


e-Learning Guidelines
for New Zealand

e-Learning Quality Guidelines

John Milne, Massey University, NZ
j.d.milne@massey.ac.nz

The Tertiary Education Commission funded this project through the Innovation and Development Fund
The Ministry of Education contributed to the project




<http://elg.massey.ac.nz>

e-Learning Guidelines
for New Zealand

Overview

- Introduction to the quality e-learning guidelines
- Find out what you do in your organisation
- Outline some mini projects who have used the guidelines




<http://elg.massey.ac.nz>

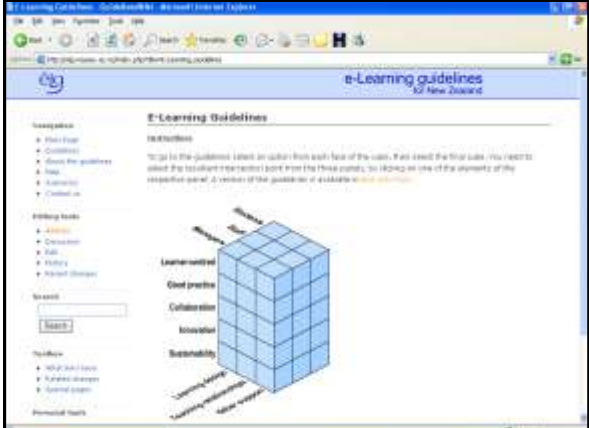
e-Learning Guidelines
for New Zealand

Aims of the e-Learning Guidelines

- Are suitable for the delivery of e-learning across the New Zealand tertiary sector
- Focus on process, self-improvement, and institutional self-monitoring
- Are appropriate for teachers and teaching, support staff, and managers



<http://elg.massey.ac.nz>




The screenshot shows the website interface with a navigation menu on the left and a central content area. A 3D cube graphic is overlaid on the page, with labels: 'Learning outcomes', 'Cost profile', 'Collaboration', 'Innovation', and 'Sustainability'.



The screenshot shows the 'Feedback' section of the website. It includes a heading 'Feedback' and several paragraphs of text discussing the importance of feedback in e-learning, such as 'To be effective, the feedback must be timely and must also assist students in further understanding the e-learning content...'.

e-Learning Guidelines
for New Zealand

What does your organisation do to ensure e-learning quality?




<http://elg.massey.ac.nz>

Organisations use of the guidelines

- 1) Select guidelines relevant to the organisation
- 2) Implement e-learning guidelines institution wide
 - Guideline
 - Current situation
 - Action
 - Person responsible
- 3) Review and share


<http://elg.massey.ac.nz>



eg Curriculum development project

- Rationale: Use guidelines as a tool to help develop the curriculum development process
- Audience: management and curriculum designers
- Process:
 - Discuss and cluster guidelines
 - Reword to aid understanding by staff with little experience of how to develop curricula
 - Use to develop tools for designers
 - Share experiences within organisation and others
- Outcomes:
 - Institutional capability (improved customer service)
 - Staff capability, Improve student experience


<http://elg.massey.ac.nz>



Organisations use of the guidelines
One step at a time

- 1) Select a guideline or two
- 2) Implement an e-learning guideline institution wide
 - Guideline
 - Current situation
 - Action
 - Person responsible
- 3) Review and share

<http://elg.massey.ac.nz>



The New Zealand e-Learning Guidelines Copyright

What is protected by copyright? Do I have to display the © Symbol? How long does copyright last?

Who owns works created by employees and contractors? Does my institution have any copyright licenses governing the use of teaching materials?

Do you understand what is meant by copyright?

Who owns works created by students? How does copyright affect the delivery of material to students? How does copyright affect my learning?

What is the Creative Commons? Are creations covered by copyright?

<http://www.utdc.vuw.ac.nz/resources/copyright/>



One step at a time - organisation
eg Copyright and IP guidelines

- Objective: Develop individual guidelines
- Audience: any teachers/creators; managers
- Process
 - Select guideline
 - Literature and policy review
 - Develop initial FAQs based on review and experience
 - Discuss with expert (legal), draft to reviewers
 - Development of web material on copyright
 - Share information
- Output
 - FAQs, information for policy makers
 - information for designers/teachers.

<http://elg.massey.ac.nz>




Constructing and assessing relevant knowledge within an e-community

UCP

What are the key issues? How can we develop a community of practice? How can we assess the quality of the community? How can we assess the quality of the community?

What are the key issues? How can we develop a community of practice? How can we assess the quality of the community? How can we assess the quality of the community?


What are the key issues? How can we develop a community of practice? How can we assess the quality of the community? How can we assess the quality of the community?



e-Learning Guidelines
for New Zealand

One step at a time Implement two guidelines in a course

- Objective: Improve a course by providing more choice
- Audience: teachers / lecturers
- Process
 - Select guidelines and develop plan
 - Analysis of current situation by talking to students
 - Make changes to course
 - Provide extra support for students
 - Evaluate, Share
- Outcomes
 - Increase the flexibility of learning options for students.
 - Students and staff endorse e-learning that allows students to negotiate learning goals and allows student choice.
 - Flexibility and choice need to be clearly defined and carefully introduced
 - Students must be well supported.
 - Students need to have sufficient "learning maturity"




<http://elg.massey.ac.nz>

e-Learning Guidelines
for New Zealand

Examples of how to use guidelines

- Implement a set of e-learning guidelines across an institution
- Implement an e-learning guideline one step at a time
- e-Learning guidelines to help review a course
- Run a workshop that introduces staff to the e-learning guidelines
- Using the guidelines wiki




<http://elg.massey.ac.nz>

e-Learning Guidelines
for New Zealand

Evaluation – impact of projects

- Developed expertise in an area of e-learning
- Developed institutional capability through improved processes or practices
- Improved student experience




<http://elg.massey.ac.nz>

e-Learning Guidelines
for New Zealand

What value are e-learning quality guidelines?


- Value of asking the right questions
- Increasing number of case studies and exemplars within the website
- Increasing staff capability within organisations



<http://elg.massey.ac.nz>

e-Learning Guidelines
for New Zealand

- How can the e-learning guidelines help you achieve your e-learning goals?



<http://elg.massey.ac.nz>