



An Ako Aotearoa-funded project led by New Zealand Tertiary College developed as a guide to designing, implementing and enhancing eLearning for the tertiary sector.



## Contents

Introducing the eLearning guidelines	2
eLearning guidelines - learner perspective	3
eLearning guidelines - learner perspective resources	6
eLearning guidelines - teacher perspective	8
eLearning guidelines - teacher perspective resources	11
eLearning guidelines - manager perspective	17
eLearning guidelines - manager perspective resources	20
eLearning guidelines - organisational leader perspective	24
eLearning guidelines - organisational leader perspective resources	27
eLearning guidelines - quality assurance body perspective	29
eLearning guidelines - quality assurance body perspective resources	32



This project was a collaboration between:



## Introducing the eLearning guidelines

### A brief look back...



The original project launched in 2005. The New Zealand eLearning Guidelines (NZ eLg) development and implementation was funded by the Tertiary Education Commission and the Ministry of Education as part of the drive to improve the tertiary sector's capability to deliver eLearning. The NZ eLg generated 21 implementation projects.

### Going forward...



Refreshed in 2014, the eLearning guidelines (eLg) have been developed to support the tertiary sector in its engagement with eLearning. The guidelines offer thoughtful prompts for good practice for organisations when engaging with eTeaching and eLearning.

The eLearning guidelines are intended for teachers, managers, organisational leaders and quality assurance bodies and suggest questions to consider from each perspective when engaging with technology-supported teaching and learning.

The eLearning guidelines are in no way complete and in fact are launched as a living, evolving resource. They have been reconsidered and redeveloped from their historical launch in 2005 and updated with the support and expertise of the Tertiary eLearning Reference Group (TeLRG), Ako Aotearoa – National Centre for Tertiary Teaching Excellence, the New Zealand Ministry of Education (MoE) and the eLg Reference Group.

Relevant resources supporting each of the perspectives are included for further reading and research. We include these to assist the tertiary sector in taking advantage of the opportunities that eTeaching and eLearning offer. This document is one component and may be used in partnership with the eLearning guidelines workbooks and eLearning guidelines resources.

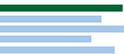


## LEARNER *perspective*

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 learner perspective offers reflective prompts focussed 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.





**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.

#### eLearning guidelines

- 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.

#### eLearning guidelines

- 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?
- 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?

## IMPLEMENTING continued

### eLearning guidelines

- 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.

### eLearning guidelines

- 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?

## RESOURCES

- Albion, P. R., Jamieson-Proctor, R., Redmond, P. L., Larkin, K., & Maxwell, A. (2012). Going mobile: Each small change requires another. In M. Brown, M. Hartnett, & T. Stewart (Eds.), *Future challenges, sustainable futures. Proceedings ascilite Wellington 2012* (pp. 5-15). Wellington, New Zealand: Massey University and ascilite.
- Barr, A., Neal, T., Moore, M., Delany, J., & Hunt K. (2008). *Designing for support: how do we support learners?* Wellington, New Zealand: Ministry of Education. Retrieved from <http://akoaooteaoroa.ac.nz/community/recommended-resources-ako-aoteaoroa/resources/booksdesigning-support>
- Bentley, Y., Selassie, H., & Shegunshi, A. (2012). Design and evaluation of student-focused eLearning. *Electronic Journal of E-Learning*, 10(1), 1-12. Retrieved from <http://www.ejel.org/issue/download.html?idIssue=20>
- Brown, M., Keppell, M., Hughes, H., Hard, N., Shillington, S., & Smith, L. (2013). *In their own words: Learning from the experiences of first time distance students. dehub Report Series 2013*. Armidale, NSW, Australia: University of New England, dehub. Retrieved from <http://dehub.edu.au/publications/reports/>
- Camacho, M., & Guilana, S. (2011). From personal to social: Learning environments that work. *Digital Education Review*, (20), 24-36. Retrieved from <http://files.eric.ed.gov/fulltext/EJ959271.pdf>
- Chen, C., Pedersen, S., & Murphy, K. L. (2011). Learners' perceived information overload in online learning via computer-mediated Communication. *Research in Learning Technology*, 19(2), 101-116. Retrieved from <http://researchinlearningtechnology.net/coaction/index.php/rlt/article/download/10345/11971>
- Chen, G., & Chau, J. (2016). Exploring the relationships between learning styles, online participation, learning achievement and course satisfaction: An empirical study of a blended learning course. *British Journal of Educational Technology* 47(2), 257–27. Retrieved from <https://onlinelibrary.wiley.com/doi/epdf/10.1111/bjet.12243>
- Duncan-Howell, J. (2012). Digital mismatch: Expectations and realities of digital competency amongst pre-service education students. *Australasian Journal of Educational Technology*, 28(5), 827-840. Retrieved from <http://ascilite.org.au/ajet/ajet28/duncan-howell.pdf>
- Edwards, S., & Bone, J. (2012). Integrating peer assisted learning and eLearning: Using innovative pedagogies to support learning and teaching in higher education settings. *Australian Journal of Teacher Education*, 37(5), 1-12. Retrieved from <http://files.eric.ed.gov/fulltext/EJ982405.pdf>
- Forbes, D., Khoo, E., & Johnson, E. M. (2012). "It gave me a much more personal connection": Student-generated podcasting and assessment in teacher education. In M. Brown, M. Hartnett, & T. Stewart (Eds.), *Future challenges, sustainable futures. Proceedings ascilite Wellington 2012* (pp. 326-330). Wellington, New Zealand: Massey University and ascilite. Retrieved from [http://www.ascilite.org.au/conferences/wellington12/2012/images/custom/forbes%2c\\_dianne\\_-\\_it\\_gave\\_me\\_a\\_much.pdf](http://www.ascilite.org.au/conferences/wellington12/2012/images/custom/forbes%2c_dianne_-_it_gave_me_a_much.pdf)
- Gros, B., Garcia, I., & Escofet, A. (2012). Beyond the net generation debate: A comparison of digital learners in face-to-face and virtual universities. *International Review of Research in Open and Distance Learning*, 13(4), 190-210. Retrieved from <http://files.eric.ed.gov/B3C69BFD-7AC9-4D9D-ADA2-B14CCB8D0D3A/FinalDownload/DownloadId-32D0E0F8104F292936FF98BDA5542E49/B3C69BFD-7AC9-4D9D-ADA2-B14CCB8D0D3A/fulltext/EJ1001712.pdf>
- Guiney, P. (2012). *Learners' participation, retention and success in eLearning: an annotated bibliography*. Retrieved from [http://akoaooteaoroa.ac.nz/community/recommended-resources-ako-aoteaoroa/resources/pages/e-learning\\_bibliography](http://akoaooteaoroa.ac.nz/community/recommended-resources-ako-aoteaoroa/resources/pages/e-learning_bibliography)
- Hastie, M., Chen, N. S., & Smith, R. (2011). Negotiating content with learners using technology enhanced teaching and learning solutions. *Knowledge Management & E-Learning: An International Journal (KM&EL)*, 3(3), 412-427. Retrieved from <http://kmel-journal.org/ojs/index.php/online-publication/article/view/128/106>
- Hatziapostolou, T., & Paraskakis, I. (2010). Enhancing the impact of formative feedback on student learning through an online feedback system. *Electronic Journal of E-Learning*, 8(2), 111-122. Retrieved from <http://files.eric.ed.gov/fulltext/EJ895699.pdf>

- Javadi, E., Gebauer, J., & Novotny, N. (2017). Comparing student interaction in asynchronous online discussions and in face-to-face settings: A network perspective. *Information Systems Education Journal*, 15(3), 64 – 71. Retrieved from [https://eric.ed.gov/?q=online+learning+student&pr=on&ft=on&ff1=dytSince\\_2014&pg=3&id=EJ1140884](https://eric.ed.gov/?q=online+learning+student&pr=on&ft=on&ff1=dytSince_2014&pg=3&id=EJ1140884)
- Joint Information Systems Committee. (2011). *Supporting learners in a digital age*. Retrieved from <http://www.jisc.ac.uk/publications/briefingpapers/2011/slida.aspx>
- Joint Information Systems Committee. (2012). *Developing digital literacies*. Retrieved from <http://www.jisc.ac.uk/publications/briefingpapers/2012/developing-digital-literacies.aspx>
- Kilic-Cakmak, E. (2010). Learning strategies and motivational factors predicting information literacy self-efficacy of e-Learners. *Australasian Journal of Educational Technology*, 26(2), 192-208. Retrieved from <http://ascilite.org.au/ajet/ajet26/kilic-cakmak.pdf>
- McNaught, C., Lam, P., & Cheng, K. (2012). Investigating relationships between features of learning designs and student learning outcomes. *Educational Technology Research and Development*, 60(2), 271-286. Retrieved from [http://c.ymcdn.com/sites/aect.site-ym.com/resource/resmgr/iTech/iTECH\\_DIGEST\\_v2n1.pdf](http://c.ymcdn.com/sites/aect.site-ym.com/resource/resmgr/iTech/iTECH_DIGEST_v2n1.pdf)
- Marques, A., & Belo, O. (2011). Discovering student web usage profiles using Markov chains. *Electronic Journal of E-Learning*, 9(1), 63-74. Retrieved from <http://www.ejel.org/issue/download.html?idArticle=168>
- Murray, M., Perez, J., Geist, D., & Hedrick, A. (2012). Student interaction with online course content: Build it and they might come. *Journal of Information Technology Education Research*, 11, 125-140. Retrieved from [http://www.editlib.org/p/111496/article\\_111496.pdf](http://www.editlib.org/p/111496/article_111496.pdf)
- Steel, C. (2012). Fitting learning into life: Language students' perspectives on benefits of using mobile apps. In M. Brown, M. Hartnett, & T. Stewart (Eds.), *Future challenges, sustainable futures. Proceedings ascilite Wellington 2012* (pp. 875-880). Wellington, New Zealand: Massey University and ascilite.
- Tichavsky, L., Hunt, A., Driscoll, A., & Jicha, K. (2015). "It's just nice having a real teacher": Student perceptions on online versus face-to-face instruction. *International Journal for the Scholarship of Teaching and Learning*, 9(2). Retrieved from [https://eric.ed.gov/?q=online+learning+student&pr=on&ft=on&ff1=dytSince\\_2014&pg=3&id=EJ1134532](https://eric.ed.gov/?q=online+learning+student&pr=on&ft=on&ff1=dytSince_2014&pg=3&id=EJ1134532)
- Turner, D., & Myer, S. (2009). Creating a media-rich online induction. *Sconul Focus*, (48), 13-16. Retrieved from [http://www.sconul.ac.uk/sites/default/files/documents/5\\_6.pdf](http://www.sconul.ac.uk/sites/default/files/documents/5_6.pdf)
- Winnard, Y., & Elliott, V. (2012). The freshers' week experience in a VLE: Can it be achieved? *European Journal of Open, Distance and E-Learning*, (2). Retrieved from [http://angliaruskim.openrepository.com/arro/bitstream/10540/270492/1/Winnard\\_Elliott.pdf](http://angliaruskim.openrepository.com/arro/bitstream/10540/270492/1/Winnard_Elliott.pdf)
- Wozniak, H., Pizzica, J., & Mahony, M. (2012). Design-based research principles for student orientation to online study: Capturing the lessons learnt. *Australasian Journal of Educational Technology*, 28(5), 896-911. Retrieved from <http://ascilite.org.au/ajet/ajet28/wozniak.pdf>



# TEACHER

*perspective*

The teacher perspective asks you to consider your practice from the educator's point of view. It includes the development of teachers for eLearning, their different roles in the process and the evaluation of practice.

