Valentine A. R. Hazelman

Title: Senior Learning Designer/ Researcher

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Personal statement

A qualified and dedicated professional with over ten years' experience in tertiary education, specifically learning design for flexible delivery, supervisory and managerial roles in online, multimedia, print courseware development and learning systems; professional development implementation; research in educational innovation, distance and flexible learning and evaluation. Kindness and honesty are paramount qualities.

Education and qualifications

2011 – 2015   Doctor of Philosophy in Education (ICT) *results pending,*
                University of Wollongong, Australia

2002 – 2005   Master of Education Technology,
                University of Sothern Queensland, Australia

2003   Certificate in Multimedia Production for Education,
                Okinawa International Centre & Kansai University, Japan

1999 – 2001   Graduate Certificate in Education Technology,
                University of Southern Queensland, Australia

1994 – 1997   Bachelor of Business in Human Resource Management Practices,
                University of Southern Queensland, Australia

1989 – 1993   Marist Brothers High School, Suva.

1981 – 1988   Marcellin Primary School, Suva

Employment history

April 2015 – present   **Senior Instructional Designer**
                                Centre for Flexible Learning, USP.

February 2011 – March 2015   *Study leave*

April 2008 – January 2011	**Senior Instructional Designer** Centre for Flexible Learning, USP.
October 2010 – January 2011	**Acting Director &** **Acting Head of Distance Education** Centre for Flexible & Distance Learning, USP.
January – December 2009	**Co-acting Director &** **Acting Head of Distance Education** Centre for Flexible & Distance Learning, USP.
December 2006 – March 2008	**Acting Senior Instructional Designer,** Distance & Flexible Learning, CEDT, USP.
February 2004 – November 2006	**Online Instructional Designer,** Distance Education Unit, DFLSC, USP.
August 1997 – January 2004	**Course Development Assistant,** Distance Education Unit, UE, USP.

Experience

Management & leadership experience in an educational environment;

- Having done my first degree in Human Resource Management and with the privilege of working with so many experienced multicultural people, I am well aware of the human and cultural issues that underpin people's motivation towards work and life to better interact and manage them. I have also undertaken training and professional development in leadership and managing effectively both from a theoretical and practical perspective in an educational context. Now that also I coordinate the course design & development team, I have come to value the commitment and dedication of people to distance learning and the importance of good and transparent leadership. Teamwork is the key to successful projects, efficient work practices and quality end results/outputs.

- As the Senior Instructional Designer, I coordinate the day to day activities of the CFL course design & development unit, consisting of nearly 30 staff members. In the role, I set up the workload portfolios of the unit, liaise with the Faculty and key stakeholders such the Book Centre, Student Academic Services and the regional Campuses regarding course design & development issues, tracking course development progress, monitoring and reviewing work processes and procedures, initiating and implementing workshops for both teaching staff and in-house and reporting to the Head of Distance Education, the Director, CFDL and Pro Vice Chancellor Learning & Teaching.

- As an Online Instructional Designer, I was the team leader for a portfolio of DFL courses which usually consists of four team members per course or depending on the scope of the project.
  Courses were mainly new and revised as prioritized for development by the Faculties. The design & development period ranges from 6 months to 1 year for the average DFL course.
- I have also acted as Head of Distance Education and Director of CFL in the past and this allowed me to be involved in and make decisions about work plans and departmental strategic plans, annual plans (i.e. department budget), flexi-schools, staff transfers, staff overtime, annual and long service leave for staff and miscellaneous requests by various university departments and schools. I have also participated and/or chaired several university committees, i.e. University Space Utilisation, Book Centre, Library Advisory, various screening & appointments committees for vacant positions, Open day, and various short and long term donor [JICA, AUSAID, NZAID] projects.

Instructional/ educational design skills and experience;
- With over 10 years' experience in distance and flexible learning (DFL), I am involved on a daily basis with the development and production of print based and online/ multimedia/ blended learning materials for distance students in the USP region. This has required me as part of a team, to design and edit content in conjunction with content specialists from semester to semester. Duties include, amongst others:
  o Instructional design/editing work as well as in a training capacity. Courses range from Degree to Post graduate level, Pre-degree Studies and Continuing Education,
  o Development and production of blended learning courses:
    ▪ Establishment of blended learning courses with the Masters of Business Administration (MBA) programme and the School of Computing, Mathematical and Computing Sciences (SCIMS). This involved the integration of various media—print, CD/DVD ROM, Moodle, WebCT/ Blackboard, audio and videoconferencing.
    ▪ Departmental orientation for distance learning as well as workshops in online teaching and learning.
  o Print-based, face to face and online evaluation of student feedback from DFL course materials.
    ▪ Procuring revised assignments from respective coordinators/writers,
    ▪ Updating content in terms of relevance to the new semester,

- Editing assignments and checking for consistency with respective course materials,
- Proof reading texts and other inputted material,
- Text processing (formatting, templates & input).

