

New Zealand – University of Canterbury

Established in 1873 and located in Christchurch, the University of Canterbury is New Zealand's second-oldest university.

Student numbers

More than 100 thousand students	20-100 thousand students	1-20 thousand students	No data
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Core Funding

Private  Public

Qualifications offered

Vocational qualification (ISCED 3-4)	Master's degree or equivalent (ISCED 7)
Associate degree or equivalent (ISCED 5)	Doctoral degree or equivalent (ISCED 8)
Undergraduate degree or equivalent (ISCED 6)	Informal recognition (e.g. badges)
No formal/non-formal credits or qualifications / independent study	Other

Subjects offered

Generic programmes and qualifications	Information and communication technologies
Education	Engineering
Arts and humanities	Agriculture & veterinary
Social sciences, journalism and information	Health and welfare
Business, administration and law	Security, transport, hygiene and public health services
Natural sciences, mathematics and statistics	Other

Business Model

Fixed core model

Defender-related characteristics *versus* Prospector-related characteristics

Profitability / sustainability	
Networks	
Competitive advantage	
Value chain	
Communication channels	
Target group	
Products / services	

Business Model: Additional Information

The business model focuses on using digital technologies to reach existing markets via traditional channels using the same or similar products and services as in the past.

Organisation of learning provision

Primarily campus provision	Primarily distance learning provision (correspondence)	Primarily online provision
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Technology-enhanced learning elements

Massive Open Online Course (MOOC)	Virtual Learning Environment (VLE)
Open Educational Resources (OER)	Wikis
Digital Badging	Videoconference
Learning Analytics	Teleconference
Artificial Intelligence	Learning Management System (LMS)
E-Portfolios	Mobile Learning
Blogging and micro-blogging	Bring Your Own Device (BYOD)
Social Media	Online Assessment
Other	

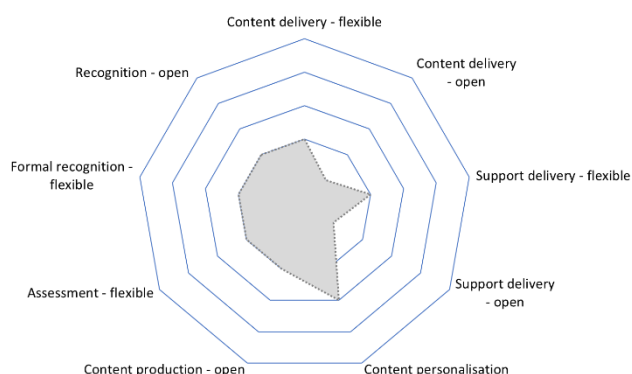
TEL Strategy

Programmes and courses offered in 'flexible learning options' by my college can be studied at a distance or on campus largely through LMS enhanced with other tools and for teacher education on-site intensive of around 1 week per year plus placements in the professional contexts that are supervised by UC as well as other staff.

OOFAT Model

Interpretation: The closer the line moves towards the centre, the more fixed and institution-specific the approach taken by the institution. The further from the centre, the more flexible and open the approach.

OOFAT for a specific purpose



OOFAT Model: Additional Information

Content

OER is left to the decision of the academic producing resources and the library has staff to assist in copyright decisions. Not an institutional decision, but the Ministry of Education was one of the first to adopt CC and that has a ripple effect. Traditional practice dominates including moderation between appointed teaching staff. Occasionally or maybe rarely there is some peer assessment aspect.

Delivery

LMS, library, resources produced within learning community, placements and on site intensive etc. In addition, student support services for distance students use online approaches etc. As above only a few courses enable more flexibility, including internships and community based learning projects. Professional programmes such as teacher education include placements and assignments that structure that learning, including ePortfolio. There are also community based learning opportunities. A strength-based inclusive approach is taken in teacher education at least, aiming to model best practice for teacher preparation. There is also personalisation in other places in the university but hard to estimate how widespread it is.

Recognition

There is flexibility in the choice of courses in many programmes. There is also a staircase approach enabling easier move across some programmes. Students can ask for a few courses taken elsewhere to be accredited within a programme.