The teacher perspective offers reflective prompts focussed on the teacher role, where you examine your practice and provision from the educator's point of view. They are designed to be considered contextually within a tertiary organisation.



**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.

#### eLearning guidelines

- TD 1: Is the use of eLearning the most appropriate way to achieve the intended learning outcomes?
- TD 2: Is consideration given to ways in which face-to-face opportunities may complement eLearning and eTeaching?
- TD 3: How can library staff support access to relevant digital resources for the programme?
- TD 4: Are eLearning materials within the boundaries of copyright and digital licensing agreements?
- TD 5: Are staff development personnel involved in the introduction of new approaches, tools and materials?
- TD 6: Is there a high level of interaction designed for, structured and supported?
- TD 7: Have minimum standards for eLearning engagement and interaction been agreed upon for teachers and learners?
- TD 8: Are online assessment practices safe, secure, fair, reliable and valid?
- TD 9: Do the assessments reflect learners' content knowledge and practice separate from their digital skill level?
- TD 10: Is technology an enabler rather than a barrier to learners in assessment situations?
- TD 11: Will students receive guidance on study skills for the eLearning environment?
- TD 12: Are staff adequately supported and professionally developed to learn about and use required learning technologies and online resources?
- TD 13: Do teaching staff engage in an online teaching orientation programme?

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

#### eLearning guidelines

- TI 1: Do teaching staff introduce and support the development of digital information and technical skills relevant to their course?
- TI 2: Do teaching staff provide advice to learners on online etiquette, including effective and ethical communication techniques for online discussions and email?
- TI 3: Are guidelines in place for teachers about establishing virtual professional relationships with learners?
- TI 4: Are teachers able to monitor online course activity to consider areas needing additional learning support?
- TI 5: Is learner online engagement monitored?
- TI 6: Do the activities support the development of a learning community?

## IMPLEMENTING continued

### eLearning guidelines

- TI 7: Can learners practise using the required online assessment tools they need for submitting assessments?
- TI 8: Are assessments designed to lessen the opportunity for plagiarism?
- TI 9: Are learners required to digitally declare their work is their own?
- TI 10: Has there been consideration of the use of digital tools to detect plagiarism?

**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.

### eLearning guidelines

- TE 1: Is learning design informed by recent research on effective eLearning?
- TE 2: Are innovations in eLearning supported by staff developers and other staff?
- TE 3: Do teaching staff maintain and improve their digital information literacy skills?
- TE 4: Are learning analytics collected to inform teaching and learning decisions?
- TE 5: Do evaluations on why learners did not complete the course include review of the digital elements?
- TE 6: Is learner feedback reviewed and considered for enhancements?

## RESOURCES

- Abdelmalak, M. (2015). Web 2.0 technologies and building online learning communities: Students' perspectives. *Online Learning*, 19(2). Retrieved from <https://eric.ed.gov/?q=online+learning+student+perspective&pr=on&ft=on&id=EJ1062942>
- Aleksic-Maslac, K., & Magzan, M. (2011). ICT as a tool for building social capital in higher education. *Online Submission*. Retrieved from <http://files.eric.ed.gov/fulltext/ED531893.pdf>
- Al-Khatib, H. (2011). Technology enhanced learning: virtual realities; concrete results - case study on the impact of TEL on learning. *European Journal of Open, Distance And E-Learning*, (1). Retrieved from <http://iisit.org/Vol7/IIISITv7p519-529Tucker759.pdf>
- Angelino, L. M., & Natvig, D. (2009). A conceptual model for engagement of the online learner. *Journal of Educators Online*, 6(1), 1-19. Retrieved from <http://www.thejeo.com/Archives/Volume6Number1/Angelinooetapaper.pdf>
- Armstrong, D. A. (2011). Students' perceptions of online learning and instructional tools: A qualitative study of undergraduate students use of online tools. *Turkish Online Journal of Educational Technology - TOJET*, 10(3), 222-226. Retrieved from <http://www.tojet.net/articles/v10i3/10325.pdf>
- Arnone, M. P., Small, R. V., Chauncey, S. A., & McKenna, H. (2011). Curiosity, interest and engagement in technology-pervasive learning environments: A new research agenda. *Educational Technology Research and Development*, 59(2), 181-198. Retrieved from <http://www.marilynarnone.com/data/ETRDfulltext.pdf>
- Attwell, G., & Hughes, J. (2010). Pedagogic approaches to using technology for learning - literature review. *Lifelong learning UK*. Retrieved from <http://webarchive.nationalarchives.gov.uk/20110414152025/> & <http://www.lluk.org/wp-content/uploads/2011/01/Pedagogical-approaches-for-using-technology-literature-review-january-11-FINAL.pdf>
- Auvinen, A., & European, C. (2008). Setting the scene - introduction to quality in peer production of eLearning. *Online Submission*. Retrieved from <http://files.eric.ed.gov/fulltext/ED504368.pdf>
- Bai, X., & Smith, M. B. (2010). Promoting hybrid learning through a sharable eLearning approach. *Journal of Asynchronous Learning Networks*, 14(3), 13-24. Retrieved from <http://files.eric.ed.gov/fulltext/EJ909880.pdf>
- Banerjee, G. (2011). Blended environments: Learning effectiveness and student satisfaction at a small college in transition. *Journal of Asynchronous Learning Networks*, 15(1), 8-19. Retrieved from <http://files.eric.ed.gov/fulltext/EJ918215.pdf>
- Beer, C., Clark, K., & Jones, D. (2010). Indicators of engagement. In C. H. Steel, M. J. Keppell, P. Gerbic, & S. Housego (Eds.), *Curriculum, technology & transformation for an unknown future. Proceedings ascilite Sydney 2010* (pp.75-86). Brisbane, Australia: The University of Queensland. Retrieved from <http://ascilite.org.au/conferences/sydney10/procs/Beer-full.pdf>
- Bell, F. (2011). Connectivism: Its place in theory-informed research and innovation in technology-enabled learning. *International Review of Research in Open and Distance Learning*, 12(3), 98-118. Retrieved from <http://files.eric.ed.gov/fulltext/EJ920745.pdf>
- Bentley, Y., Selassie, H., & Shegunshi, A. (2012). Design and evaluation of student-focused eLearning. *Electronic Journal of E-Learning*, 10(1), 1-12. Retrieved from <http://www.ejel.org/issue/download.html?idIssue=20>
- Borovik, A. (2011). Information technology in university-level mathematics teaching and learning: A mathematician's point of view. *Research in Learning Technology*, 19(1), 73-85. Retrieved from <http://www.researchinlearningtechnology.net/index.php/rlt/article/viewFile/17106/19118>
- Burgess, M., & Caverly, D. C. (2010). Techtalk: An online framework for developmental literacy. *Journal of Developmental Education*, 34(1), 38-39. Retrieved from <http://files.eric.ed.gov/fulltext/EJ942883.pdf>
- Buus, L. (2012). Scaffolding teachers integrate social media into a problem-based learning approach? *Electronic Journal of E-Learning*, 10(1), 13-22. Retrieved from <http://files.eric.ed.gov/fulltext/EJ969432.pdf>

