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| **Transitioning to Digital Learning** | **Tim Austin:** Digital Learning Consultant |
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The 30 steps below reflect each step in the creation, planning, funding, implementation and delivery of a digital learning strategy. For 25 years Tim has been building effective frameworks, processes, teams and digital content that help learning institutions transition into a digital learning environment.

| Transition stages | | Consultant experience |
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| Digital learning strategy | Steps 1 to 4: | Proven strategic models that ensure a low risk transition to digital learning delivery, the development of new market opportunities and a competitive advantage over increasingly global competition. |
| Learning innovation | Steps 5 to 6: | Consistently designing effective, plausible and sustainable learning innovation models for digital content delivery with a foundation in proven design and reflecting emerging trends and market expectations. |
| Support & Funding | Steps 7 to 12: | Visualising and presenting learning innovation concepts, securing funding and engaging with diverse stakeholders. |
| Implementation | Steps 13 to 18: | Designed and implemented integrated, cloud-based project management systems ensuring rapid production capability and effective communication and governance. |
| Development | Steps 19 to 25: | Building and managing dedicated teams of learning and creative professionals to develop innovative, engaging digital learning resources in a cost effective and scalable way. |
| Delivery | Steps 25 to 30: | Delivery expertise across all delivery modes and platforms and the ability to measure effectiveness using integrated technologies and learning analytics. |

## Digital Strategy

| Steps | | What's required | Experience | Examples |
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| 1 | Digital learning framework | Clear strategic vision for digital<br><br>Proven framework reducing risk<br><br>Keep ahead of rapidly changing environment | Expertise in building and refining digital learning frameworks for Higher Education Providers, Vocational Education and Corporate Learning. | Holmes Education Group<br><br>Holmesglen Institute<br><br>Swinburne University<br><br>Sustainability International<br><br>RMIT University<br><br>RMIT TAFE<br><br>Chisholm Institute<br><br>Victoria University<br><br>Saint Joseph's University |
| 2 | Digital project modelling | Accurate ROI forecasting<br><br>Detailed start to finish strategy | Proven implementation models for the delivery of digital projects in the learning space. | |
| 3 | Transition strategies | Change management planning<br><br>Professional development<br><br>Risk analysis<br><br>Contingency planning | Expertise in professional development for large academic cohorts.<br><br>Understanding of issues from all sides.<br><br>Dedicated PD platform for educators transitioning to digital. | |
| 4 | Team and talent strategies | Onshore/Offshore resourcing model | Extensive experience building and managing dedicated digital learning production teams. | |


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| Learning innovation (Digital) | | | | |
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| Steps | | What's required | Experience | Examples |
| 5 | Digital learning innovation concepts | Competitive advantage<br><br>New market opportunities<br><br>Resource efficiency<br><br>Futureproofing | Expertise in creating innovative and entrepreneurial learning concepts that have had measurable and proven success in a global context.<br><br>Providing innovative educational models for industries experiencing rapid change | Department of Education Victoria (Innovation funding programs)<br><br>Renewable Energy industry<br><br>Internet of Things emerging industry |
| 6 | Digital content development strategy | Development model<br><br>Content mapping<br><br>Design strategy | | |

| Support & Funding | | | | |
|---|---|---|---|---|
| **Steps** | | **What's required** | **Experience** | **Examples** |
| 7 | Proof of concept development | Functional examples of digital learning concepts | Successfully planned, pitched and secured funding for multiple digital learning innovation strategies supported by learning institutions, government funding and industry. | Swinburne University<br><br>RMIT University<br><br>Holmesglen Institute<br><br>New Energy Technology Systems (Electrical industry consortium)<br><br>National Electrical and Comm Association (NECA)<br><br>CYP (Metro Tunnel project)<br><br>Sustainability International (Environmental awareness programs) |
| 8 | Presentation development | Succinct and professional communication tools for pitching | | |
| 9 | Background knowledge | Experienced and knowledgeable digital content professional with education background | | |
| 10 | Pitching innovation concepts | Experienced presenter with digital learning credibility and the ability to articulate digital strategy to multiple stakeholders | | |
| 11 | Stakeholder engagement | Clear, concise and knowledgeable communication post pitch to all stakeholders | | |
| 12 | Concept revision & adjustment | Ability to review and reflect observations and considerations from multiple stakeholders | | |


