eLearning guidelines

LEARNER
perspective

The learner perspective asks you to examine your practice and delivery from the point of view of your learners. It includes the expectations, requirements and participation of learners in the process.

The eLearning guidelines have been developed to assist the tertiary sector in its engagement with eLearning. The eLearning guidelines are intended for teachers, managers, organisational leaders and quality assurance bodies and offer thoughtful prompts for good practice to consider when engaging with technology-supported teaching and learning.

The learner perspective offers reflective prompts focused on the learner experience, where you examine your practice and provision from the point of view of your learners. They are designed to be considered contextually within a tertiary organisation. This document is one component and may be used in partnership with the eLearning guidelines – Learner Perspective Workbook and eLearning guidelines resources.

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DESIGNING: The planning, design and preparation of eLearning and assessment materials for delivery to a set of learners. It considers collaborative design, teaching, learner skills, needs and support.

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LD 1: Do learners have opportunities to be involved in eLearning content, resources and assessment development?

LD 2: Are there examples of eLearning courses that the learner is able to view prior to enrolment?

LD 3: Is the learner aware of what is required to succeed in the eLearning course prior to the commencement of their learning?

LD 4: Do learners have the opportunity to self-assess their readiness for eLearning?

LD 5: Are learners aware of minimal standards for eLearning engagement and interaction prior to the commencement of their eLearning?

LD 6: Is it clear at the start of the course what support teaching staff will offer learners?

LD 7: Will learners have access to relevant online databases to support their learning and research?

LD 8: Are eLearning activities and materials optimised for learning on various personal devices?

LD 9: Has a pilot group of learners tested the eLearning materials?

IMPLEMENTING: To support the effective delivery of eTeaching and eLearning. It considers teaching, collaboration, professional development and technical aspects.

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LI 1: Do learners gain knowledge and digital literacy skills relevant to employment and current practice in their field?

LI 2: Do the technologies employed support learners to meet learning outcomes?

LI 3: Are learners guided to use online tools and virtual spaces appropriately?

LI 4: Do the learners know at the commencement of the course what level of digital information literacy is required of them?

LI 5: Do learners have any choice about the eLearning activities they will engage in?

LI 6: Can learners choose digital presentation methods for assessments?

LI 7: Can learners be assessed in authentic situations such as workplaces by the use of virtual technologies?

IMPLEMENTING continued

eLearning guidelines
LI 8: Do learners get training and support in the use of online information searching and gathering skills?
LI 9: Are learners made aware of copyright boundaries and guided to source copyright-free digital materials?
LI 10: Are learners able to get technical support for their own devices, should they require it?
LI 11: Is there opportunity for learners to receive pastoral support within the eLearning environment?
LI 12: Is there opportunity for learners to receive technical support within the eLearning environment?
LI 13: Is there timely, accurate and clear feedback to learners on the development of their digital information literacy skills?
LI 14: Are learners able to monitor their own learning progress within the online environment?
LI 15: Is there a mechanism for recording and retaining the outcomes of all types of learner assessments?

ENHANCING: The forward planning for ongoing improvement and sustainability of eLearning. It considers ongoing professional development and the gathering and use of evidence for continued improvement and effectiveness.

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LE 1: Does learner feedback on the use of eLearning lead to reflection, review and change if appropriate?
LE 2: Do evaluations on why learners did not complete the course include review of the digital elements?
LE 3: Are learners able to contribute suggestions about technologies they might wish to use?
LE 4: Are learners aware of the digital information the organisation is collecting about their eLearning activities?

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Prompts for good practice

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RESOURCES

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