

E-Learning Maturity Model Version Two
New Zealand Tertiary Institution E-Learning Capability:
Informing and Guiding E-Learning Architectural Change and Development

Project Report
Part 9
Appendices



Appendix A: Data Collection Ethics Approval Documentation

DATE: August 17, 2004
TO: Dr Stephen Marshall
FROM: Dr Allison Kirkman, Convener, Human Ethics Committee

SUBJECT: APPLICATION FOR ETHICAL APPROVAL: No 73/2004 Determination of New Zealand Tertiary Institution E-Learning Capability: An application of an E-Learning Maturity Model

Thank you for your application for ethical approval, which has now been considered by the Standing Committee of the Human Ethics Committee.

Your application has been approved and this approval continues until 31 December 2006. If your data collection is not completed by this date you should apply to the Human Ethics Committee for an extension to this approval.

Best wishes with the research.

Allison Kirkman
Convener

E-Learning Process Capability Determination

Information for Participants

This questionnaire is intended to assist the process of conducting an e-learning process capability determination. This research is being undertaken to better understand the factors which result in the ability of tertiary institutions to effectively deliver e-learning in New Zealand pedagogically, administratively and to a diverse range of learners, so as to inform strategic and operational planning and decision making at the institutional and sector-wide levels.

You are invited to participate in this research and to have the e-learning process capability of your institution assessed using the model developed by the investigators. All information collected through this process will remain confidential to you, your institution and the project team performing the analysis under the direction of Dr. Stephen Marshall. Information collected will only be reported to third parties in a summary or aggregate manner that ensures confidentiality and anonymity of results.

You are asked to supply information about your institution generally and also specific information on **three** separate e-learning projects or e-learning supported courses/units undertaken recently by your institution. This information will be used to generate a preliminary analysis of e-learning process capability. The project team members may then visit in person and work with you to refine the preliminary report through the addition of extra evidence and analysis, if you indicate your willingness to so do below. No personal information is collected or used in this research.

The approach being used is an evidence-based one and depends on documentary and similar evidence of how e-learning projects or courses are conducted; this will be used to support the individual analysis results in detail. All documents will be treated in the strictest confidence and will be destroyed on completion of this project.

You will be provided with a final analysis document that will be confidential to your institution and the project team. Information from the analyses of participating institutions will be reported publicly and to the Ministry of Education (the project funder) only in anonymous and/or summary form in order to inform understanding of e-learning capability nationally and to demonstrate the utility of the approach being used. All participating institutions will have an opportunity to comment on confidential drafts of these documents prior to their release so as to correct any errors or maintain confidentiality.

If you have any questions or concerns please feel free to contact the project team leader:

Dr Stephen Marshall
University Teaching Development Centre, Victoria University of Wellington
PO Box 600, Wellington
(04) 463 5205 (ph)
Stephen.Marshall@vuw.ac.nz

An electronic copy of the questionnaire and this information sheet is available from Stephen.Marshall@vuw.ac.nz on request

E-Learning Process Capability Determination

Please read and retain the information sheet and if you are prepared to be involved in this study, complete and return the consent below to:

Dr Stephen Marshall
University Teaching Development Centre, Victoria University of Wellington
PO Box 600, Wellington
(04) 463 5205 (ph)
Stephen.Marshall@vuw.ac.nz

Consent to participate in study

Name of Institution: _____

Your name: _____

Signature: _____ Date: _____

I would be prepared to be visited by the project team in order to refine the initial analysis

Appendix B: Workshop Ethics Approval Documentation

TO Dr Stephen Marshall
FROM Dr Allison Kirkman, Convener, Human Ethics Committee
DATE June 18, 2006

SUBJECT Approval: No136/2005, Development of E-Learning Maturity Model Processes and Practices

Thank you for your application for ethical approval, which has now been considered by the Standing Committee of the Human Ethics Committee.

Your application has been approved and this approval continues until 31 December 2007. If your data collection is not completed by this date you should apply to the Human Ethics Committee for an extension to this approval.

Best wishes with the research.

Allison Kirkman
Convener

E-Learning Maturity Model Workshop Brainstorming

Information for Participants

During this workshop you will be asked to engage in a variety of brainstorming and discussion exercises. These are aimed at improving your understanding of the e-Learning Maturity Model (eMM) and its possible applications to your own institutional context.

As part of this process we hope you will identify ways to improve the model. In order to allow your ideas to be incorporated into the model we need your express permission to record and retain your contributions.