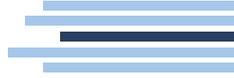
- Casquero, O., Portillo, J., Ovelar, R., Romo, J., & Benito, M. (2010). Strategy approach for eLearning 2.0 deployment in universities. *Digital Education Review*, (18), 1-8. Retrieved from <http://greavub.edu/der/index.php/der/article/viewFile/167/370>
- Cheng, G., & Chau, J. (2015). Exploring relationships between learning styles, online participation, learning achievement and course satisfaction: An empirical study of a blended learning course. *British Journal of Educational Technology*, 47(2), 257-278. doi:10.1111/bjet.12243. Retrieved from <https://onlinelibrary.wiley.com/doi/full/10.1111/bjet.12243>
- Cho, M., & Tobias, S. (2016). Should instructors require discussion in online courses? Effects of online discussion on community of inquiry, learner time, satisfaction, and achievement. *International Review of Research in Open and Distributed Learning*, 17(2), 123 – 140. Retrieved from [https://eric.ed.gov/?q=online+learning+student&pr=on&ft=on&ff1=dtysince\\_2014&pg=3&id=EJ1093637](https://eric.ed.gov/?q=online+learning+student&pr=on&ft=on&ff1=dtysince_2014&pg=3&id=EJ1093637)
- Cochrane, T. D. (2010). Exploring mobile learning success factors. *ALT-J: Research in Learning Technology*, 18(2), 133-148. Retrieved from <http://journals.sfu.ca/coaction/index.php/rlt/article/download/10758/12383>
- Costley, J., & Lange, C. (2016). The relationship between social presence and critical thinking: Results from learner discourse in an asynchronous learning environment. *Journal of Information Technology Education: Research*, 15, 89-108. doi:10.28945/3418. Retrieved from [https://www.researchgate.net/profile/Jamie\\_Costley/publication/304425119\\_The\\_Relationship\\_between\\_Social\\_Presence\\_and\\_Critical\\_Thinking\\_Results\\_from\\_Learner\\_Discourse\\_in\\_an\\_Asynchronous\\_Learning\\_Environment/links/576f13d808ae0b3a3b79cf90/The-Relationship-between-Social-Presence-and-Critical-Thinking-Results-from-Learner-Discourse-in-an-Asynchronous-Learning-Environment.pdf](https://www.researchgate.net/profile/Jamie_Costley/publication/304425119_The_Relationship_between_Social_Presence_and_Critical_Thinking_Results_from_Learner_Discourse_in_an_Asynchronous_Learning_Environment/links/576f13d808ae0b3a3b79cf90/The-Relationship-between-Social-Presence-and-Critical-Thinking-Results-from-Learner-Discourse-in-an-Asynchronous-Learning-Environment.pdf)
- Crichton, S., Pegler, K., & White, D. (2012). Personal devices in public settings: lessons learned from an iPod Touch/iPad project. *Electronic Journal of E-Learning*, 10(1), 23-31. Retrieved from <http://www.ejel.org/issue/download.html?idArticle=176>
- Dalgarno, B., & Lee, M. W. (2010). What are the learning affordances of 3-D virtual environments? *British Journal of Educational Technology*, 41(1), 10-32. Retrieved from <http://edtc6325teamone2ndlife.pbworks.com/f/6325%2BLearning%2Baffordances%2Bof%2B3-D.pdf>
- Diaz, V. (2011). Cloud-based technologies: faculty development, support, and implementation. *Journal of Asynchronous Learning Networks*, 15(1), 95-102. Retrieved from <http://files.eric.ed.gov/fulltext/EJ918223.pdf>
- Dringus, L. P. (2012). Learning analytics considered harmful. *Journal of Asynchronous Learning Networks*, 16(3), 87-100. Retrieved from <http://files.eric.ed.gov/fulltext/EJ982677.pdf>
- Edwards, S., & Bone, J. (2012). Integrating peer assisted learning and eLearning: using innovative pedagogies to support learning and teaching in higher education settings. *Australian Journal of Teacher Education*, 37(5), 1-12. Retrieved from <http://ro.ecu.edu.au/cgi/viewcontent.cgi?article=1743&context=ajte>
- Esposito, A. (2012). Research ethics in emerging forms of online learning: issues arising from a hypothetical study on a MOOC. *Electronic Journal of E-Learning*, 10(3), 315-325. Retrieved from <http://files.eric.ed.gov/fulltext/EJ985433.pdf>
- Everett, D. R. (2015). Adding value: Online student engagement. *Information Systems Education Journal*, 13(6), 68 – 76. Retrieved from [https://eric.ed.gov/?q=online+learning+student&pr=on&ft=on&ff1=dtysince\\_2014&id=EJ1137356](https://eric.ed.gov/?q=online+learning+student&pr=on&ft=on&ff1=dtysince_2014&id=EJ1137356)
- Gedera, D. (2014). Students' experiences of learning in a virtual classroom. *International Journal of Education and Development using Information and Communication Technology*, 10(4), 93 – 101. Retrieved from [https://eric.ed.gov/?q=online+learning+student&pr=on&ft=on&ff1=dtysince\\_2014&pg=3&id=EJ1059024](https://eric.ed.gov/?q=online+learning+student&pr=on&ft=on&ff1=dtysince_2014&pg=3&id=EJ1059024)
- González, C. (2010). *University teachers' experiences of teaching in blended learning environments*. Retrieved from <http://hdl.handle.net/2123/6401>
- Grant, M. (2012). University of Missouri-St. Louis: data-driven online course design and effective practices. *Continuing Higher Education Review*, 76, 183-192. Retrieved from <http://files.eric.ed.gov/fulltext/EJ1000665.pdf>

- Gray, J. & DiLoreto, M. (2016). The effects of student engagement, student satisfaction, and perceived learning in online learning environments. *International Journal of Educational Leadership Preparation*, 11(1). Retrieved from [https://eric.ed.gov/?q=online+learning+student&pr=on&ft=on&ff1=dytSince\\_2014&pg=2&id=EJ1103654](https://eric.ed.gov/?q=online+learning+student&pr=on&ft=on&ff1=dytSince_2014&pg=2&id=EJ1103654)
- Guiney, P. (2012). *Learners' participation, retention and success in eLearning: An annotated bibliography*. Retrieved from <http://www.educationcounts.govt.nz/publications/ict/learners-participation,-retention-and-success-in-e-learning-an-annotated-bibliography>
- Hall, A., & Herrington, J. (2010). The development of social presence in online Arabic learning communities. *Australasian Journal of Educational Technology*, 26(7), 1012-1027. <https://doi.org/10.14742/ajet.1031>. Retrieved from <http://researchrepository.murdoch.edu.au/id/eprint/3753/>
- Hoon, T. S., Chong, T. S., & Binti Ngah, N. A. (2010). Effect of an interactive courseware in the learning of matrices. *Educational Technology & Society*, 13(1), 121-132. Retrieved from [http://www.ifets.info/journals/13\\_1/12.pdf](http://www.ifets.info/journals/13_1/12.pdf)
- Hsu, Y. C., & Ching, Y. H. (2012). Mobile microblogging: using Twitter and mobile devices in an online course to promote learning in authentic contexts. *The International Review of Research in Open and Distance Learning*, 13(4), 211-227. Retrieved from <http://files.eric.ed.gov/fulltext/EJ1001713.pdf>
- Hwang, I., Tam, M., Lam, S., & Lam, P. (2012). Review of use of animation as a supplementary learning material of physiology content in four academic years. *Electronic Journal of E-Learning*, 10(4), 368-377. Retrieved from <http://files.eric.ed.gov/fulltext/EJ986645.pdf>
- International Association for Development of the Information Society (IADIS). (2012, October 19-21). *Proceedings of the International Association for Development of the Information Society (IADIS) International Conference on Cognition and Exploratory Learning in Digital Age (CELDA)*. Madrid, Spain: International Association for Development of the Information Society. Retrieved from <http://files.eric.ed.gov/fulltext/ED542606.pdf>
- Jamieson-Proctor, R., Albion, P., & Larkin, K. (2013). *Distance learning at times and places chosen by the learner: adapting resources and learning behaviours for working with mobile digital devices. dehub Report Series 2013*. Armidale NSW, Australia: University of New England, dehub. Retrieved from <http://dehub.edu.au/publications/reports/>
- Joint Information Systems Committee. (2009). *Effective assessment in a digital age - a guide to technology enhanced assessment feedback*. Retrieved from <http://www.jisc.ac.uk/whatwedo/programmes/elearning/assessment/digiassess.aspx>
- Joint Information Systems Committee. (2012). *Enhancing practice: exploring innovation with technology in further education*. Retrieved from <http://www.jisc.ac.uk/publications/programmerelated/2012/enhancing-practice.aspx>
- Joint Information Systems Committee. (2009). *Summative e-assessment quality*. Retrieved from <http://www.jisc.ac.uk/publications/reports/2009/reaqfinalreport.aspx>
- Joint Information Systems Committee. (2007). *Effective practice with e assessment*. Retrieved from <http://www.jisc.ac.uk/media/documents/themes/elearning/effpraceassess.pdf>
- Jeffrey, L., Milne, J., Suddaby, G., & Higgins, A. (2012). *Strategies for engaging learners in a blended environment*. Ako Aotearoa - The National Centre for Tertiary Teaching Excellence. Retrieved from <https://ako.aotearoa.ac.nz/download/ng/file/group-3089/strategies-for-engaging-learners-in-a-blended-environment.pdf>
- Ke, F., & C. Hoadley. (2009). Evaluating online learning communities. *Educational Technology Research and Development*, 57(4), 487-510. doi:10.1007/s11423-009-9120-2. Retrieved from <https://link.springer.com/article/10.1007/s11423-009-9120-2>
- Kearney, M., Schuck, S., Burden, K., & Aubusson, P. (2012). Viewing mobile learning from a pedagogical perspective. *Research in Learning Technology*, 20(1). Retrieved from <http://www.researchinlearningtechnology.net/index.php/rlt/article/download/14406/pdf>
- Kenney, J., & Newcombe, E. (2011). Adopting a blended learning approach: challenges encountered and lessons learned in an action research study. *Journal of Asynchronous Learning Networks*, 15(1), 45-57. Retrieved from [http://id697-wi13-bateman.wikispaces.umb.edu/file/view/M3\\_Kenney\\_Newcombe\\_2011.pdf/405268862/M3\\_Kenney\\_Newcombe\\_2011.pdf](http://id697-wi13-bateman.wikispaces.umb.edu/file/view/M3_Kenney_Newcombe_2011.pdf/405268862/M3_Kenney_Newcombe_2011.pdf)

