

# Part B Otago Review - An international environmental scan of e-learning professional development initiatives

## Professional development for e-learning: A framework for the New Zealand tertiary education sector

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# 1. Overview of the Tertiary E-learning Research Project and Environmental Scan

## 1.1 Introduction

This international environmental scan of e-learning professional development initiatives has been prepared as an interim report for a tertiary e-learning research project, 'Professional development for e-learning in the tertiary sector', funded by the New Zealand Ministry of Education and conducted by the University of Otago. The project team are Professor Kerry Shephard, Dr Sarah Stein and Irene Harris.

Since 2003 a number of related projects have been supported in order to inform the strategic development of e-learning for tertiary education organisations in New Zealand. In this project we aim to build upon earlier work and also work in collaboration with a current tertiary e-learning research project led by Massey University on 'Professional Development for E-Learning: Adoption, Implementation and Improvement'. As part of this collaboration we have used the literature review from the Massey project to inform our work and we wish to acknowledge their contribution.

The overall focus of this international environmental scan of e-learning professional development initiatives is to examine approaches to e-learning development and professional development programmes which are building e-learning capabilities in the tertiary sector. A number of tools, policies and practices that have been, and are being used, particularly in Australia, the UK and New Zealand are examined, to try to assess which factors have worked, in order to inform the preparation of an outline draft framework for professional development.

This outline professional development framework will form the basis for empirical research in later parts of the project and contribute to the specific project objectives of:

- Identifying processes of professional development in e-learning that have succeeded internationally;
- Informing the articulation of the nature of e-learning competencies;
- Identifying future e-learning professional development requirements for New Zealand tertiary institutions and their teaching staff.

## 1.2 Broader context

It is difficult to identify when in recent educational history the concept of e-learning entered the mainstream of educational thinking. Leaving aside the issue of how we define e-learning, it was not that long ago that many academics, departments and institutions did not allow students to submit assignments that were generated using a word processor. Many issues were at stake including that of equal opportunities and unfair advantages given to those who had access to new technologies and who had developed these new communication skills. How different it is today where many students submit assignments via their computers, and indeed where most use computers and the Internet to help prepare their assignments. In just about all institutions and most subject areas, the use of computers to support learning is normal practice. Going further than that, the skills so shunned by academic staff in the past

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are now considered to be essential elements of the skills-base needed by students to learn and by staff engaged in teaching and supporting learning. E-learning is considered by many to be central to the mission of tertiary education whether as a contribution to distance learning, to open and flexible learning or indeed to conventional learning in a 'blended' format. It is also an area where a wide range of support staff is commonly involved in learner support, working alongside conventional tertiary academics/teaching staff.

New Zealand is one of many developed nations that are exploring how e-learning will benefit education and tertiary education's contribution to national development. It is widely recognised that these benefits are significantly dependent on how teaching staff and teaching-support staff are motivated, supported and rewarded to develop the skills and inclination to use e-learning. Staff development is rightly seen as a critical and limiting factor. It is vital that New Zealand learns what it can from experiences overseas, paying proper attention, of course, to the applicability of these experiences here. Many research and development projects around the world have demonstrated what limits uptake of e-learning and many projects are underway or have been completed to overcome these limitations. The following sections of the review consider a number of different approaches to assisting teaching and teaching-support staff to adopt e-learning in their teaching and to draw lessons from them in terms of their appropriateness for the New Zealand context.

### *1.3 Structure of this review*

- Section 1** Provides an overview of the project and the international environmental scan of e-learning professional development initiatives.
- Section 2** Seeks to summarise the tools, policies and practices for e-learning development and related professional development in Australia, the United Kingdom and New Zealand.
- Section 3** Reviews a number of particular initiatives and interventions in Australia and the United Kingdom to identify and illustrate trends, issues, strategies and success factors and to consider their relevance for the New Zealand tertiary sector and the development of a professional development framework.
- Section 4** Analyses findings and identifies factors which determined or influenced success within the e-learning developments and related professional development tools, policies and practices. These factors will be used in the empirical part of the project.



## 2 Summaries of the Tools, Policies, and Practices for E-learning Development and Related Professional Development in Australia, the United Kingdom and New Zealand

In this section we consider the main approaches to e-learning across the education sector in each country. Against this broad context we consider the key policies and approaches adopted for the tertiary education sector especially with regard to professional development. For Australia and the UK we have looked separately at the Vocational or Further Education Sectors and at Higher Education as that is how they are organised in the main. For New Zealand we present the review for the Tertiary Sector overall as this fits best the policies and approach adopted.

### 2.1 Australia

#### 2.1.1 National level directions for all educational sectors

In 2000, the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) issued a joint statement on behalf of all the sectors, namely, schools, vocational education and training (VET) and universities or higher education (HE) (DETYA, 2000). This statement outlined areas for cooperation between the three sectors and the Commonwealth.

The agreed priorities for 2000-2003 included the promotion of collaboration across the sectors and the development and enhancement of practice in teaching and learning using information and communication technologies (ICTs). Five areas of high priority action were listed in the accompanying Action Plan, *Learning for the Knowledge Society: An Education and Training Action Plan for the Information Economy* (DETYA, 2000). The five areas were: a) people; b) infrastructure; c) online content, applications and services; d) policy and organisational framework; and e) regulatory framework. While the five areas were interrelated and interdependent to some extent, it was within the first of those priority areas, people, that the need for professional development was made explicit: “providing professional development for teachers, trainers, researchers and all workers in the education and training industry to assist the whole population in the changes required” (p. 16).

Within the same Action Plan there is a statement from each of the sectors, each one addressing the five areas of high priority action in terms of strategies to suit its own particular context and vision for the future. Thus each sector outlined goals specifically addressing professional development for e-learning. In addition, there was an overarching statement from the Department of Education Training and Youth Affairs (DETYA) stating how it intended to promote, facilitate and co-ordinate the information economy policy development and implementation across all sectors (DETYA, 2000), p. 38).

In 2005, MCEETYA reiterated its *Joint Statement on Education and Training in the Information Economy 2005-2007* (MCEETYA, 2005). The 2005-2007 statement “provides a national vision for improving education and training outcomes for all Australians through the ubiquitous use of information and communications

technology (ICT)” (MCEETYA, 2005, p. 1). The statement offers renewed support for the five areas for action identified in the 2000 statement. Thus, professional development of people is again highlighted. Through AICTEC, the Australian ICT in Education Committee, made up of representatives from each of the sectors, Ministers release action plans and issues papers that provide direction and advice on large scale projects. The most recent business plan for 2006-2007 developed by AICTEC identifies 6 key actions and outputs, one of which is developing educators in the use of ICT (AICTEC, 2006).

### 2.1.2 Directions for the Vocational Education and Training (VET) sector

In 2000, *Flexible Learning for the Information Economy. A Framework for National Collaboration in Vocational Education and Training 2000-2004* (ANTA, 2000), was produced and included as part of the MCEETYA joint statement document. The statement acknowledges the variety of different types of training organisations within the VET sector; the current and future environment in which workers and workforce skills of flexibility and change predominate and where innovation and creativity together with ability to capitalise on opportunities can play a large part in ensuring that Australia’s economy benefits within a global economic environment. Thus, where education and training is concerned, there is a need to recognise the nature of the learners whether in the workforce or preparing for work, and to provide a structure whereby all can participate as learners, whether in a classroom or on the job, experienced or novice, and whether near to a community or in a remote location.

Where people and professional development were concerned, embedding a range of flexible learning models and approaches within the VET system,

- generating national collaborative activities and national and international virtual learning communities;
- recognising the role of employers as well as individual staff members; and
- stimulating learning from research into pedagogical, technical and managerial aspects of flexible learning,

were all strategies which were outlined as ways to achieve the goals of the statement.

The subsequent development of a Flexible Learning Framework has been a major project through which many of the goals identified for professional development articulated in the 2000 statement were, and continue to be, enacted (ANTA 2000). It was “a nationally agreed set of goals, principles and actions to help Australian people and industries make a rapid and successful transition to the information economy” (<http://www.flexiblelearning.net.au/flx/go/home>). Through the development and maintenance of networks, learning toolboxes, a scheme for individuals and groups to apply for funding to support their own professional development projects, the development of e-standards to ensure national access, exchange and distribution of e-learning resources and examples of e-learning in business and industry, this framework provides a structure and a guide as well as a stimulus and incentive for explicit engagement in e-learning professional development across the VET sector. Details of implementation projects associated with this broad framework are included in Section 4 of this environmental scan.