Knowledge and experience in the use of technology-based learning and teaching management systems, teaching/ training and/ or staff development;

- I have been involved with the development and delivery of courses using learning management systems since 2000 when WebCT (USP's initial learning management system) was first introduced. Various methods/modes of delivery were trialled, for example video broadcast (VBC) courses where the following was involved:
  - Development of a comprehensive training package for regional colleagues and their subsequent training (train the trainer sessions) on how to use the on-line learning platform;
  - Development of a comprehensive training package for on-campus students on how to use the on-line learning platform, to ensure their participation and enhance their learning experience;
  - Refining a totally new kind of student support system for on-campus and regional students enrolled in VBCs; and active marketing of VBC's by way of individualised letters to students whom we have determined from our students records database that need to do these courses.

- USP moved from WebCT to Moodle in 2006 as a trial before selection and implementation in 2007. I have been involved in the evaluation, trial and use of open source software as a means of reducing costs as commercial software was proving expensive in terms of acquiring and licensing. Software such as Open Office, Moodle, Mahara (ePortfolios) are now being implemented for Faculty and students. For instance, we arrived at implementing Moodle as USP's official learning management system after a rigorous evaluation process that allowed us to delve into open source learning management systems such as Sakai, ATutor and a home-grown system called eaSOL/ Edison (built on Plone) used by the Faculty of Arts and Law. I have experience purely from the design perspective where a standard piece of content was implemented on prospective learning management systems.

- Under the "Improving student achievement – Moodle@USP project", we implemented the use of Moodle across the university. This complex process involved dissemination of information about Moodle, acquisition and set up of hardware and software structures, scoping and implementing new processes and procedures for the learning management system and training of staff and students. The development of workshops for USP staff has been particularly challenging as we analysed the needs of staff and what proficiencies they lacked

in terms of developing and delivering effective teaching and learning. Workshops developed (either face to face, drop-in or online) included: Basic computer literacy, Developing a print course for DFL, Introductory Moodle, Communication & collaboration tools, Assessing your students and Online learning & teaching.

- I have also been involved in the training of regional students and staff on new technological applications that DFL has adopted using the audio conferencing and/or videoconferencing facilities as a means of training delivery. The training has allowed me to visit some USP Campuses in the region like Samoa and Vanuatu.

- More recently, a mLearning@USP working group was set up to explore the use of mobile technologies in learning and teaching at USP. I currently lead the cross Faculty team which will commence a preliminary study once funding has been approved by senior management.

- An ePortfolios working group has also been set up to evaluate open source options available. Mahara has since been declared USP's ePortfolios system and will soon be segued into the curriculum of a compulsory first year Communication and Information Literacy course at USP. The working group mainly consists of course design & development staff members with a view to involving Faculty and other stakeholders soon.

- Implementation of Turnitin, a plagiarism checker, university wide from processing through to the university Academic Standards & Quality Committee and Senate approval to rollout.

Ability to conduct research in teaching and learning;

- Over the past 10 years of work at USP I have been involved in various researches in learning and teaching that has allowed me better familiarization of the USP region in terms of its needs and development and challenges when it came to delivering courses via DFL. Travelling to some campuses over that time has made me better appreciate issues of access and equity in the region and apply them to the context of course development and delivery with a view to enhancing quality. Affiliations with institutions like ACODE, ASCILITE, Commonwealth of Learning (COL) and the Global Observatory on Cross Border Higher Education has kept me in tune with developments in higher education and research particularly of interest in the development of Web 2.0 and its technology offshoots. The mLearning and ePortfolios working groups will engage in research as the project design and funding are finalized.

- Please also refer to the section below on **Publications, conferences and workshops**.

Ability to work collaboratively in a multicultural team environment and experience living and working in the Pacific Region or similar;

- CFL is as multicultural as it gets and coupled with supporting 12 countries in the USP region, has allowed me to gain a thorough working knowledge of the USP member countries (Cook Islands, Fiji, Kiribati, Marshall Islands, Nauru, Niue, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu and Vanuatu).

  I maintain a close working relationship with colleagues at each USP Campus. Being a Fiji Islander allows me an added regional advantage in terms of contextualizing things.

- Working with a portfolio of courses also entails a good working relationship with academics on a day to day basis which I have found to be personally rewarding and challenging. Doing follow-ups with departmental staff on various course issues has made for a very pleasant work experience. The dynamics of culture and teamwork has proven to be a very good foundation for tolerance and understanding when working with USP colleagues.