- Khan, A., Egbue, O., Palkie, B., & Madden, J. (2015). Active learning: Engaging students to maximize learning in an online course. *Electronic Journal of e-Learning*, 15(2), 107 – 115. Retrieved from <https://eric.ed.gov/?q=online+learning+student+perspective&pr=on&ft=on&id=EJ1141876>
- Khoo, E., & Forret, M. (2015). Evaluating an online learning community: Intellectual, social and emotional development and transformations. *Waikato Journal of Education*, 221-236. <https://doi.org/10.15663/wje.v16i1.75>. Retrieved from <http://www.wje.org.nz/index.php/WJE/article/view/236>
- Kim, K., & Frick, T. W. (2011). Changes in student motivation during online learning. *Journal of Educational Computing Research*, 44(1), 1-23. Retrieved from <http://www.anitacrawley.net/Articles/Kim2011%20changes%20in%20motivation.pdf>
- Koloto, A. (2006) *Critical success factors for effective use of elearning with Pacific learners*. Retrieved from <http://akoaootearoa.ac.nz/community/cooperative-education-work-integrated-learning/resources/pages/critical-success-factors-ef>
- Lavendels, J., Shitikov, V., & Klints, D. (2007). Realisation of post-graduate training for teachers of informatics of rural secondary schools via internet. *Online Submission*. Retrieved from <http://files.eric.ed.gov/fulltext/ED500131.pdf>
- Lee, R., & Dashew, B. (2011). Designed learner interactions in blended course delivery. *Journal of Asynchronous Learning Networks*, 15(1), 68-76. Retrieved from <http://anitacrawley.net/Articles/Lee2011.pdf>
- Levinsen, K. (2011). Fluidity in the networked society-self-initiated learning as a digital literacy competence. *Electronic Journal of E-Learning*, 9(1), 52-62. Retrieved from [https://pure.au.dk/ws/files/36461287/ejel\\_volume9\\_issue1\\_article167\\_1\\_.pdf](https://pure.au.dk/ws/files/36461287/ejel_volume9_issue1_article167_1_.pdf)
- Lynch, K., Barr, N., & Oprescu, F. (2012). Learning paramedic science skills from a first person point of view. *Electronic Journal of E-Learning*, 10(4), 396-406. Retrieved from <http://files.eric.ed.gov/B3C69BFD-7AC9-4D9D-ADA2-B14CCB8D0D3A/FinalDownload/DownloadId-846BD009C5178FF7BC992EBFFFEFFC9DF/B3C69BFD-7AC9-4D9D-ADA2-B14CCB8D0D3A/fulltext/EJ986672.pdf>
- Mahdizadeh, H., Biemans, H., & Mulder, M. (2008). Determining factors of the use of eLearning environments by university teachers. *Computers & Education*, 51(1), 142-154. Retrieved from <http://www.mmulder.nl/PDF%20files/2008-05-27%20Mahdizadeh%20et%20al%20-%20Computers%20%20Education.pdf>
- Mark, K. P., Thadani, D. R., Santandreu Calonge, D., Pun, C. F., & Chiu, P. H. (2011). From neophyte to experienced facilitator: An interactive blended-learning course for graduate teaching assistants in Hong Kong. *Knowledge Management & E-Learning: An International Journal (KM&EL)*, 3(2), 153-169. Retrieved from <http://www.kmel-journal.org/ojs/index.php/online-publication/article/viewFile/108/88>
- Mercer, E., Parol, S., Peters, S., & Putzke, H. (2013). *Awareness and education of eLearning at the polytechnic of Namibia*. Retrieved from [https://www.wpi.edu/Pubs/E-project/Available/E-project-051013-120944/unrestricted/CTL\\_Final\\_IQP\\_Report.pdf](https://www.wpi.edu/Pubs/E-project/Available/E-project-051013-120944/unrestricted/CTL_Final_IQP_Report.pdf)
- Mihai, A. (2009). Teaching European studies online: the challenge of quality assurance. *European Journal of Open, Distance and E-Learning*, (2). Retrieved from <http://citeseerx.ist.psu.edu/B3C69BFD-7AC9-4D9D-ADA2-B14CCB8D0D3A/FinalDownload/DownloadId-889093CDB8A3497ADA16F444F202BAB9/B3C69BFD-7AC9-4D9D-ADA2-B14CCB8D0D3A/viewdoc/download?rep=rep1&type=pdf&doi=10.1.1.224.2875#page=293>
- Murray, M., Perez, J., Geist, D., & Hedrick, A. (2012). Student interaction with online course content: build it and they might come. *Journal of Information Technology Education*, 11, 125-140. Retrieved from [http://www.editlib.org/p/111496/article\\_111496.pdf](http://www.editlib.org/p/111496/article_111496.pdf)
- Muuro, M. E., Wagacha, P. W., Kihoro, J., & Oboko, R. (2014). Students' perceived challenges in an online collaborative learning environment: A case of higher learning institutions in Nairobi, Kenya. *The International Review of Research in Open and Distributed Learning*, 15(6). Retrieved from <http://www.irrodl.org/index.php/irrodl/article/view/1768>
- Nakabayashi, K., Morimoto, Y., & Hada, Y. (2010). Design and implementation of an extensible learner-adaptive environment. *Knowledge Management & E-Learning: An International Journal (KM&EL)*, 2(3), 246-259. Retrieved from <http://kmel-journal.org/ojs/index.php/online-publication/article/view/75/55>

- Nandi, D., Hamilton, M., Harland, J., & Warburton, G. (2011). *How active are students in online discussion forums?* Paper presented at Australasian Computing Education Conference (ACE2011), Perth Australia January 2011. Retrieved from <https://dl.acm.org/citation.cfm?id=2459936.2459952>.
- Nicholls, M. (2009). *ePrimer series: eLearning in context*. Retrieved from <https://akoatearoa.ac.nz/projects/eprimer-series>
- Nie, M., Armellini, A., Witthaus, G., & Barklamb, K. (2011). How do e-book readers enhance learning opportunities for distance work-based learners? *Research in Learning Technology*, 19(1), 19-38. Retrieved from <http://journals.co-action.net/index.php/rlt/article/viewFile/17104/19114>
- Norton, G., Taylor, M., Stewart, T., Blackburn, G., Jinks, A., & Razdar, B. (2012). Designing, developing and implementing a software tool for scenario based learning. *Australasian Journal of Educational Technology*, 28(7), 1083-1102. Retrieved from <http://ascilite.org.au/ajet/ajet28/norton.pdf>
- Olesova, L., Yang, D., & Richardson, J. C. (2011). Cross-cultural differences in undergraduate students' perceptions of online barriers. *Journal of Asynchronous Learning Networks*, 15(3), 68-80. Retrieved from <http://files.eric.ed.gov/fulltext/EJ935586.pdf>
- Pan, N., Lau, H., & Lai, W. (2010). Sharing eLearning innovation across disciplines: an encounter between engineering and teacher education. *Electronic Journal of E-Learning*, 8(1), 31-40. Retrieved from <http://www.ejel.org/issue/download.html?idArticle=161>
- Parisio, M. L. (2010). *University teachers' conceptions of learning through online discussion*. Retrieved from <http://hdl.handle.net/2123/7023>
- Peacock, S., & Cowan, J. (2016). From presences to linked influences within communities of inquiry. *International Review of Research In Open & Distance Learning*, 17(5), 267-283. Retrieved from <http://dx.doi.org/10.19173/irrodl.v17i5.2602>.
- Picciano, A. G. (2012). The evolution of big data and learning analytics in American higher education. *Journal of Asynchronous Learning Networks*, 16(3), 9-20. Retrieved from <http://files.eric.ed.gov/fulltext/EJ982669.pdf>
- Porina, L. (n.d.). *Understanding the needs of Māori learners for the effective use of eLearning Ako Aotearoa*. Retrieved from <https://akoatearoa.ac.nz/resources/pages/understanding-needs-m%C4%81ori-learners-effective-use-elearning>
- Richardson, J., Koehler, A., Besser, E., Caskurlu, S., Lim, J., & Mueller, C. (2015). Conceptualizing and investigating instructor presence in online learning environments. *The International Review of Research in Open and Distributed Learning*, 16(3). Retrieved from <http://www.irrodl.org/index.php/irrodl/article/view/2123>
- Rossi, D., Beer, C., Janse van Rensburg, H. M., Harreveld, R. E., Danaher, P. A., & Singh, M. J. G. (2011). *Learning interactions: A cross-institutional multi-disciplinary analysis of learner-learner and learner-teacher and learner-content interactions in online learning contexts. Report Series 2013*. Armidale, NSW, Australia: University of New England, dehub. Retrieved from <http://dehub.edu.au/publications/reports/>
- Ryman, S., Burrell, L., Hardham, G., Richardson, B., & Ross, J. (2010). Creating and sustaining online learning communities: Designing for transformative learning. *International Journal of Pedagogies and Learning*, 5(3), 32-45. <https://doi.org/10.5172/ijpl.5.3.32>. Retrieved from <https://www.tandfonline.com/doi/abs/10.5172/ijpl.5.3.32>
- Shah, U., Hodgson, V., & Trehan, K. (2012). *Teachers' experiences of using learning technology in Pakistan*. Retrieved from <http://www.lancaster.ac.uk/fss/organisations/netlc/past/nlc2012/abstracts/pdf/shah.pdf>
- Staric, A. (2010). Educational technology for the inclusive classroom. *Turkish Online Journal of Educational Technology - TOJET*, 9(3), 26-37. Retrieved from <http://www.tojet.net/articles/v9i3/933.pdf>
- Stary, C., & Weichhart, G. (2012). An eLearning approach to informed problem solving. *Knowledge Management & E-Learning: An International Journal (KM&EL)*, 4(2), 195-216. Retrieved from <http://kmel-journal.org/ojs/index.php/online-publication/article/view/184/141>

