



**AUSTRALIA
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Towards a peaceful and
prosperous Indo-Pacific

Australia India InnovEd Forums: Connecting Australia and India for Digital Innovation in Higher Education

**Summary report of the InnovEd series
from June to September 2024**

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October 2024



IN PARTNERSHIP WITH



International
Institute of Information
Technology Bangalore

ACKNOWLEDGEMENT OF COUNTRY

Australia India Institute acknowledges the Traditional Owners of Country throughout Australia and recognises the continuing connection to lands, waters and communities. We pay our respect to Aboriginal and Torres Strait Islander cultures, and to Elders past, present and emerging.

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Foreword

The Australia India InnovEd Forums mark an important chapter in the ongoing collaboration between Australia and India in the field of innovative education. Both nations have embraced technology-driven approaches in education, particularly in the wake of the disruptions brought about by COVID-19. This series provided an opportunity for education leaders, policymakers, and industry experts from both nations to come together, share insights, and explore the possibilities of further collaboration in online and hybrid learning.

The discussions covered a range of important topics, including quality of digital education, leadership perspectives, measuring the impact of hybrid learning models, and the potential of emerging technologies such as AI to shape the future of education. Through a combination of webinars and roundtables, the series allowed participants to learn from experts while also engaging in active problem-solving.

This report reflects the key themes and insights from those discussions, offering a valuable resource for educators, industry professionals, and policy makers as we continue to navigate the future of education. I extend my gratitude to the Australian Government Department of Education for its continued support, to our partners EduGrowth and International Institute of Information Technology Bangalore (IIIT-Bangalore), and the many speakers and participants who made the Forum webinars and roundtables a success. Special thanks go to Mr. David Linke of EduGrowth and Professors Balaji Parthasarathy and V. Sridhar of IIIT-Bangalore for their vital



contributions in guiding the discussions and enriching the dialogue in advancing collaborations in digital higher education.

As we look ahead, the ideas exchanged during the InnovEd series will undoubtedly contribute to ongoing conversations around digital innovation in higher education between university academics, EdTech companies, and peak regulatory bodies across Australia and India. The Australia India Institute looks forward to continuing to facilitate constructive dialogue that advances collaborations and partnerships in high-quality digital education between our two countries.

The Hon. Lisa Singh,

Chief Executive Officer,
Australia India Institute

Executive Summary

EDTECH SECTOR OVERVIEW

Companies in the EdTech sector:

- **India:** 17,156
- **Australia:** 1800

Source: Tracxn

Advancements in information and communication technologies (ICT) are revolutionising how higher education is experienced, disseminated, and delivered worldwide. ICT is reshaping access to knowledge, redefining pedagogical approaches, and creating new avenues for collaboration and innovation among institutions, learners, and industry partners. As Australia and India navigate this evolving landscape, there are significant opportunities for collaboration that can strengthen educational practices and outcomes in both nations.

MARKET INSIGHTS: ONLINE EDUCATION

- **India:** US\$6.71bn
- **Australia:** US\$4.41bn

Revenue annual growth rate (CAGR 2024-2029):

- **India:** 23.06%
- **Australia:** 8.66%

Number of users expected by 2029:

- **India:** 309.1 million
- **Australia:** 8.9 million

Source: Statista

Against this backdrop, the Australia India InnovEd Forums provided a timely platform for stakeholders from various sectors to engage in meaningful dialogue about innovative education. Delivered in partnership with EduGrowth and the International Institute of Information Technology Bangalore (IIIT-Bangalore), and supported by the Australian Government Department of Education, the InnovEd Forums comprised three webinars between mid-June and early August, followed by two in-person roundtables, the first in Melbourne on 15 August 2024, and the second in New Delhi on 17 September 2024.

The forums convened education researchers, academic leaders, government policymakers, and industry stakeholders to engage on critical themes related to the integration, recognition, and impact of online, hybrid, and technologically evolving modes of teaching and learning. As Australia and

India strive to enhance their educational systems to meet evolving market needs, these discussions aimed to foster a contextual understanding of innovative digital education trends in both countries with the aim of exploring opportunities for fruitful areas of collaboration with beneficial outcomes for all stakeholders in higher education.

Key topics addressed during the forums included:

- **Methodologies for quality delivery:** Current and emerging issues in both countries in relation to methodologies for effective and quality delivery; policy reforms for high-quality online education across different education levels
- **Partnerships in digital education:** Government-to-Government (G2G) and Business-to-Business (B2B) linkages, partnerships, and ongoing engagements in digital education, including the recognition of online and hybrid degrees, learning outcomes, and transnational higher education collaborations
- **Digital learning infrastructure:** Experiences of Australian and Indian education institutions with digital learning infrastructure and tools for monitoring quality learning outcomes and impact assessment
- **Governance and qualification recognition:** Governance and qualification recognition frameworks associated with digital education technologies and online delivery in both countries
- **Generative AI in education:** The role of generative AI in content creation, reproduction and delivery, and its implications for inclusivity and access in education.

The InnovEd Forums not only highlighted some of the pressing issues and trends in online and hybrid learning but have also

helped lay the groundwork for future collaboration between Australia and India. By fostering connections among key stakeholders, the webinars and roundtable discussions have generated enthusiasm to jointly pursue strategic avenues and innovative solutions that can position the two countries at the forefront of advancements in digital higher education in the coming decades.

AT A GLANCE

201 webinar attendees

46 roundtable attendees

55 expert speakers

8.9/10

average participant rating of forum content

Delivered in partnership with **EduGrowth** and **IIIT Bangalore**

Webinar videos and transcripts available at: <https://aii.unimelb.edu.au/australia-india-innovated-forums/>

Key Opportunities for Bilateral Collaboration in Innovative Education

Partnerships for institutional readiness as pathways to market entry

SNAPSHOT

- **Understanding Institutional Capacities:** The diverse capabilities of higher education institutions in India and Australia can provide opportunities for creating impactful online and hybrid learning experiences.
- **Potential for Best Practices Sharing:** Higher education institutions of both countries can share best practices and technical expertise to enhance digital readiness and EdTech infrastructure for online and hybrid learning.
- **Collaborative Opportunities:** Government support and institutional leadership can incentivise creation of joint hybrid programs between Australian and Indian higher education institutions that target the diverse demographics and needs of large learner cohorts.

The differential capacities of higher education institutions in India and Australia need to be factored in the development and delivery of high-quality online and hybrid learning experiences. According to the survey report on Preparedness of Indian Higher Education Institutions for Online Education conducted by the Association of Indian Universities and Quality Assurance Strategic Planning and Institutional Research, both the internationalisation of the Indian higher education sector and meaningful student outcomes will require institutional readiness for the seamless delivery of digital programs. Australian universities have a strong track record of continuously improving digital learning infrastructure and assessment systems via input from

industry and regulators such as the Tertiary Education Quality and Standards Agency (TEQSA). The Forum discussions highlighted significant potential for sharing best practices and technical experience relating to faculty and leadership training for digital readiness and infrastructure for digitally responsive models of learning and assessment. Australian universities can explore partnerships with Indian higher education institutions to develop innovative joint hybrid programs that build on in depth insights from large learner demographics and their differentiated needs.

Financially sustainable partnerships of digital delivery

SNAPSHOT

- **Financial Viability Challenges:** Indian EdTech companies confront high learner acquisition costs for online programs, which results in their taking a significant share of the revenue compared to the Indian higher education institution offering the program. Australian universities and EdTech companies need to recognise this constraint while negotiating partnerships for online and hybrid course offerings with their counterparts for the Indian market.
- **Potential for Hybrid Programs:** Australian universities with physical campuses in India can potentially derive a larger share of revenue from hybrid programs compared to online programs offered through EdTech companies.
- **Long-term Investment Interest:** Higher education institutions and EdTech providers from both countries expressed strong interest in co-developing innovative, high-quality hybrid programs in critical and emerging fields with growing global demand for qualified workers.

The InnovEd Forum events offered stakeholders from both countries a platform to frankly share critical insights on the financial viability of digital courses delivered by Australian providers in the Indian market. Australian stakeholders focused on the low-price points for online courses in India which made it financially unprofitable to deliver at scale. Indian higher education stakeholders offering online courses pointed to the high learner acquisition cost for online programs in India which results in EdTech intermediary companies demanding a lion's share of the revenue. Key participants noted that despite the high platform and marketing fees, Indian EdTech companies struggle with low Average Revenue Per User (ARPU). This situation disincentivises their engagement with foreign international universities that expect a sizeable share of the revenue. Indian experts suggested that while online courses offered by Indian higher education institutions yield low ARPU from Indian learners, hybrid programs offered by Australian universities with campuses in India may command a much higher market value. Partnerships between Australian universities, leading Indian higher education institutions and Indian EdTech companies may be able to arrive at attractive revenue sharing agreements for such courses.

Although issues of financial viability of online programs currently persist, the Forum discussions demonstrated great interest and willingness of participants from both countries to explore innovative strategies from a longer-term perspective of investment in high-quality digital programs in critical and emerging fields, where there will be global demand for workers with internationally recognised qualifications.

Establishing compatible regulatory environments

SNAPSHOT

- **Recognition of Online Degree Programs:** Bilateral discussions should aim to resolve concerns of Indian higher education peak bodies regarding the quality and standards of online degrees offered by Australian universities. The discussions should progress the significant interest of Indian and Australian higher education institutions and EdTech companies for establishing digital learning partnerships in mutually beneficial priority areas.
- **Government Initiative:** Bilateral commitment is needed for resolving concerns about quality, assessment, and accreditation standards of online degree programs. Additionally, it is crucial for supporting the co-development of joint online and hybrid degree programs by Australian and Indian universities in critical and emerging fields with global demand for qualified workers.

Indian and Australian stakeholders at the InnovEd Roundtables from both higher education and EdTech sectors expressed strong interest in establishing digital learning partnerships but raised concerns regarding the prevailing University Grants Commission regulations which do not recognise online degrees issued by foreign universities in India. Although the bilateral *Mechanism for the Mutual Recognition of Qualifications* agreement underscores the recognition of online degrees delivered by Australian universities in India, there is no clear roadmap currently outlined for its implementation. Participants at both roundtables appreciated the parity of quality and assessment standards set by Australia's Tertiary Education Quality and Standards Agency (TEQSA) between online, in-person, and hybrid degree

programs and recommended further high-level policy discussions to address the regulatory concerns of the UGC regarding collaborations between Australian and Indian higher education institutions and Indian EdTech companies to deliver high quality online joint and dual degree programs that are mutually recognised in both countries. Key points from the discussions included the need for bilateral government support for knowledge and capacity-building partnership initiatives that directly address the UGC's concerns regarding quality and standards of online degrees and provide a strong evidence base for implementation of the *Mechanism for the Mutual Recognition of Qualifications* of joint and dual online degree programs delivered by Australian and Indian higher education institutions and EdTech companies.