No information identifying individuals or institutions will be published or used. Information collected will be reported only in aggregate form and used to refine the model. The collective contribution of workshop attendees will however be acknowledged in any publications that arise from this exercise. Suggestions for new material or improvements to the eMM model and processes will be used to refine the eMM methodology and model.

If you do not wish to have your contributions recorded and used beyond this workshop, please use the white post-it notes when contributing to the brainstorming exercises. Not consenting will in no way affect your ability to participate in this workshop or to make use of the model and outcomes of this work.

Your workshop contributions ensure that the model reflects the shared understanding e-learning practitioners and experts have when identifying and supporting high quality e-learning. Individuals interested in ongoing collaboration or involvement in the research are invited to contact the project leader, Stephen Marshall.

If you have any questions or concerns please feel free to contact the project team leader:

Dr Stephen Marshall

University Teaching Development Centre, Victoria University of Wellington

PO Box 600, Wellington

(04) 463 5205 (ph)

Stephen.Marshall@vuw.ac.nz

Thank you for your time. We hope you enjoy the workshop.

E-Learning Maturity Model Workshop Brainstorming

Participant Consent Form

Please read and retain the information sheet. If you are prepared to have your contributions used, please sign this form below and use the coloured post-it notes supplied for your contributions during the workshop.

If you do not wish to have your contributions used beyond this workshop, please use only the white post-it notes when contributing to the brainstorming exercises. Not consenting will in no way affect your ability to participate in this workshop or to make use of the model and outcomes of this work.

Please return the form to the workshop facilitator before the end of the session.

Consent to participate in study

Your name:

Signature: Date:

I would like to have my contribution personally acknowledged in any publication directly reporting on the outcomes of this workshop.

If you tick this box, please supply your email address below as well so you can be contacted to discuss the form of acknowledgement

Your email address:

Appendix C: Workshop evaluations

The workshop was attended by a total of 23 people. All participants were invited to complete an evaluation form asking four questions. A total of 12 completed evaluation forms were received containing a mix of formative feedback that is summarised below in Table 1.

1. What specific aspects of this session did you find most useful/helpful?

ACODE Workshop

The initial brainstorm: Much of the discussion

Initial brainstorm and ad-hoc ???

Identifying the criteria

Initial brainstorm and categorization > virtual institutional profile

Discussion and interpretations with peers

The first bit of brainstorming

Listening to people talk about their key current interests and concerns

Seeing practice examples for each level on the process sheets

Sharing of ideas and finding out there was a common understanding. The structured approach to classification

Exploration of processes and levels

Sticky papers

ASCILITE Workshop

Discussion/questions

Introduction to methodology

Trying to apply it

Discussion on the model - explanation of its origin and achievements

Outline of the model. Workbook

Stephens' enthusiasm and comprehensive understanding of the potential and limits of the methodology

Manchester Workshop

Helped focus on problem with assessment of e-learning and the criteria to ask questions against a list of values

Gaining an understanding of the process

Balanced, good more or less complete if somewhat (necessarily) superficial. Good dip of toe in the water.

Use of actual documentaion in assessment

Overview of the process and working through it - the whole workshop was really engaging

As part of the support staff, I have a better understanding of what the assessors will be looking for, and therefore should be able to help them

Working through the evaluation of a candidate process

Group sessions

The workshop mode was well done - I've never been to a workshop where actual work is done. This alone was the best feature!

Workshops/group work. Quite challenging. Very useful

Talking through the model and its use

Identifying our own processes and matching evidence to these processes

2. If this workshop was to be offered again, how could it be improved?

ACODE Workshop

Multiple paths need to be tried as ways to move through the middle stages

1. longer 2. more correlated with institutional documents maybe

Clump the ideas first then refine words for levels, then try to assign to eMM categories

Stop after phase 1 (as above) and examine how each groups categorization compares with other groups and model.

Clear understanding of levels from the outset and to identify the stickers with levels from the start

I thought the process was a bit long and involved. I think we should have been able to make up our own categories for the 2nd and 3rd parts

Spend more time on the emerging classifications/structures/conceptual maps and then compare these with the existing model

Review the model completely first and just do 1 post-it exercise

More brainstorming at beginning to make the drilled down activities easier to put the data into

Different coloured books, page numbers

I believe that the second stage completion i.e. fitting the compiled groups of info onto the pre-determined list, was inconsistent with the process of allowing the brainstorm to establish outcomes

It seemed to go very well!

