eLearning guidelines

MANAGER
perspective

The manager perspective asks you to consider the support for the process provided by those in management positions. It includes the policies and procedures which underpin eLearning provision.

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 manager perspective offers reflective prompts focussed on the wide range of manager roles and the varied support for the process provided by those in management positions. 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 - Manager 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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MD 1: Are eLearning tools aligned with deliberate pedagogical choices, and is this articulated and documented?

MD 2: Is there a process to select technologies to support the desired teaching and learning outcomes?

MD 3: Does the scheduling and timetabling provide flexible eLearning that is responsive to learners?

MD 4: Are there processes in place to identify learner needs and respond to them?

MD 5: Is workload for staff considered when planning eLearning initiatives?

MD 6: Is there a formal programme to support staff in their initial stages as online teachers?

MD 7: Is time enabled for staff to establish and maintain appropriate eTeaching interactions?

MD 8: Does the organisation have policies and agreements on ownership of intellectual property relating to eLearning and eTeaching?

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

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MI 1: Do the physical spaces and infrastructure effectively support eLearning?

MI 2: Are there clear lines of responsibility for eLearning with respect to technical and pedagogical issues and challenges?

MI 3: Are staff development programmes for eLearning developed in consultation with teaching staff, in order to identify and meet specific staff needs?

MI 4: Are staff with eLearning expertise available to support and develop other staff?

MI 5: Is teacher online engagement monitored?

MI 6: Are there monitoring and evaluation methods in place to ensure eLearning is meeting its objectives and requirements?

MI 7: Does the organisation have a staff and student policy and code of practice for computer use?

MI 8: Is the eLearning reliable in operation across all online platforms and browsers?

MI 9: Are standard technologies used as much as possible, with preference given to those that do not require the learner or teacher to install third party applications?

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IMPLEMENTING continued

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MI 10: Are technical standards such as those that ensure systems interoperability used?

MI 11: Are expected standards of service delivery for support of eLearning in place?

MI 12: Is there a secure and ethical method of protecting, storing and backing up digital information?

MI 13: Are policies and procedures in place to maintain an effective eLearning delivery system?

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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ME 1: Does the organisation review the support for learners in the eLearning environment and implement changes?

ME 2: Are there guidelines in place for the collection and analysis of learner data?

ME 3: Does the organisation share good eTeaching examples and teaching practice to enhance provision?

ME 4: Does the organisation encourage staff to make effective and innovative use of eLearning?

ME 5: Are staff recognised and championed for good eTeaching practice?

ME 6: Are staff encouraged to participate in professional networks and learning communities to review, develop and share effective eTeaching and eLearning practice?

ME 7: Are systems and processes in place for monitoring the quality and effectiveness of eLearning materials, including review and further development?

ME 8: Does the eLearning meet the expectations of the organisation, in respect to the quality of teaching and learning-support material?

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