The 2004-2010 national strategy for vocational education and training, *Shaping the Future* (ANTA, 2004), encompasses the goals of the earlier statement on flexible learning for the economy, but, as it acknowledges, this time the vision is longer (spanning seven years), broader (it applies to education and training, but also to employment, regional development, environmental sustainability, innovation and social inclusion), more clearly focussed on clients, and it is inclusive (taking account of the variety of barriers facing people including e.g., personal circumstance, physical ability or cultural differences) (ANTA, 2004, p. 4). The four objectives of this statement all point to the need for professional development and ongoing learning. They also outline responsibility, location and content of professional development. Learning and work are much more integrated within this statement than in the earlier one, possibly reflecting the successful foundations which were the result of action after the 2000 statement and a clearer and more unified vision for the future.

The *Australian Flexible Learning Framework* described in the current *E-learning in Action* brochure (DEST, 2007) continues to offer a means through which many of the ideas stated in 2000 and reiterated through the broader *Shaping our Future* document are being implemented, both at national and state levels.

### 2.1.3 Directions for the higher education sector

Alongside the MCEETYA statement in 2000, the Australian Vice Chancellors Committee also issued a statement, *The Way Forward. Higher Education Action Plan for the Information Economy* (AVCC, 1999). In alignment with the core MCEETYA statement, the priorities of people, infrastructure, content, applications delivery and services, organisational and policy framework and regulatory framework were highlighted, and intentions around each of these priorities were outlined. Under the people priority, there was acknowledgement that the incorporation of ICTs within teaching and learning had “not penetrated at more than a superficial level” (p. 4) to date and therefore action needed to be taken to improve the situation. The need to help students to develop lifelong learning and information literacy skills was noted, as was the need to develop graduates who could themselves design and develop systems and technologies. Flexible learning and teaching resources were also seen as important to be developed and the need to look beyond the campus for the location of learning was acknowledged. Finally, to enable all of the above, professional development programmes for staff were also stated as important.

The introduction of the reform package, *Our Universities: Backing Australia's Future* in 2003 by the federal government has been the impetus for the implementation of a number of reforms including a demonstration of learning and teaching outcomes and the provision of flexible learning opportunities for students (DEST, 2003). The package contained plans to offer rewards and incentives for universities that demonstrate reform criteria. One such incentive scheme is the Learning and Teaching Performance Fund (LTPF) which calls for universities to demonstrate predetermined attributes related to teaching and learning through their policies, processes, practices and through student experiences. The reward is a share of the funds set aside to promote and enhance teaching and learning. The place of e-learning is implied within the criteria of the LTPF; it is not explicit.

Working in tandem with the LTPF, in some respects, is the Australian Universities Quality Agency (AUQA). This body was registered in 2000 and “is an independent,

not-for-profit national agency that will promote, audit, and report on quality assurance in Australian higher education” (<http://www.auqa.edu.au/aboutauqa/auqainfo/index.shtml>)

A key role of AUQA, as stated in its objectives, is to

‘Arrange and manage a system of periodic audits of the quality assurance processes, procedures, and outcomes of State, Territory and Commonwealth higher education accreditation authorities including their impact on the quality of higher education programs; and monitor, review, analyse and report on the outcomes of those audits’ (AUQA, 2007, p. 3).

Thus AUQA’s role has been to oversee audits of universities, and, in essence, audit the match between what universities say they do and their actual practice and effectiveness.

Although the LTPF has only been in operation since 2005-2006, together with AUQA audits, there has been clear pressure on universities to demonstrate development and progress in a variety of areas including teaching, learning and professional development. To help facilitate this where teaching, learning and professional development progress are concerned, the government also established the Carrick Institute for Learning and Teaching in Higher Education in 2005. This body was a new initiative but was also a continuation of previous government supported groups/funds/committees with the role of investigating, promoting and sharing good educational practices and research in higher education teaching and learning. Earlier groups carrying out some of these roles included: CAUT (Committee for Australian University Teaching – 1994-1995); CUTSD (Committee for University Teaching and Staff Development – 1996-1999); and AUTC (Australian Universities Teaching Committee – 2000–2004).

The Carrick Institute is currently commissioning a large number of projects investigating teaching and learning in a variety of discipline and generic areas. In addition, the Institute coordinates the excellence in teaching award scheme. Allied to this is a large project on identifying teaching quality indicators. This project is responding to “the need for an agreed approach to recognising and rewarding quality teaching and teachers in higher education” (<http://www.carrickinstitute.edu.au/>). While addressing broad teaching and learning qualities and not directly about e-learning, at least at this point, it seems reasonable to expect that there will be implications for integrating e-learning in teaching.

Other funded projects are around discipline-based and generic topics. In the 2006 round of Carrick project funding, a variety of projects is underway investigating the incorporation of e-learning technologies into curricula, most being from joint partnerships, across institutions, relatively focussed and discipline-based. The majority of these projects are due to be completed during 2008.

In addition, a large project called Resource Identification and Networking is also underway. This project aims “to develop effective mechanisms for the identification, dissemination and embedding of good individual practice and institutional practice into the higher education sector and to support networking and the formation of effective communities of practice” (<http://www.carrickinstitute.edu.au/>). In this way, it addresses the identified need to explore possibilities for collaborative interactions across the sector to improve and support individual and institutional resource access, information and ideas.

Thus, the imperatives of the MCEETYA statements of 2000 and 2005 (in terms of professional development, research into pedagogy, investigations into improving and enhancing structures to facilitate collaboration and general interaction) are being recognised through the work that the Carrick Institute is undertaking. The activities also support, in direct terms, the reforms in teaching and learning outlined in the *Backing Australia's Future* reform package, (DEST, 2003).

Past projects under the banner of CUTSD and AUTC have included a number of projects on e-learning and professional development. These project reports are available in the archive section of the Carrick Institute website (<http://www.carrickinstitute.edu.au/carrick/go/home>). Two projects to come out of the earlier AUTC and CUTSD funds are outlined in more detail in section 3 of this environmental scan. One of those projects funded through the AUTC in 2000 is called *Information and Communication Technologies and Their Role in Flexible Learning* (<http://www.learningdesigns.uow.edu.au/index.html>), the outcome of which is a set of resources to assist teachers in higher education settings to develop learning materials and resources to “support the development of flexibly delivered high quality learning experiences for students”. The second project was funded through CUTSD in 1997 and is an example of awareness-raising activity at one institution with the intention of *Developing Capacity to Integrate IT into Higher Education Teaching and Learning* (Marshall & Litchfield, 1997).

#### 2.1.4 Direction by professional bodies

One professional body, the Australasian Council on Open, Distance and E-Learning, (ACODE), whilst not confined to Australia, is an important professional body providing direction and guidance to institutions and individuals about integration of ICTs into teaching and learning. ACODE commissions, develops and encourages research-based recommendations and guidelines for e-learning (and broader) teaching and learning in open and distance situations in tertiary contexts. ACODE also aims to influence policy and practice at institutional, national and international levels in open, distance, flexible and e-learning in higher education. In its 2006 action plan ACODE outlined the following strategies:

- disseminating and sharing knowledge and experience;
- supporting professional development;
- investigating, developing and evaluating new approaches; and
- promoting best practice. (ACODE 2006a)

Thus ACODE is involved in initiating a variety of activities to support both e-learning and professional development for e-learning, including the production of a set of *Benchmarks for the Use of Technology in Learning and Teaching in Universities*, (ACODE, 2006b). The benchmarks are a series of statements accompanied by good practice examples against which an institution can self-assess and thus plan for future development and enhancement of their policies, processes and structures. Professional development for e-learning is firmly embedded within the overlapping and integrated statements. More detail about the benchmarks is included in section 4 of this environmental scan.

