



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.

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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...

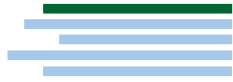


Refreshed in 2014, the eLearning guidelines (eLg) have been developed to support the tertiary sector in its engagement with eLearning. The guidelines offer thoughtful prompts for good practice for organisations when engaging with eTeaching and eLearning.

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

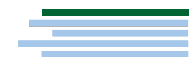
### eLearning guidelines

- 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?





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# 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?

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**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?



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# 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?

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**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?

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# 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?





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# 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?

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