

So what is good practice?

It's about students saying it's the best experience of their entire undergraduate studies.

It's about connecting with all generations of learners, including the Net Generation.

It's about connecting the education experience with the real world and future professional careers.

Most importantly, from an academic perspective in higher education, it's about learning and a desire to keep learning and to apply the learning in a real world context.

It's about equipping our learners with critical thinking skills, reflective skills, decision making skills, and other identified graduate attributes of our particular discipline areas.

It's about a teacher who wants to make a difference, wants to share their methodology and experiences with other disciplines

It's confirming that a student-centred, constructivist approach to learning fits so well into an online learning environment

It's about recognising that reflection and dialogue and collaboration as well as independent thought are integral to a successful experience.

It's about recognising that an online learning environment requires teaching, social and cognitive presence – a teacher who never considers that the job is one, who is continually wanting to enhance the learning environment.

It's about gaining necessary support from the institution's learning and teaching development centres – learning designers, multimedia enhancements and pedagogical underpinnings.

It's about seeking and receiving funding and assistance in the form of postgraduate student,....

It's about pushing the envelope and not allowing the restrictions of university supported lms get in the way of effective learning

It's recognising that learners have different learning styles, different cultural backgrounds, motivations and expectations.

It's confirming that education drives technology, not the other way round.

It's about acknowledging that a blended learning approach has a definite place in higher education, even in research focussed universities or universities without a history of distance education and flexible learning.

It's about acknowledging that some face to face and some asynchronous, some groupwork, some synchronous has value

It's about ensuring that there exists a problem or puzzle – a trigger; some exploration (both independent and interdependent); some integration; and also resolution which raises further issues and kickstarts the whole practical inquiry process again.

It's about working with limited budgets, very limited time, high workloads and relatively little reward for teaching excellence.

It's about acknowledging that gaining recognition and winning teaching excellence awards both nationally and internationally is great, but that things can still be done better...

It's about leveraging off this recognition and building on it and integrating further good pedagogical approaches including situational learning principles and scenario-based learning.

It's about exploring institutional initiatives.....