High level of written, oral and interpersonal communication skills in English;

- My work always requires clear communication of information in written, visual and spoken form as appropriate to the needs of the audience at hand. I am quite comfortable speaking to both small and large groups. I communicate clearly in English (which is my first language) with a basic understanding of Fijian. Communicating with people is very natural to me and when and where necessary I am able to vary my approach depending on the situation at hand.

Computer literate with a good working knowledge and experience of computer programmes;

- My current position requires me to be up to date and in tune with new computer software and hardware for the enhancement of learning and teaching at USP as well as for development and production techniques for course materials. I like to dabble in current multimedia software and technologies and have trialed and implemented a variety of option for course design and development. I have a familiarity with Macintosh and PC's (thorough) and software for desktop publishing, multimedia production, learning management systems and third party tools, work scheduling and project management, statistical analysis, Windows and MS Office applications, web publishing and referencing. I have working knowledge of multimedia hardware equipment, electronic devices for learning and teaching, recording, editing, storage and backup equipment.

Experience in web design and development, proficiency in desktop publishing combined with creative graphic design skills, photographic, audio and video knowledge;

- The desktop publishing functions at the CFL revolve around Microsoft Office use and this is mainly because we use software that is supported by and licensed by the University. By doing

this we have been able to push Microsoft Word's capabilities in terms of the layout possibilities that we require. In addition, the consistency of the software in use thereby reduces conversion issues between us and our writers. Graphics software also plays an integral role especially with graphics use with text that requires scanning, picture editing and other manipulations.

We have other software in the Adobe and Macromedia range and depending on the type of course developed, we incorporate the most suitable and efficient software available.

- For the purposes of designing and developing material for the online learning platform (Moodle), I am proficient in the use of Dreamweaver, Microsoft FrontPage and other various HTML editors. I have also used these software for revisions to the CFL website as well as for my postgraduate studies with USQ and personal web projects.

- My experience has given me a well-developed sense of visual design. I also have some artistic ability and enjoy the challenge of contributing to the design and layout of educational and promotional materials.

- I am well versed in the principles of photography and have had the opportunity to put them into practice during the course material development and layout & design projects that I have been involved in. I am also proficient in the use of digital cameras and the use of scanning equipment. This was enhanced under my JICA training stint in Japan.

- I have been involved in video production projects – University Open Day, MS213: Physical Oceanography, a coordinated effort that required scripting, on location and in studio shooting and editing of footage. My JICA training further enhanced this as well. I have also been Involved with shooting and editing live lectures for availability on DVD to cater to students with access problems or scheduling conflicts.

- With regard to audio, I have been involved with scripting and voice recording a student support toll free line as well as audio conferencing using USP's satellite system and accompanying software such as Click to meet and REACT. I was involved in broadcast radio (for a year and half) with the USP radio station (88.8fm) where I hosted a weekly radio programme for listeners interested in the rock music genre. Besides hosting the show, there was also production work for radio advertisements, scripting and subject research.

Publications, conferences and workshops

- Co-authored (lead author) paper entitled, 'The evolving technologist: reflecting on the role of the Education Technologist in a regional university' submitted to the *Journal of Education Technology and Society,* under review.

- Co-authored (lead author) paper entitled, 'What next? Progressing learning innovations in a regional university' for the 7th Pan Commonwealth Conference on Open Learning in Abuja, Nigeria, 2-6 December 2013.
- Moodlemoot AU 2011, 'The community canvas', Sydney Exhibition and Convention Centre, 17-20 July.
- Book chapter for a UNESCO publication in 2010-11 with Professor Rajesh Chandra and Dr. Theresa Koroivulaono entitled, 'Leveraging technology for higher education in the Pacific Islands: A case study of the University of the South Pacific.'
- ACODE 51 Workshop & Business Meeting, November 2009, Online Assessment, Edith Cowan University, Joondalup Perth, WA, Australia.
- Observatory on Borderless Higher Education, Global Forum 2009: Global Connections, Local Impacts: Best Practices, Models & Policies for Cross-Border Higher Education. 21-24 October 2009, Kuala Lumpur, Malaysia.
- Book chapter & Instructor Guide with Evans, J. 'Distance and Flexible Learning at the University of the South Pacific: Computer Science Challenges' in Cases 'n' Places: Global Cases in Educational Technology, 2010. Edited by Professor Stuart Marshall, University of the West Indies, Barbados & Dr. Wanjira Kinuthia, Georgia State University, Atlanta.
- Book review published under Taylor & Francis Group, UK 2008: Mobile learning: A handbook for educators & trainers, 2007. Edited by Agnes Kukulska-Hulme and John Traxler.
- Web based learning @ USP: Modes & Models Research, Whelan & Hogan et. al, 2007-9. USP funded – FJD30, 000. The objective of this project was to study and test effective models for online teaching and learning at USP.
- ACODE 46 Workshop & Business Meeting 2008, Exploring Open Source for eLearning, University of Wollongong, NSW, Australia, 27-28 April.
- Report: DFL Assessment Review, Roberts & Evans et.al, 2008. Unfunded project looking into assessment in DFL courses.
- ACODE 44 Business Meeting, George Street Convention Centre, Brisbane, Australia, 23-24 August 2007.
- ACODE Learning Technologies Leadership Institute, Kingscliff, NSW, Australia, 19-23 August 2007.
- Paper entitled, 'Hard digital realities', at the 4th Pan Commonwealth Conference on Open Learning in Ocho Rios, Jamaica, 30 October-5 November 2006.
- Workshop entitled, 'How to bridge the digital divide', at the 4th Pan Commonwealth of Learning (COL) Conference in Ocho Rios, Jamaica, 30 October-5 November 2006.