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## Implementation

| Steps | | What's required | Experience | Examples |
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| 13 | Project planning | Detailed, proven project planning based on extensive experience in digital development | Developed a proven system of cloud-based software programs to train and manage SME's, instructional designers and creative team members for educational institutions and corporations across multiple discipline areas. | Undergrad and Grad Business programs<br><br>Electrical technology projects<br><br>Financial services<br><br>Emerging industries (Renew-ables)<br><br>Information technology (Internet of Things)<br><br>Creative subjects<br><br>Cultural awareness |
| 14 | Scheduling | Ability to forecast accurate and achievable deliverables | | |
| 15 | Resourcing | Understanding of all estimating and resourcing issues | | |
| 16 | Management | Proven project management expertise across numerous digital learning projects | | |
| 17 | Reporting | Highly effective reporting structure to monitor and provide project governance | | |
| 18 | Communication | Continuous, clear and relevant communication with all stakeholders | | |

## Development

| Steps | | What's required | Experience | Examples |
|---|---|---|---|---|
| 19 | Instructional design | Instructional design expertise specifically for media-based learning content | Tim was the first MA Multimedia graduate in Australia (RMIT Centre for Animation and Interactive Media).<br><br>He is an experienced visual learning designer and creative director with advanced skills in animation, illustration, graphic and interactive design.<br><br>He founded and runs a successful learning design studio that's produced hundreds of successful small to large scale digital learning projects. | John Holland Group<br><br>Parks Victoria<br><br>Country Fire Authority (CFA)<br><br>Holmesglen (PWS)<br><br>Future Energy Skills<br><br>State Trustees<br><br>Transfield Services<br><br>Worksafe |
| 20 | Illustration | Illustration expertise specifically designed for learning outcomes | | |
| 21 | Graphic design | Ability to reflect visual learning principles in designs across multiple delivery formats and devices | | |
| 22 | Voice talent | Access to voice talent specifically trained in educational delivery | | |
| 23 | Animation | Ability to reflect digital learning methodology in time-based media | | |
| 24 | Video editing | Cost effective, detailed video editing experts | | |
| 25 | Interactive | Experienced interactive designers specialising in learning | | |


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| Delivery | | | | |
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| Steps | | What's required | Experience | Appointments |
| 26 | Academic delivery | Ability for specialist educators to deliver media-based learning using digital resources and technology | Delivered to over 5000 HE students in business and creative disciplines using facilitated, blended and online programs. Adjunct Professor in Australia and Visiting Professor OS. | Visiting Professor (MBA) Saint Joseph's University. Macau. China<br><br>Adjunct Professor (e-learning) Swinburne University<br><br>Academic Board member Holmes Education Group<br><br>Academic in business and creative disciplines at:<br><br>RMIT University,<br><br>Swinburne University,<br><br>Monash University<br><br>Saint Joseph's University |
| 27 | Coaching | Embedding industry-based coaches in educational delivery to enhance student experience and provide industry exposure. | Proven model for delivering professional development, specifically for business coaches, using virtual environments and digital tools. | |
| 28 | Learning management systems | Ability to build content, set up communication, design assessment and instigate reporting using all the features of a learning management system | Extensive use of learning management systems across all delivery modes. | |
| 29 | Integrated technologies | Use relevant and proven integrated technologies for the delivery of media-based learning | Developed a system for combining cloud-based tools for student peer to peer communication and collaboration. | |
| 30 | Learning analytics | Capacity to extract, analyse, report and make recommendations based on learning analytics | Developed a system for extracting relevant learning analytics across multiple virtual platforms. | |


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