- Stebbing, S., Bagheri, N., Perrie, K., Blyth, P., & McDonald, J. (2012). Blended learning and curriculum renewal across three medical schools: the rheumatology module at the University of Otago. *Australasian Journal of Educational Technology*, 28(7), 1176-1189. Retrieved from <http://ascilite.org.au/ajet/ajet28/stebbing.pdf>
- Su, K. (2011). An intensive ICT-integrated environmental learning strategy for enhancing student performance. *International Journal of Environmental And Science Education*, 6(1), 39-58. Retrieved from [http://www.ijese.com/IJESE\\_v6n1\\_Su.pdf](http://www.ijese.com/IJESE_v6n1_Su.pdf)
- Suki, N., & Suki, N. (2011). Using mobile device for learning: from students' perspective. *Online Submission*. Retrieved from <http://files.eric.ed.gov/fulltext/ED522204.pdf>
- Swann, J., & Albion, P. (2013). Caring dialogue: A step toward realising the dream of online learning communities. In H. Carter, M. Gosper & J. Hedberg (Eds.), *Electric Dreams. Proceedings ascilite 2013 Sydney* (pp. 854-864). Retrieved from <https://www.learnlib.org/p/171222/>
- Tsai, F. H. (2013). The development and evaluation of an online formative assessment upon single-player game in eLearning environment. *Journal of Curriculum and Teaching*, 2(2). Retrieved from <http://www.sciedu.ca/journal/index.php/jct/article/download/3416/2095>
- Tu, C. H., Sujo-Montes, L., Yen, C. J., Chan, J. Y., & Blocher, M. (2012). The integration of personal learning environments & open network learning environments. *Techtrends: Linking Research and Practice to Improve Learning*, 56(3), 13-19. Retrieved from [http://www.academia.edu/2327762/The\\_Integration\\_of\\_Personal\\_Learning\\_Environments\\_and\\_Open\\_Network\\_Learning\\_Environments](http://www.academia.edu/2327762/The_Integration_of_Personal_Learning_Environments_and_Open_Network_Learning_Environments)
- Valk, J., Rashid, A. T., & Elder, L. (2010). Using mobile phones to improve educational outcomes: an analysis of evidence from Asia. *International Review of Research in Open and Distance Learning*, 11(1), 117-140. Retrieved from <http://files.eric.ed.gov/fulltext/EJ881581.pdf>
- Veletsianos, G. (Ed.). (2010). *Emerging technologies in distance education*. Athabasca, Canada: Athabasca University Press. Retrieved from <http://www.aupress.ca/index.php/books/120177>
- Vitiene, N., & Miciuliene, R. (2008). Application of criteria-referenced assessment and qualitative feedback to develop foreign language speaking skills in the context of e-teaching/Learning. *Quality of Higher Education*, 5152-168. Retrieved from [http://skc.vdu.lt/downloads/zurnalo\\_arch/amk\\_5/qhe\\_2008\\_152\\_171.pdf](http://skc.vdu.lt/downloads/zurnalo_arch/amk_5/qhe_2008_152_171.pdf)
- Vom Brocke, C. (2011). How to leverage virtual learning communities for teaching agile communication skills? The egroups case at the University of Münster in Germany and Massey University in New Zealand. *Knowledge Management & E-Learning*, 3(4), 644 - 664. Retrieved from <http://www.kmel-journal.org/ojs/index.php/online-publication/article/view/147/119>
- Xial, C., Fielder, J., & Siragusa, L. (2013). Achieving better peer interaction in online discussion forums: A reflective practitioner case study. *Issues in Educational Research*, 23(1), 97-113. Retrieved from <http://www.iier.org.au/iier23/xia.pdf>
- Yu, P., Liao, Y., Su, M., Cheng, P., & Pai, C. (2012). A rapid auto-indexing technology for designing readable eLearning content. *International Review of Research in Open and Distance Learning*, 13(5), 20-38. Retrieved from <http://files.eric.ed.gov/fulltext/EJ1001720.pdf>



## 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 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.



**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.

#### eLearning guidelines

- 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.

#### eLearning guidelines

- 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?
- 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?

## IMPLEMENTING continued

### eLearning guidelines

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.

### eLearning guidelines

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?

## RESOURCES

- Al-alak, B. A., & Alnawas, I. A. (2011). Measuring the acceptance and adoption of eLearning by academic staff. *Knowledge Management & E-Learning: An International Journal (KM&EL)*, 3(2), 201-221. Retrieved from <http://kmel-journal.org/ojs/index.php/online-publication/article/view/33/84>
- Barr, A., Neal, T., Moore, M., Delany, J., & Hunt, K. (2008). *Designing for professional development: how do we design effective professional development?* Wellington, New Zealand: Ministry of Education. Retrieved from <http://akoaooteaoroa.ac.nz/community/recommended-resources-ako-aoteaoroa/resources/books/designing-professional-development>
- Backhouse, J. (2013). What makes lecturers in higher education use emerging technologies in their teaching? *Knowledge Management & E-Learning*, 5(3), 345–358. Retrieved from <http://www.kmel-journal.org/ojs/index.php/online-publication/article/view/246/193>
- Bath, D., & Bourke, J. (2011). The blending of blended learning: An experiential approach to academic staff development. In G. Williams, P. Statham, N. Brown, & B. Cleland (Eds.), *Changing demands, changing directions. Proceedings ascilite Hobart 2011* (pp.133-138). Hobart, Australia: University of Tasmania. Retrieved from <http://www.ascilite.org.au/conferences/hobart11/downloads/papers/Bath-concise.pdf>
- Brown, M., Keppell, M., Hughes, H., Hard, N., Shillington, S., & Smith, L. (2013). *In their own words: Learning from the experiences of first time distance students. Final Report 2012. dehub Report Series 2013*. Armidale NSW, Australia: University of New England, dehub. Retrieved from <http://dehub.edu.au/publications/reports/>
- Buzdar, M. A., Ali, A., & Tariq, R. (2016). Emotional intelligence as a determinant of readiness for online learning. *International Review of Research in Open and Distributed Learning*, 17(1), 148 – 158. Retrieved from [https://eric.ed.gov/?q=online+learning+student&pr=on&ft=on&ff1=dySince\\_2014&id=EJ1090887](https://eric.ed.gov/?q=online+learning+student&pr=on&ft=on&ff1=dySince_2014&id=EJ1090887)
- Cheng, J., Huang, E., & Lin, C. (2012). An e-Book hub service based on a cloud platform. *International Review of Research in Open and Distance Learning*, 13(5), 39-55. Retrieved from <http://files.eric.ed.gov/fulltext/EJ1001721.pdf>
- Childs, M., Brown, M., Keppell, M., Nicholas, Z., Hunter, C., & Hard, N. (2013). Managing institutional change through distributive leadership approaches: Engaging academics and teaching staff in blended and flexible learning. *Final Report 2012. dehub Report Series 2013*. Armidale NSW, Australia: University of New England. Retrieved from <http://dehub.edu.au/publications/reports/>
- Doherty, I. (2010). Agile project management for elearning developments. *Journal of Distance Education*, 24(1), 91-106. Retrieved from <http://www.jofde.ca/index.php/jde/article/viewArticle/605/1028>
- Donohue, C., & Fox, S. (2012). Technology for teacher education and professional development: Lessons learned and innovative practices. *Exchange*, 74-82. Retrieved from [http://bresciacittadelnoi.it/wp-content/uploads/2017/05/Lessons-learned-Innovative-practices-and-Emerging-trends\\_Chip-Donohue-and-Selena-Fox\\_Technology-for-teacher-education\\_March-April-2012.pdf](http://bresciacittadelnoi.it/wp-content/uploads/2017/05/Lessons-learned-Innovative-practices-and-Emerging-trends_Chip-Donohue-and-Selena-Fox_Technology-for-teacher-education_March-April-2012.pdf)
- Ertmer, P. A., & Ottenbreit-Leftwich, A. T. (2010). Teacher technology change: how knowledge, confidence, beliefs, and culture intersect. *Journal of Research on Technology in Education*, 42(3), 255-284. Retrieved from <http://marianrosenberg.wiki.westga.edu/file/view/ErtmerPTeacherTechnology.pdf/348949052/ErtmerPTeacherTechnology.pdf>
- Fetters, M. L., & DUBY, T. (2011). Faculty development: a stage model matched to blended learning maturation. *Journal of Asynchronous Learning Networks*, 15(1), 77-86. Retrieved from <http://files.eric.ed.gov/fulltext/EJ918221.pdf>
- Garrison, D. R., & Akyol, Z. (2013). The community of inquiry theoretical framework. In G. M. Moore (Ed.), *Handbook of distance education* (pp. 104–120). New York: Routledge. Retrieved from [https://books.google.co.nz/books?hl=en&lr=&id=Up\\_fAmUHxSc&oi=fnd&pg=PA104&dq=The+community+of+inquiry+theoretical+framework&ots=7eEOUIA5FM&sig=PzLgdaN2zTy\\_CB5iJXJE1iWrBIU#v=onepage&q=The%20community%20of%20inquiry%20theoretical%20framework&f=false](https://books.google.co.nz/books?hl=en&lr=&id=Up_fAmUHxSc&oi=fnd&pg=PA104&dq=The+community+of+inquiry+theoretical+framework&ots=7eEOUIA5FM&sig=PzLgdaN2zTy_CB5iJXJE1iWrBIU#v=onepage&q=The%20community%20of%20inquiry%20theoretical%20framework&f=false)
- Georgina, D. A., & Hosford, C. C. (2009). Higher education faculty perceptions on technology integration and training. *Teaching and Teacher Education*, 25(5), 690-696. Retrieved from <http://literacyachievementgap.pbworks.com/f/hghg.pdf>

