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However, introducing students to the concept of flexible delivery, and specifically to the D2L learning environment, raised questions regarding the profile of the 21st century higher education student learner. Sharpe, Beetham & Freitas (2010, p. 5) believe that although many learners view technologies as being part of 'our world' embedded in society and that the new tools enable them to learn more effectively, this may not accurately describe the characteristics of a whole generation of learners. These findings were reflected in initial student engagement with the study materials for Navigating the Visual World.

7 things you should know about augmented reality: EDUCAUSE
https://www.educause.edu/ELI/7ThingsYouShouldKnowAboutAugmentedReality/156810


Creating a USP via IT, iPad and iPhone: the rapidly evolving Property and Real Estate course and flexible delivery

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A reflective assessment of the innovative delivery of the new Property and Real Estate (PRE) courses at the undergraduate and postgraduate levels between 2008-2011 will be presented. We will present an argued case for the use of IT and innovative technology to deliver a competitive course with a unique selling point (USP) meeting the standards and expectations of stakeholders. The Property and Real Estate (PRE) course commenced at Deakin University with the first intake of undergraduate students in 2008. The unique selling point (USP) of the PRE course was to work closely with industry and enhance Information Technology (IT) in supporting flexible curricula delivery. In 2011 the first cohort of M346 undergraduate students from the initial 2008 entry graduated achieving industry acceptance with full employment. Also in 2011 the M633 postgraduate PRE course commenced being delivered in off-campus mode with lectures designed for mobile device delivery such as iPads and iPhones. With 51 initial applications on commencement, the mid-year SETU feedback has been 100 per cent supportive for the innovative IT delivery methods. The use of new technologies to support innovative curricula and pedagogies is now not a case of 'if' but 'when'; however allowing a competing course to be first in this unavoidable shift may have a severe effect on market share that would be difficult to address in an increasingly competitive university environment. The lessons from this experience can be readily applied to most other courses at Deakin University regardless of content.