

Flexible Learning in Tertiary Education

New Zealand Experience

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Me and My Typical Learners



Debra Mills

**High school graduate, 18,
Christchurch, NZ**

She wants to travel in the upcoming year but does not want to fully disconnect from education. She chooses part time studying on distance.



Wang Wei

**Sales Rep, 25,
Shenzhen, China**

He wants to get his master degree in New Zealand and to improve his English, so he is able to get a job in global corporation.



Rob Morrison

**CEO & Business Owner, 47,
Cromwell, NZ**

His company is expanding overseas. He needs a business degree to increase his reputation, so he decided to use recognition of prior learning.



Me

**Lecturer,
learning designer,
programme manager,
CAPL evaluator**

I want to understand why NZ is internationally recognised for good tertiary education despite being small country at the end of the world 😊

When I started to teach in NZ (2010), I noticed that:

- Every single learner matters – literally!
- Learners are highly demanding and very open
- There is a significant diversity of learners
- No cancellation of classes, work in clusters
- High level of cooperation among lecturers
- Preparations and reviews are super important
- I am expected to continuously innovate and improve my course
- I contribute to my institution's reputation
- I need to be very flexible and efficient
- I need to learn a lot!



Mission:

- Show your learners how to enjoy the adventure of learning and turn them into a lifelong learners!
- And meanwhile, help them to meet the learning outcomes of your course.
- Any way you (all) like.
- **Change the life of your learners for better.**



HOW?

By offering student journey that provides high value:

- **Learner-centred approach** – individualisation, choice, best value
- System that is easy to measure – **outcome-based learning**
- Learning design with **constructive alignment**
- **Constructivism** and active learning – **job readiness**



The Winning Formula?

Flexibility for/from People within Effective System



- **NZQCF** – NZ Qualifications and Credentials Framework (level 1-10)
- **NZQA** – NZ Qualification Authority
- **Central registry** of study achievements
- **Best practice** of home and distance learning, advanced blended learning
- **Microcredentials** available at all levels (1-10)
- **Assessments of prior learning** (qualification based on skills)
- **IQA** - international qualification assessment

**Graduate
Profile**



Assessments

What are the **fixed**
parts?

GPs, LOs and Assessments:

LEARNING DESIGN

MAKES A

DIFFERENCE!

**Learning
Outcomes**

ASSESSMENT



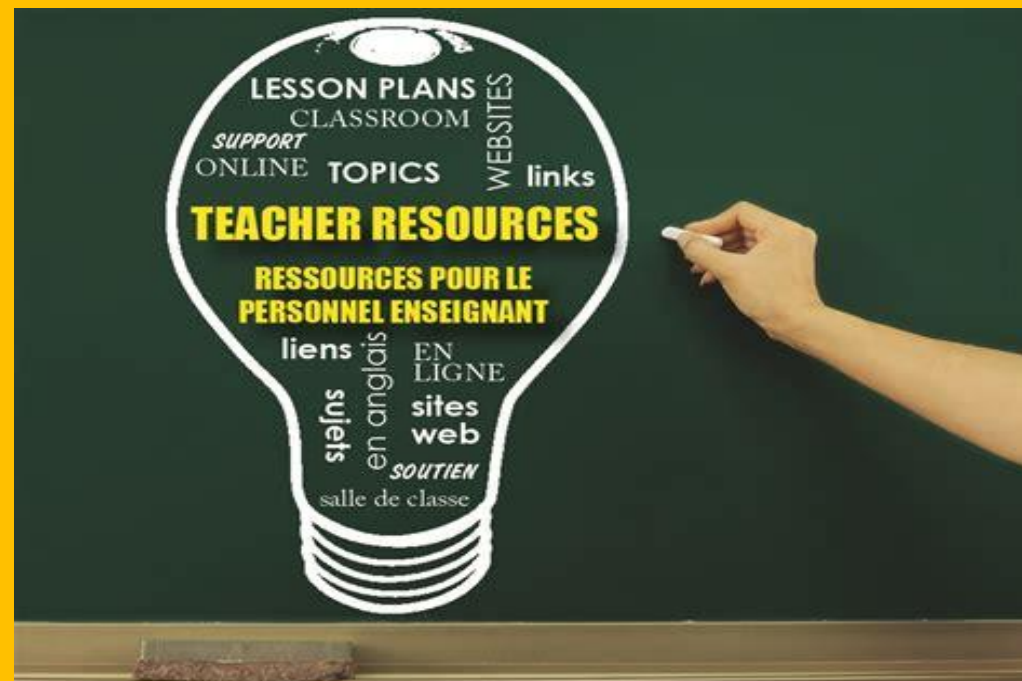
Learners



Lecturers
AND Support staff



Content



What are the
flexible parts?

PEOPLE and
CONTENT

change (and it is
a good thing)!

My Key Learning: **Flexibility Starts with Lecturer**

I need to be flexible to:

- enhance my field of expertise (within knowledge clusters)
- deal with REALLY HUGE diversity of learners and their needs
- deal with fast developing technology (all the time)
- adapt new activities and ways of content delivery
- deal with relatively small and irrelevant issues
- help my colleague when needed
- listen carefully to potential employers of my learners
- change content I like when it does not serve my learners
- share best practice with others and be open to experiment
- be sometimes wrong and keep going when times are tough
- accept help or advice (even from my learners)
- welcome new challenges and enjoy new adventures

Questions?

Thank you for your attention.