- Ghaemi, H. (2011). The utilization of web-based technology as predictor of faculty insights of support for the implementation of eLearning. *Turkish Online Journal of Distance Education*, 12(1), 54-61. Retrieved from <http://files.eric.ed.gov/fulltext/EJ964937.pdf>
- Guiney, P. (2011). eLearning provision and participation: trends, patterns and highlights. *Education counts*. Retrieved from <http://www.educationcounts.govt.nz/publications/ict/e-learning-provision-and-participation-trends,-patterns-and-highlights/summary>
- Hegarty, B., Penman, M., Kelly, O., Jeffrey, L., Coburn, D., & McDonald, J. (2010). *Digital information literacy: supported development of capability in tertiary environments*. Retrieved from [http://www.educationcounts.govt.nz/publications/tertiary\\_education/80624](http://www.educationcounts.govt.nz/publications/tertiary_education/80624)
- Herman, J. (2012). Faculty development programs: the frequency and variety of professional development programs retrieved to online instructors. *Journal of Asynchronous Learning Networks*, 16(5), 87-106. Retrieved from <http://files.eric.ed.gov/fulltext/EJ1000093.pdf>
- Huda, M., Maselena, A., Atmotiyoso, P., Siregar, M., Ahmad, R., Jasmi, K., & Muhamad, N. (2018). Big data emerging technology: Insights into innovative environment for online learning resources. *International Journal of Emerging Technologies in Learning (IJET)*, 13(1), 23-36. Retrieved from <https://www.learnlib.org/p/182240/>
- Jeffrey, L., Hegarty, B., Kelly, O., Penman, M., Coburn D., & McDonald, J. (2011). Developing digital information literacy in higher education: obstacles and supports. *Journal of Information Technology Education*, 10, 383 - 413. Retrieved from <http://www.jite.org/documents/Vol10/JITeV10p383-413Jeffrey1019.pdf>
- Joint Information Systems Committee. (2011). *Emerging practice in a digital age*. Retrieved from <http://www.jisc.ac.uk/publications/generalpublications/2011/09/empda.aspx>
- Joint Information Systems Committee. (2012). *Extending the learning environment: why review our virtual learning environment?* Retrieved from <http://www.jisc.ac.uk/publications/briefingpapers/2012/extending-the-learning-environment.aspx>
- Johnson, L. L., Adams, S. S., Cummins, M. M., New Media Consortium, & Griffith University. (2012). Technology outlook for Australian tertiary education 2012-2017: An NMC horizon report regional analysis. *New media consortium*. Retrieved from <http://files.eric.ed.gov/B3C69BFD-7AC9-4D9D-ADA2-B14CCB8D0D3A/FinalDownload/DownloadId-089FD9975234CC66D7248BD77E1507CA/B3C69BFD-7AC9-4D9D-ADA2-B14CCB8D0D3A/fulltext/ED532405.pdf>
- Keengwe, J., Kidd, T., & Kyei-Blankson, L. (2009). Faculty and technology: implications for faculty training and technology leadership. *Journal of Science Education and Technology*, 18(1), 23-28. Retrieved from <http://webpages.csus.edu/~sac43949/pdfs/faculty%20and%20tech%20implications.pdf>
- Kenney, J. L., Banerjee, P., & Newcombe, E. (2010). Developing and sustaining positive change in faculty development skills: lessons learned from an innovative faculty development initiative. *International Journal of Technology in Teaching and Learning*, 6(2), 89-102. Retrieved from [http://www.sicet.org/journals/ijttl/issue1002/1\\_Kenny.pdf](http://www.sicet.org/journals/ijttl/issue1002/1_Kenny.pdf)
- Koc, S., & Liu, X. (2016). An investigation of graduate students' help-seeking experiences, preferences and attitudes to online learning. *Turkish Online Journal of Educational Technology - TOJET*, 15(3), 27-38. Retrieved from [https://eric.ed.gov/?q=online+learning+student&pr=on&ft=on&ff1=dySince\\_2014&pg=3&id=EJ1106358](https://eric.ed.gov/?q=online+learning+student&pr=on&ft=on&ff1=dySince_2014&pg=3&id=EJ1106358)
- Kumar, L. S., Jamatia, B., Aggarwal, A. K., & Kannan, S. S. (2011). Mobile device intervention for student support services in distance education context - FRAME Model Perspective. *European Journal of Open, Distance and E-Learning*, (2). Retrieved from <http://files.eric.ed.gov/fulltext/EJ954908.pdf>
- Kumi-Yeboah, A., Yuan, G., & Dogbey, J. (2017). Online collaborative learning activities: The perceptions of culturally diverse graduate students. *Online Learning*, 21(4), 5 – 28. Retrieved from [https://eric.ed.gov/?q=online+learning+student&pr=on&ft=on&ff1=dySince\\_2014&pg=2&id=EJ1163472](https://eric.ed.gov/?q=online+learning+student&pr=on&ft=on&ff1=dySince_2014&pg=2&id=EJ1163472)
- Laaser, W., & Toloza, E. (2017). The changing role of the educational video in higher distance education. *International Review of Research in Open and Distributed Learning*, 18(2). Retrieved from <http://www.irrodl.org/index.php/irrodl/article/view/3067/4077>
- Laxton, R., & Applebee, A. (2010). Developing communities of practice around eLearning and project management. *Journal of Distance Education*, 24(1), 123-142. Retrieved from <http://www.jofde.ca/index.php/jde/article/viewArticle/604/1026>

- Liu, Y., Huang, Y., & Lin, C. (2012). Organizational factors' effects on the success of eLearning systems and organizational benefits: an empirical study in Taiwan. *International Review of Research in Open and Distance Learning*, 13(4), 130-151. Retrieved from <http://files.eric.ed.gov/fulltext/EJ1001709.pdf>
- McGreal, R. (2009). A case study of an international eLearning training division: meeting objectives. *International Review of Research in Open and Distance Learning*, 10(6), 1-20. Retrieved from <http://files.eric.ed.gov/fulltext/EJ869421.pdf>
- Magzan, M., Aleksic-Maslac, K., & Juric, V. (2010). Teamwork in relation to quality of eLearning: business education context. *Online Submission*. Retrieved from <http://www.dhpescu.org/media/elip/DISTANCE%201.pdf>
- Marques, A., & Belo, O. (2011). Discovering student web usage profiles using Markov chains. *Electronic Journal of E-Learning*, 9(1), 63-74. Retrieved from <http://www.ejel.org/issue/download.html?idArticle=168>
- Marshall, S. J. (2008). What are the key factors that lead to effective adoption and support of eLearning by institutions? *Proceedings of HERDSA 2008*. Rotorua, New Zealand: HERDSA. Retrieved from <http://www.herdsa.org.au/wp-content/uploads/conference/2008/media/Marshall.pdf>
- Marshall, S. (2006). *eLearning maturity model version two: New Zealand tertiary institution eLearning capability: informing and guiding eLearning architectural change and development project report*. Retrieved from <http://www.utdc.vuw.ac.nz/research/emm/documents/versiontwo/20060726TeLRFReport.pdf>
- Mohamadzadeh, M., Farzaneh, J., Mousavi, M., Ma'ghabl, R., & Moenikia, M. (2012). Challenges and strategies for eLearning development in the Payame Noor University of Iran. *Turkish Online Journal of Distance Education*, 13(1), 148-159. Retrieved from <http://files.eric.ed.gov/fulltext/EJ976937.pdf>
- Mozelius, P., & Hettiarachchi, E. (2012). eNOSHA, a free, open and flexible learning object repository - an iterative development process for global user-friendliness. *European Journal of Open, Distance and E-Learning*, (1). Retrieved from <http://files.eric.ed.gov/fulltext/EJ979593.pdf>
- Nicholas C., & Caon-Parsons, S. (2017). Establishing and maintaining a dynamic learning & teaching community via an online learning management system platform. *Ergo* 3(4). Retrieved from <https://www.ojs.unisa.edu.au/index.php/ergo/article/view/1448>
- Nguyen, T. (2015). The effectiveness of online learning: Beyond no significant difference and future horizons. *Journal of Online Learning and Teaching* 11(2), 309-319. Retrieved from [http://jolt.merlot.org/Vol11no2/Nguyen\\_0615.pdf](http://jolt.merlot.org/Vol11no2/Nguyen_0615.pdf)
- O'Neill, K., Singh, G., & O'Donoghue, J. (2004). Implementing eLearning programmes for higher education: a review of the literature. *Journal of Information Technology Education*, 3, 313-323. Retrieved from [http://www.editlib.org/p/111456/article\\_111456.pdf](http://www.editlib.org/p/111456/article_111456.pdf)
- Orozco, M., Fowlkes, J., Jerzak, P., & Musgrove, A. (2012). Zero to sixty plus in 108 days: launching a central elearning unit and its first faculty development program. *Journal of Asynchronous Learning Networks*, 16(2), 177-192. Retrieved from <http://files.eric.ed.gov/fulltext/EJ971051.pdf>
- Qureshi, I. A., Ilyas, K., Yasmin, R., & Whitty, M. (2012). Challenges of implementing eLearning in a Pakistani university. *Knowledge Management & E-Learning: An International Journal (KM&EL)*, 4(3), 310-324. Retrieved from <http://kml-journal.org/ojs/index.php/online-publication/article/download/174/145>
- Ragan, L. C., Bigatel, P., Kennan, S. S., & Dillon, J. (2012). From research to practice: towards the development of an integrated and comprehensive faculty development program. *Journal of Asynchronous Learning Networks*, 16(5), 71-86. Retrieved from <http://files.eric.ed.gov/fulltext/EJ1000092.pdf>
- Shepherd, C., & Alpert, M. (2015). Using technology to provide differentiated instruction for deaf learners. *Journal of Instructional Pedagogies*, 16. Retrieved from [https://eric.ed.gov/?q=online+learning+student&pr=on&ft=on&ff1=dtySince\\_2014&pg=2&id=EJ1069390](https://eric.ed.gov/?q=online+learning+student&pr=on&ft=on&ff1=dtySince_2014&pg=2&id=EJ1069390)

- Slater, R., Pearson, V., Warren, J., & Forbes, T. (2015). Institutional change for improving accessibility in the design and delivery of distance learning – the role of faculty accessibility specialists at The Open University. *Open Learning: The Journal of Open, Distance and e-Learning*, 30, 6-20. Retrieved from <https://www.tandfonline.com/doi/full/10.1080/02680513.2015.1013528>
- Smidt, E., Bunk, J., Li, R., McAndrew, A., & Florence, M. (2016). Understanding student attitudes about distance education: The importance of excitement and fear. *IAFOR Journal of Education*, 4(1), 90 – 104. Retrieved from [https://eric.ed.gov/?q=online+learning+student&pr=on&ft=on&ff1=dtysince\\_2014&id=EJ1100565](https://eric.ed.gov/?q=online+learning+student&pr=on&ft=on&ff1=dtysince_2014&id=EJ1100565)
- Terras, K., Leggio, J., & Phillips, A. (2015). Disability accommodation in online courses: the graduate student experience. *Journal of Postsecondary Education and Disability*, 28(3), 329 – 340. Retrieved from [https://eric.ed.gov/?q=online+learning+student&pr=on&ft=on&ff1=dtysince\\_2014&pg=2&id=EJ1083812](https://eric.ed.gov/?q=online+learning+student&pr=on&ft=on&ff1=dtysince_2014&pg=2&id=EJ1083812)
- Wilson, A. (2012). Effective professional development for eLearning: what do the managers think? *British Journal of Educational Technology*, 43(6), 892-900. Retrieved from <http://essentialconditions.wiki.pbworks.com/w/file/attach/61126845/Effective%20Professional%20Development.pdf>
- Yeboah, A. K., & Smith, P. (2016). Relationships between minority students' online learning experiences and academic performance. *Online Learning*, 20(4). Retrieved from [https://eric.ed.gov/?q=online+learning+student&pr=on&ft=on&ff1=dtysince\\_2014&id=EJ1124650](https://eric.ed.gov/?q=online+learning+student&pr=on&ft=on&ff1=dtysince_2014&id=EJ1124650)
- Yu, T., & Richardson, J. C. (2015). An exploratory factor analysis and reliability analysis of the student *online learning* readiness (SOLR) instrument. *Online Learning* 19(5), 120 – 141. Retrieved from [https://eric.ed.gov/?q=online+learning+student&pr=on&ft=on&ff1=dtysince\\_2014&id=EJ1085767](https://eric.ed.gov/?q=online+learning+student&pr=on&ft=on&ff1=dtysince_2014&id=EJ1085767)



# ORGANISATIONAL LEADER

## *perspective*

The organisational leader perspective asks you to consider the vision for eLearning and also includes the strategic planning and financial aspects of eLearning provision.