ASCILITE Workshop

More time for second exercise (Evaluating Penguin course)

Could explain all the different documents that were on the table when we walked in

Limit time of the paper exercises and allow participants opportunity to relate the model to their own context not just generic or the set example

Very tough to do as a generic half day session, perhaps a full day?

Manchester Workshop

It worked very well

Possibly a more detailed case study but generally I thought it was excellent

Consideration of possible sources of evidence. Consideration of what needs to be put in place in order to improve USP, say

Potentially tailored to include data or x refer to work in the host institution if its for a closed group from that organisation

Very engaging, but perhaps encourage people further to bring their own documents

Some structured guidelines for the exercises in addition to the example material

UKHE version of USP case study

Go through the workshops a little faster in order to give time for a 2nd try

Working in smaller groups/pairs - so more processes are covered and more feedback from other

groups to get different perspectives

3. What kind of follow-up would be most helpful to you?

ACODE Workshop

Opportunity to work again with all original postit comments (e.g via web resources)

Further discussion

Refine criteria and bring back

Summary of data

Feedback on the analysis of the process and outcomes of today

Results of everyone's brainstorming

Any kind of report comparing these outcomes with other work on the model

Give us the list of outcomes

ASCILITE Workshop

Online discussion. Chance to email Stephen

Examples of reports/case studies. Further discussion

Have reports and associated papers following on available to participants (emailed)

being kept up to date on the development and final model details. Having an FAQ for people doing this exercise in their own universities

Discussion of relationship to other organisational assessment models

Will watch and participate where I can as the model gets exposure in Australian context

Manchester Workshop

A simple plan and summary would be useful

Being kept apprised of how it was being applied at UoM

Up to us to use it

Shared research/development plan with DL. Later discussion to follow on this

Involvement in the process at Manchester

Reviewing the 'real' work in our institutions

Continued dialogue e.g. at AL7-C

Provision of materials distributed for keeping would be helpful

Follow it up at my own institution

Internal use of model

4. Other comments, critiques, or suggestions?

ACODE Workshop

Keep up the good work. There are ways forward and they will emerge from this exploratory work.

Will be in touch

Maybe the 5 high levels, development, organisation etc aren't the most appropriate?

Well done!

Open-ended start went to unsatisfactory and inappropriate constraints and categories. Nevertheless was a good learning experience!

I suspect there's a slightly different model that may have emerged if there had been a different process. It would be good to return to this and try to find this model and then compare it with yours.

More limited example

ASCILITE Workshop

Interesting. I'd like to see e.g. a panel discussion with other points of view

Thanks

Well done. Thanks

Nice manner and a nice group to work with!

Manchester Workshop

Change slide 15 so that the colours scheme for each process is different from the 'score' colour scheme and move the label on the process block up. I think this will make it less confusing? Also on slide 17 put numbers 1-5 at top of process block. Another question - would be useful to explain how you get academic staff buyin to the data collection process as it seems very time consuming! Thanks.

Seems to be pitched at the right level for newly interested parties and more experienced working in same group

Excellent workshop

A very useful workshop and the opportunity to experience the eMM together with the future participants in our institutions e-benchmarking pilot. A really good day, thanks Hilary

Very informative. A reasonable introduction. I just need more practice!

Very interesting, thank you

Understanding Model (Manchester workshop only)

I have a good idea of the process

I hope so! Better than it was at any rate!

Yes. And better for the workshop

getting better

Yes - more so than my brief reading

Not yet - but with more practice/experience I'll get there

Clearer

Better understanding

Getting there!!

Largely adequate!

A clear initial understanding - yes. Need to put it into practice

Yes

Relevance to Work (Manchester workshop only)

Yes it's very difficult to measure e-learning against values. This method could help in giving evidence indicating the quality

Yes, but particularly at a school level rather than faculty or institution. I think some important strategic decisions would be necessary if you want faculty or institutional 'picture'

Yes. In the same way as already used and at different levels

This is where it gets interesting...how it can be *applied* at what level this can explicitly occur to retain value

Yes - we need some form of benchmarking here at manchester

Yes, the road to process improvement

Use at international level

Some, but there is difficulty with generating a representative group of programmes. Even in a small university such as manchester

Yes, potentially

Yes - benchmarking our e-learning capability but also capability in other areas

Yes - we are using it in the pilot!

