



ORGANISATIONAL LEADER

perspective

RESOURCE LIST

A list of relevant resources supporting the organisational leader perspective is 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.



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>
- Aparicio, M., Oliveira, T., Bacao, F., & Painho, M. (2019). Gamification: A key determinant of massive open online course (MOOC) success. *Information & Management*, 56(1), 39-54. Retrieved from <https://www.sciencedirect.com/science/article/pii/S0378720616304062>
- 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://revistes.ub.edu/index.php/der/article/view/11318/pdf>
- Czerniewicz, L. (2018). *Unbundling and rebundling higher education in an age of inequality*. EDUCAUSEREVIEW November/December. Retrieved from <https://er.educause.edu/articles/2018/10/unbundling-and-rebundling-higher-education-in-an-age-of-inequality>
- Dawson, B. (2019). *Individual, Institutional and Environmental Factors Influencing Online Distance Tertiary Teaching in New Zealand* (Thesis, Doctor of Philosophy). University of Otago. Retrieved from <http://hdl.handle.net/10523/9369>
- 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>
- EDUCAUSE (2018). *Using analytics to answer important institutional questions*. Retrieved from <https://www.educause.edu/focus-areas-and-initiatives/enterprise-and-infrastructure/enterprise-it-program/using-analytics-to-answer-important-institutional-questions>
- 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 <https://www.tandfonline.com/doi/pdf/10.1080/09687769.2010.492848>
- 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>
- Grajek, S. (2019). *Top 10 IT issues, 2019: The Student genome project*. EDUCAUSEReview special report. Retrieved from <https://www.educause.edu/research-and-publications/research/top-10-it-issues-technologies-and-trends/2019>
- 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
- Higgins, A., & Prebble, T. (2008). *Taking the lead: strategic management for eLearning*. Retrieved <https://ako.ac.nz/knowledge-centre/taking-the-lead-strategic-management-for-e-learning/taking-the-lead-strategic-management-for-e-learning/>

RESOURCES continued

- Joint Information Systems Committee. (2011). *Transforming curriculum delivery through technology: stories of challenge, benefit and change*. Retrieved from http://jiscdesignstudio.pbworks.com/f/Transforming%20curriculum%20delivery_accessible2.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>
- 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=dytSince_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 https://pdfs.semanticscholar.org/8987/3a6341bacc7ad6ffdd2b035f040474d5f0f.pdf?_ga=2.77449749.142652640.1563492937-646198101.1563492937
- Marshall, S. (2012). Understanding and supporting organisational change in eLearning. *Ako Aotearoa*. Retrieved <https://ako.ac.nz/knowledge-centre/elearning-and-higher-education/e-learning-and-higher-education-understanding-and-supporting-organisational-change/>
- Mestan, K. (2019). Create a fine blend: An examination of institutional transition to blended learning. *Australasian Journal of Educational Technology*, 34(5), 70 – 84. Retrieved from <https://ajet.org.au/index.php/AJET/article/view/3216/1518>
- 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 <https://www.irit.fr/recherches/ICS/projects/twintide/upload/450.pdf>
- Parnell, A., Jones, D., Wesaw, A. & Brooks, C. (2018). *Institutions' use of data and analytics for student success: Results from a national landscape analysis*. Educause Report. Retrieved from <https://library.educause.edu/-/media/files/library/2018/4/useofdata2018report.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>
- Smith, J. & Herckis, L. (2018). *Understanding and overcoming institutional roadblocks to the adoption and use of technology-enhanced learning resources in higher education*. Carnegie Mellon University. Retrieved from <https://www.cmu.edu/simon/news/docs/ccny-report.pdf>
- Stone, C. & O'Shea, S. (2019). Older, online and first: recommendations for retention and success. *Australasian Journal of Educational Technology*, 34(5), 57- 69. Retrieved from <https://ajet.org.au/index.php/AJET/article/view/3913/1519>

RESOURCES continued

- 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://dro.deakin.edu.au/eserv/DU:30031129/sutherlandsmith-mindingthe-2010.pdf>
- Vasishta 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=dtYSince_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>