Developing cutting edge ‘digital-first’ degree programs in mutually defined priority sectors

SNAPSHOT

- **Digital-First Learning Framework:** A ‘digital-first’ learning framework allows students to earn higher education degrees through a blended curriculum that combines digital, in-person, and experiential learning components.
- **Pathways to Success:** Blended degree programs that use a digital-first learning framework could help alleviate regulatory concerns about the quality of online joint and dual degree programs.
- **Partnership Opportunities:** There are opportunities for the Australian and Indian education sectors to collaborate on developing new digital-first degree programs in key priority areas, leveraging shared expertise.

Participants at the InnovEd Roundtable in Delhi proposed that the regulatory concerns regarding the quality of online joint and dual degree programs could be addressed through partnerships between Australian and Indian higher education institutions and EdTech companies that develop new blended degree programs in critical emerging fields using a ‘digital-first’ learning framework. The ‘digital-first’ learning framework is based on the principle of enabling students to achieve higher education degrees by pursuing their own learning activities through a blended curriculum structure combining digital, in-person, and experiential components. The primary focus of a ‘digital-first’ degree program is on curriculum design and

pedagogy that is adapted to and inclusive of individual learning needs and which enables students to successfully achieve their qualifications. The inclusive and adaptive curriculum design is in contrast to conventional in-person learning experiences where standard curricula is prescribed to all learners irrespective of their unique needs or interests.

The Delhi Roundtable group discussions reflected on the opportunities for the Australian and Indian education sectors to build partnerships for developing new ‘digital-first’ degree programs in mutually agreed priority sectors of both countries drawing on shared expertise and globally recognised best practices.

Background and Forum Format



Following the inaugural Australia-India Education and Skills Council (AIESC) meeting in November 2023, the education ministers issued a *Joint Communique* that noted the importance of collaborative research and dialogue in artificial intelligence (AI) to enhance the future education capabilities of both countries (Item 18).

The Australian Government Department of Education's *A Partnership for the Future: Australia's Education Strategy for India* – also released in 2023 – reiterates the exchange of digital education resources, technologies, and best practices as key to supporting India's National Education Policy (NEP) 2020 education reform agenda, as well as improving the scalability of Australia's EdTech innovations.

In parallel, India's 2020 *Australia Economic Strategy (AES)* proposed leveraging Australia's expertise in online learning and management platforms, while Australia's *India Economic Strategy (IES)* update underscores the significance of EdTech collaboration to deliver scalable solutions for India's higher education and skill development needs.

The Australia India InnovEd Forums builds on these shared priorities and the Australia India Institute's track record in delivering knowledge-sharing and relationship-building initiatives. Previous programs have included the Australia-India Education Researcher Forums (Forum 5 titled *Digital Interventions and Technology in Reshaping Education and Student Welfare*), the Australia Economic Strategy Webinar series (Webinar 1 on EdTech), and the Research Workshops (Workshop 4 on *Digital Humanities and Intelligent Futures*), all of which explored related themes.

The Australia India Institute partnered with EduGrowth and IIIT-Bangalore to deliver the InnovEd Forum webinars and roundtables. Both organisations are leading players in their respective countries promoting and advancing learning through technology and collaborating with entrepreneurs, policymakers and the IT sector. The Institute's partnership with EduGrowth and IIIT-Bangalore builds on a prior collaboration in 2019 for facilitating the Victoria-India EdTech Workshop, which resulted in the publication of *A Very Short Policy Brief: Fostering Links and Partnership Opportunities in EdTech Between Victoria and India*.

The InnovEd Forums took place between June and September 2024. The event series comprised three webinars and two in-person roundtables held in Melbourne on 15 August and in New Delhi on 17 September. Each event brought together leading representatives in innovative digital education from Australian and Indian higher education institutions, government bodies, and the EdTech sector. The webinars provided an opportunity for attendees to gain insights from experts through dynamic panel discussions. Each panel discussion included five speakers – four experts and a moderator – followed by an audience Q&A.

The roundtables in Melbourne and New Delhi were structured in a participatory format. Each roundtable consisted of three sessions, with breaks to enable networking between participants. The first session in each roundtable involved opening remarks and conversations between key speakers facilitated by the Session Moderator. The following two sessions were structured as group discussions where participants formed smaller groups to discuss specific questions and issues pertaining to digital education collaboration between the two countries and report back to the room. This approach encouraged active involvement from all attendees and ensured the sharing of a broad spectrum of insights and solutions.



Webinar One: Enhancing Learning Outcomes in Australia and India: The Role of E-Learning

20 JUNE



Mr David Linke
EduGrowth



Ms Howell Williams
Keypath
Education



Mr Govind Kumar
upGrad



Ms Sheila McCarthy
ACODE



Prof. Meenakshi D'Souza
IIIT-Bangalore

SUMMARY

This webinar examined the tools and mechanisms underpinning the adoption of e-learning in India and Australia. Key topics included the development of new curricula, student monitoring techniques, and assessment of learning outcomes.

PANELLISTS

- Mr David Linke, Managing Director, EduGrowth (Moderator)
- Ms Howell Williams, Chief Development Officer, Australia & Asia Pacific, Keypath Education
- Mr Govind Kumar, President - Working Professionals (B2C), upGrad
- Ms Sheila McCarthy, Executive Member, Australasian Council for Open and Digital Education; Manager, Learning Media Design & Innovative Projects, Griffith University
- Prof. Meenakshi D'Souza, PhD Programme Coordinator, International Institute of Information Technology Bangalore (IIIT-Bangalore)

KEY TAKEAWAYS

- **EdTech vs E-Learning:** EdTech acts as the enabler for e-learning by providing the systems and tools needed for effective digital delivery.
- **Modality and Design Considerations:** The delivery mode (online vs. on-campus) significantly influences the design of learning products. Online courses focus on flexibility, virtual interactions, and a mix of live and recorded content, whereas on-campus education relies on face-to-face engagement, immediate feedback, and a structured physical environment.
- **Scale of Online Learning in India:** India's online learning landscape is expanding significantly, driven by government-supported platforms like NPTEL, which provide accessible, certified courses from leading institutions with high enrolment numbers.
- **Quality Assessment:** Ensuring quality in e-learning requires a multi-level approach, from government oversight to individual learner outcomes. Benchmarking and peer review processes help ensure high standards.

Opening remarks

Associate Professor Priya Rangan, Principal Consultant for Government Projects, Australia India Institute (AII), welcomed participants to the launch of the Australia India InnovEd Forums and the first webinar in the series. She then introduced the **Honourable Lisa Singh, CEO, Australia India Institute** for further insights into the event series and the Institute's initiatives in the higher education space.

Ms Singh emphasised the diverse education ecosystems of both countries and the potential benefits of sharing experiences and insights on digital advancements in higher education. She highlighted the Institute's focus on strengthening the education relationship between Australia and India since its inception in 2008. She also noted past collaborations between the Institute, EduGrowth and the IIT-Bangalore, such as the Victoria India EdTech Workshops in 2019, and expressed enthusiasm for continuing the partnership.

Next, **Vanessa Lapthorne, Assistant Secretary, International Engagement Branch, Australian Government Department of Education** emphasised the

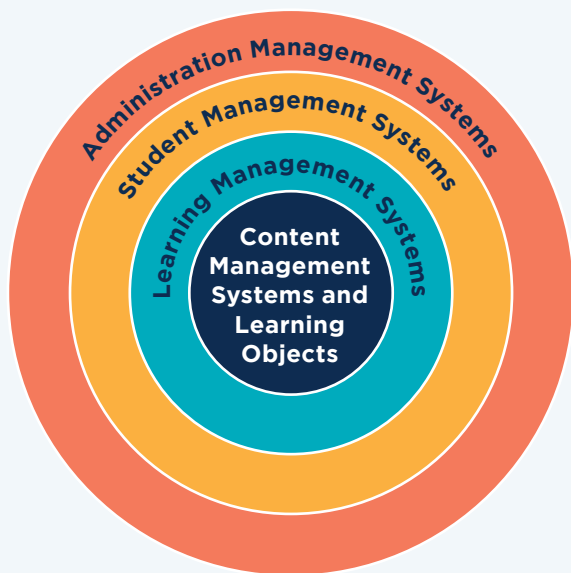
importance of education partnerships and business linkages in supporting the bilateral relationship between Australia and India. She highlighted the importance of sustainable growth in online educational tools and resources for the benefit of students in both countries.

Panel discussion

Mr David Linke, Managing Director, EduGrowth moderated the panel discussion and began by defining educational technology (EdTech). He presented two slides [Figure 1] to illustrate how EduGrowth defines EdTech, focusing on two primary objectives: improving organisational efficiency and enhancing learning outcomes.

What is EdTech?

EduGrowth defines EdTech as technology solutions that are used in the formal education setting or the workforce learning space. These solutions are used to create efficiency for the education provider or improve learner outcomes.



Administration Management Systems

Digital or online solutions supporting the operational requirements of an education institution.

Student Management Systems

Digital systems supporting the students and their engagement with an education provider including tutoring, student wellbeing, or course management.

Learning Management Systems

A learning management system is a virtual or online technology used to facilitate and manage programs and applications for teaching and learning.

