The Potential of Online Education to Achieving SDGs

Dina Wahyuni, GCLTHE, M.Bus.Acc, Ph.D.

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SUSTAINABLE DEVELOPMENT GOALS

PEOPLE
End poverty and hunger in all forms and ensure dignity and equality

PLANET
Protect our planet's natural resources and climate for future generations

Sustainable Development

PROSPERITY
Ensure prosperous and fulfilling lives in harmony with nature

PARTNERSHIP
Implement the agenda through a solid global partnership

PEACE
Foster peaceful, just and inclusive societies

Planet

6 CLEAN WATER AND SANITATION
7 AFFORDABLE AND CLEAN ENERGY
11 SUSTAINABLE CITIES AND COMMUNITIES
13 CLIMATE ACTION
14 LIFE BELOW WATER
15 LIFE ON LAND

People

1 NO POVERTY
2 ZERO HUNGER
3 GOOD HEALTH AND WELL-BEING
4 QUALITY EDUCATION
5 GENDER EQUALITY

Prosperity

8 DECENT WORK AND ECONOMIC GROWTH
9 INDUSTRY, INNOVATION AND INFRASTRUCTURE
10 REDUCED INEQUALITIES
12 RESPONSIBLE CONSUMPTION AND PRODUCTION

Peace

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

Partnerships

17 PARTNERSHIPS FOR THE GOALS

The 2030 Agenda for Sustainable Development & 17 SDGs
- adopted in Sep 2015 and
- officially came into force on 1 Jan 2016