Appendix D: ACODE Workshop Practice Mapping

Each item identified in the workshop brainstorming exercise is listed against each process it relates to. The same item may appear in more than one process as indicated by the black text. The 'x' character in the dimension indicates a match with aspects of the process at that dimension. Grey boxes indicate items that are effectively the same as the item above and are thus not reassessed by dimension.

Processes and Items Learning

Dimension
1 2 3 4 5

L1. Learning outcomes

Assessment. Following Briggs, ensure course objectives are embedded in assessment tasks – alignment is key

Course outlines are mandatory for all courses; includes learning outcomes
Clearly defined, realistic & achievable learning outcomes.

Clear learning objectives, personal transferable outcomes & academic skill outcomes.

x				
	x			
x				
x				
3	1	0	0	0

L2. Interaction

Learning is content and process. &L7

x				
1	0	0	0	0

L3. Skill development

Student training & support. & S1/4

Students receive orientation to online learning.

Academic learning skills support for students

Student support materials about being an e-learner, not about technology. &

Recognition that students need learning support as well as IT support & S1

Students are prepared for learning experiences. & S4

Students supported in using the technology. & S1

Students supported in accessible technology. & S1

[IT] literacy levels of students when using technology. & S1

Software training for staff & students.

Workshops for students about new technologies and apps.

Students should have orientation activity to the e-learning platform

	x			
x				
x	x			
x	x			
x				
4	3	0	0	0

L4. Responsiveness

Roles & responsibilities of students & instructors – setting expectations for

chat etc.
Timeliness of response to student intervention in the system, & communicating expectations of these

x	x			
x				
2	1	0	0	0

L5. Feedback

Feedback to students.

Encourage staff to give timely feedback to students.

Timeliness of response to student intervention in the system, & communicating expectations of these

x				
	x			
1	1	0	0	0

L6. Info-literacy skills

Library support for learners

Ability to detect plagiarism and collusion &S6

	x			
	x	x		
0	2	1	0	0

L7. Active engagement

Group activities that allow sharing of ideas – Teacher.

Learning is content and process. &L2

x				
x				

D2. Procedures and standards

Standards & guidelines for use of technology.

Materials development people identified/connected/[linked]/ to/by facilities &D1 &D7 PHASING (implementation)

Use iterative formative evaluation for course development. &D1 &E3

Road testing and evaluating technology to reduce risks on implementation.

Collaborative approach to T&L e-technology implementation. &D1 &S5

x				
x				
	x			
	x			
			x	
	x			
2	3	0	1	0

D3. Design rationale

Course authors are aware of technological constraints/access.

Curriculum alignment. Aims –outcomes. Activity – assessment etc. Using appropriate ICT's.

Relationship to graduate attributes and other forms of blended learning.

Apply technology to enhance students' learning experience and social experience in a holistic manner.

Effective teaching practices that can benefit from the affordances of e-learning technologies.

Consistent – institution wide – design criteria.

Emphasise need for staff to be involved as designers in the learning experience not just in the delivery and facilitation of it.

	x			
x				
	x			
x				
x				
		x		
		x		
3	2	2	0	0

D4. Disability support

Students supported in accessible technology.

x				
1	0	0	0	0

D5. Reliable, robust and sufficient infrastructure

Adequate infrastructure

Technology must work so that it's not an issue/stands in the way of learning.

IT infrastructure = robust stable & scaleable.

Support of robust educational technologies

The technology involved must be sufficiently simple that it does not detract from teachers thinking about their teaching. &D6

Analyse log files

Strategies to evaluate new technology. &O3 &D6

Financial & resource support that recognises maintenance and ongoing development. &O1

Provide & foster playpen environment for emerging technologies

There must be a common learning platform across the institution that is interoperable with other systems, scaleable, and of sufficient functionality to meet teaching requirements generally. &D5

One LMS used throughout institution &D6

Navigation must be sufficiently simple and common across courses so students do not regard it as an obstacle to using the learning platform. &S1

Single electronic entry points.

Interoperable, seamless learning environment. &D6

x				
x				
x				
			x	
	x			
		x		
	x			
	x			
x				
			x	
4	3	1	2	0

D6. Integrated infrastructure

Systems & infrastructure

IT & e-learning architecture & infrastructure. &O3 &O4

Hub & spoke centre/area links & communication needed in ongoing way.

Networking & communication potential of online environment is utilised.

IT infrastructure = robust stable & scaleable.

Support of robust educational technologies

High level academic to coordinate liaison between IT, library, registrar, academic development, production etc.

x				
	x			

Clear copyright statements & guidelines, including students attaching documents to discussion lists. &O4

		x		
4	2	3	1	0

22 18 11 4 0

Evaluation

E1. Student evaluation and feedback

Student evaluation feedback used for CI

Common feedback & evaluation mechanism

feedback from students.

Feedback on achievement of learning outcomes – from students staff & staff

Response to data. &E

				x
			x	
x				
x				
	x			
2	1	0	1	1

E2. Staff evaluation and feedback

Connecting people from different disciplines.

Feedback on achievement of learning outcomes – from students staff & staff

Share understanding gained by use of new technology and pedagogy.

Build multiple communities of practice among academic staff groups.

Response to data. &E

Ownership of direction by both academic & general staff. . &O9

			x	
x				
	x			
	x			
	x			
	x			
1	4	0	1	0

E3. Reviews of courses

Take account of the whole context, not just access stats (pedagogy, environment, aims, outcomes).

Centralised monitoring to ensure quality across the organisation.

Use iterative formative evaluation for course development. &D2 &D1

Response to data. &E

x				
			x	
			x	
	x			
1	1	0	2	0

4 6 0 4 1

Organisation

O1. Resource allocation

Allocation of appropriate & timely funding.

Appropriate funding.

\$\$

ICT initiatives & [??] are adequately resourced.

Aligning budgets with actual costs.

Central resourcing.

Consideration given to resourcing (human & material) for the development of digital learning resources for all modes of delivery.

Financial & resource support that recognises maintenance and ongoing development. &D5

Strategies in T&L or e-learning strategic plan linked to targeted grants/funding to facilitate e-learning.

Cooperation of all stakeholders to support the e-learning strategies.

Roles + budget responsibility + support by faculty, library, ITS, student services, OLTR. &O2 &O3 &O9

x				
	x			
			x	
			x	
			x	
1	1	3	0	0

O2. e-Learning policy and strategy

Definition & policy for e-learning.

Strategic plan at institutional level which is realistically translated into action plans throughout the institution.

x				

Will to commit.

Executive understanding of cost-benefit of e-learning.

Sufficient funding to support institutional goals in e-learning.

Understanding at all levels of the organisation. &O2

'Buy in' by the academic structures of the university. . &O2

Ownership of direction by both academic & general staff. . &E2

Get buy-in at significant level – faculty & school

IT people need to get reward from good T&L outcomes, (not just from IT security & reliability).

Careful & skilled change management designed to evolve organisational culture/s

Faculty service agreement negotiated firstly on published university e-learning priorities.

Roles + budget responsibility + support by faculty, library, ITS, student services, OLTR. &O2 &O3 &O1

Shared vision and shared action plans (and action) from ITS, T&L, & library,

x				
x				
	x			
	x			
x				
		x		
		x		
		x		
6	2	5	1	0

20 9 17 4 0

81 56 38 16 1
 42% 29% 20% 8% 1%

Dimensions

Appendix E: ASCILITE Workshop Practice Mapping

Each item identified in the workshop brainstorming exercise is listed against each process it relates to. The same item may appear in more than one process as indicated by the black text. The 'x' character in the dimension indicates a match with aspects of the process at that dimension. Grey boxes indicate items that are effectively the same as the item above and are thus not reassessed by dimension.

Learning	Dimension				
	1	2	3	4	5
L1. Learning outcomes					
L2. Interaction					
L3. Skill development					
DEVT Provide resources to support e-learning & D2	x				
Don't try to teach academics the technology, teach them how to teach it to their students. & S1		x			
	1	1	0	0	0
L4. Responsiveness					
L5. Feedback					
L6. Info-literacy skills					
L7. Active engagement					
L8. Assessment					
Agreed institutional approach to assessment – levels, ???, modes, ???			x		
	0	0	1	0	0
L9. Timeliness					
L10. Diversity					
Awareness and discussion of 'accessibility' as an issue & D4.		x			
The organisation manages diversity in T&L and can support this		x	x		
	0	2	1	0	0
	1	3	2	0	0
Development					
D1. Design and development support					
Capture their initial enthusiasm to milk it for what its worth.& S5		x			
Employs an educational designer to assist staff in development. (needs more!)x & S5					
Teachers are given time to think, do, evaluate and reflect. They have optional support available. & S5		x			
Ensure new technologies are accommodated and training offered. & S5			x		

Establish exemplars of best practice of e-learning. The organisation has clear responsibilities for & trust of staff. i.e. it supports professionalism & S5 S6

		x		
1	2	2	0	0

D2. Procedures and standards

DEVT Provide resources to support e-learning. & L3

x				
1	0	0	0	0

D3. Design rationale

Faculty aligned educational design and development teams
Integrated teams (academic, support & library) to develop courses.

	x			
	x			
0	2	0	0	0

D4. Disability support

Awareness and discussion of 'accessibility' as an issue. &L10

x				
1	0	0	0	0

D5. Reliable, robust and sufficient infrastructure

Student lab infrastructure well-maintained.
Provide a system that is reliable. (fast, responsive, scalable etc).
The technology 'just works'
Ensure the IT system capability re sustainability of access at peak load.
Centralised technology systems

x				
x				
x				
3	0	0	0	0

D6. Integrated infrastructure

Open pd opportunities to all staff not just academics. & D7 S1

		x		
0	0	1	0	0

D7. Reusability

Provide regular 'technology for learning' updates. & S5
Open pd opportunities to all staff not just academics. & D6 S1

		x		
		x		
0	0	2	0	0

6 4 5 0 0

Support

S1. Technical support for students

Don't try to teach academics the technology, teach them how to teach it to their students. & L3

Open pd opportunities to all staff not just academics. & D6 D7

		x		
0	0	1	0	0

S2. Library access for students

S3. Student enquiries, questions, complaints

S4. Personal/learning support for students

S5. Pedagogical support for staff

Give educational technologists a voice. & S6

	x			
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E3. Reviews of courses

Evaluation of innovations & changes to understand their impact.

Quality control processes that address issues of flexibility & distance.

Provide regularly collected course feedback to education support staff (don't keep it secret). E1-3

E-learning and other teaching are evaluated in a truly integrated way. E1-3

x				
			x	
			x	
x				
2	0	0	2	0

5 3 0 4 0

Organisation

O1. Resource allocation

O2. e-Learning policy and strategy

Managers admit they need to learn about this and stop doing 'nothing' because it feels safer. & O9

x	x			
1	1	0	0	0

O3. Technology plan

Strong commitment to LMS.

T&L technologies must comply with overall IT governance.

Research led teaching means digital research support systems overlap with e-learning systems.

	x			
	x			
	x			
0	3	0	0	0

O4. Reliability, integrity validity of information

Content is openly available to all so the universities community obligations are really addressed. The expertise is in dealing with the domain.

	x			
0	1	0	0	0

O5. e-Learning plan

Stop ed decisions being made by managers.

Stop ed decisions being made by IT experts

	x			
	x			
0	2	0	0	0

O6. Technology info for students

Statement of rights and responsibilities (students).

Formal ongoing induction for students.

		x		
	x			
0	1	1	0	0

O7. Pedagogy info for students

Statement of rights and responsibilities (students).

Formal ongoing induction for students.

		x		
	x			
0	1	1	0	0

O8. Admin info for students

Statement of rights and responsibilities (students).

Formal ongoing induction for students.

		x		
	x			
0	1	1	0	0

O9. Business management and strategy

Secure executive ownership of policy/process development to prevent ad-hoc responses.

x				

E-learning adoption & meta-learning grows organically in a diverse institution with appropriate fertilizer and trusses.

(e-learning) policy & policy review frameworks.

Get executive ownership of e-learning direction at an institutional level.

Online presence for every course.

Managers admit they need to learn about this and stop doing 'nothing' because it feels safer. & O2

1	0	0	0	0
2	10	3	0	0
14	25	13	4	0
25%	45%	24%	7%	0%

Ask Me students and Involve Me students

x				
2	0	0	0	0

L8. Assessment

Relate to assessment

x				
1	0	0	0	0

L9. Timeliness

Timelines of the 'academic year' should be stated at the beginning of the course

x				
1	0	0	0	0

L10. Diversity

Profiling and personalization

Delivery is flexible to enable a range of styles and approaches to be accommodated

Offer choice/ options not prescriptions

x				
x				
x				
3	0	0	0	0

15 3 0 2 0

Development

D1. Design and development support

Planning and guidance advice for staff developing new courses

Teaching staff are properly trained in learning technologies & S5 S6

Staff development should use same e-learning principles as in student courses & D1

Developers of e-learning should have the necessary skills

Involving students in course design & E1

Learning and teaching practice supports e-learning effectively & D2 S5

e-learning support staff (technical)

Staff are offered routine access to development and high-labour or volume intensive activity support for new initiatives, or are clear about where to find it

Facilities to use multi-media resources & S5

Teams – Academic (learning technologists) & D2

At elbow training for academics (rapid response team)

Separating out roles in design development and delivery phases & D2

Consider how you can sell me 'real' story not the 'efficient' story corporate affairs would prefer & S5

x				
		x		
	x			
x				
x				
	x			
x				
4	2	1	0	0

D2. Procedures and standards

Development of exemplar courses

Appropriate examples for the learning exercise are chosen

Institutions work out and promote preferred teaching and learning models – pedagogies, brand? Materials

Providing checklists for designers/ developers

Documenting work practices for design and development

Provide process guidance to developers

Learning and teaching practice supports e-learning effectively & D1 S5

Teams – Academic (learning technologists) & D1

Separating out roles in design development and delivery phases & D1

Embedded quality enhancement processes

		x		
x				
x				
	x			
			x	
2	1	1	1	0

D3. Design rationale

Development planning exercises should include all aspects of good project management practice

		x			
		x			
x					
x					
	x				
2	1	2	0	0	

Anchor? Development in tools and environments

Anchored? Staff development activities

Ensure technology doesn't get in the way

Technology functions as a single tool amongst many

Staff able to make choices about tools

Reliance of courses on IT should be planned before delivery and IT departments involved

Student and other stakeholder requirements should be connected and analysed prior to major course development or change decision being made/ implemented

D4. Disability support

D5. Reliable, robust and sufficient infrastructure

e-learning system must be reliable

Technology must be always available

IT infrastructure in place

IT infrastructure that works and is appropriate

The technology should be robust and accessible

IT systems must be as good as those in outside organisations

Technology functions as a single tool amongst many & D6

Resource provision electronic whiteboards, projectors, computers

Lecture theatre and virtual e.g. digital drop boxes

Institutional IT policy must allow use of peer-to-peer software & D6

Change management process for student management systems is in place and responsive

e-learning should not increase overall complexity of 'the system' & O3 O5

x					
x					
	x				
x					
3	1	0	0	0	

D6. Integrated infrastructure

IT infrastructure is supportive of teaching approaches

A coordinated approach to all online delivery is taken: registration, library, timetabling, room booking

Technology functions as a single tool amongst many & D5

Lecture theatre and virtual e.g. digital drop boxes

Institutional IT policy must allow use of peer-to-peer software & D5

Standard e-learning platform (but shouldn't be exclusive)

x					
x					
x					
x					
4	0	0	0	0	

D7. Reusability

Work towards future proofing material

x					
1	0	0	0	0	

16 5 4 1 0

Support

S1. Technical support for students

e-learning computer system must be, or rapidly become familiar to students

Students should have a consistent IT understanding/skill-set

Plan student support requirements & S2 S3 S4

Undertaking thorough surveys of student needs both for knowledge aspects and delivery aspects & L2 L3 S2

x					
x					
	x				
			x		

Students understand what support is available to them, where/how to obtain it, what response times to expect & L4 S2 S3

The location of student support services should be available & S2 S3 S4

Support infrastructure that isn't geared around concept of full-time student based in Manchester & S2 S3 S4

x				
x				
4	1	0	1	0

S2. Library access for students

Excellent electronic resources e.g. library

Undertaking thorough surveys of student needs both for knowledge aspects and delivery aspects & L2 L3 S1

Plan student support requirements & S1 S3 S4

Students understand what support is available to them, where/how to obtain it, what response times to expect & L4 S1 S3

The location of student support services should be available & S1 S3 S4

Support infrastructure that isn't geared around concept of full-time student based in Manchester & S1 S3 S4

x				
			x	
	x			
x				
x				
3	1	0	1	0

S3. Student enquiries, questions, complaints

Plan student support requirements & S1 S2 S4

Students understand what support is available to them, where/how to obtain it, what response times to expect & L4 S1 S2 S4

The location of student support services should be available & S1 S2 S4

Support infrastructure that isn't geared around concept of full-time student based in Manchester & S1 S2 S4

	x			
x				
x				
2	1	0	0	0

S4. Personal/learning support for students

Student induction should really empower students as internet users

Student support should be easily accessible and responsive

Students understand what support is available to them, where/how to obtain it, what response times to expect & L4 S1 S2 S3

The location of student support services should be available & S1 S2 S3

Support infrastructure that isn't geared around concept of full-time student based in Manchester & S1 S2 S3

Plan student support requirements & S1 S2 S4

x				
x				
x				
x				
	x			
4	1	0	0	0

S5. Pedagogical support for staff

Ensure staff understand what e-learning is

Staff development to support e-learning

Teaching staff are properly trained in learning technologies & D1 S6

Training for new staff on pedagogic design of courses

Integrated staff development

Online experiential learning for teaching staff

Training for support staff & S6

e-learning development should involve the appropriate teaching staff

Learning and teaching practice supports e-learning effectively & L7 D1 D2

e-learning support staff (pedagogic)

Facilities to use multi-media resources & D1

Know where to turn for help

Experts (at various levels) in university to make sure it's done properly (guidance, resource, ongoing advice, etc.)

x				
x				
x				
x				
x				

It must be possible to derive research outcomes from (large scale) e-learning activities

		x		
			x	
	x			
x				
6	1	1	1	0

Quality process must facilitate innovation in e-learning

Good practice is rewarded

Staff engaged in e-learning must gain career benefit

e-learning researchers must be {regarded/celebrated? as relevant to operational e-learning

Consider how you can sell me 'real' story not the 'efficient' story corporate affairs would prefer & D1

S6. Technical support for staff

Integrated staff development

Teaching staff are properly trained in learning technologies & D1 S5

Staff development should use same e-learning principles as in student courses & D1 S5

Ensure staff understand what e-learning is

Training for support staff & S5.

Students should be given power to choose and create own content

Programme developments might assume learners will be active producers of own content & O4

x				
x				
2	0	0	0	0

21 5 1 3 0

Evaluation

E1. Student evaluation and feedback

Teaching is evaluated by students

There is real feedback of aspects of course performance (learning activity, assessment) to planning

e-learning should be evaluated

Specific 'e' feedback should be consistently elicited from students and ACTED ON

Making use of student feedback (I/v/6)

Quality control: before, during, and after delivery

Involving students in course design

Developing partnerships with staff and students

x				
			x	
	x			
	x			
1	2	0	1	0

E2. Staff evaluation and feedback

Peer evaluation of teaching and materials

There is real feedback of aspects of course performance (learning activity, assessment) to planning

e-learning should be evaluated

Organisation learns from practitioners

Quality control: before, during, and after delivery

Opportunities (fora) for sharing good practice

			x	
x				
			x	
	x			
1	1	0	2	0

E3. Reviews of courses

General step change in thinking for all staff

e-learning should be evaluated

Evaluation policies/practice in place

Evaluation of policy/practice impact are undertaken regularly – enabling rather than judgmental

x				
x				

O6. Technology info for students

Ensure students know what is expected of them in each course in e-learning

Students understand what is expected of them & O7

x					
1	0	0	0	0	0

O7. Pedagogy info for students

Students understand what is expected of them & O6

Students understand what learning and teaching strategies will be included and are indicated in order to enable them to participate effectively

x					
1	0	0	0	0	0

O8. Admin info for students

Student friendly administrative information be made available upfront

Electronic enrolment is efficient, students are enrolled in sufficient time

x					
1	0	0	0	0	0

O9. Business management and strategy

e-learning strategy & O2

e-learning must be considered in all strategies and govt. agendas (WP,EO,DIS,FOZ) & O2

Student experience is seen as the responsibility of all institutional staff

Align infrastructure service requirements across the institution managed organisation and unit

All courses must have owner i.e. academic and support

Buy-in from senior management

Someone in charge

Common institutional aims (e.g. MCR 2015??) & O2

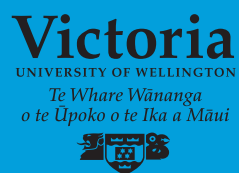
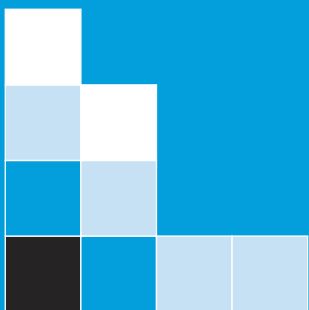
Clear communication of goals/targets 'Can do' culture

Work towards change. We live in a change culture & O2 O3

Key posts and resources are made for priority areas and that expertise transferred appropriately as/when that area becomes activated

x					
	x				
		x			
5	1	1	0	0	0

16	2	1	0	0
72	18	6	10	0
68%	17%	6%	9%	0%



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