- Sydney Moodle Conference 2006, Monte San Angelo' College, North Sydney Australia, 13-16 October 2006.
- Research work with School of Humanities and the Centre for the Enhancement of Teaching & Learning (USP) in the Effectiveness of different modes of learning/delivery (face to face, print, online and CD-ROM). 2005-7.
- Paper entitled, 'A day in the life of an instructional designer: challenges of designing print, online/multimedia and video broadcast courses' at the 2005 USP Continuing Education Conference.
- Paper on 'Instructional Design Workshop Based on Needs Analysis at the University of the South Pacific', Ed-Media World Conference on Educational Multimedia, Hypermedia and Telecommunications, Montreal, Canada, June 2005.
  http://www.gsis.kumamoto-u.ac.jp/ksuzuki/resume/papers/a506EdMediaNemoto.pdf
- Paper at the Conference on ICT for the future, 'CS222: A pilot eLearning course', 16 June 2005, AusAID Lecture Theatre, Laucala Campus USP.
- Workshop on Macromedia Flash, conducted by JICA short-term expert, May 2005.
- Weblogs, series of two workshops conducted by Chris Robbins, USP Media specialist, March 2005.
- ASCILITE Conference in Perth, Australia (December 2004 – Beyond the Comfort Zone).
- Paper @ Conference on ICT in Our Life, 'CS122: an eLearning course and other multimedia developments', 16th June 2004, AusAID Lecture Theatre, Laucala Campus, USP.
- Co-written paper presented at the 2002 WebCT Conference in Melbourne, Australia, 'WebCT Start-up: Experiences from Coup-coup land (The University of the South Pacific).'
- WebCT conference in Adelaide, Australia (April 2001 – An Online Odyssey).

Other activities and interests

- Leadership and career planning workshops and mentored online sessions under the Australian Leadership Award 2011-14,
- Formation of an inaugural club for Pacific Island students at the University of Wollongong (UOWPISC). Elected president to oversee its mission – Socialise, Network, Mentor & Outreach, 2011, 2013-14.
- Turnitin@USP working group, 2009-10
- ePortfolios@USP working group, 2009-10.
- mLearning@USP working group, 2009-10.
- Success@USP. This project is driven by the USP regional campuses to enhance distance students experiences and curb high dropout rates. 2008-present.
- USP-Deakin University Collaboration: online learning & teaching, 12th – 23rd May 2008.

- DFL Course Manager, 2007-08.
- Student Achievement – Moodle@USP Project, 2007-8.
- Multimedia database under the JICA Project, 2005.
- Streaming audio project for regional campuses, 2005.
- Evaluation of Learning Management Systems (CMS's), 2004-2006.
- Pilot eLearning courses for USP 2003 – CS222: Database Management Systems, CS224: Advanced Database Management Systems, and CS122: Information Systems II.
- DFL/AUSAID Showcase presentation (on DVD) – shooting, scripting, editing and authoring, 2003.
- Design, Editing and production of training materials (for Facilitators and Learners) for the World Health Organisation (WHO) – Healthcare Financing (2003-4).
- USP committees – Book Centre Advisory, Space Utilisation, AUSAID/ DFL Components – Staff development & Purchasing of Courses, JICA ICT Capacity Building Project.
- Online learning fact finding – USP Emalus Campus, Vanuatu, 2001.
- Resources for Disability Caregivers (9 booklets), 2000-1
- Poster presentation for training workshop for TrainFish in Rome, 1999.
- Regional Campus Director's Conferences (RCC), 1997-2010.
- Minute taking and participation at DFL and various other USP meetings.
- Production of promotional material: brochures, bookmarks, t-shirts, calendars and miscellaneous publications.
- Tennis, squash, badminton, watching movies, music, reading, walking and dancing.

Referees

1. Dr. Theresa B. Koroivulaono
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2. Dr. Jennifer C. Evans
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