SUSTAINABLE DEVELOPMENT GOALS
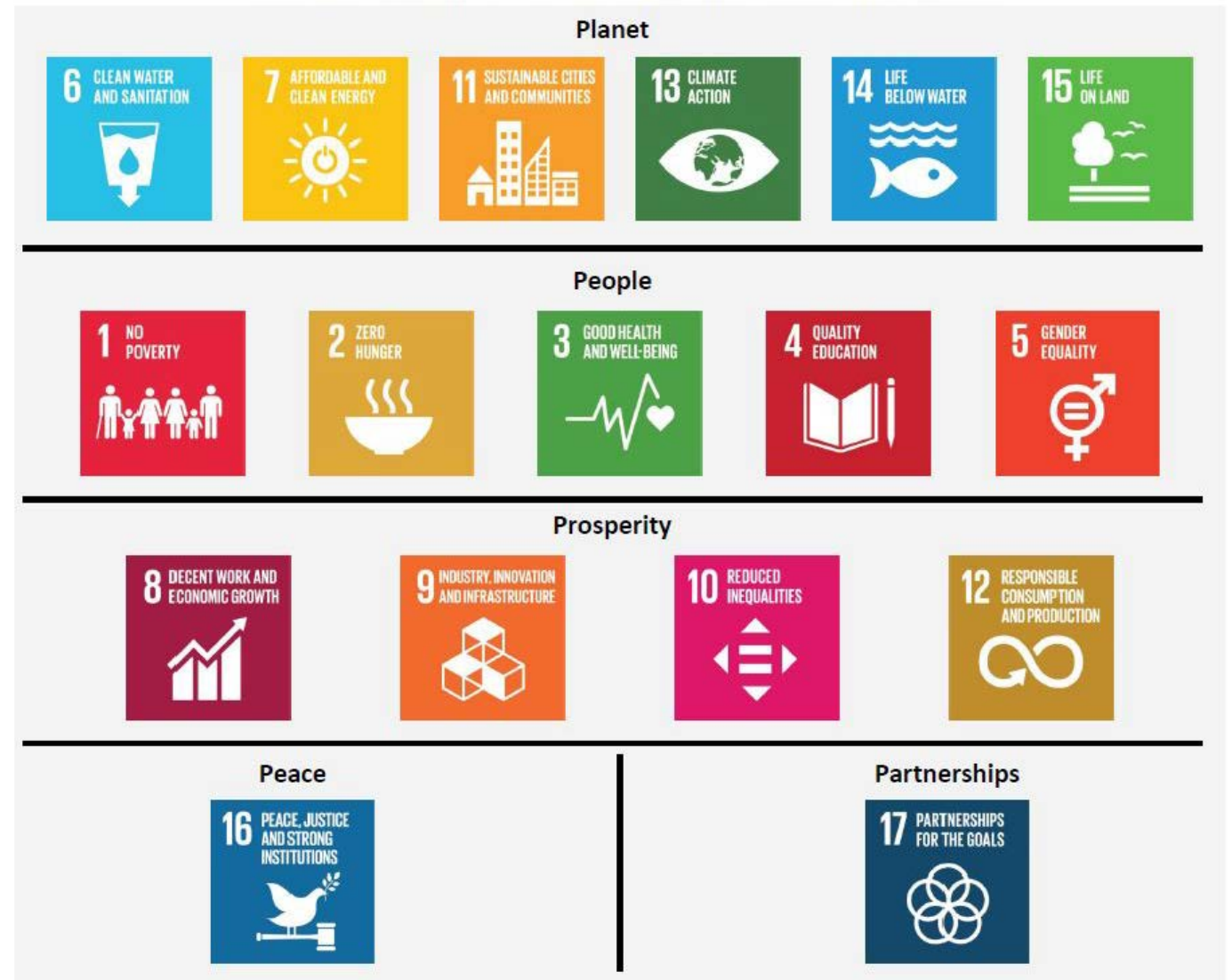
4 QUALITY EDUCATION

Ensure inclusive and quality education for all and promote life long learning

Figure adopted from:

UNESCO — United Nations Educational, Scientific and Cultural Organization

Sustainable Development Goals

Bangkok Office
Asia and Pacific Regional Bureau for Education

4.1 Quality Primary/Secondary Education for All

Early Childhood & Pre-Primary Education **4.2**

4.3 Equal Access to TVET & Higher Education

Skills for Decent Work **4.4**

4.5 Gender Equality & Equal Access for All

Youth & Adult Literacy **4.6**

4.7 Sustainable Development & Global Citizenship

Safe & Inclusive Learning Environments **4.a**

4.b Scholarships for Higher Education

Professional Development of Teachers **4.c**

An Overview of University Contribution to the SDGs

Research on the SDGs

Interdisciplinary and transdisciplinary research

Innovations and solutions

National & local implementation

Capacity building for research

RESEARCH

EDUCATION

Education for sustainable development

Jobs for implementing the SDGs

Capacity building

Mobilising young people

Governance and operations aligned with SDGs

Incorporate into university reporting

OPERATIONS & GOVERNANCE

EXTERNAL LEADERSHIP

Public engagement

Cross-sectoral dialogue and action

Policy development and advocacy

Advocacy for sector role

Demonstrate sector commitment

Figure adopted from:

SDSN Australia/Pacific

SWINBURNE UNIVERSITY OF TECHNOLOGY

Sloan-C's 5 Pillars of Quality Online Education

- **LEARNING EFFECTIVENESS** pillar is concerned with ensuring that online students are provided with a high quality education

- **ACCESS**, includes program access (for example, quantity and variety of available program options, clear program information), seamless access to courses (for example, readiness assessment, intuitive navigability), and appropriate learning resources.

- **SCALE** refers to capacity enrollment achieved through cost-effectiveness and institutional commitment

- **FACULTY SATISFACTION** means that instructors find the online teaching experience personally rewarding and professionally beneficial.

- **STUDENT SATISFACTION** - satisfied when provider services-learning resources, academic and administrative services, technology and infrastructure support - are responsive, timely, and personalized.