Another professional body, not confined to a particular sector of tertiary education, ASCILITE (the Australasian Society for Computers in Learning in Tertiary Education), is a “society for those involved in tertiary computer-based education and training, including educational interactive multimedia. It provides a forum to stimulate discussion of relevant issues in the educational use of technology, as well as promoting research and evaluation” (<http://www.ascilite.org.au/index.php/About>). A principal activity of the society is the annual conference during which participants are able to learn from others, present findings from research and discuss issues. ASCILITE is thus an avenue through which changes and developments in e-learning can be facilitated. Activities such as the annual conference can be seen as professional development experiences for those involved in e-learning.

### 2.1.5 Summary

The above mentioned developments in the form of policies and guiding principles at national and sectoral levels are supported by direction from professional bodies. It may be fair to say that professional bodies, being made up of members of institutions and groups affected by the changes at the government level may respond in the way they do because of the position in which they find themselves. Therefore, instead of breaking new ground, as it were, responses are with a view to making the most educational and practical sense of high level demands and directions and seeking evidence to support the reasons why the high level demands are legitimate and worthwhile. As a consequence, professional bodies have tended to simply strengthen any rationale for change in line with broader directions; seemingly just following government demands/directions without question. This may be one view, but on the other hand, in devising directional statements, consultation with sectors and with professional bodies has been part of the processes of the development of government policies, so from that perspective the criticism is unfounded.

What the above outline does not reflect is the work done at individual institution level to implement the national directions. Within the policies and direction provided by sector bodies, individual institutions are free to implement e-learning and e-learning professional development in whatever ways suit their own contexts and needs. Thus some institutions seem to have done much while others much less. Institutions which rely heavily on their distance education programmes are often the ones to have investigated issues of accessibility, interoperability and use of technologies to support and enhance teaching and learning. However, that does not mean that institutions which support a predominantly on-campus student body have not also explored the place and value of technologies for teaching and learning. Much can be learned from institutional level activity that is not readily available to audiences beyond individual institutions. However, co-ordinated funding projects such as those supported through the Carrick Institute and through the *Australian Flexible Learning Framework*, have provided some avenue through which outcomes of local level endeavours have been made more widely accessible.

What is obvious across the HE and VET sectors in Australia is that the focus of attention is upon performance outcomes and demonstrating effectiveness in terms of the various imperatives within the relevant policy and reform packages. Government funding, and therefore institutional survival and growth, are linked to performance, and for institutions in both sectors, this is a key determinant of how they behave. Thus

a strong incentive to take action to develop teaching and learning has occurred through institutions having to meet expectations that are articulated via funding and accreditation/auditing criteria. While this form of incentive may be looked upon as coercive, it does serve to stimulate institutional attention on what has been agreed upon within national visions for the future. At the same time, the nature of the accreditation/audit regime is such that there is freedom for institutions to choose their own pathways to implementing change and demonstrating identified criteria. It can be argued that at least “on paper” there seems to be a balance of structured and loose elements within the Australian tertiary system: the structured elements providing clear direction and the loose elements allowing institutions to decide how they work towards achieving those ends.

## *2.2 United Kingdom*

### **2.2.1 National level directions for all educational sectors**

There has been huge investment into e-learning in the UK in recent years. Naturally much of this has been to provide the necessary equipment and infrastructure but significant research and development has also occurred to explore how computers can best be used to support learning at all levels. This section seeks to describe the different ways that institutions and government bodies have sought to support and encourage the use of technology to support learning.

A number of policies have been of an overarching nature and seek to address learners of all ages. For example the Department for Education and Skills e-Strategy White Paper ‘Harnessing Technology: Transforming Learning and Children’s Services’, (DfES 2005), indicated 6 priority actions to provide:

- an integrated online information service;
- integrated online personal support for all children and learners;
- a collaborative approach to personal learning and related activities;
- good quality ICT and support packages for practitioners at all levels;
- leadership development packages to raise organisational capability for ICT; and
- a common digital infrastructure.

The overall aim, by using a more strategic approach, is to build the common ground that brings all education and children's services to the critical baseline of being able to use the technology effectively.

In line with the emphasis in the 2005 White Paper the strategic plans of the Department for Education and Skills detail these broad priorities and emphasise the need for an integrated response across all sectors. For example, the Department set out its 5 year Strategy for Children and Learners from 2004 (DfES 2004). This encompassed a wide range of very ambitious plans for all levels of education and the need for an integrated approach to the development and use of ICT in learning. Two years on the Department reviewed its progress against the strategy and reported on a number of achievements across the sectors. At the same time, the Department

reiterated the importance of partnerships and collaboration across all areas of learning, including in the use of ICT to support learning (DfES 2006a).

In summary, the importance of making the most of ICT to raise learning performance has been the subject of policy attention for many years at all levels of education. These policies have all included provision for professional development for teachers and others involved in supporting learning. In recent years, DfES has also increased emphasis on professional development targeted at those with leadership responsibilities for ICT and learning.

It should be pointed out that there are many initiatives in the UK concerned with e-learning development where the areas of responsibility overlap, leading to a perceived lack of clarity. There are also variations in the application of initiatives and policies in terms of geographical jurisdiction. For example some are for the UK overall and others for England, Scotland, Wales and Northern Ireland separately which adds to the difficulty of reviewing the processes. The 2005 e-Strategy White Paper highlighted some of the problems of the past in setting out the aim for a more co-ordinated strategic approach - “...developments reflect government investment and local innovation. But their growth has also been haphazard: systems are often incompatible with each other” (DfES, 2005 p4).

## 2.2.2 Directions for vocational and further education

It is important to note that over the years the scope of the further, adult, continuing and vocational post-compulsory education and training sector in the UK has become wider. Until the mid 1960s provision in this sector was mainly for young people entering the workforce, for adults retraining and for the unemployed. Now it includes further education, adult, community and specialist institutions and work based learning. Any review of the FE/VET sector since the 1960s will show there have been very many changes to policies, funding, structures and support for this sector. For our purposes it is not necessary to examine in great details these changes over a long period of time. However, it is important to emphasise that these changes have resulted in:

- a wide range of interventions;
- an emphasis on a broader age group and increasingly on ‘lifelong learning’;
- an increasing emphasis on the involvement of schools, further education, higher education and partnerships;
- an emphasis on alternative means of delivery and related structural staff and learner development; and
- different ways of funding.

One of the major changes for this sector came in 1999 with the White Paper ‘Learning to Succeed’ which initiated a new framework for post-16 learning (DfEE, 1999). The argument was for a more co-ordinated system for funding post-16. The foreword to the White Paper set the scene for the changes:

*The skill needs of the future will be different from those of today....The challenge is urgent....the means by which our economy can make a successful*

*transition from the industries and services of the past, to the knowledge and information economy of the future.*

This proposed major changes to structures from 2001. A new national body was established with a view to better co-ordination and control in the sector. This body was the Learning and Skills Council (LSC), responsible for funding and planning education and training for over 16 year olds in England (except Higher Education). It is interesting to note that at the time, and subsequently, there was considerable debate about whether the funding and direction of Higher Education should also have been included in the remit of the Learning and Skills Council in order to achieve greater cohesion in line with the Government's overarching ambitions for the development of learning at all levels.

As might be expected, there are many examples of staff development initiatives in the sector at institutional and sector level and these have received support from the funding agencies. In more recent years however, there have been concerns and research indications that despite earlier efforts the levels of e-learning expertise were insufficient to support more widespread use of e-learning. The Learning and Skills Network (LSN) has been established by the Learning and Skill Council as a not-for-profit organisation offering services to policy-makers, practitioners and organisations funding, managing and providing education. As part of their work they have commissioned a number of research projects into e-learning development. In summary, the resulting evidence indicates that more needs to be done to share good practice; there needs to be more training in e-learning; and there needs to be more recognition for those with e-learning expertise and opportunities for accreditation.

Similar themes can be seen in 'Harnessing Technology: Transforming Learning and Children's Services' (DfES, 2005). This White Paper also highlighted priorities and actions for different parts of the education sector. Two priorities for the post-16 sector relate specifically to professional development. These were: Priority 4 - Provide good quality ICT training and support package for practitioners and Priority 5 - Provide a leadership and development package for organisational capability in ICT. Specific actions related to these priorities include:

- enhance practitioner pedagogical skills in e-learning;
- ensure ICT access for every practitioner and provide an online service for e-learning;
- ensure leaders are equipped to lead the adoption and effective use of ICT; and
- support leadership collaboration on the strategic role of e-learning.