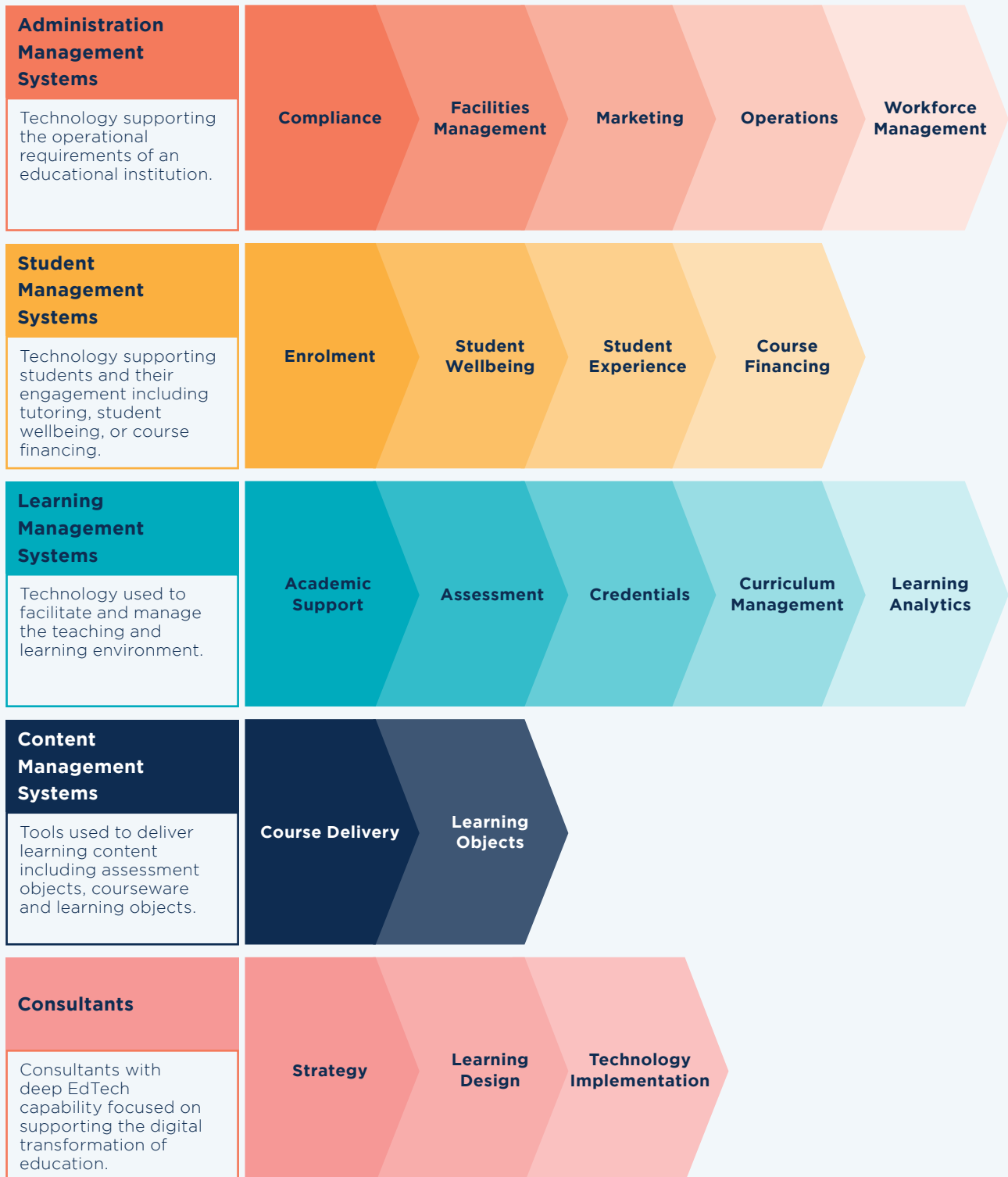
Content Management Systems

Digital tools used to facilitate, design and manage content for teaching and learning, including actual learning objects.

Figure 1: EduGrowth's definition of EdTech. Source: EduGrowth

What is EdTech?

EduGrowth classifies EdTech products into five Product Solutions and 20 Product Focus areas.



QUESTION: What do we mean by e-learning, and how does this differ from EdTech?

Ms Sheila McCarthy, Executive Member, Australasian Council for Open and Digital Education, defined e-learning as the delivery of online content for communication, assessment, and collaboration across various modalities (e.g., 'flipped learning', Massive Open Online Courses, hybrid learning). She distinguished EdTech as the primary enabler of e-learning, providing the systems and tools necessary for delivering and managing digital content. Ms McCarthy emphasised that EdTech combines educational theory and technological innovation to make education accessible, inclusive, and effective.

Professor Meenakshi D'Souza, PhD Programme Coordinator, International Institute of Information Technology Bangalore, explained that e-learning involves leveraging digital resources, specifically citing pre-recorded videos, online guides, and digital assignments as some of the mediums through which e-learning is predominantly facilitated in India. She highlighted the benefits of digital learning systems which allow learners to study at their own pace and afford greater flexibility for higher education schedules.

QUESTION: Howell and Govind, you both work at organisations that help education providers move to a digital delivery model. Does modality of instruction – on-campus vs online – determine the design of the learning product?

Ms Howell Williams, Chief Development Officer, Keypath Education, affirmed that both the delivery and design of the product differ significantly, depending on whether it is to be utilised in a classroom, for a degree, or non-accredited course. She emphasised the importance of understanding the target audience's conceptions and expectations for particular delivery modes. Ms Williams also highlighted how differences in resources and capital constraints can direct the adoption of online or place-bound education.

Mr Govind Kumar, President – Working Professionals (B2C), upGrad, emphasised the distinctions between on-campus and online learning experiences. On-campus education features face-to-face interactions, immediate feedback, and a structured physical environment, whereas online learning relies on digital platforms, virtual interactions, and a mix of live and recorded sessions. Kumar underscored the flexibility of online learning, which allows working professionals to balance their jobs while studying. This supports education accessibility for a greater demographic range of students.

QUESTION: Sheila, could you share your perspective on whether we should develop distinct learning objectives for face-to-face, online, and hybrid learning environments?

Ms Sheila McCarthy acknowledged the significant effort required to redesign courses originally designed for on-campus delivery to accommodate various modes like online and hybrid learning. She highlighted the complexities institutions face in managing multiple modes of delivery and the unique challenges posed by EdTech, including issues of digital equity and online behaviour.

QUESTION: Can you provide insights on what students need when considering an online education model? Are they looking for something different compared to traditional on-campus courses?

Mr Govind Kumar stated that upGrad learners and alumni emphasise three key needs: flexibility to view content at their own pace with a mix of recorded and live content; a hybrid experience with short on-campus immersion sessions for interaction and networking; and industry-linked, project-based learning for practical application of knowledge.

QUESTION: Can you comment on the scale of online learning in India?

Prof. Meenakshi D'Souza detailed India's government-backed, nearly free, open-source learning platform – the National Programme on Technology Enhanced Learning (NPTEL), part of the larger Swayam platform. It offers hundreds of engineering courses with recorded videos, delivered in four, eight, and twelve-week models. Courses are certified by India's prestigious IITs (Indian Institutes of Technology), with high enrolment rates of thousands of learners. The massive scale of these learning opportunities was highlighted by Professor D'Souza's discussion on her own software testing course that enrolls over 62,000 online learners annually.

QUESTION: Can you comment on the quality of education and how we should be measuring, and reporting on that quality?

Ms Sheila McCarthy explained the role of the Australasian Council on Open and Digital Education (ACODE) as a peak body influencing education policy. With 46 higher education institution members its focus lies in leveraging technology for engaged and enhanced learning. The organisation also focuses on providing professional development for academics and university professionals.

Ms McCarthy stated that ensuring good e-learning pedagogy requires the assessment of quality triangulated across multiple levels of activity, from government to individual learner. To this end, ACODE provides benchmarking to its members, encouraging continuous improvement and the adoption of successful strategies from other institutions.

Prof. Meenakshi D'Souza said e-learning videos on the NPTEL platform undergo peer review and are transcribed to English and several Indian languages. IIT-Bangalore's assignments and exams follow strict criteria to ensure they meet disciplinary objectives and cater to diverse learner needs.

QUESTION: Keypath Education has a global footprint and works with institutions all around the world. What are some of the best practices we should be thinking about in building online learning?

Ms Howell Williams emphasised the importance of aligning with evolving student and market expectations. She noted that institutions benefit most when they focus on a clear mission, whether it be aiming for top-tier education experiences or broadening access.

QUESTION: Sheila, take a scenario where Professor A's videos are not well-watched, with viewership stalling at the 20% mark. How would you approach the conversation with Professor A to enhance their video and course engagement?

Ms Sheila McCarthy underscored the need for professional faculty development and periodic dissemination of information among educators on effective video strategies. These strategies, such as content chunking, can help sustain learner engagement and enhance teaching practices.

QUESTION: If you could advise the education providers with us today on the one thing they need to understand to build courses delivered online first, what would that be?

Mr Govind Kumar said that the key lies in understanding the specific needs and backgrounds of learners. He stressed the importance of stratifying learners based on their professional backgrounds as well as expectations from the course – such as their position as young working professionals looking to upskill or students looking for pathways to further education. These distinctions will enable increased effectiveness in catering to varied levels of experience and career stages that the learner demographic presents.

QUESTION: Let's consider online learning from an Indian perspective. How is online learning viewed by the broader Indian community? What about employers?

Prof. Meenakshi D'Souza highlighted the growing value of individual online certifications, such as those in coding languages or IoT, compared to traditional degrees. She noted the extensive reach of online courses, benefiting students from Tier 2 and Tier 3 cities in India. Illustrating this concept, some IITs have started offering complete online degree programs.

QUESTION: What do you think is motivating a student in online education, first in the Indian context and then in the Australian context?

Mr Govind Kumar explained that Indian students prioritise value for money, flexibility, affordability, credibility, and outcomes when choosing online over in-person education.

Ms Howell Williams noted that in the Australian market, the average fully online learner is a working professional aged 32 to 45, though this age is decreasing. These learners value accessibility, opportunities to attend prestigious universities, and to complete programs from remote locations.

AUDIENCE Q&A

The audience Q&A covered various topics, including the reliance on video lectures in online learning, the potential of virtual reality (VR) for remote learners, and the collaboration between Australia and India in digital education.

- **Video Lectures:** Sheila McCarthy explained that while video lectures are efficient, the focus should shift towards more engaging and innovative delivery methods that create a sense of belonging.
- **Virtual Reality:** Professor Meenakshi D'Souza noted that VR could enhance interactivity in pre-recorded videos but has limited broader applications.
- **Australia-India Collaboration:** Howell Williams and Govind Kumar discussed opportunities for mutual learning. Ms Williams highlighted the potential for deepening conversations around India's large-scale online learning, which could offer lessons for Australia. Mr Kumar highlighted potential for blended Masters programs that mix online study in India with on-campus study in Australia.
- **Differentiating Online and On-Campus Learning:** All speakers strongly emphasised the need for distinction between online and on-campus learning design. In particular, shaping courses to leverage respective modality strengths (e.g. flexibility for online learning) should be at the core of future planning. Such an approach has the potential to further learning in terms of scale but should not be done at the cost of quality or without assessing learner needs.