Source: Mayadas, 1997

Studying Off-Campus in Australia

Per cent
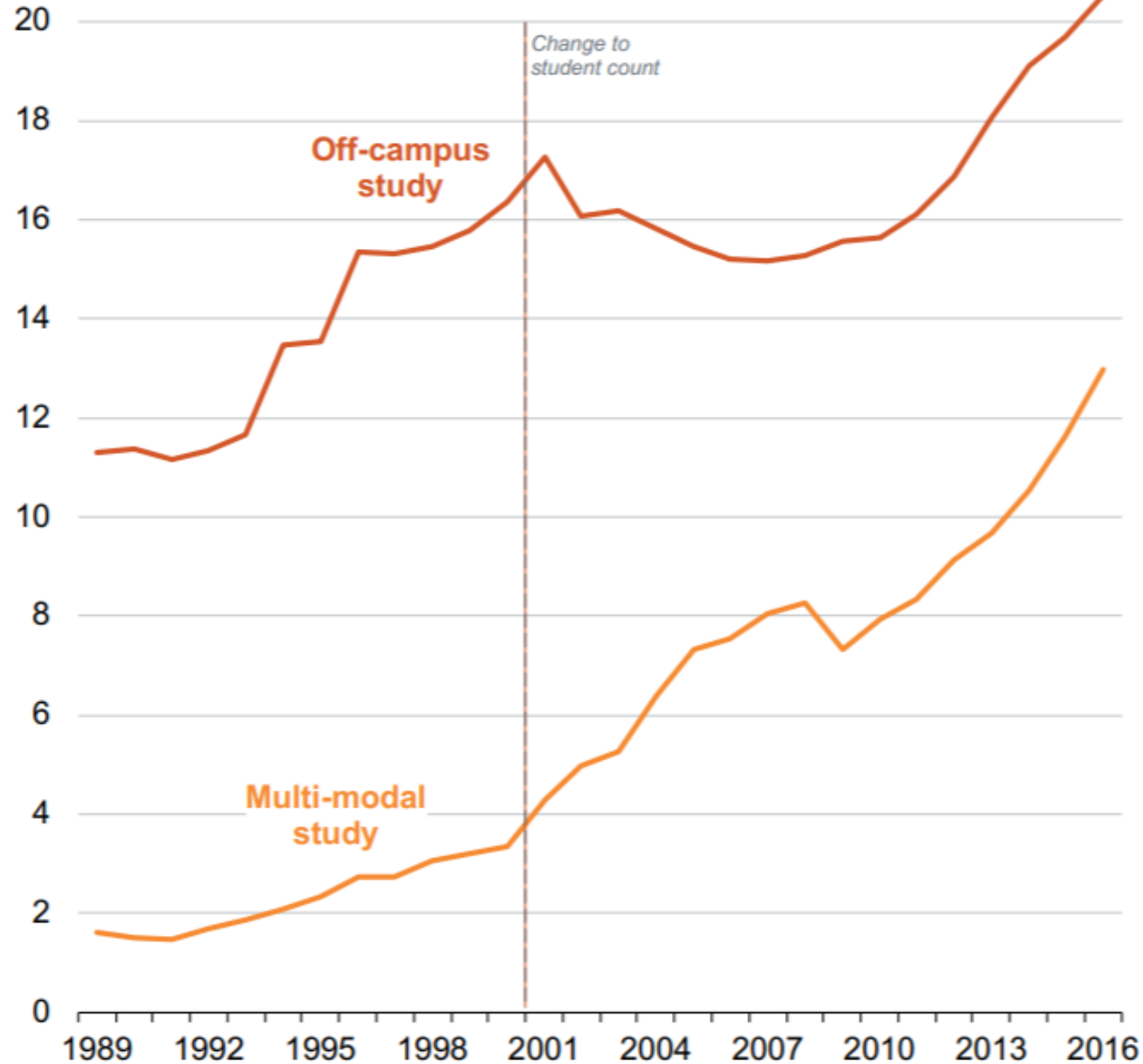
Note: Open Universities Australia not included.

Sources: Department of Education and Training (various years[a]) and Department of Education and Training (2018a).