A number of important developments have followed the overarching 2005 White Paper, which are specific to the vocational/further education sector, and have led to current major initiatives in professional development for e-learning for the sector.

The 2006 White Paper, 'Further Education; Raising Skills, Improving Life Chances', introduced a requirement for continuing professional development for teaching and teaching support staff (DfES 2006b). The White Paper has also led to the establishment of a new Quality Improvement Agency (QIA) for teaching and learning in FE. The QIA works across the learning and skills sector to improve performance, (<http://www.qia.org.uk/>). The LSN and related bodies, including the QIA have developed a Framework for Professional Development for e-Learning which will be sector wide and launched in mid 2007. (See Section 3 of this environmental scan for more details

and related links). This development programme supports learning and skills providers in the sector through raising the quality of professional practice in the teaching and training of e-learning.

The framework aims to overcome the barriers to e-learning development identified by research. It sets out a more structured approach to e-learning and Continuing Professional Development (CPD). The ePD framework outlines the competences for a professional development framework, describes leadership in e-learning and looks at e-learning roles in post-16 education. There is no qualification attached to the framework. However, the aim is to support individual staff and staff developers to plan, deliver and evaluate e-learning developments. Linked to this major project there are many associated initiatives dealing with different aspects of professional development, including support materials and opportunities for on-line learning.

One of the barriers to e-learning development mentioned earlier related to professional recognition for staff. In the same timeframe as the development of the ePD framework there have been recent developments in this area too. The Institute for Learning (IfL) (<http://www.ifl.ac.uk/>) has been set up as a membership professional body for teachers and trainers and student teachers in the learning and skills sector. The aim of the Institute is to support the professional needs of members across the sector. The IfL is working with the Learning and Skill Network in the implementation of the ePD framework along with many other organisations involved in this sector. It is early days yet for the ePD framework and related developments, and the future evaluation will be interesting. It is important to emphasise the wide range of related research and development projects which are connected with the ePD framework development. Also there are similar themes and trends in the developments in the school sector and in Higher Education in the UK.

### 2.2.3 Directions for the higher education sector

Developments in e-learning in UK higher education have their roots in the enthusiasm of early adopters of technology, but from a professional development perspective, it is easiest to conceptualise these early stages as part of the quality enhancement (QE) process that stemmed from the quality assurance (QA) movement developed in the 1990s. Staff teaching-skills and related learner-support skills, and mechanisms devised to promote and to quality-assure them, occupy a pole position in many of these developments. Much of what follows in this section draws substantially on Shephard (2004).

Many of these developments link closely to the Teaching Quality Enhancement Fund (TQEF), the central part of the learning and teaching strategy of the Higher Education Funding Council for England (HEFCE) (HEFCE, 1998). TQEF supported the Learning and Teaching Support Network, (LTSN) and its various subject centres, the Fund for the Development of Learning and Teaching (FDTL) and the National Teaching Fellowship Scheme, designed to develop and disseminate good teaching practice in higher education.

Running in parallel for some time with FDTL, the Teaching and Learning Technology Programme (TLTP) has supported a significant range of projects. These include the Effective Framework for Embedding C&IT Using Targeted Support project, (EFFECTS), established to develop and pilot programmes to support staff development for e-learning and described in more detail in section 3 of this report.

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The UK's Joint Information Systems Committee (JISC) has for many years supported the development of e-learning in the UK through research funding and programme coordination (JISC, 2007). In many cases the precursors to LTSN subject centres were CTI (Computers in Teaching Initiative) centres, supported by HEFCE. These programmes and centres have had, and continue to have, crucial roles in supporting and encouraging use of e-learning, as have the information specialists working within them. The Department for Education and Skills developed a 'unifying' e-learning strategy in 2003 (DfES, 2003b). More recently, the HEFCE has developed its own e-Learning Strategy: "*Although there has been rapid development in HE, our evidence base and responses to our consultation suggest that institutions are still struggling to 'normalise' e-learning as part of higher education processes*" (HEFCE, 2005, paragraph 14). A significant element of this strategy will be to oversee the development of benchmarked standards for the exploration and adoption of learning technologies.

These developments need to be considered within the context of more general changes in learning and teaching in HE and in relation to those professionals within HE charged with task of guiding and supporting such change. In some respects, none of this is new to the profession of educational development (or Academic Staff Development). It is reasonable to state that most teaching staff in most higher education institutions in the UK have traditionally benefited from an introductory course on supporting learners, itself supported by an ongoing and often extensive programme of continuing professional development (CPD) opportunities. In many organisations these opportunities are also available to the wider range of professionals who support learners in higher education. Educational developers usefully reviewed aspects of traditional professional development in higher education in 1981 (Harding, Kaewsonthi, Roe & Stevens, 1981). This source provides an insight into the values, operation and concerns of educational developers in higher education. It is noteworthy that many issues relevant to that time remain important to staff development today. These include: the role and operation of reward systems for teaching staff engaging in professional development; personal as opposed to institutional goals for changing professional practice; the implications of voluntary as opposed to compulsory professional development; separation of professional development from appraisal and evaluation of staff performance; criteria used for the recognition of professional competence; competing demands on scarce resources; and the organisation and underlying models of staff-development effort. Nevertheless, the advent of e-learning has brought many of these questions once again to central stage.

There are significant differences between institutions in relation to reward and recognition for high standards of teaching. A guide to good practice produced by the HEFCE in 2001 suggests, "*Two-thirds of institutions have built into their strategy mechanisms to recognise and reward excellent teachers. In many cases this is an aspiration rather than a developed plan, and many details of promotion and reward schemes are yet to be worked out*" (HEFCE, 2001; paragraph 74). There is also no common acceptance of the nature or scope of professional development needed. In relation to the need to develop new skills to use new learning technologies, Daniel establishes a strategic expectation in stating, "*A clear focus on professional development is key to the successful deployment of new technology in teaching*" (Daniel, 1996, p. 157) and goes on to suggest that half of the time that full time academic staff are expected to spend on professional development should be spent on aspects of information technology. The lack of any accepted standard like this creates

a challenge for HEFCE and others involved in trying to systematise continuing professional development for teaching with technology.

The HEFCE undertook to raise the esteem in which teaching is held within the higher education sector and included the recognition and reward of excellent teaching practice within its strategies (HEFCE, 2002). The Government White Paper, “The Future of Higher Education” (DfES, 2003a) proposed that a set of national professional standards should be agreed by 2004-05 and that all new teaching staff work towards a qualification that meets these standards from 2006. Substantive additional funding was provided to institutions by HEFCE for this purpose including an extension of the TQEF. Many institutions used this additional support to explore the concept of professional teaching standards in their own particular circumstances. There was considerable synergy between HE institutions, the HEFCE and other funding councils, representative bodies for vice chancellors and principals and the Institute for Learning and Teaching in Higher Education (ILTHe), and later the Higher Education Academy (HEA), during this period. The ILTHE piloted a CPD framework in 2004. The HEA went on to develop a professional standards framework in consultation with the broad HE sector, drawing from the ILTHE pilot.

The current HE professional standards framework includes distinct levels through which HE professionals pass through teaching-related promotion, incremental progression or specific award. The challenge has been to produce a framework of evidence-based standards that is consistent and sector-wide. The resulting framework is “sector-designed and sector-owned” (HEA, 2007) but seeks to accredit institutional frameworks for continuing professional development. Further details on the framework are included in Section 3. The underlying rationale for many of these developments can be traced to the work of the National Committee of Inquiry into Higher Education (NCIHE), and its recommendation to establish higher education teaching as a profession in its own right (NCIHE, 1997).