Webinar Two: The Digital Classroom: A Leadership Perspective

4 JULY



Prof. V. Sridhar
IIIT-Bangalore



Prof. Liz Johnson
Deakin University



Prof. Padma M. Sarangapani
Tata Institute of Social Sciences



Prof. Chandrashekar Ramanathan
IIIT-Bangalore



A/Prof. Vitomir Kovanovic
University of South Australia

SUMMARY

This session brought together leading Australian and Indian representatives from the academic sector to explore perceptions of e-learning as an innovative system for instruction and assessment. It also explored the role of wider systems level reforms for harmonious integration of technology into existing teaching and learning infrastructures.

PANELLISTS

- Prof. V. Sridhar, Faculty In-Charge, Continuing Professional Education, Institutional Finance, International Institute of Information Technology Bangalore (Moderator)
- Prof. Padma M. Sarangapani, Chairperson, Centre of Excellence in Teacher Education, Tata Institute of Social Sciences (TISS)
- Prof. Liz Johnson, Deakin Distinguished Professor and Senior Deputy Vice-Chancellor Academic, Deakin University
- Prof. Chandrashekar Ramanathan, Dean (Academics), International Institute of Information Technology Bangalore
- Assoc. Prof. Vitomir Kovanovic, UniSA Education Futures; Associate Director (Research Excellence and Communication), Centre for Change and Complexity in Learning (C3L), University of South Australia



KEY TAKEAWAYS

- **Transitioning to Online Delivery:** The pandemic accelerated the adoption of online learning. Post-pandemic, flexibility remains a priority, with a focus on providing students options for choosing the most suitable learning mode.
- **Using Analytics for Online Learning:** Online platforms offer the advantage of easily gathering data on student engagement, but it's vital to focus on course-relevant metrics to avoid information overload.
- **Addressing Education Inequalities:** Online learning expands access to students facing geographical, socio-economic, or personal barriers, but access to technology and conducive learning environments remains critical.

Panel discussion

Prof. V. Sridhar, Faculty In-Charge, Continuing Professional Education, Institutional Finance, International Institute of Information Technology Bangalore moderated the discussion. He explained that the panel discussion would focus on how leaders in higher education institutions across Australia and India strategise to deliver meaningful digital classroom and online learning experiences.

QUESTION: How did your institution approach the integration of online programs with traditional in-person delivery?

Prof. Liz Johnson, Deakin Distinguished Professor and Senior Deputy Vice-Chancellor

Academic, Deakin University highlighted how Deakin, with its longstanding history in distance education, had integrated online learning into its delivery infrastructure well before the pandemic. This had resulted in as many as a quarter of its 60,000 students transitioning to the online mode. Despite the advantage of being an early player, the pandemic proved disruptive, particularly in the face of severe lockdowns in Victoria. Blending of online and on-campus learning was undertaken swiftly in response to this crisis. Post-pandemic, Deakin now offers a flexible mix of both modes and allows students to choose the modality best suited to the subject matter and desired learning outcomes. The focus is on flexibility to accommodate varied student needs and to set them up for success.

Prof. Chandrashekar Ramanathan, Dean (Academics), International Institute of Information Technology Bangalore explained that IIIT-Bangalore had a small online presence before COVID, but it was separate from their on-campus activities. Following COVID restrictions, their 'smart' classrooms and IT focus helped them quickly transition to online teaching. In India, the highly regulated nature of the higher education system presented additional challenges. Although IIIT-Bangalore has considerable autonomy as a deemed university, it was still subject to regulatory directives such as controlled admissions and class schedules. This caused significant delays, with nearly three years required to return to a regular academic cycle. When transitioning back to on-campus teaching, IIIT Bangalore first adopted a hybrid model before fully returning to on-campus teaching. They have retained useful online education practices such as recording sessions for student review.

QUESTION: What specific challenges arise when conducting social science programs online?

Prof. Padma M. Sarangapani, Chairperson, Centre of Excellence in Teacher Education, Tata Institute of Social Sciences detailed how TISS social sciences programs had benefited from early efforts to implement online learning. First established in 2005 to reach students unable to attend campus in a full-time capacity, these efforts have informed a number of initiatives specific to both social science programs and online learning in general.

Interactivity was found to be central to online education. In particular, the varied geographical and socio-economic environments that students participated in online courses from provided crucial insights.

These novel approaches to delivery, however, also placed additional demands on teaching staff. The unique inputs which students provided in online classes warranted greater faculty engagement. In cases where this

demand could not be met, there was a visible decline in student retention and interest.

The flexibility enabled by online learning also presented benefits and challenges not unique to social science programs. While it enabled TISS's early outreach efforts directed at new students, the flexible model of learning was a new adjustment for students. It was subsequently determined that asynchronous learning opportunities had to be complemented by some level of institutional structure for them to yield successful outcomes such as carefully curated pacing in course and curriculum design. Further improvements, however, remain partially constrained by India's strict higher education regulations.

QUESTION: What analytics can be used to measure online learning experiences and outcomes? Can it be compared to on-campus programs?

Associate Professor Vitomir Kovanović, Centre for Change and Complexity in Learning (C3L), University of South Australia explained that gathering analytics from online learning platforms can often be easier. Insights can be gleaned directly from digital records of student interaction and engagement. He however stressed the importance of tailoring data gathering techniques to course-relevant analytics. This reduces the collection of surplus data that can sometimes impede decision-making. However, these same requirements also partially inhibit the creation of a generic analytical model appropriate for all online learning contexts.

Scope for further analytical development for data accuracy also remains. Determining and capturing relevant analytics for non-interactive activities such as engagement during lectures remains difficult. Addressing competing or diverse interpretations of definitions or processes can pose difficulties in online instruction when compared with in-person interactions where teachers can directly observe student comprehension and provide immediate clarifications. Hence



new measures and strategies need to be developed for hybrid settings. These may also simultaneously enhance in-person learning experiences.

QUESTION: What does Australia's EdTech regulatory environment look like?

Prof. Liz Johnson outlined the role of the Tertiary Education Quality and Standards Agency (TEQSA) as Australia's tertiary education regulatory body. Standardised under the TEQSA Act, regulations set out by the body are outcome-based with minimal focus placed on delivery medium.

Direct funding from the Federal Government was also highlighted as an indirect regulatory tool. Due to a significant percentage of student tuition fees being drawn from Government spending, funder expectations can exert additional pressure on institutions.

Prof. Johnson also detailed the collaborative approach Australian regulators take in adapting to new technologies. The issue

of generative artificial intelligence (AI) was highlighted as a prominent example, with TEQSA partnering directly with education institutions in generating subsequent regulatory actions covering the use of AI in learning.

QUESTION: What approach have Indian regulators taken in their responses to online learning?

Prof. Ramanathan explained that following the swift recognition of online education post-COVID as a stable mode, Indian regulators sprung to action and established a distinct set of guidelines and rules. This involved the expansion and remodelling of programs built on existing online platforms. The liberalisation of regulations in the domestic higher education sector has, however, been slow. Indian regulators have generally preferred to take a conservative approach in assessing the suitability of disciplines to be taught online, restricting programs like engineering to the traditional on-campus mode.

QUESTION: Are online courses bridging the education divide between urban and rural or underserved areas in India and Australia?

Prof. Liz Johnson commented on online education's ability to provide new learning opportunities not only to those geographically distant from tertiary institutions, but also to those impeded by other challenges. Disability and caring responsibilities were listed as key challenges that the increased flexibility of online education could help mitigate.

Assoc. Prof. Kovanovic highlighted that reaching remote areas has often been the primary driver popularising online education. He also pointed out that accessing these communities does not automatically guarantee greater learning equity. In particular, access to appropriate technology and spaces adequate for learning were both raised as potential barriers to remote learning that course availability alone cannot address.

Prof. Sarangapani discussed the importance of a complementary approach to digital education, integrating both in-person and online components. While Prof. Sarangapani acknowledged the significantly expanded learning opportunities possible via the online medium, she also highlighted the importance of the in-person experience as cultivating 'belongingness' and a sense of community. Socialisation and access to adequate support – both key to students' identity building in the long term – are more often facilitated through in-person experiences rather than online. Moving forward, this should be a crucial observation that is taken into account while designing online spaces of learning and interaction. Prof. Ramanathan agreed that online learning was essential for increasing tertiary education enrolment but also challenged its appropriateness for younger learners. Concerns were raised around the potential unintended consequences online education might cause in the absence of adequate supervision and guidance.

Audience Q&A

The audience Q&A covered various topics, including what digital tools were adopted and valued, their specific challenges, and what lessons could be learnt from legacy education.

- **Digital Tools:** Assoc. Prof. Kovanovic detailed that the selection of digital tools is typically determined by the institutional learning management system and not course specific. Additional systems that improve interactivity and feedback beyond these initial tools are thus particularly valued. Prof. Ramanathan further labelled delivery, engagement and assessment as three key capability domains for assessing the viability of digital tools.
- **Challenges in Utilising Digital Tools:** Assoc. Prof. Kovanovic explained that the EdTech ecosystem can often be dominated by big technology players whose systems may be ill-suited to teaching needs. In particular, the lack of platform flexibility, options for end-user modification and input into product design were all highlighted as key challenges.
- **Lessons from Legacy Education:** The need for high-quality course structuring and implementation was reiterated by multiple panellists. They emphasised the need for optimisation of online learning offerings by outlining how excessive features can burden both educators and learners.



Webinar Three: Generative AI: Rethinking Learning Futures

18 JULY



Prof. Balaji Parthasarathy
IIIT-Bangalore



Mr Sarajeet Kanungo
upGrad



Dr. Antonette Shibani
University of Technology Sydney



Dr. Sayantan Mandal
IIT Jammu



A/Prof. Srecko Joksimovic
University of South Australia

SUMMARY

This session explored current and future implications of generative AI in education. Key topic areas included the impact of AI on learning objectives and assessment choice, inequality in education and how AI is shaping independent learning.