The organisational leader perspective offers reflective prompts focussed on the leader, where you are asked to consider the vision, financial and strategy aspects. They are designed to be considered contextually within a tertiary organisation.





**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.

#### eLearning guidelines

- OD 1: Is eLearning development enabled by the organisation's leaders?
- OD 2: Are there core principles and an overarching framework for eLearning initiatives?
- OD 3: Are graduate outcome statements clear about how eLearning will foster organisational values?
- OD 4: Do technology decisions involving teaching have input from knowledgeable teaching staff?
- OD 5: Is there a clear process in place for evaluating new technologies, and adopting them in an aligned way across the organisation?
- OD 6: Are systems in place for ensuring that teaching and support staff have the knowledge, experience and ability to match the eLearning objectives of the organisation?

---

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

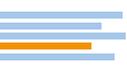
#### eLearning guidelines

- OI 1: Is there a sound rationale in the organisation to support an eLearning approach?
- OI 2: Are there organisation-wide policies, processes and strategies for promoting and enabling good teaching with technology?
- OI 3: Do the organisational infrastructure and processes support the role of technology in meeting the teaching outcomes?
- OI 4: Is there a dedicated eLearning budget in place to ensure ongoing investment and support?
- OI 5: Does the planned budget for eLearning development include continuous professional development for staff?
- OI 6: Is capability-building of staff fundable and logistically achievable within the organisational budget?
- OI 7: Is eLearning and eTeaching embedded in the organisation's Quality Management System (QMS) through policies, processes and practices?
- OI 8: Is the organisational strategy accepting of and advocating for eLearning design, development and review?
- OI 9: Are the eLearning initiatives scalable in appropriate ways for the organisation?

**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.

#### eLearning guidelines

- OE 1: Are the principles of good practice in eLearning debated and shared?
- OE 2: Is there a cross-organisational leadership group in place to help coordinate eLearning responsibilities?
- OE 3: Does the organisation provide a reliable, secure and up-to-date information technology infrastructure that will meet future requirements?



## RESOURCES

- Ammenwerth, E. (2017). Envisioning changing role of university teacher in online instructional environments. *All Ireland Journal of Teaching and Learning in Higher Education (AISHE-J)*, 9 (3), 3121- 3129. Retrieved from <http://ojs.aishe.org/index.php/aishe-j/article/viewFile/312/557>
- Bai, X., & Smith, M. B. (2010). Promoting hybrid learning through a sharable eLearning approach. *Journal of Asynchronous Learning Networks*, 14(3), 13-24. Retrieved from <http://files.eric.ed.gov/fulltext/EJ909880.pdf>
- Casquero, O., Portillo, J., Ovelar, R., Romo, J., & Benito, M. (2010). Strategy approach for eLearning 2.0 deployment in universities. *Digital Education Review*, (18), 1-8. Retrieved from <http://greav.ub.edu/der/index.php/der/article/viewFile/167/370>
- Daniel, J., Kanwar, A., & Uvalic-Trumbic, S. (2009). Breaking higher education's iron triangle: access, cost, and quality. *Change: The Magazine of Higher Learning*, 41(2), 30-35. Retrieved from <http://www.changemag.org/Archives/Back%20Issues/March-April%202009/full-iron-triangle.html>
- Donohue, C., & Fox, S. (2012). Lessons learned, innovative practices, and emerging trends: technology for teacher education and professional development. *Exchange: The Early Childhood Leaders' Magazine Since 1978*, (204), 74-80. Retrieved from <https://ccie-catalog.s3.amazonaws.com/library/5020474.pdf>
- Gallagher, S., & LaBrie, J. (2012). Online learning 2.0: strategies for a mature market. *Continuing Higher Education Review*, 7665-73. Retrieved from <http://files.eric.ed.gov/fulltext/EJ1000652.pdf>
- Guiney, P. (2013). *Organisational approaches to eLearning in the tertiary sector: An annotated bibliography*. Tertiary education occasional paper. Wellington, New Zealand: Ministry of Education. Retrieved from <http://www.educationcounts.govt.nz/publications/ict/organisational-approaches-to-e-learning-in-the-tertiary-sector>
- Gunn, C. (2010). Sustainability factors for eLearning initiatives. *ALT-J, Research in Learning Technology*, 18(2). Retrieved from <http://researchinlearningtechnology.net/index.php/rlt/article/viewFile/10755/12380>
- Ghaemi, H. (2011). The utilization of web-based technology as predictor of faculty insights of support for the implementation of eLearning. *Turkish Online Journal of Distance Education*, 12(1), 54-61. Retrieved from <http://files.eric.ed.gov/fulltext/EJ964937.pdf>
- Haggard, S., Lawton, W., & Katsomitros, A. (2013). The maturing of the MOOC: *literature review of massive open online courses and other forms of online distance learning, a report for the UK Department for business, innovation and skills*. Retrieved from [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/240193/13-1173-maturing-of-the-mooc.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/240193/13-1173-maturing-of-the-mooc.pdf)
- Higgins, A., & Prebble, T. (2008). *Taking the lead: strategic management for eLearning*. Retrieved from <https://akoaootearoa.ac.nz/takingthelead>
- Joint Information Systems Committee. (2011). *Transforming curriculum delivery through technology: stories of challenge, benefit and change*. Retrieved from <http://www.jisc.ac.uk/publications/programmerelated/2011/curriculumdeliveryguide.aspx>
- Kidney, G., Cummings, L., & Boehm, A. (2007). Toward a quality assurance approach to eLearning courses. *International Journal on E-Learning*, 6(1), 17-30. Retrieved from <http://www.gkidney.net/sampler/pdf/qa.pdf>
- Kurubacak, G. (2011). eLearning for pluralism: the culture of eLearning in building a knowledge society. *Online Submission*. Retrieved from <http://files.eric.ed.gov/fulltext/ED521663.pdf>
- Lam, P., & McNaught, C. (2007). Management of an eLearning evaluation project: The eLearning model. *Journal of Interactive Learning Research*, 18(3), 365-380. Retrieved from <http://e3learning.edc.polyu.edu.hk/papers/Manage-eLearning-evaluation.pdf>
- Laaser, W. (2011). Some structural changes on the way towards eUniversity. *Turkish Online Journal of Distance Education*, 12(1), 126-137. Retrieved from <http://files.eric.ed.gov/fulltext/EJ964942.pdf>

- Levy, D. (2017). Online, blended and technology-enhanced learning: Tools to facilitate community college student success in the digitally-driven workplace. *Contemporary Issues in Education Research*, 10(4), 255 – 262. Retrieved from [https://eric.ed.gov/?q=online+learning+student&pr=on&ft=on&ff1=dySince\\_2014&id=EJ1159944](https://eric.ed.gov/?q=online+learning+student&pr=on&ft=on&ff1=dySince_2014&id=EJ1159944)
- Liu, Y., & Tourtellott, M. (2011). Blending at small colleges: challenges and solutions. *Journal of Asynchronous Learning Networks*, 15(1), 58-67. Retrieved from <http://files.eric.ed.gov/fulltext/EJ918219.pdf>
- Marshall, S. (2006). *eLearning maturity model version two: New Zealand tertiary institution eLearning capability: informing and guiding eLearning architectural change and development project report*. Retrieved from <http://www.utdc.vuw.ac.nz/research/emm/documents/versiontwo/20060726TeLRFReport.pdf>
- Marshall, S. (2012). Understanding and supporting organisational change in eLearning. *Ako Aotearoa*. Retrieved from <http://ako.aotearoa.ac.nz/download/ng/file/group-3991/e-learning-and-higher-education-understanding-and-supporting-organisational-change.pdf>
- Ossiannilsson, E. E., & Landgren, L. L. (2012). Quality in eLearning - A conceptual framework based on experiences from three international benchmarking projects. *Journal of Computer Assisted Learning*, 28(1), 42-51. Retrieved from <http://e-studante.yolasite.com/resources/j.1365-2729.2011.00439.x.pdf>
- Rodriguez, C. (2012). MOOCs and the AI-Stanford like courses: Two successful and distinct course formats for massive open online courses. *European Journal of Open, Distance And E-Learning*. Retrieved from <http://files.eric.ed.gov/fulltext/EJ982976.pdf>
- Sekiwu, D. (2010). From localization to internationalization of higher education: Globalization and transformation of university education in Uganda. *Online Submission*. Retrieved from <http://files.eric.ed.gov/fulltext/ED512372.pdf>
- Sutherland-Smith, W., & Saltmarsh, S. (2010). Minding the 'p's for implementing online education: purpose, pedagogy, and practicalities. *Australian Journal of Teacher Education*, 35(7). Retrieved from <http://www.eric.ed.gov/PDFS/EJ910412.pdf>
- Vasishtha Bhargavi, G. & Lakshmi Narasimhan, V. (2017) Assessing first year students' (freshman) attitude towards elearning: A motivational approach. *International Journal of Engineering Technology, Management and Applied Sciences*, 5(5). Retrieved from <http://www.ijetmas.com/admin/resources/project/paper/f201705171495023335.pdf>
- Yelken, T., Kilic, F., & Ozdemir, C. (2012). The strategic planning (SWOT) analysis outcomes and suggestions according to the students and the lecturers within the distance education system. *Turkish Online Journal of Distance Education*, 13(2), 267-276. Retrieved from <http://files.eric.ed.gov/fulltext/EJ983661.pdf>
- Young, W., Allen, L. & Warfield, K. (2016). Developing online/hybrid learning models for higher education programs. *Alabama Journal of Educational Leadership*, 3, 47 – 56. Retrieved from [https://eric.ed.gov/?q=online+learning+student&pr=on&ft=on&ff1=dySince\\_2014&pg=2&id=EJ1120647](https://eric.ed.gov/?q=online+learning+student&pr=on&ft=on&ff1=dySince_2014&pg=2&id=EJ1120647)
- Zuvic-Butorac, M., Nebic, Z., Nemcanin, D., Mikac, T., & Lucin, P. (2011). Establishing an institutional framework for an eLearning implementation--experiences from the University of Rijeka, Croatia. *Journal of Information Technology Education*, 10IIP. Retrieved from <http://jite.informingscience.org/documents/Vol10/JITEv10IIPp043-056Zuvic946.pdf>





# QUALITY ASSURANCE BODY

## *perspective*

The quality assurance body perspective asks you to examine your practice from the point of view of accrediting bodies. It includes underlying principles, policies and processes in relation to the vision.