Alongside these developments and factors it is clear to many that e-learning *is* developing in UK higher education and that it is supported and promoted by many national and institutional strategies that address learning and teaching, and indeed that address other HE outputs such as research. For many, e-learning is not distinct from other forms of learning or indeed from other HE activities. For many, the same e-tools are used for teaching, research and administration and the underlying technologies are ubiquitous. To emphasise this developing awareness, the new Centres of Excellence in Teaching and Learning (<http://www.hefce.ac.uk/learning/tinits/cetl/final/>) generally incorporate e-learning initiatives alongside other aspects of teaching. Institutional professional development strategies for learning and teaching may develop specific objectives for e-learning, but often do not, and many anticipate that teachers will use their professional acumen to stay up-to-date with new approaches to teach, with or without technologies, and to identify particular roles for particular professionals (Shephard, 2004). In the same vein, it does appear that the new Professional Standards Framework is based on the premise that institutions will develop their own criteria in the application of the standards to their professional development programmes. The *use of appropriate learning technologies* is just one of several areas of core knowledge that all practitioners will be expected to engage with in demonstrating the attainment of the standards. Even the HEFCE e-Learning Strategy has as its key point “*We are committed to working with partners to fully embed e-learning in a sustainable way within the next 10 years.*” (HEFCE, 2005). That is not to say that

learning and teaching professionals will not continue to need particular support for their endeavours to embrace e-learning, but those who offer support, or develop policies, strategies and incentives in UK higher education appear to be emphasising the continued need to embed this support within generic learning and teaching enhancement where possible.

#### 2.2.4 Directions from professional bodies

In higher education, whatever opportunities existed for continuing professional development for university teachers prior to 1997, it was clearly considered by many to be inadequate to assure the provision of quality learner support. The National Committee of Inquiry into Higher Education (NCIHE) suggested that a major role of the planned Institute for Learning and Teaching (ILT) should be to accredit programmes of training for higher education teachers (NCIHE, 1997, paragraph 34). It is notable that one such accreditation scheme already existed at that time. The Staff and Educational Development Association (SEDA) launched the first teacher accreditation scheme in 1993 and many programmes that were eventually to be accredited by the ILT (later the ILTHE, Institute for Learning and Teaching in Higher Education) started life with SEDA. SEDA recognised institutional programmes that were based on its published framework of objectives and values. This work was subsequently taken forward by ILTHE working collaboratively with SEDA as the ILTHE national accreditation framework in 1999. The process has been undoubtedly very successful in accrediting training programmes that now exist in nearly all UK higher education institutions. There is every indication that completion of an accredited programme will become a requirement for new lecturers in many institutions, perhaps in all. Some programmes are optional for staff but many are compulsory for staff on probationary contracts. The situation is set to develop further as more institutions establish accredited professional development programmes that specifically address ICT skills to support learning; some continuing the tradition of being accredited by SEDA (SEDA, 2007).

Accredited programmes are open to a wide range of professional staff in HE with a learner-support role. There are also mechanisms to support and recognise the professional development of these wider roles within the Professional Development Framework accredited by the Staff and Educational Development Association (SEDA, 2007). Continuing professional development of the broad range of professionals who support learning in higher education, and its recognition, is now a core activity for the UK's Higher Education Academy (HEA; the ILTHE was incorporated into the HEA in May 2004).

In Further Education there have also been developments towards a professional membership body with the establishment of the Institute for Learning, as discussed earlier ([www.ifl.ac.uk](http://www.ifl.ac.uk)). The Institute was established in 2001 and there are similarities in emphasis to the complementary professional body developments in the schools sector and in higher education. Here again the emphasis is on initial qualifications, continuing professional development and on reward and recognition for good teaching.

There are a number of other bodies which are involved in professional development for e-learning in the UK which should be noted here. These include the Association for Learning Technologies (ALT). ALT organises a programme of workshops and

conferences which are open to ALT members and non-members alike. Workshop topics are selected to be of wide interest, focusing on generic issues, in order that participants can readily apply the outcomes of each workshop to their own situation. Topics covered range from institutional implementation of learning technologies, courseware development and electronic lectures, as well as those covering specific software such as assessment tools and learning environments. In addition Lifelong Learning UK (LLUK) is responsible for the professional development of all those working in the field of lifelong learning. It will support learning providers in meeting the challenges of the current skills and education agendas. The Heads of e-Learning Forum (HeLF) has a particular focus on the collective implementation of e-learning strategy in the HE sector but provides a potentially far reaching voice on national e-learning developments.

## 2.2.5 Summary

UK governments have for many years and in various measures sought to encourage, direct and require educators to harness technologies to support learning. In line with developments throughout the world, the rationale for this may have been more focussed on the needs of the knowledge society than the particular needs of learners to learn, but some would argue that either case provides a rationale for action. Either way, the skills of teachers throughout the system have been, alongside the provision of infrastructure, central to planned progress. Staff development is a key concept in e-learning development.

It is possible to look back on developments in the UK and perceive stages leading towards the current situation. In the eighties the focus was often on the creation of computer-assisted learning devices and this emphasis on products has persisted into the 21<sup>st</sup> Century for some educational practitioners. The nineties were dominated by the creation of tools and toolkits with a gradual acceptance of the need to evaluate their impact. In all cases early adopters of technology have been highly instrumental and effective in promoting, and achieving, change. Arguably, the focus in the past few years has been in ensuring, as far as is possible, that early adopters are joined by the late majority in their use of e-learning technologies. Current activities seem set to explore precisely what is possible and how appropriate it might be to apply that notion to all.

## 2.3 *New Zealand*

### 2.3.1 National level directions for all educational sectors

The three sectors which make up the New Zealand education system include:

- early childhood
- schooling
- tertiary

There is no distinction made in the New Zealand tertiary sector as there is in the UK and in Australia between the higher education sector and the vocational or further educational sector.

The broad goal articulated within the *Education Priorities for New Zealand*, (Ministry of Education 2003), for the whole of New Zealand education is the achievement of outcomes around:

- effective teaching for all learners;
- family and community engagement in education; and
- development of quality providers and support mechanisms.

For each of the sectors, strategies and frameworks articulate the aspirations for the relevant sector around the three outcomes.

### 2.3.2 Directions for the tertiary sector

The tertiary sector expresses its most recent aspirations through the *Tertiary Education Strategy (2007-2012)*. This document acknowledges that education is broader than that which is funded or regulated by government within institutions, and includes families, community and adult education and the workplace (Ministry of Education, 2006, p. 4).

The strategy is about more than the teaching and learning aspects of the tertiary sector, of course, but within the broad statements of vision there are direct implications for teachers, learners and professional development. For example, a broad description of quality tertiary learning environments is provided with the importance of teachers' continual updating of subject matter and educational knowledge being highlighted.

*The government expects tertiary education organisations to have in place the necessary systems and structures to ensure that:*

- *individuals are motivated to learn, engaged and have the skills and information needed to be effective students*
- *educators continually update their knowledge of their subject and of effective teaching and learning; are responsive to a diverse range of students and teach a rich set of competencies in the content of a course*
- *they foster professional learning communities, and offer the resources and support needed for teaching and learning* (Ministry of Education, 2006, p. 18).

In addition, in describing the new tertiary education system, the government outlines the shifts each of the tertiary groups make in order to achieve the broader goals for education and for New Zealand and these shifts include references to quality of learning and learning environments, relevance of learning experiences and participation within communities, within New Zealand and internationally.

Where monitoring of the tertiary sector's progress toward achieving the developments is concerned, the government articulates its expectation that institutions and groups will provide thorough annual monitoring reports, to include

- *commentary on the contribution of the tertiary education system to the government's goals, based on latest available data and research*

- *indicators of progress towards the key outcomes, concentrating on the areas of focus and the shifts required within the tertiary education system to achieve these outcomes.* (Ministry of Education, 2006, p. 40)

The processes for this monitoring are still under development, but will use agreed outcome-focused performance indicators related to the *Tertiary Education Strategy* (<http://www.tec.govt.nz/templates/standard.aspx?id=1839>).

Where e-learning and the use of ICT in education is concerned the core framework, *ICT Strategic Framework for Education*, provides the structure for investing and implementing ICTs in a co-ordinated and cross-sectoral way (Ministry of Education, 2005). This framework was contributed to by all sectors of the New Zealand education system, as well as by the National Library. The aim of the framework is to promote collaboration and accessibility across sectors, to ensure that participation and consultation occur across the New Zealand education system, and the smart use of ICTs. Once again, the aspirations to enhance learning and to provide high quality support for learning and teaching lies at the heart of this framework. In more specific terms, the *ICT Strategic Framework* highlights aims around

- connectivity (ensuring access for all);
- content (developing repositories of resources); and
- (building) confidence and capability (of learners, teachers, researchers, workers)

Key to making positive improvements to the use of ICTs.