PANELLISTS

- Prof. Balaji Parthasarathy, International Institute of Information Technology Bangalore (IIIT- Bangalore) (Moderator)
- Dr. Antonette Shibani, Senior Lecturer at Transdisciplinary School, University of Technology Sydney
- A/Prof. Srecko Joksimovic, Senior Lecturer in Data Science at the Education Futures, University of South Australia
- Dr. Sayantan Mandal, Assistant Professor, Indian Institute of Technology Jammu
- Mr Sarajeet Kanungo, Director, University Partnerships, upGrad

KEY TAKEAWAYS

- **AI Adoption and Access:** The use of generative AI varies by institution type. Larger, well-funded universities can adopt AI tools easily, while smaller institutions may lack the resources to do so. Additionally, the costs and technology needed to use AI may limit access for some students.
- **Generative AI and Equity in Education:** The implementation of generative AI in education may worsen existing inequalities, particularly between the Global North and South. For example, potential biases in AI, stemming from research conducted predominantly in the Global North, may marginalise diverse knowledge systems in the Global South, leading to a homogenised educational perspective.
- **Generative AI for Learning Support:** Generative AI can aid students with learning difficulties by providing tailored support, such as automated translation, subtitling, and content vocalisation

Panel discussion

Prof. Balaji Parthasarathy, International Institute of Information Technology Bangalore moderated the panel discussion. He began by introducing the concept of generative AI as a general-purpose technology (GPT). GPTs were defined as descriptive technologies with the potential to transform entire socio-economic domains and sectors. Three key background questions were also presented to be considered across the discussion:

- How does AI change our perceptions of students and instructors?
- How will it impact teaching practices?
- How will our evaluation of learning outcomes and assessments need to evolve with these changing times?

QUESTION: How might the use of generative AI vary by type of academic institution? Is generative AI likely to bring about fundamental changes in learning objectives?

Dr. Antonette Shibani, Senior Lecturer at Transdisciplinary School, University of Technology Sydney began pointing to the caveat of the full extent of generative AI usage in education being still somewhat

unknown due to its novelty and rapid adoption. Dr Shibani then flagged two prominent areas where variation in the use of generative AI by institutions was emerging – access and adoption.

She first highlighted how widespread and unregulated AI adoption could exacerbate existing inequalities or create new ones. Larger, well-funded universities may have the resources and expertise to implement AI teaching aids at scale but whether smaller universities with limited resources can do the same remains uncertain. A further risk highlighted related to individual students and the role of AI in their identity formation. In particular, the cost and technology barriers required to utilise generative AI were referenced as potential exacerbators of inequality.

Dr Shibani also discussed variations in AI adoption. Beginning with a reference to her own teaching practice, she detailed the disruptive effect of generative AI on assessments and the strategies implemented in response. These strategies have differed significantly across institutions, ranging from total bans to informed usage permitted in her own classes.

Dr Shibani ended her response by discussing implications of AI integration for learning objectives. She highlighted the need to shift

from examining knowledge memorisation to focusing on knowledge application. Such a change would also involve the reorganisation of responsibilities currently carried out by educators, shifting from their role as knowledge sources to teachers of critical thinking and metacognitive skills. She also identified the need to help learners effectively use AI so they can be better prepared for the future.

QUESTION: Will the use of generative AI in education help or hinder equity in education? Is the education sector appropriately adopting generative AI or should it change its speed of implementation?

Dr. Sayantan Mandal, Assistant Professor, Indian Institute of Technology Jammu first detailed the scale and diversity of change taking place in the education sector, with particular emphasis on the digital divide still prevalent between the Global North and South. Compared to their more developed contemporaries, countries such as India continue to face limitations around digital access, usability, and empowerment. Dr Mandal noted that generative AI risks exacerbating these existing inequalities. While developed states can leverage access and expertise with digital technology to yield significant gains in education techniques, populations in the Global South are often restricted by poor digital literacy, and hence excluded from receiving the same benefits.

Dr Mandal then explored how factors beyond access can also contribute to inequalities. He highlighted how, as result of the research behind generative AI being largely undertaken in the Global North, systems of knowledge and meaning generated by it can become heavily biased and not inclusive of epistemologies in the Global South. Such scenarios risk overriding the unique, contextually-shaped teaching present across the Global South in favour of an increasingly homogenised perspective.

Dr Mandal factored these considerations in advocating a more critical approach towards adoption of generative AI, including greater

consideration in evaluating potential benefits, costs, and uses prior to implementation in education.

Dr. Antonette Shibani noted that many digital and narrative inequalities were not necessarily created by generative AI but definitely reinforced by it. She also advocated for increased criticality when engaging with AI but stressed the importance of student use as directly determining its potential benefits. In particular, she highlighted how usage can inform optimal ways to use generative AI in prompt formulation, promoting increase in productivity.

QUESTION: What were the developmental pathways that led to generative AIGPTs? How can future development be systemised to best yield collective benefits?

A/Prof. Srecko Joksimovic, Senior Lecturer in Data Science at the Education Futures, University of South Australia first detailed AI's cultural and developmental roots. This included prefacing that AI was far from a new concept and outlining past applications in data and learning analytics. A/Prof. Joksimovic then commented on the transformative effect that increased accessibility and availability had in precipitating the widespread adoption of AI today.

A/Prof. Joksimovic also detailed the shift in AI's role in recent times. Historically, AI's contribution to the education domain has largely been related to ancillary support in content delivery. Learning analytics informed on system usage but remained limited in generating insights on student outcomes and content generation. The newest generative AI models, however, largely overcome these deficiencies. Models such as Chat GPT have now enabled publicly accessible, and near instantaneous, creation of new content.

A/Prof. Joksimovic also further highlighted the need for greater critical thought in generative AI adoption. In particular, he highlighted how its acceptance in the education domain had often come without

significant forethought. He suggested specifically outlining the needs of education institutions as an initial step before adopting future technologies accordingly.

This same approach was also supported by Dr Mandal in his subsequent response comments.

QUESTION: Where can students with learning difficulties benefit from the use of generative AI? How can 24/7 tutoring enabled by generative AI support traditional learning?

Sarajeet Kanungo, Director, University Partnerships, upGrad detailed how generative AI can provide rapid and detailed support appropriate for a wide range of learning difficulties. Examples included automated translation and subtitling to overcome language barriers and the vocalisation of content to overcome auditory disabilities. These customisations also extend support beyond individual challenges – by integrating indicators such as cultural backgrounds into generative prompts, AI can offer bespoke and demographically tailored learning content.

Mr Kanungo referenced this same possibility in his comments on 24/7 tutoring. Analytics can be extended to encompass aspects such as speed of learning, level of existing knowledge and desired goals to support generative AI outputs. Combined with the ‘anytime, anywhere’ availability of AI, generative models offer highly useful tools to complement traditional teaching models.

Dr Shibani discussed the importance of using AI to augment, rather than replace, tutors. The need to preserve the emotional support resources offered by in-person delivery was highlighted, along with other psychosocial benefits that AI-facilitated learning cannot adequately provide to students.

Dr Mandal pointed out, however, that tutor replacement by AI is already taking place in education contexts. This is signalled by the disproportionate rate of teacher replacement

in poorly resourced education settings, ultimately impacting the quality of education imparted.

Audience Q&A

The audience Q&A covered various topics, including prompt design and utilising generative AI to its full potential; functionalities that can be built into environments external to the classroom; using AI to identify at-risk students; and AI replacing jobs.

- **Prompt Design:** A/Prof. Joksimovic reiterated the importance of human teachers, particularly for the purpose of improving AI efficiency and prompt formulation for building students’ problem-solving and critical-thinking skills.
- **External Functions:** Mr Kanungo noted that generative AI could be used to autonomously provide clarity in cases of uncertainty faced by students. Frequently asked questions and queries over assignments and deadlines could be automatically compiled and updated to continually inform learners and reduce the administrative burden of such activities on teaching staff.
- **Identifying At-Risk Students:** A/Prof. Joksimovic discussed how despite significant ongoing research, most analytics relating to teaching software are highly limited. Furthermore, with students independently using AI, current opportunities to analyse new metrics remain limited.
- **AI Replaced Jobs:** Dr Shibani explained that while AI is likely to continue to replace workers in some existing domains, human expertise will still be required for continually improving and expanding skill sets that complement the capabilities of AI and compensate for its shortcomings.

Roundtable One: Building Evidence and Measuring Impact of Online and Hybrid Learning

15 AUGUST



Melbourne Roundtable participants

SUMMARY

The first roundtable in Melbourne brought together leading representatives from industry, academia and government to discuss evidence adoption and measurement in online and hybrid learning. Key discussion points included frameworks for measuring learning outcomes, quality assurance, graduate employability and the potential for future collaboration between Indian and Australian education sectors on these key themes.

KEY TAKEAWAYS

- **PIAF Model for EdTech Evaluation:** The PIAF model offers a comprehensive framework for evaluating EdTech products based on four criteria: Process, Intended Outcomes, Acceptability, and Feasibility. Unlike traditional evaluation methods, the PIAF Model provides a more in-depth assessment, including the financial viability of products.
- **Importance of Collaboration:** Establishing strong connections between higher education institutions and EdTech providers is crucial for exchanging best practices and fostering strategic partnerships. A collaborative framework for understanding how EdTech companies collect data can benefit both parties.
- **Quality Assurance Metrics:** Current metrics for assessing quality in digital education in Australia are limited, relying on voluntary student surveys that fail to capture crucial factors like prior skills and learning objectives. A consensus on successful learning is necessary for developing more effective analytics.

Session One: A Framework to Measure EdTech Impact – Defining the PIAF Model

SUMMARY

During 2022, EduGrowth worked with Monash University and Deakin University on the EdTech Innovation Alliance to measure the efficacy of nine EdTech products in the global context. This led to the development of a new model and framework for evaluating EdTech products – Product, Implementation, Acceptability and Feasibility – or, the **PIAF Model**. During the opening session, the designers of this model provided an overview of the ideas and concepts informing its development and explored its potential for adoption in the Australian and Indian context.

SPEAKERS

- Mr David Linke, Managing Director, EduGrowth (Moderator)
- Professor Michael Henderson, Director of the Hub for Educational Design and Innovation (HEDI), Faculty of Education, Monash University



Professor Michael Henderson from Monash University discusses the PIAF Model at the Melbourne Roundtable

Digital technology continues to revolutionise how education is experienced, consumed and disseminated worldwide. Superior in scalability, access and flexibility when compared to traditional learning, opportunities for sector growth are profound. However, future innovations in digital education continue to be threatened by the current scarcity of evaluation models that effectively gauge the efficacy of digital products. Such systems are crucial for ensuring future EdTech innovation continues to reduce its deficits and align with evolving education needs.