Proportion of domestic students studying off campus, 1989– 2016:

- Since 2011, off-campus study has increased significantly.
- One-in-five domestic students now studies off-campus.
- Most popular with mature-age students and postgraduates.
- School-leaver undergraduates overwhelmingly still prefer on-campus study.
- By 2016, 13 per cent of students were enrolled on a multi-modal basis – a mix of online and on-campus

Information & figure adopted from Grattan, 2018

Quality Assurance of Online Learning - Australia

Source: Adapted from Ossiannilsson 2012
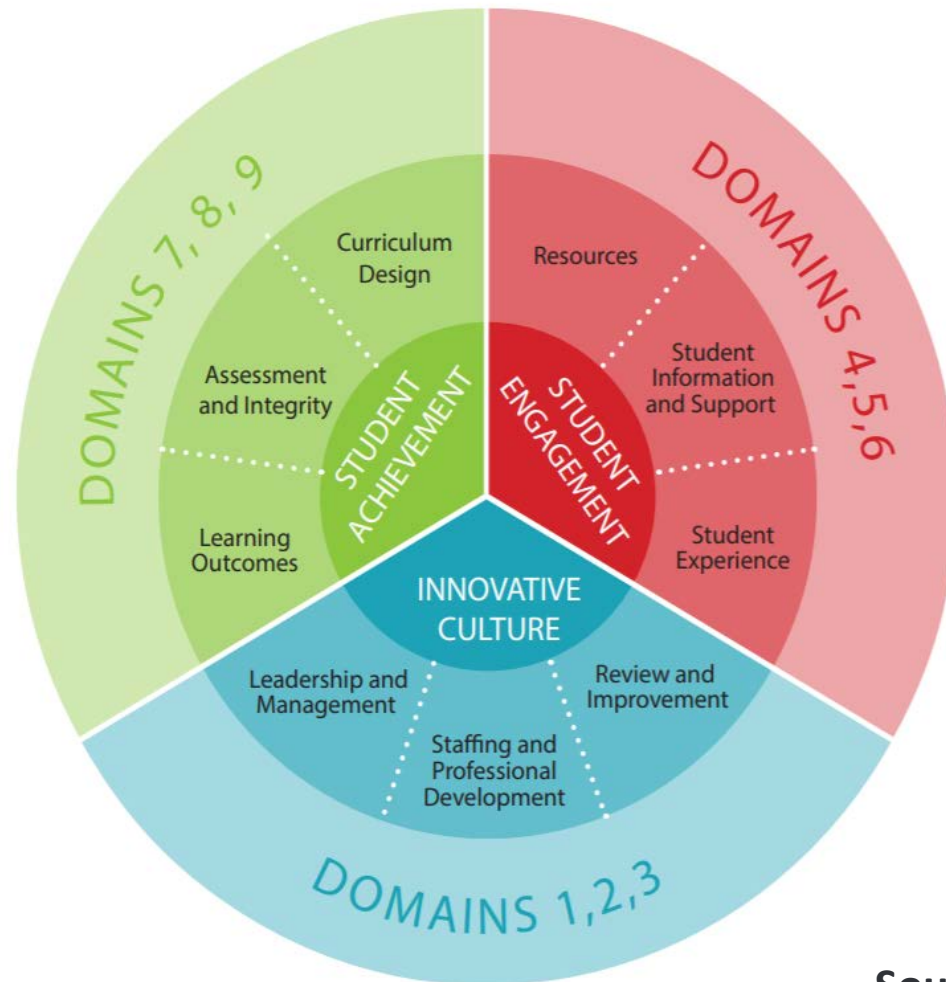
Quality Domains

- nine areas represent areas of institutional practice that quality assurance practitioners can assess in relation to the delivery of online and blended education

- the three areas of student achievement, student engagement, and innovation culture in the inner circle are not static but apply across all domains.

Source: adopted from Autsralian Government, Tertiary Education Quality and Standards Agency (TEQSA), 2017

Swinburne University of Technology

Australia

- **Swinburne Campuses**

   three campuses based in Melbourne, located in Hawthorn, Croydon and Wantirna, and one in Sarawak, Malaysia.

- **Swinburne Online**

- **Swinburne – Open University Australia (OUA)**

Overseas

Swinburne University of Technology

- Swinburne has received a 5-Star Overall Experience Rating and further recognition in the 2019 Good Universities Guide (GUG).

- The 5-Star rating is based on student satisfaction, with 82 per cent of those surveyed rating their experience at the university positively above the national average of 79 per cent.