It is within the “confidence and capability” area that professional development for e-learning is made explicit: “By 2010, all learners, teachers, researchers, administrators and support staff can utilise their ICT tools and services effectively and efficiently” (Ministry of Education 2005, Goals 1, 4).

The *Interim E-Learning Framework* (Ministry of Education 2004) provides high level direction for the development of New Zealand’s tertiary e-learning capability in three core areas:

- a) learning and teaching;
- b) research; and
- c) administration and support.

In this framework the same five guiding principles which appear in the *ICT Strategic Framework* are outlined:

- a) learner-centredness;
- b) good practice;
- c) collaboration;
- d) innovation; and
- e) sustainability/affordability.

There are also seven key action areas which address:

- the development of communities of practice;
- research;

- professional development;
- adoption of standards for the design and technical aspects of e-learning developments;
- legal and policy issues related to electronic rights management;
- qualifications and credentialling of flexible learning pathways; and
- needs of marginalised learners. (Ministry of Education, 2004, p. 2)

The *Tertiary E-Learning Action Plan*, contained within the *Interim E-Learning Framework* document restates the seven action areas and makes broad recommendations.

There is recognition in the *Interim Tertiary E-Learning Framework* that “New Zealand’s overall approach to e-learning needs to be developed in a holistic manner” (Ministry of Education, 2004, p. 17). While alignment amongst the various documents does seem to exist, there has been a realisation that in order to go forward in a more holistic way, there is need to consider a pan-sectoral strategy. A recent step towards this end has been the establishment of the E-Learning Advisory Board (ELAB). The group will “integrate ICT learning and teaching aspects across the Ministry including early childhood and tertiary”; “be cross sector and will include a connectivity subcommittee, inter-operations, interoperability and infrastructure” (Tertiary E-Learning Reference Group, 2006).

As one of the bodies facilitating the further articulation of the far-reaching aspirations outlined in the national documents described above, the tertiary E-Learning Advisory Group (ELAG), in its report, *Highways and Pathways*, described a vision for e-learning in the tertiary sector (Ministry of Education, 2002). Examples of three initiatives coming out of the ELAG report, which have made some progress, and which have strong connections to the latterly written *Interim E-Learning Framework* already described, include

1. A project which could be said to promote collaboration and sharing is the *T4T4T (Teachers for Teachers for Tertiary)* online e-learning professional development programme project, funded by the Ministry of Education. This project was piloted during 2004 ([http://t4t4t.interact.ac.nz/spaces/space.php?space\\_key=112](http://t4t4t.interact.ac.nz/spaces/space.php?space_key=112)).
2. The creation of a portal for those interested in e-learning giving access to information, services and resources. This initiative is to support accessibility for all, including those who are marginalised. Its existence will be the result of exploration of interoperability, quality mechanisms and affordability/sustainability (<http://www.elearn.govt.nz/elearn/elearn.portal>).
3. The establishment of the Tertiary Education Commission’s (TEC) eCDF (E-Learning Collaborative Development Fund) from July 2003 to support collaborative capability development initiatives across tertiary institutions. This fund is an explicit implementation of the recognised need for exploration of teaching, learning and ICTs and the building of the e-learning capability of the tertiary education system to promote and enhance access and quality for learners. Projects have included the development of *E-learning Guidelines for New Zealand* (<http://elg.massey.ac.nz/>); *Information Literacy e-Learning*

Modules (<http://oil.otago.ac.nz/oil/index.html>), and many others. The impact of the eCDF is currently being evaluated.

Professional development in general is singled out as an imperative by ELAG. Particular note is made about the professional development for Maori tertiary practitioners as part of the responsibilities under the Treaty of Waitangi.

The establishment of the Tertiary E-Learning Research Fund (TeLRF) from 2004 has served to support action and developments in accordance with initiatives outlined in *Highways and Pathways* while also remaining aligned with the *Interim E-Learning Framework*. The TeLRF has supported projects such as the development of the e-learning maturity model for institutions described in *New Zealand Tertiary Institution E-Learning Capability: Informing and Guiding E-Learning Architectural Change and Development* (Marshall, 2006); *E-Learner Profiles* (Jeffrey, Atkins, Laurs & Mann, 2005); a literature review of e-learning developments around the world, called *Global picture, local lessons: E-learning policy and accessibility* (Anderson, Brown, Murray, Simpson, & Mentis, 2006) and a study into the adoption of e-learning by tertiary teaching staff called *E-learning in New Zealand Institutes of Technology/Polytechnics: Final Report* (Mitchell, Clayton, Gower, Barr, & Bright, 2005).

### 2.3.3 Summary

New Zealand has developed a wide range of policies that relate tertiary education to ICT development and several key strategies that seek ambitious outcomes such as ‘By 2010, all learners, teachers, researchers, administrators and support staff can utilise their IC tools and services effectively and efficiently’ (Ministry of Education, 2005). There is a general recognition that New Zealand’s overall approach to e-learning needs to be developed holistically and professional development for tertiary teachers is seen as a central element. To date, this development has been achieved by promoting visions, developing strategies and by producing exemplars and tools.

### 3 Review of Related Initiatives in Australia and the United Kingdom

As part of our review we have looked in more detail at a number of the initiatives and interventions which were highlighted in Section 2. The summary notes are recorded here and links for further information are also provided. We have noted elsewhere that there have been many initiatives concerning e-learning and related professional development. By looking at a number of key initiatives in greater detail we aim to identify essential aspects to consider for inclusion in a professional development framework appropriate for the New Zealand tertiary sector. In Section 4 of this review we will draw on these detailed examples of practice in Australia and the United Kingdom and on the overviews of Australia, the United Kingdom and New Zealand which were presented in Section 2.

## 3.1 Australia

### 3.1.1 ACODE Benchmarks

The Benchmarks were developed as a guide for use by organisational areas within universities as they engage in continuous quality improvement in the use of technologies within teaching and learning. Pedagogical principles are embedded within the benchmarks to ensure that student learning and teacher practice are the core rationale for using the benchmarks to review and refine structures, processes and policies in support technologies for teaching and learning. The Benchmarks consist of a series of statements accompanied by good practice examples against which an institution can self-assess and thus plan for future development and enhancement of their policies, processes and structures in relation to technologies used for teaching and learning.

1	<b>Initiative name and instigator/partners</b>	<p><i>ACODE Benchmarks for the Use of Technologies in Learning and Teaching at Universities</i></p> <p>ACODE is the Australasian Council on Open, Distance and E-Learning and has members from universities from across Australia, New Zealand and the south Pacific.</p>
2	<b>References</b>	<p>ACODE home: <a href="http://www.acode.edu.au/default.htm">http://www.acode.edu.au/default.htm</a></p> <p>ACDODE Benchmarking Project:  <a href="http://www.acode.edu.au/projects/benchmarking.htm">http://www.acode.edu.au/projects/benchmarking.htm</a> including paper presented at Educause conference 2005:</p> <p style="padding-left: 40px;">Bridgland, A. &amp; Goodacre, C. (2005). <i>Benchmarking in higher education: A framework for benchmarking for quality improvement purposes</i>. Paper presented at Educause conference, Auckland.</p> <p>and final report on the workability of the benchmarking framework:</p> <p style="padding-left: 40px;">Goodacre, C., Bridgland, A., &amp; Blanchard, P. (2005). <i>Benchmarking project: Evaluation report on workability of the framework. Final report to ACODE</i>. [online at: <a href="http://www.acode.edu.au/projects/benchmarking.htm">http://www.acode.edu.au/projects/benchmarking.htm</a>].</p>
3	<b>Dates of programme</b>	Development began in 2002 and completed in 2006.
4	<b>Country</b>	Australasia – ACODE has members from universities from across Australia, New Zealand and the south Pacific.
5	<b>Was it aimed at? Tertiary, HE, FE, VET?</b>	Higher Education - Universities
6	<b>What was the strategic approach, vision, policies?</b>	The vision was for developing a set of benchmarks to provide a resource to universities to assist them in reviewing aspects of their processes, policies and practice related to e-learning/the use of technologies in teaching and e-learning. The benchmarks and the general supporting performance indicators provide guidance about what is important to consider and also pointers which indicate areas in need of development and monitoring. In this way, the benchmarks educate institutions about