Mr. David Linke and Prof. Michael Henderson opened the Melbourne roundtable with a discussion of the PIAF model. Aiming to improve upon current models, PIAF comprises four main criteria:

- **Process** – Product development, implementation and communication
- **Intended outcomes** – Product impact objectives, consideration of unintended consequences
- **Acceptability** – Comparative appeal, benefit to learning outcomes, ease of use and desires of customer
- **Feasibility** – Financial considerations in development of integration

Incorporating both commercial and education-oriented criteria, the model aims to provide comprehensive coverage of the different aspects determining EdTech efficacy. Instead of relying on the single tick or grade evaluation model largely used at present, the PIAF model provides a more in-depth evaluation. This includes aspects relating to the financial viability of EdTech company products for supporting the maintenance of healthy business models for education institutions.

The place of teaching staff in such an ecosystem was underscored in the presentation. Faculty were highlighted as fundamental end users, but also as providing the crucial link between learning objectives and future innovation.



Melbourne Roundtable

Session Two: Driving Evidence Adoption Between Education Providers and EdTech Companies

SUMMARY

The EdTech market has many stakeholders – software vendors, big technology companies, education institutions, educators, learners, and peak regulatory bodies. This session explored the key questions on how evidence is utilised by various stakeholders to measure the effectiveness of digital education tools.

SPEAKERS

- Prof. V. Sridhar, Professor, Centre for Information Technology and Public Policy, IIT-Bangalore (Moderator)
- Ms Cherie Diaz, Executive Director, Education Innovation, Western Sydney University
- Ms Sarah Goss, Director of Strategy and Growth, Curio Group

Ms Cherie Diaz, Executive Director, Education Innovation, Western Sydney University discussed how Western Sydney University (WSU) supports almost 50,000 students each year, and supports one of Australia's most diverse and fastest growing regions. She shared her experience with OpenLearning, a global lifelong learning platform, where she co-authored a microcredential framework and supported more than 200 education providers deliver quality online learning, at scale. Ms Diaz discussed the importance of building linkages between higher education institutions and EdTech providers, sharing best practices for modelling strategic partnerships, and the importance of continuous and two-way feedback.

Ms Sarah Goss, Director of Strategy and Growth, Curio Group highlighted three main points of tension for EdTech providers: balancing engagement, financial viability, and outcomes. She noted that EdTech providers are customer-centric, using data throughout the process to scale and ensure accessibility. Ms Goss explained that EdTech impact can be measured beyond learner outcomes and highlighted an example of Seek's online learning program delivered across Southeast

Asia, which offers flexible learning and upskilling programs that can be accessed on the go.

Commercial viability is at the heart of evidence adoption. Dictated by the desire to attract and retain customers, EdTech companies are increasingly integrating feedback into product development cycles. However, despite this trend, many barriers persist.

Foremost amongst the barriers impeding evidence-driven product development is the continuing difficulty in product evaluation. As evidenced by the ongoing development of models such as PIAF, consensus over what data should be evaluated and how it might shape future outcomes remains unreached. The concept of success is split between parties prioritising learning objectives and those targeting profitability. Such realities have led to information feedback loops remaining in their infancy and undermine the prospects of future EdTech innovation.

The lack of clarity in defining success is exacerbated by the growing number of users choosing digital education. The variety of learning objectives, technical literacy and individual motives fuelling EdTech product choice complicate understanding and the measurement of EdTech usage. Factors such as brand recognition, receptiveness of developing EdTech company to feedback and the differing regulatory environments all remain largely unconsidered in current evaluation models. Addressing these barriers is imperative for tapping into the significant opportunity of shaping future EdTech evidence adoption.

GROUP DISCUSSION

1. What is the catalyst for EdTech companies to ensure that evidence is at the core of their product?
2. How are education providers actually using the evidence?
3. Is evidence just employed at the marketing level, or does it determine the design of the product?
4. When deciding to deploy a new EdTech tool, how do educators assess the quality of the product, evidence or marketing information?

KEY TAKEAWAYS FROM GROUP DISCUSSIONS

- Evidence is key to customer retention and maintaining revenue.
- Evidence is often an afterthought rather than a continuous priority.
- Institutions may find measuring outcomes challenging due to unfamiliarity with re-engineering
- National standards play a role, but perspectives differ between regulators and implementers
- A framework for understanding how EdTech companies collect data can benefit educational providers and vice versa, helping create a feedback loop.
- The procurement process for EdTech tools should be transparent and clearly defined.

Next page image: Melbourne Roundtable





Melbourne Roundtable

Session Three: Ensuring Quality in Online and Hybrid Higher Education

SUMMARY

Higher education is subject to stringent regulation focused on compliance, quality, and accreditation. This session focused on how Australian regulatory bodies assess quality of online and hybrid-degree programs. It also explored how regulators engage with peak bodies in the digital education sector to build evidence-based frameworks for assessment and recognition.

SPEAKERS

- Prof. Balaji Parthasarathy, Co-Founder, Centre for Information Technology and Public Policy, IIIT-Bangalore (Moderator)

- Ms Lisa Bolton, Director, QILT Research and Strategy, Social Research Centre
- Dr Helen Gniel, Director, Higher Education Integrity Unit, Tertiary Education Quality and Standards Agency
- Dr Ratna Selvaratnam, Treasurer, ACODE; Manager, Learning Technologies & Innovation, Edith Cowan University

As digital technologies continue to transform the education sector, quality considerations remain paramount. This topic brought together leading experts from Australia's regulatory context to share key perspectives on standard setting and quality assurance in digital education.

Dr Helen Gniel, Director, Higher Education Integrity Unit, Tertiary Education Quality and Standards Agency elaborated on TEQSA's position as Australia's primary higher education regulatory agency. Aiming to ensure consistent teaching quality, TEQSA currently applies the same standards to e-learning as it does to other teaching modalities. However, TEQSA regulations and standards in the context of online learning are applied at the individual level and emphasis may differ across modes. Such flexibilities remain necessary as regulators and educators continue to explore the variations in learning expectations, outcomes, and access to technology across different cohorts. Given that terms such as 'technology-enhanced learning' were entirely absent from the frameworks as recently as 2015, it is highly likely regulation will continue to evolve in line with future EdTech innovation.

Ms Lisa Bolton, Director, QILT Research and Strategy, Social Research Centre discussed how effective standard setting is highly reliant on gathering consistent and accurate data. This is illustrated by the increasing emphasis placed on feedback analytics such as those gathered by QILT (Quality Indicators for Learning and Teaching) surveys. These enable Australian higher education institutions to conduct in-depth evaluation of course efficacy,

personal student development and, when available, via subsequent employer surveys to provide valuable insights into graduate student outcomes.

By segregating data into on-campus and external learning, the QILT survey captures insights on teaching modes. These have historically revealed a number of drawbacks related to online and hybrid learning, with students consistently reporting low satisfaction with their online courses. Cross-referencing this finding with data provided by employers on new recruits suggests reduced teamwork and interpersonal skills among graduates of online learning. These outcomes imply both the need for improved consideration of student feedback in future education delivery, and a current deficit in soft skill development imparted through online and hybrid learning.

Ms Lisa Bolton noted that the current scope of metrics used to determine quality assurance in digital education is highly limited. Surveys such as QILT are entirely dependent on voluntary student completion, restricting sample sizes and skewing the baseline findings. Additionally, these surveys fail to adequately capture aspects such as the impact of prior student skill sets on learning outcomes, individual learning objectives of students, and the prioritisation of certain course aspects by delivering institutions over others. The current lack of consensus around perceptions of what successful learning looks like indicates the need for the continued development and streamlining of analytics informing quality assurance.

Dr Ratna Selvaratnam, Treasurer, ACODE; Manager, Learning Technologies & Innovation, Edith Cowan University shared insights on the work of ACODE (Australasian Council for Open and Digital Education). With 47 members across Australia, New Zealand, and the Indo-Pacific, ACODE employs nine benchmarks for TEL (technology-enhanced learning), each with multiple performance indicators for institutional self-rating. She also highlighted a

newly introduced benchmark on Technology Enhanced Learning Spaces and a proposed benchmark for measuring accessibility and inclusion in TEL.

GROUP DISCUSSION

- How do regulators differentiate between fully online, hybrid, and on-campus learning cohorts?
- Are online and on-campus students expected to achieve the same outcomes?
- How do regulators engage with evidence and advocacy led by peak bodies in the digital education sector?
- Do regulators consider modality of delivery while assessing learning outcomes and establishing quality recognition frameworks?

KEY TAKEAWAYS FROM GROUP DISCUSSION

- Foundational curriculum design incorporating digital components is crucial regardless of the delivery mode.
- Data collection on hybrid learning can be challenging because of the limitations of finding appropriate measures to assess the different combinations of online, in-person, and experiential learning modalities.
- There can be resistance against transitioning to new teaching and learning models.
- Ethical concerns may arise when EdTech companies provide services to institutions that fall behind regulatory compliance.

Roundtable Two: Building Bridges Between India and Australia in Digital Education

15 AUGUST



New Delhi Roundtable participants

SUMMARY

The second roundtable in New Delhi moved the discussions forward to enable active collaboration and productive partnerships for delivery of high-quality online and hybrid degree programs in both countries. Bringing together experts from academia, government, and industry from India and Australia, the event facilitated three sessions focused on enhancing bilateral knowledge-sharing for successful delivery of digital education.

KEY TAKEAWAYS

- **Transformation of Learning Experiences:** The rapid digitalisation of information in India has blurred the lines between formal and informal education among young people, with digital tools and social media playing a crucial role in transforming learning experiences.
- **Partnerships for Online Transition:** EdTech providers like upGrad collaborate with universities to transition their programs online, focusing on upskilling professionals while respecting academic institutions' core decisions regarding student entry and exit criteria, academic standards, and curriculum design.
- **Institutional Readiness:** Institutional readiness is crucial for effective blended learning, requiring investment in ICT infrastructure, faculty training, and access to quality digital resources.
- **Individualised Learning Opportunities:** Online education has the potential to address some limitations of traditional classrooms by enabling inclusive and personalised learning experiences that cater to individual student needs.