The quality assurance body perspective offers reflective prompts from the point of view of accrediting bodies, where you examine your practice and provision through an external lens. They are designed to be considered contextually within a tertiary organisation.



**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.

#### eLearning guidelines

- QD 1: Has the organisation appointed leadership of the developments of quality eLearning?
- QD 2: Has the organisation collaboratively developed a vision for eLearning that is aligned with its overall vision for teaching and learning?
- QD 3: Do stakeholders such as employers, learners, teaching staff, library and other support staff have opportunities to offer suggestions on the eLearning course developments?
- QD 4: Is there consideration for and a clear link between graduate capabilities and content knowledge in the design of eLearning courses?
- QD 5: Is there evidence that pedagogy leads the design, development and operations of eLearning and eTeaching?
- QD 6: Are eLearning tools aligned with deliberate pedagogical choices, and is this articulated and documented?
- QD 7: Is there a clear engagement with the eLearning guidelines (eLg) to support quality practices?
- QD 8: Are organisation-wide policies and processes in place to ensure sustainable, quality interactions with learners?
- QD 9: Does the learning design support digital information literacy development?
- QD 10: Are there policies and processes in place to ensure proactive support for eLearners?
- QD 11: Has stakeholder input been considered in the development of quality policies, processes and outcomes for eLearning?

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

#### eLearning guidelines

- QI 1: Are there established policies, processes (Quality Management Systems [QMS]) and plans supporting the eLearning strategy across the organisation?
- QI 2: Is information about eLearning freely shared across organisational departments, support networks and staff?
- QI 3: Is eLearning widely supported throughout the organisation?
- QI 4: Are there monitoring and evaluation methods in place to ensure eLearning has met its objectives and requirements?
- QI 5: Is there a professional development programme for all staff in the organisation which builds capacity for eLearning?
- QI 6: Does the organisation provide a reliable, secure and up-to-date information technology infrastructure that meets the requirements of eTeaching and eLearning?
- QI 7: Are there memoranda of understanding (MOU) or contracts in place with any partners in eLearning developments?

**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.

### eLearning guidelines

- QE 1: Are there core principles and an overarching framework for eLearning initiatives?
- QE 2: Are there processes in place to evaluate eLearning during and after a course to identify its effectiveness?
- QE 3: Does quality improvement for eLearning focus on teaching, learning, learner experiences and outcomes?
- QE 4: Is there a formal process for measuring and improving quality of eTeaching and eLearning including multiple perspectives and internal and external benchmarking?
- QE 5: Are eLearning initiatives evaluated from multiple perspectives before, during and after implementation?
- QE 6: Is there evidence of review and quality improvement in eLearning over periods of time?
- QE 7: Are the learning technologies meeting learner, teaching and organisation needs?
- QE 8: Are there strategies employed to ensure the sustainability of innovation?
- QE 9: Is innovative eTeaching championed by the organisational leadership?
- QE 10: Do organisational structures facilitate innovative approaches?
- QE 11: Does the organisation measure the effectiveness of staff professional development for eLearning?
- QE 12: Does the organisation measure quality and quantity of use of the eTeaching and eLearning platform?



## RESOURCES

- Agariya, A. K., & Singh, D. (2013). eLearning quality: scale development and validation in Indian context. *Knowledge Management & eLearning: An International Journal (KM&EL)*, 4(4), 500-517. Retrieved from <http://kmel-journal.org/ojs/index.php/online-publication/article/view/139/163>
- Bentley, Y., Selassie, H., & Shegunshi, A. (2012). Design and evaluation of student-focused eLearning. *Electronic Journal of E-Learning*, 10(1), 1-12. Retrieved from <http://www.ejel.org/issue/download.html?idIssue=20>
- Chen, M. (2009). An evaluation of the ELNP eLearning quality assurance program: Perspectives of gap analysis and innovation diffusion. *Educational Technology & Society*, 12(1), 18-33. Retrieved from [http://ifets.info/journals/12\\_1/3.pdf](http://ifets.info/journals/12_1/3.pdf)
- Conole, G. (2016). MOOCs as disruptive technologies: Strategies for enhancing the learner experience and quality of MOOCs. RED – *Revista de Educacion a Distancia*, 50(2). Retrieved from <http://www.um.es/ead/red/50/conole.pdf>
- Deepwell, F. (2007). Embedding quality in eLearning implementation through evaluation. *Educational Technology & Society*, 10(2), 34-43. Retrieved from <http://kanjiteacher.googlecode.com/svn-history/r301/Non-Code/Papers/Learning/Alexander2007.pdf#page=39>
- Ferguson, R., Sharples, M., & Beale, R. (2015). MOOCs 2030: A future for massive open online learning. In: Bonk, C., Lee, M., Reeves, T. & Reynolds, T. eds. *MOOCs and Open Education around the World*. Abingdon: Routledge, pp 315 – 326. Retrieved from <http://oro.open.ac.uk/43541/>
- Grifoll, J., Huertas, E., Prades, A., Rodriguez, S., Rubin, Y., Mulder, F., & European Association for Quality Assurance in Higher Education. (2010). *Quality assurance of eLearning. ENQA workshop report 14*. Retrieved from <http://files.eric.ed.gov/fulltext/ED541661.pdf>
- Grifoll, J., Hopbach, A., Kekalainen, H., Lugano, N., Rozsnyai, C., Shopov, T., & European Association for Quality Assurance in Higher Education. (2012). *Quality procedures in the European higher education area and beyond - visions for the future: Third ENQA survey. ENQA Occasional Papers 18*. Brussels, Belgium: ENQA (European Association for Quality Assurance in Higher Education). Retrieved from <http://files.eric.ed.gov/fulltext/ED542067.pdf>
- Guiney, P. (2013). *Organisational approaches to eLearning in the tertiary sector: An annotated bibliography*. Tertiary education occasional paper. Wellington, New Zealand: Ministry of Education. Retrieved from <http://www.educationcounts.govt.nz/publications/ict/organisational-approaches-to-e-learning-in-the-tertiary-sector>
- Herron, R. I., Holsombach-Ebner, C., Shomate, A. K., & Szathmary, K., J. (2012). Large scale quality engineering in distance learning programs. *Journal of Asynchronous Learning Networks*, 16(5), 19-35. Retrieved from <http://files.eric.ed.gov/fulltext/EJ1000088.pdf>
- Idogho, P., & Eshiotse, S. (2012). Cross-border delivery in Nigeria and quality assurance issues. *Online Submission*. Retrieved from <http://cambridgedistanceeducation.org.uk/B3C69BFD-7AC9-4D9D-ADA2-B14CCB8D0D3A/FinalDownload/DownloadId-19DFAAB5DB4584558812BDAC7939ED76/B3C69BFD-7AC9-4D9D-ADA2-B14CCB8D0D3A/ciconference2011ou/authorsftol.pdf#page=66>
- Krause, J., Dias, L., & Schedler, C. (2015). *Competency-based education: A framework for measuring quality courses*. Retrieved from [http://static.pseupdate.mior.ca.s3.amazonaws.com/media/links/Competency\\_Based\\_Education\\_\\_A\\_Framework\\_for\\_Measuring\\_Quality\\_Courses.pdf](http://static.pseupdate.mior.ca.s3.amazonaws.com/media/links/Competency_Based_Education__A_Framework_for_Measuring_Quality_Courses.pdf)
- Lowenthal, P., & Hodges, C. (2015). In search of quality: Using quality matters to analyze the quality of massive, open, online courses (MOOCs). *The International Review of Research in Open and Distributed Learning*, 16(5). Retrieved from <http://www.irrodl.org/index.php/irrodl/article/view/2348>
- Magzan, M., & Aleksic-Maslac, K. (2011). Higher education for national development: quality assurance and fostering global competencies. *Online Submission*. Retrieved from <http://files.eric.ed.gov/fulltext/ED531603.pdf>
- McGahan, S., Jackson, C., & Premer, K. (2015). Online course quality assurance: Development of a quality checklist. *InSight: A Journal of Scholarly Teaching*, 10, 126 – 140. Retrieved from <https://eric.ed.gov/?id=EJ1074062>

- Ossiannilsson, E. E., & Landgren, L. L. (2012). Quality in eLearning - a conceptual framework based on experiences from three international benchmarking projects. *Journal of Computer Assisted Learning*, 28(1), 42-51. Retrieved from <http://e-studante.yolasite.com/resources/j.1365-2729.2011.00439.x.pdf>
- Ossiannilsson, E., Williams, K., Camilleri, A., & Brown, M. (2015). Quality models in online and open education around the globe: State of the art and recommendations. *International Council for Open and Distance Education (ICDE)*. Retrieved from <https://eric.ed.gov/?id=ED557055>
- The Quality Assurance Agency for Higher Education. (2010). *Code of practice for the assurance of academic quality and standards in higher education: Collaborative provision and flexible and distributed learning (including e-learning) – Amplified version October 2010*. Gloucester, UK: Author.
- Usoro, A., & Abid, A. (2008). *Conceptualising quality eLearning in higher education*, *eLearning and digital media*, 5(1). Retrieved from [http://www.worlds.co.uk/pdf/validate.asp?j=elea&vol=5&issue=1&year=2008&article=7\\_Usoro\\_ELEA\\_5\\_1\\_web](http://www.worlds.co.uk/pdf/validate.asp?j=elea&vol=5&issue=1&year=2008&article=7_Usoro_ELEA_5_1_web)
- Zhang, W., & Cheng, Y. L. (2012). Quality assurance in eLearning: PDPP evaluation model and its application. *International Review of Research in Open and Distance Learning*, 13(3), 66-82. Retrieved from <http://files.eric.ed.gov/fulltext/EJ1001012.pdf>
- Zuvic-Butorac, M., Nebic, Z., Nemcanin, D., Mikac, T., & Lucin, P. (2011). Establishing an institutional framework for an eLearning implementation - experiences from the University of Rijeka, Croatia. *Journal of Information Technology Education*, 10IIP. Retrieved from <http://jite.informingscience.org/documents/Vol10/JITEv10IIPp043-056Zuvic946.pdf>