		critical factors, which together, support good quality teaching and learning using technologies. In addition, they work as a tool for auditing the current state of affairs and work as the basis for planning for future development and ongoing maintenance.
7	<b>What/who were the key target(s)?</b>  <b>For example,</b> <b>Infrastructure</b> <b>Sector</b> <b>Faculty/staff</b> <b>Learners</b> <b>Leaders</b>	The key targets were units within universities responsible for the provision of support, leadership and/or services. Such units might be information technology services, staff development centres, departments, or units administering and providing support and service for distance education resources and teaching.
8	<b>What were the key priorities?</b>	<p>Key priorities included:</p> <ul style="list-style-type: none"> <li>• Availability of a resource which was the outcome of a clearly articulated research-based process, hence a resource which users could be confident about in terms of its validity, reliability and applicability.</li> <li>• Development of a resource which was useable in any university context.</li> <li>• Development of a resource which energised staff and generated interest and enthusiasm for reviewing and refining and improving teaching and learning and the support for using technologies.</li> <li>• A resource that was manageable, that is, uncomplicated, yet able to unveil all levels of complexity about a university unit's support for teaching and learning using technology.</li> <li>• A resource that was affordable.</li> </ul>
9	<b>How did they seek to change the professional practice of teaching staff?</b>	There was no explicit intention that the benchmarks would change the professional practice of staff in direct terms. The outcome of the evaluation showed that the use of the benchmarks did energise staff and generate interest in, and the support for, teaching and learning using technologies.
10	<b>What was the role for staff developers?</b>	No specific role for staff developers is part of the benchmarks project. However, as the trial showed, because the use of the tool stimulated discussion and interest in the use of technologies to support teaching and learning, staff developers can capitalise upon such opportunities to build on interest using whatever model or approach is deemed applicable within the institution/unit (Bridgland & Goodacre, 2005).
11	<b>Where did the funding come from?</b>	ACODE funding
12	<b>How did this link to other initiatives?</b>	While the direct link to other initiatives is not made clear by ACODE in its documentation, it is reasonable to assume that because the issue of benchmarking arose from the membership of ACODE there was a connection between this project and pressures the members were experiencing from other imperatives. The introduction of the <i>Backing Australia's Future</i> reform package in 2003 and formal audits co-

		<p>ordinated by AQUA from 2002, emphasised the need for universities to demonstrate a variety of performance outcomes including those related to teaching and learning and the support for teaching and learning. This meant that the ACODE Benchmark development was a project which would produce a useful tool for universities to help them to fulfil their obligations to themselves (enact university statements vision and intent where the enhancement of teaching and learning and the support for the use of technologies in teaching and learning were concerned) and to external imperatives.</p>
13	<p><b>Who was responsible for implementation? How was this managed?</b></p>	<p>The project was led by a small group of developers and members of ACODE. Other member institutions contributed to the development and trial.</p> <p>Now that the project has finished the benchmarks are available for any institution to make use of.</p>
14	<p><b>What form did/will the evaluation take?</b></p>	<p>Evaluation of the benchmarks took place through a trial involving seven volunteer institutions. The report on the workability of the framework for developing benchmarks was produced. The process involved a draft version of the benchmarks being produced and a trial being held within the seven volunteer institutions. Peer review of assessments (the self-assessments undertaken by each of the institutions) occurred and ratings were gathered and compiled. Lists of areas for improvement were also identified by each institution. A review of the practicality, manageability and usability of the benchmarks was undertaken and reflections on outcomes of the project both in terms of what the benchmarking process was able to teach the institutions and also of unexpected outcomes, such as the generation of wider staff interest in technologies for learning, were gathered and reported.</p>
15	<p><b>What worked and what didn't?</b></p>	<p>Nothing to report in terms of "what worked and what didn't" beyond the evaluation done in 2005 and reflected in the final version of the benchmarks in 2006.</p>
16	<p><b>Overall summary and relevance to New Zealand in 2007</b></p>	<p>The Benchmarks resource is widely available for any institution's use, even though designed for use with universities.</p> <p>It is a relatively short document, simply outlined and uncomplicated but with specificity and clarity about facets of organisations, resources, infrastructure, human and material support mechanisms which are key variables in providing support for teaching and learning using technologies. It is specific, but generic enough for any university (or other tertiary institution) to make use of within its own context.</p> <p>It is reflective of performance outcomes imperatives and therefore relevant to a variety of national directives. The Benchmarks provide leaders with a framework for reviewing the use of technologies for teaching. It has been shown through the evaluation that the use of the benchmarks can stimulate interest and involvement in e-learning and engage staff in self review, suggesting that the tool can be seen as a staff development opportunity.</p> <p>Thus the ACODE benchmarks relate to broader concepts of leadership, staff development, increased professional knowledge and values and to individual (unit/institutional) participation, review and goal setting.</p>

### 3.1.2 Australian Flexible Learning Framework

Through this framework the Vocational Education and Training (VET) sector is provided with professional development to explore teaching and learning through flexible means, principally within a technology-driven environment. The framework consists of the means through which to access “e-learning skills, professional development opportunities, products, resources and support networks” (Framework website: <http://www.flexiblelearning.net.au/flx/go/home/about>). It is a national framework which emerged to address the imperatives within the MCEETYA 2000 statement and the national strategy for vocational education and training. The strategy aims to support a VET system which includes working to meet the e-learning needs of students and communities, business and industry, indigenous learners, and people with disabilities.

1	<b>Initiative name and instigator/partners</b>	<p><i>Australian Flexible Learning Framework</i></p> <p>Collaborative project supported by the Australian government and the governments of each of the states and territories.</p>
2	<b>References</b>	<p>Website: <a href="http://www.flexiblelearning.net.au/flx/go/home">http://www.flexiblelearning.net.au/flx/go/home</a></p>
3	<b>Dates of programme</b>	<p>The framework was begun in 2000 and continues.</p>
4	<b>Country</b>	<p>Australia</p>
5	<b>Was it aimed at? Tertiary, HE, FE, VET?</b>	<p>VET</p>
6	<b>What was the strategic approach, vision, policies?</b>	<p>Business plans (available from the Australian Flexible Learning Framework website) outline the framework elements and how they are/have been achieved across each of the years of the Framework’s life.</p> <p>The principle intentions for this framework are articulated in the 2007 plan in which the rationale for upskilling in e-learning by those who engage in vocational education and training, either as staff or students/learners, is outlined as:</p> <p>“E-learning is an essential part of the effort to deliver the volume of training required as it...</p> <ul style="list-style-type: none"> <li>• delivers workplace and blended training at a time and place that suits both learners and industry</li> <li>• ensures learners have the competence in information and communication technology (ICT) that is now essential to employability and social inclusion</li> <li>• improves quality and reliability of assessment by enabling new workplace-based models</li> <li>• enables skills recognition and portability of qualifications</li> <li>• provides access to a network of learning resources that can be customised to meet specific training needs</li> <li>• creates opportunities for export of training programs and</li> </ul>

