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Paper

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The Relentless Push to Reduce Face to Face Contact”:- Modifying the Traditional Teaching Delivery Scenario.

With the dwindling financial support for Tertiary education in Australia (and in other countries too) academic staff are having to take on more with less. Lack of teaching space and increases administrative loads has produced a relentless push to reduce the face to face contact hours in traditional teaching delivery and has been part of the force of change to provide increased flexibility in the delivery structure(s). This paper presents a number of modified delivery modes being used with Computing and Information Technology students at the University of Western Sydney. These modified modes have not only resulted in freeing up f ocritical teaching space but have also lead to different ways of considering the teaching process. Of the three modified delivery modes presented, two have/are being used with undergraduate students and subjects and the other with Masters Level students. All of these methods have made use in some form or other of the web and the perception is that they have all contributed to increased “higher” cognitive skill development (such as Bloom’s synthesis and evaluation levels). In endeavouring to “move outside the box”, one of these methods actually merges the face to face contact times of two different subjects together even though the participating students are from different year levels of their degrees. These methods have been in operation over the last three years and have involved many hundreds of students with typical subject sizes from 50 to 300 students.