- The university has also been recognised as having a 5-Star Staff to Student Ratio rating, with a ratio of 20 to 1, the highest for a Victorian university.

- Swinburne Online graduate satisfaction ratings are among our highest, with learners recording satisfaction that is five or ten per cent higher than face-to-face learners

Quality Assurance – Domain #4 Resources

PRINCIPLE: The necessary technical and digital infrastructure is sufficiently resourced to enable accessible, reliable and compatible provision of online education for all students regardless of location.

Consider, for example:

- **Are students able to access compatible computer systems and networks on and off campus?**

- **Does online and blended learning involve more than just the upload of content to a student learning system?**

- **Are appropriate learning resources and student information available online?**

- **Use of open educational resources?**

Quality Assurance – Domain #8 Assessment Integrity

Swinburne Online - Assessment Equivalency Guidelines

Assessment tasks may be contextualised for mode of delivery however the following areas must remain identical across on-campus and online delivery:

1. The purpose of the assessment task – either formative or summative

2. The learning outcomes assessed in each assessment task

3. The requirement for divergent or convergent thinking

4. The weighting of each assessment task

5. The word limit for each assessment task

6. The requirement to use literature in the assessment task

7. The requirement to complete the task individually or as part of a team/group

8. The do-ability of the task (e.g. AQF level)

Source: Swinburne Online

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SA4SI

Swinburne Actions for Sustainability Impact

Presentation to PRME CoP

June 2020

What is SA4SI?

- **Swinburne Actions for Sustainability Impact**
- **A pilot program led by our PRME CoP that involves active participation and promotion of the 17 UN SDGS**
- **Launch date Semester 2, 2020**
- **Invites staff and students to engage with sustainability actions identified in a purposely built SA4SI calendar**
- **Students and staff can participate from all campuses**
- **Actions can be shared on social media #SA4SI**

What are the objectives of SA4SI?

- **To raise awareness among our staff and students of the 17 UN SDGs and how they interact with everyday life**
- **Promote staff and student engagement with the SDGs**
- **Show our commitment to responsible management education**
- **Evidence mission driven activities around social impact**
- **Empower actions at the individual level**
- **To make a difference!**

SA4SI SUSTAINABILITY CALENDAR – JUNE 2020

MONDAY 1 JUNE: MEAT FREE MONDAY. <u>VEGETARIAN MENU IDEAS.</u> **SDG12 AND SDG13**

FRIDAY 5 JUNE: ON WORLD ENVIRONMENT DAY WATCH A <u>DOCUMENTARY OR SUSTAINABILITY-THEMED MOVIE</u>. SDG4

SATURDAY 6 JUNE: VISIT A FARMER'S MARKET - <u>VICTORIAN MARKET CALENDAR</u> **SDG11 AND SDG12**

SUNDAY 7 JUNE: TAKE UP <u>BIRD WATCHING</u> **SDG15**

MONDAY 8 JUNE: ON WORLD OCEANS DAY, TAKE THE '<u>ONE PLANET, ONE OCEAN</u>**' COURSE SDG14**

SATURDAY 13 JUNE: REUSE RECYCLE REDUCE – <u>RECYCLE A T-SHIRT INTO A TOTE BAG</u> **SDG12**

SUNDAY 14 JUNE: GET IN THE GARDEN AND MAKE THE <u>BEES HAPPY</u> **SDG15**

MONDAY 15 JUNE: FOR GLOBAL WIND DAY, MAKE A <u>WIND CHIME</u> **FROM USED OBJECTS SDG7**

SATURDAY 20 JUNE: REDUCE FOOD WASTE, START A <u>WORM FARM</u> **OR START COMPOSTING SDG12 AND SDG15**

SUNDAY 21 JUNE: WINTER SOLSTICE OUR SHORTEST DAY OF THE YEAR – <u>LEARN TO BAKE BREAD</u> **SDG12**

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Thank you

Contact me

dwahyuni@swin.edu.au

https://www.linkedin.com/in/drdinawahyuni/

if any queries