specification](#) for the course/s in which you are currently enrolled. The course specification provides details of the text materials you will need to purchase, the objectives of the course, your expected workload, assessments details, and more.

Access to Email

All students have access to a University email account. To activate your account, log on to [USQConnect](#), click on USQAdmin, click on My Information, and then Campus Email Registration. Select the 'Create email Account' box. If you wish this to be your primary email contact account, you will need to choose this as your preferred account. Allow 24 hours for the account to be created.

Getting Help

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Lessons Learnt – Tips for New Players

- Develop a framework for m-learning within your own context
- Don't be 'seduced' or 'consumed' by developments in technology
- Collaborate! – the power of many can often do more than the power of one
- Learn from the successes and failures of others
- Use mentors and consultants as catalysts

Conclusions



e-learning and *m*-learning have, and will continue to progressively change education institutions approach to teaching, learning, student support and administration

Conclusions

Institutions must increasingly focus on:

- policies and systems
- regular review and upgrading of infrastructure
- centralised coordination of services
- establishing quality standards

- setting new expectations and communicating them effectively

Conclusions



- Technology has the capacity to enable millions more to gain access to higher education institutions.
- Technology continues to change rapidly. Institutions are only just beginning to change
- Technology is only a means to an end. Use it wisely to develop systems and approaches which promote quality education provision

Imagine.....

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- <http://www.boardsmag.com/screeningroom/commercials/1263/>

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