Session 1: Strengthening Australia-India Collaboration in Digital Education (Panel Discussion)

- Mr David Linke, Managing Director, EduGrowth (Moderator)
- Dr. Amina Charania, Associate Professor, Centre of Excellence in Teacher Education, Tata Institute of Social Sciences
- Dr. Pawan Kumar Sharma, Chief General Manager (Digital Education System), EdCIL (India) Limited
- Ms Ravneet Pawha, Vice Present (Global Engagement) and CEO (South Asia), Deakin University
- Prof. Rajeev Shorey, Director, Indian Institute of Information Technology (IIIT), Surat

Mr. David Linke, Managing Director, EduGrowth began the panel discussion by outlining the key areas of focus: Australia and



The Hon Lisa Singh, CEO of the Australia India Institute, delivers opening remarks at the New Delhi Roundtable



The first session of the InnovEd Roundtable in New Delhi

India's growing footprint in digital education, potential avenues for collaboration, the challenges to consider, and the competitive advantage each country could offer towards creating mutually beneficial partnerships.

In response to the moderator's request for panellists to elaborate on their experiences with online learning within their institutions, **Dr. Amina Charania, Associate Professor, Centre of Excellence in Teacher Education, Tata Institute of Social Sciences** highlighted the flexibility that online learning offers, underscoring its importance in meeting the evolving demands of the economy and society, and the necessity for authentic, connected knowledge and constant upskilling, which is increasingly being recognised by education policies. In her view, the rapid digitalisation of information in India has blurred the conventional boundaries between formal and informal education among the youth, noting how digital tools and social media are key to reimagining learning experiences and reshaping mindsets.

Prof. Rajeev Shorey, Director, Indian Institute of Information Technology (IIIT), Surat emphasised that the internationalisation of education is increasingly feasible through advancements in digital education, opening up

opportunities for strategic partnerships between India and Australia. He highlighted that digital delivery also offers the advantage of accessing high-quality educators, creating a global pipeline of talent for Indian institutions.

Ms Ravneet Pawha, Vice Present (Global Engagement) and CEO (South Asia), Deakin University, leading Deakin University's engagement portfolio in South Asia, pointed out that the transition to digital mediums has been actively supported by both countries' governments following the COVID-19 pandemic. Indian learners are drawn to online courses for a range of factors, including but not limited to affordability, flexibility and quality. Noticing this trend, Deakin University has launched a new cloud campus that has expanded its reach to students from 120 countries. In India, the credibility and acceptance of digital education have risen post-COVID, with employers increasingly recognising the value of online education.

In response to the question about the context of online education in India, especially considering that most postgraduate learners' study online in Australia while undergraduates attend on-campus, **Prof. Rajeev Shorey** noted that platforms like Coursera have gained

immense popularity in India, particularly for advanced topics, alongside domestic online resources like NPTEL (National Programme on Technology Enhanced Learning). **Ms Ravneet Pawha** pointed out that many undergraduate students in India still value the traditional university experience and face-to-face interactions. In contrast, she highlighted that the postgraduate online market in India is increasingly popular, especially as the demand for upskilling and obtaining credentials continues to evolve and grow.

Dr. Amina Charania discussed the potential of digital education for rural and marginalised communities in India, highlighting the existing ableism and gender imbalance in the higher education space, where men outnumber women in higher education. She noted that foreign providers would need to understand the social context of the Indian market and to contribute to bridging such divides. Collaborating with local communities and institutions in the rural space would bring deeper adoption and dissemination in higher education. She discussed the challenges of language diversity and the need for customised



The Hon John Brumby AO asks a question at the New Delhi Roundtable

content and pedagogy, observing that technology is increasingly seen as a communication medium more than a pedagogical tool. She also noted leveraging on improvements in digital education infrastructure and connectivity facilitated through government initiatives like Digital India and policy space in higher education that promotes flexible delivery and transfer of academic credits.

Prof. Rajeev Shorey discussed the digital divide in India, explaining that Tier 1 cities have a higher concentration of higher education institutions compared to Tier 2 and Tier 3 cities. Although English remains the most widely used medium of instruction in digital education, providers are increasingly offering education content in other languages and improving access to higher education in Tier 2 and Tier 3 cities.

Dr. Pawan Kumar Sharma, Chief General Manager (Digital Education Systems), EdCIL (India) Limited discussed the existing exchange programs and noted that short-term programs for students and professionals focused on skill development have become more accessible. He emphasised the need to introduce a centralised system that covers credit transfers of online degree programs between the two countries. Ms Ravneet Pawha explained that there is potential for growth in short-term courses, driven by interest in skill development in priority industry sectors. Stackable courses can be delivered effectively, and executive education is being offered through hybrid models.

When asked about the biggest opportunity for Australia and India's education landscape in the next decade, **Prof. Rajeev Shorey** emphasised that the future will be governed by deep innovation, highlighting the potential of multimodal learning, advanced AI, the integration of Internet 3.0, virtual reality, and augmented reality in teaching. He noted that these technological advancements will enable globally recognised quality of education, while also stressing the importance of policies related to privacy and cybersecurity. **Ms Ravneet Pawha** pointed out the need for the appropriate use of technology to ensure quality assurance in pedagogy and curriculum. She also emphasised the importance of developing impactful hybrid models, indicating that Australian knowledge and expertise in this space could play an important role in the development of similar models across Indian higher education institutions.

When the panel invited questions from the audience, the Hon. John Brumby AO, Chancellor, La Trobe University posed a query about the comparison of cost between online education and face-to-face learning. In response, the panel noted that there is a significant difference in cost in relation to scale. Large number of students enrolling in digital courses allow for economies of scale and can offer favourable returns on investment.





The second session of the InnovEd Roundtable in New Delhi

Session 2: Partnering for Content: Collaborative Models of Engagement Between Higher Education Providers and EdTech Firms

SUMMARY

Universities and higher education institutions have long laboured to prepare teaching materials that meet varied learning objectives linked to disciplines and professions. However, in a rapidly shifting technology landscape, EdTech firms can provide valuable insights and feedback to higher education providers for updating curricula to stay abreast of changing educational requirements and market demand. This session explored how higher education providers and EdTech firms exchange inputs and feedback to meet the dynamic requirements of learners for pursuing their careers and broader commitments to society.

KEY SPEAKERS

- Prof. Balaji Parthasarathy, Co-Founder, Centre for Information Technology and Public Policy, IIIT-B (Moderator)
- Prof. Ajay Kumar Jain, Dean (PGDM-Online, School of Management of Financial Institutions and Accreditations & Rankings), Management Development Institute Gurgaon
- Mr Mayank Kumar, Co-Founder and Managing Director, upGrad
- Dr Pankaj Mittal, Secretary-General, Association of Indian Universities
- Ms Debjani Mukherji, Vice President, Strategic Alliances, TalentSprint

The session began with some scene-setting remarks from the key speakers. **Dr Pankaj Mittal, Secretary-General, Association of Indian Universities** highlighted the release of a draft National Policy on Blended Learning by the Association of Indian Universities (AIU), which provides advice on implementation for a wide range of public and private higher education institutions. She stressed the importance of

ensuring institutional readiness, upgrading ICT infrastructure at both national and institutional levels, and building teacher capacity for online education. Dr Mittal also underscored the significance of universities selecting blended learning models tailored to their needs and ensuring access to quality digital resources, such as the Swayam platform.

Mr Mayank Kumar, Co-Founder and Managing Director, upGrad shared how upGrad collaborates with universities to transition some of their offerings to the online mode. He also flagged three areas that EdTech providers typically refrain from involvement because these are central decisions within the domain of academic institutions: entry and exit conditions for students, academic criteria, and curriculum design. He explained that upGrad primarily focuses on professionals seeking to upskill, noting that skill sets are evolving rapidly. Mr Kumar also pointed out the advantages of online learning, such as flexibility and anonymity, and suggested that the EdTech sector could actively support universities in developing non-academic degrees. Finally, he stressed the importance of creating 'digital-first' experiences that comprise new combinations of online, in-person, and experiential learning rather than replicating traditional in-person models.

Prof. Ajay Kumar Jain, Dean (PGDM-Online, School of Management of Financial Institutions and Accreditations & Rankings), Management Development Institute Gurgaon noted that students are increasingly viewed as clients by EdTech providers, prioritising profits over efforts to genuinely connect with them. Currently, the Management Development Institute Gurgaon has 160 students engaged in online learning, where accessibility to senior leadership has fostered trust in the online education experience. He emphasised that online education presents opportunities rather than constraints, highlighting its ability to reach remote locations regardless of an institution's brand or resources. However, he advised that

institutions should approach online learning with caution, recommending a gradual start with small cohorts.

Ms Debjani Mukherji, Vice President, Strategic Alliances, TalentSprint explained that TalentSprint offers courses to students from Tier 2 and Tier 3 higher education institutions who require upskilling. The company works closely with institutions to design content that aligns with learner needs and delivers value. She noted that while in-person delivery typically features homogeneous cohorts with similar needs, online learning involves learners with diverse aspirations and requirements. Therefore, she emphasised that online education design should not be solely driven from the perspective of teaching faculty but rather adapted to the needs of different learner cohorts. She highlighted the use of technology to guide learners toward their areas of interest within the course curriculum rather than having them follow a linear structure for completing their course.

GROUP DISCUSSION

1. How are universities and higher education institutions keeping their curricula up-to-date and relevant while ensuring that foundational aspects remain robust?
2. How do EdTech firms gather market feedback on the curriculum content of programs they offer in partnership with higher education institutions?
3. What practices do higher education institutions and EdTech firms utilise to curate and update content through mutual feedback? How are questions of price, scale, and quality/value considered?
4. What lessons have higher education institutions and EdTech firms learned from their successful and highly-valued online courses and degree programs?

KEY TAKEAWAYS FROM GROUP DISCUSSIONS

- EdTech companies are helping universities to design curricula by reviewing job competencies and consulting with hiring managers.
- Industry partners should be involved to ensure online education meets skilling needs, but regulation is needed to prevent it from becoming profit-driven.
- Students should engage in internships with industry partners to stay abreast with evolving market demands.
- Scale and value were highlighted, stressing the importance of defined agreements that ensure standardisation of accreditation recognition and operational processes between Australian and Indian providers.
- Blended learning is valued by learners who appreciate an on-campus component to online learning, as it enables a more immersive experience.
- The National Education Policy has outlined a system of an academic bank of credit that allows learners to accumulate credits for both online and in-person courses. The key question is how regulators can incorporate this into admission criteria so that students are able to use these credits to secure admission into different levels of higher education degree courses.



