



TEACHER

perspective workbook

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

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

The 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. The eLearning guidelines – Teacher Perspective Workbook is designed to support practical engagement with the eLearning guidelines, for note taking, review discussions and organisational planning. This document is one component and may be used in partnership with the eLearning guidelines for alternative perspectives and eLearning guidelines resources.

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

TD 1: Is the use of eLearning the most appropriate way to achieve the intended learning outcomes?	
Notes:	
TD 2: Is consideration given to ways in which face-to-face opportunities may complement eLearning and eTeaching?	
Notes:	
TD 3: How can library staff support access to relevant digital resources for the programme?	
Notes:	
TD 4: Are eLearning materials within the boundaries of copyright and digital licensing agreements?	
Notes:	

DESIGNING continued

TD 5: Are staff development personnel involved in the introduction of new approaches, tools and materials?

Notes:

TD 6: Is there a high level of interaction designed for, structured and supported?

Notes:

TD 7: Have minimum standards for eLearning engagement and interaction been agreed upon for teachers and learners?

Notes:

TD 8: Are online assessment practices safe, secure, fair, reliable and valid?

Notes:

DESIGNING continued

TD 9: Do the assessments reflect learners' content knowledge and practice separate from their digital skill level?

Notes:

TD 10: Is technology an enabler rather than a barrier to learners in assessment situations?

Notes:

TD 11: Will students receive guidance on study skills for the eLearning environment?

Notes:

TD 12: Are staff adequately supported and professionally developed to learn about and use required learning technologies and online resources?

Notes:

DESIGNING continued

TD 13: Do teaching staff engage in an online teaching orientation programme?	
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Notes:

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

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

IMPLEMENTING continued

TI 5: Is learner online engagement monitored?

Notes:

TI 6: Do the activities support the development of a learning community?

Notes:

TI 7: Can learners practise using the required online assessment tools they need for submitting assessments?

Notes:

TI 8: Are assessments designed to lessen the opportunity for plagiarism?

Notes:

IMPLEMENTING continued

TI 9: Are learners required to digitally declare their work is their own?	
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Notes:

TI 10: Has there been consideration of the use of digital tools to detect plagiarism?	
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Notes:

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

TE 1: Is learning design informed by recent research on effective eLearning?	
Notes:	
TE 2: Are innovations in eLearning supported by staff developers and other staff?	
Notes:	
TE 3: Do teaching staff maintain and improve their digital information literacy skills?	
Notes:	
TE 4: Are learning analytics collected to inform teaching and learning decisions?	
Notes:	

ENHANCING continued

TE 5: Do evaluations on why learners did not complete the course include review of the digital elements?	
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Notes:

TE 6: Is learner feedback reviewed and considered for enhancements?	
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Notes: