

E-learning and higher education: Understanding and supporting organisational change in New Zealand

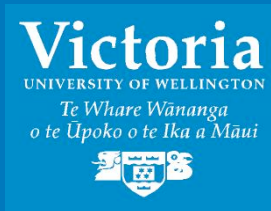
Dr Stephen Marshall

Stephen.Marshall@vuw.ac.nz

University Teaching Development Centre

Victoria University of Wellington

New Zealand



Knowing what to measure

Knowing how to measure

Quality Enhancement

A Quick introduction to the eMM

	Delivery	Planning	Definition	Management	Optimisation
Learning					
L1. Learning objectives guide the design and implementation of courses					
L2. Students are provided with mechanisms for interaction with teaching staff and other students					
L3. Students are provided with e-learning skill development					
L4. Students are provided with expected staff response times to student communications					
L5. Students receive feedback on their performance within courses					
L6. Students are provided with support in developing research and information literacy skills					
L7. Learning designs and activities actively engage students					
L8. Assessment is designed to progressively build student competence					
L9. Student work is subject to specified timetables and deadlines					
L10. Courses are designed to support diverse learning styles and learner capabilities					
Development					
D1. Teaching staff are provided with design and development support when engaging in e-learning					
D2. Course development, design and delivery are guided by e-learning procedures and standards					
D3. An explicit plan links e-learning technology, pedagogy and content used in courses					
D4. Courses are designed to support disabled students					
D5. All elements of the physical e-learning infrastructure are reliable, robust and sufficient					
D6. All elements of the physical e-learning infrastructure are integrated using defined standards					
D7. E-learning resources are designed and managed to maximise reuse					
Support					
S1. Students are provided with technical assistance when engaging in e-learning					
S2. Students are provided with library facilities when engaging in e-learning					
S3. Student enquiries, questions and complaints are collected and managed formally					
S4. Students are provided with personal and learning support services when engaging in e-learning					
S5. Teaching staff are provided with e-learning pedagogical support and professional development					
S6. Teaching staff are provided with technical support in using digital information created by students					
Evaluation					
E1. Students are able to provide regular feedback on the quality and effectiveness of their e-learning experience					
E2. Teaching staff are able to provide regular feedback on quality and effectiveness of their e-learning experience					
E3. Regular reviews of the e-learning aspects of courses are conducted					
Organisation					
O1. Formal criteria guide the allocation of resources for e-learning design, development and delivery					
O2. Institutional learning and teaching policy and strategy explicitly address e-learning					
O3. E-learning technology decisions are guided by an explicit plan					
O4. Digital information use is guided by an institutional information integrity plan					
O5. E-learning initiatives are guided by explicit development plans					
O6. Students are provided with information on e-learning technologies prior to starting courses					
O7. Students are provided with information on e-learning pedagogies prior to starting courses					
O8. Students are provided with administration information prior to starting courses					
O9. E-learning initiatives are guided by institutional strategies and operational plans					

<input type="checkbox"/>	Not practised/not adequate
<input type="checkbox"/>	Partially adequate
<input type="checkbox"/>	Largely adequate
<input type="checkbox"/>	Fully adequate
<input type="checkbox"/>	Not assessed

Knowing what to measure

Knowing how to measure

Quality Enhancement

Knowing how to improve
what has been measured

Goal of the eMM

“The answer to large-scale reform is not to try to emulate the characteristics of the minority who are getting somewhere under present conditions ... Rather, we must change existing conditions so that it is normal and possible for a majority of people to move forward”

(Fullan, 2001, p268)

Project Overview

- Conduct eMM assessments
- Collect information on organisational culture relating to change
- Support and observe change activities
- Measure the impact of change using the eMM
- Identify change approaches for reuse and challenges for leadership response

Questions?

■ <http://www.utdc.vuw.ac.nz/research/emm/>

■ Stephen.Marshall@vuw.ac.nz

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