Group discussions as part of the New Delhi Roundtable

Session 3: Partnering for Quality: Ensuring Effective Delivery in Online Higher Education

SUMMARY

While content is ‘king’, effective content delivery is crucial to meeting learning objectives of online and hybrid modes of teaching and learning. Quality delivery includes: ensuring high levels of learner engagement; making programs accessible across different learner groups; meeting learning outcomes through comprehensive evaluation and assessment processes; and enabling feedback loops between learners and teachers to improve delivery.

KEY SPEAKERS

- Prof. V. Sridhar, Professor, Centre for Information Technology and Public Policy, IIIT-B (Moderator)

- Prof. K K Aggarwal, Member, Board of Indira Gandhi National Open University (IGNOU), and Former Chairman, National Board of Accreditation
- Mr Dinesh Kumar, Vice President – Partnerships, Simplilearn
- Mr Ramana Telidevara, Co-Founder & CEO, CodeTantra

The session opened with introductory remarks from the key speakers to set the stage. **Prof. K K Aggarwal, Member, Board of IGNOU, and Former Chairman, National Board of Accreditation** emphasised the complexity of India’s affiliation system, noting that while all higher education institutions affiliated to a certain university teach the same content, the quality of delivery varies. He pointed out that the shift to online education is no longer a choice but a necessity, and now is the time to take advantage of this medium to ensure high quality education. Prof. Aggarwal reflected on the importance of developing rubrics to define and measure outcomes, which will help maintain consistent standards

across institutions. He also reiterated a key challenge raised by the National Board of Accreditation on how to cultivate attitude and behaviour development in an online learning environment.

Mr Ramana Telidevara, Co-Founder & CEO, CodeTantra discussed CodeTantra's collaborations with premier institutions, including IITs and private universities, to develop technological solutions tailored to their needs. This involved the creation of a unique participation index (PI), the first of its kind globally, which uses an algorithm to measure classroom participation. This tool is beneficial for universities with large student cohorts, as it facilitates an end-to-end process for assessments and participation tracking.

Mr Dinesh Kumar, Vice President – Partnerships, Simplilearn shared insights from Simplilearn's efforts to train around 100,000 learners annually. Mr Kumar argued that the perception of online education being inferior is a myth as quality is not a discriminating factor between online and in-person learning. He noted that while EdTech companies face challenges in developing new features due to regulatory constraints, they can create platforms that allow universities to monitor learners' progress continuously. He pointed out that online education has the potential to address the limitations of the traditional one-size-fits-all approach typical in in-person classrooms. He argued that technology could significantly contribute to inclusive and individualised learning that could ensure successful educational outcomes for students.

GROUP DISCUSSION

- What aspects of in-person course delivery can higher education institutions effectively apply to online and hybrid programs?
- How do EdTech firms use feedback from online learners and graduates of online programs to sustain and improve the quality of delivery of their online programs?

- How do higher education institutions and EdTech firms measure efficacy and quality of online programs?
- How do higher education institutions and EdTech firms work with peak regulatory bodies to develop standards for assessing quality of online courses and degree programs?

KEY TAKEAWAYS FROM GROUP DISCUSSIONS

- 'Digital-first' degree courses in emerging priority sectors that combine online, in-person and experiential components in curriculum design should be the focus of collaboration between Indian and Australian universities and EdTech companies
- Universities and EdTech companies should establish shared principles and objectives to ensure successful curriculum design and delivery of 'digital-first' degree courses.
- A set of minimal but rigorous regulations is crucial to ensure that EdTech companies do not compromise on quality of delivery in the interests of immediate profits or short-term gains.
- In-depth case studies comparing existing online and hybrid higher education degrees across disciplines would help analyse successes and failures in both countries.
- Establishing proper assessment metrics and a continuous feedback loop between both students and trainers is critical for online and hybrid courses.
- New measures of efficacy for online and hybrid learning should be developed.
- AI can be used to personalise learning experiences and assess their effectiveness.
- Online mentorship programs can be developed to improve learner outcomes and experiences.



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EduGrowth is Australia's education technology and innovation industry hub. Through connection and collaboration, we accelerate Australia's EdTech ecosystem globally. We are connecting a community of education providers, industry participants and EdTech entrepreneurs committed to reimagining learning in the digital age. As education transitions to borderless digital delivery, our diverse ecosystem will impact the future of learning globally from Australia.

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The **International Institute of Information Technology Bangalore** (IIIT-B), a deemed to be University, was established in 1998 with a vision to contribute to the IT world through education and research, entrepreneurship and innovation. The autonomous institute has consistently been at the forefront of IT education and innovation. More than 3,500 students have graduated from the institute since its inception and serve in over 100 well-known IT product and services companies. The institute alumni have also founded more than 50 enterprises.

Speakers

- **Prof. K K Aggarwal**, Member, Board of IGNOU, and Former Chairman, National Board of Accreditation
- **Ms Jaclyn Benstead**, Chief Experience Officer & Co-Founder, HEX
- **Ms Lisa Bolton**, Director, QILT Research and Strategy, Social Research Centre
- **Ms Liz Campbell-Dorning**, Director, South Asia, International Engagement Branch International Division, Australian Government Department of Education
- **A/Prof. Amina Charania**, Centre of Excellence in Teacher Education, Tata Institute of Social Sciences
- **Dr Stephanie Cheah**, Learning Design & Delivery Lead, HEX
- **Ms Cherie Diaz**, Executive Director, Education Innovation, Western Sydney University
- **Dr Madhuri Dubey**, Founder Director, National Skills Network
- **Prof. Meenakshi D'Souza**, PhD Programme Coordinator, International Institute of Information Technology Bangalore (IIIT-Bangalore)
- **Ms Suchita Gokarn**, Director - International Education, Investment NSW
- **A/Prof. Radhika Gorur**, Associate Professor of Education (Pedagogy and Curriculum), Deakin University
- **Ms Sarah Goss**, Director of Strategy and Growth, Curio Group
- **Dr Helen Gniel**, Director, Higher Education Integrity Unit, Tertiary Education Quality and Standards Agency
- **Professor Michael Henderson**, Director of the Hub for Educational Design and Innovation (HEDI), Faculty of Education, Monash University
- **Prof. Ajay Kumar Jain**, Dean (PGDM-Online, School of Management of Financial Institutions and Accreditations & Rankings), Management Development Institute Gurgaon
- **Mr Richa Jain**, Client Partner - Education, Tata Consultancy Services
- **Prof. Liz Johnson**, Deakin Distinguished Professor and Senior Deputy Vice-Chancellor Academic, Deakin University
- **A/Prof. Srecko Joksimovic**, Senior Lecturer in Data Science at the Education Futures, University of South Australia
- **Mr Sarajeet Kanungo**, Director, University Partnerships, upGrad
- **Mr Warren Kennard**, Launch Team Expert, Melbourne Online, University of Melbourne
- **Assoc. Prof. Vitomir Kovanovic**, UniSA Education Futures; Associate Director (Research Excellence and Communication), Centre for Change and Complexity in Learning (C3L), University of South Australia
- **Mr Dinesh Kumar**, Vice President - Partnerships, Simplilearn
- **Mr Govind Kumar**, President - Working Professionals (B2C), upGrad
- **Mr Mayank Kumar**, Co-Founder and Managing Director, upGrad
- **Mr David Linke**, Managing Director, EduGrowth (Moderator)

- **Dr Sayantan Mandal**, Assistant Professor, Indian Institute of Technology Jammu
- **Ms Catherine Mattiske**, Managing Director, TPC – The Performance Company
- **Ms Sheila McCarthy**, Executive Member, Australasian Council for Open and Digital Education; Manager, Learning Media Design & Innovative Projects, Griffith University
- **Mr Rohit Mishra**, Online Learner (upGrad)
- **Dr Pankaj Mittal**, Secretary-General, Association of Indian Universities
- **Ms Debjani Mukherji**, Vice President, Strategic Alliances, TalentSprint
- **Mr Sadeep Nair**, Director Strategy & Commercial, iCodeNext Pty Ltd
- **Prof. Balaji Parthasarathy**, International Institute of Information Technology Bangalore (IIIT- Bangalore)
- **Ms Ravneet Pawha**, Vice President (Global Alliances) and CEO (South Asia), Deakin University
- **Prof. Chandrashekar Ramanathan**, Dean (Academics), International Institute of Information Technology Bangalore
- **Prof. V. Venkata Ramana**, Vice Chancellor, Rajiv Gandhi University of Knowledge Technologies Basar; Vice-Chairman, Telangana State Council of Higher Education
- **Ms Inu Rana**, Senior Manager, Global Entrepreneurship, Western Sydney University
- **A/Prof. Haripriya Rangan**, Principal Consultant, Government Projects, Australia India Institute
- **Dr Usha Rodrigues**, Senior Policy Officer, Australian Government Department of Education
- **Mr Jonathan Russell**, Market Development Manager, International Education, Global Victoria
- **Prof. Padma M. Sarangapani**, Chairperson, Centre of Excellence in Teacher Education, Tata Institute of Social Sciences (TISS)
- **Dr Ratna Selvaratnam**, Treasurer, ACODE; Manager, Learning Technologies & Innovation, Edith Cowan University
- **Ms Renata Sguario**, Founder and CEO, Maxme
- **Dr. Pawan Kumar Sharma**, Chief General Manager (Digital Education System), EdCIL (India) Limited
- **Mr Manoj Sharma**, Online Learner (Simplilearn)
- **Dr Antonette Shibani**, Senior Lecturer at Transdisciplinary School, University of Technology Sydney
- **Prof. Rajeev Shorey**, Director, Indian Institute of Information Technology (IIIT), Surat
- **Mr Ashutosh Shukla**, Online Learner (upGrad)
- **Ms Puja Singh**, Online Learner (Simplilearn)
- **Ms Tia Spanos**, Assistant Director - South Asia, Australian Government Department of Education
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- **Mr Ramana Telidevara**, Co-Founder & CEO, CodeTantra
- **Mr Rahul Venugopal**, Senior Associate Director – Strategic Partnerships and Alliances, Simplilearn
- **Mr Nathaniel Webb**, First Secretary – Education and Research, Australian Government Department
- **Ms Howell Williams**, Chief Development Officer, Australia & Asia Pacific, Keypath Education



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