		<p>expertise.” (2007 Framework Business Plan, p. 2)</p> <p>In addition, contextual factors such as the nature of the Australian workforce, and the groups within the current and future workforce, viz., business and industry, students and young people, trainers and educators, indigenous communities, people with disabilities and rural and regional communities have meant that the framework has been developed to allow for a variety of uses according to need and situation. Relevance and authenticity of learning experiences, as well as self-determination and ability for individuals and groups including whole institutions to set their own goals for professional development are thus high priorities within the framework. The framework, as a collaborative effort, had to be useful across the sector as there are variations in the governance of bodies making up the VET sector from state to state.</p> <p>Resources include, as listed on the website  <a href="http://www.flexiblelearning.net.au/flx/go/home/resourcecentre">http://www.flexiblelearning.net.au/flx/go/home/resourcecentre</a>:</p> <p><i>Products</i> - Products to enhance the teaching and training of learners through the application of e-learning.</p> <p><i>Professional Development</i> - Enhancement of e-learning and e-business knowledge and professional skills.</p> <p><i>Resources</i> - Practical tools that can help support the application of e-learning within the vocational education and training (VET) system.</p> <p><i>Case Studies</i> - Real life examples of flexible learning, including e-learning, in action.</p> <p>The <i>Knowledge Tree</i> - the journal of the Australian Flexible Learning Framework, an e-Journal of Learning Innovation that enables the sharing of research and innovation in global e-learning practice.</p>
7	<p><b>What/who were the key target(s)?</b></p> <p><b>For example,</b></p> <p><b>Infrastructure</b></p> <p><b>Sector</b></p> <p><b>Faculty/staff</b></p> <p><b>Learners</b></p> <p><b>Leaders</b></p>	<p><i>Infrastructure</i> – for example in the provision of infrastructure (such as the efforts being made to increase bandwidth) to enable networking and equal access to all resources and facilities provided by the framework.</p> <p><i>The Sector</i> – to demonstrate that the various groups within the sector can work together, learn from each other and generally, that there is a connection between and amongst them all.</p> <p><i>Learners</i> – learners in all the groups making up the sector are provided with opportunities to engage with learning through the framework. The resources and other elements of the framework provide opportunities for individuals and groups to access support and guidance around goals they have determined are important for them.</p> <p><i>Leaders</i> – similarly, those with the responsibility for co-ordinating learning at whatever level, can draw on the information and support provided by the framework to design their own curricula. The framework is explicitly linked to broader national and state goals for the VET sector, so leaders can be confident that use of the framework to facilitate their programmes will be aligned with broader imperatives.</p>
8	<p><b>What were the key priorities?</b></p>	<p>Outlined in part 6, above</p>
9	<p><b>How did they seek to change the professional practice of teaching</b></p>	<p><i>The intensity of the project</i> – funding has been injected into this framework from national and state governments. It is well aligned with reforms and policies at the national level and backed up at the state level. This framework also takes into account the demands of the accreditation</p>

	<p><b>staff?</b></p>	<p>of Registered Training Organisations and the qualifications they offer.</p> <p><i>Extensive and co-ordinated efforts</i> – While there is a central website with information about and access to elements of the framework, each state authority has its own website outlining how the framework makes sense at the state level and, where relevant, how the framework and the states’ individual policies, goals and practices can be achieved through the framework or in association with the framework. The websites are kept current. The coherent policies and statements from the Australian government and some state governments, e.g., South Australia’s <i>SA VET e-Learning Strategy</i> (<a href="http://www.e-learningstrategy.sa.gov.au">www.e-learningstrategy.sa.gov.au</a>) and Victoria’s <i>Knowledge and Skills for the Innovation Economy</i> (<a href="http://www.otte.vic.gov.au/pubknow.asp">http://www.otte.vic.gov.au/pubknow.asp</a>), as well as from authorities such as the Australian National Training Authority (ANTA), serve to send strong messages of focussed activity, agreed intention and collaborative effort.</p> <p><i>Variety of access points</i> – the breadth of access points through which to engage with e-learning, viz., e-learning skills, professional development opportunities, products, resources and support networks provide flexible ways for different individuals and groups to make use of the framework, according to need, time, availability, intention, location and resources. The facilities have the flexibility to stimulate engagement at a number of different levels, from quick answers to long term engagement through locally designed research and exploratory professional developments investigations or projects.</p> <p><i>Opportunities for new contributions</i> – The resources and facilities are in many instances sourced from those within the sector and therefore represent authentic activities, examples and exemplars. Opportunities for training organisations which have e-learning professional development-related products for sale are also made part of this framework. In addition, as experiences are gained, projects are completed and resources are further developed, contributions to the resource bank are welcomed.</p>
<p><b>10</b></p>	<p><b>What was the role for staff developers?</b></p>	<p>While the role of staff developers in using the facilities provided through the framework is not defined, the nature of the selection of materials suggests that there was a high level of input from staff developers in the design of the website and the design of the overall framework. The nature of the framework is such that the tools available can be used by staff developers at any site to incorporate into local area professional development projects.</p>
<p><b>11</b></p>	<p><b>Where did the funding come from?</b></p>	<p>Joint funding from the Australian government and governments of the states and territories.</p>
<p><b>12</b></p>	<p><b>How did this link to other initiatives?</b></p>	<p>Links directly with national strategies for education, e-learning and the VET sector. In addition, its form reflects the intentions for e-learning it is purporting to educate staff about, e.g., collaborative effort, research, networking, open access resources etc.</p>
<p><b>13</b></p>	<p><b>Who was responsible for implementation? How was this managed?</b></p>	<p>The website outlines the funding and management of the framework in this way:</p> <p>“The Australian Flexible Learning Framework (Framework) is a national strategy collaboratively funded and managed by the Australian Government and all states and territories. The Flexible Learning Advisory Group (FLAG) provides strategic direction and support to the Framework. It is made up of a strategically-focused group of senior vocational education and training (VET) personnel</p>

		<p>advising:</p> <ul style="list-style-type: none"> <li>• the Department of Education, Science and Training (DEST)</li> <li>• the Australian Information and Communications Technology in Education Committee (AICTEC)</li> </ul> <p>We provide advice on national issues related to the directions and priorities for flexible learning in VET, with particular reference to e-learning.” (website: <a href="http://www.flexiblelearning.net.au/flx/go/home/about">http://www.flexiblelearning.net.au/flx/go/home/about</a>)</p>
14	<b>What form did/will the evaluation take?</b>	Two formal evaluations (Phase 1, 2000-2001 and Phase 2, 2000-2004) have taken place since the framework’s inception, both being published in evaluation reports available via the website.
15	<b>What worked and what didn’t?</b>	<p>What worked in 2001:</p> <ol style="list-style-type: none"> <li>1. The growth in knowledge, skills and confidence of VET practitioners in using flexible learning approaches in their teaching.</li> <li>2. The increase in the number and variety of resources on which they can call in implementing flexible learning; in particular, the development of a body of nationally available, crown copyright online material to support teaching and learning.</li> <li>3. The development of networks and communities of practice across the country.</li> </ol> <p>Improvements needed identified in the 2000-2001 evaluation:</p> <ul style="list-style-type: none"> <li>• closer engagement of industry stakeholders with Framework activities, products and processes.</li> <li>• achieving the potential of three of the Framework goals, viz., goals related to technical infrastructure, VET Policy, and the Legal and Regulatory Environment.</li> <li>• systematic capability to leverage the Framework through communication, promotion and advocacy.</li> </ul> <p>The 2000-2004 evaluation report records continued growth in the above, but adds the following as recommendations for further development and maintenance:</p> <ul style="list-style-type: none"> <li>• continued investment of funds to support the programme</li> <li>• roles for the Flexible Learning Advisory Group (FLAG), e.g., to oversee the development and implementation of programmes to achieve a representative and a collaborative approach to the funding strategy to support the Framework; to advocate or undertake activities to support capability across the whole VET sector; and to implement processes to measure its contribution through e.g., developing performance measures and benchmarking.</li> </ul>
16	<b>Overall summary and relevance to New Zealand in 2007</b>	The framework is very clearly linked to national directions for learning and flexible learning in the VET sector. It is based on sound pedagogical and staff training principles. It acknowledges the needs of individuals and groups (including identified groups such as those with disabilities, indigenous learners, and rural and regional learners) and institutions within the sector and across state bodies. In New Zealand the tertiary sector comprises many institutions of different types with a variety of purposes and roles. Much can be learned from the way the <i>Flexible Learning Framework</i> has sought to balance the demands of national and state

	<p>government as well as individuals and groups across institutions and the community.</p> <p>Thus the developments addressed here relates to broader concepts of alignment with national and other strategies and directions, research into teaching and learning, self-determination of needs and goal setting, networking and collaboration.</p>
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### 3.1.3 ICT and Their Role in Flexible Learning - AUTC project

This project's aim and outcome was the development of a resource that teachers could use to help them design flexible teaching and learning materials and experiences for their students. The product of the work has resulted in 32 exemplars, 5 guides and 4 tools available for use through the Learning Designs Website.

<b>1</b>	<b>Initiative name and instigator/partners</b>	<p><i>Information and Communication Technologies and Their Role in Flexible Learning</i></p> <p>There were 140 people who contributed to this project. A 4 member AUTC (Australian Universities Teaching Committee) Steering Committee headed up the project. These people were from 3 Australian universities and one from the Open University. The core project team came from the University of Wollongong and Edith Cowan University. Other contributors from Australian universities formed a research team, a web development team, designers and an evaluation team. From Australian and international institutions came the reviewers, an advisory panel and a project review panel.</p>
<b>2</b>	<b>References</b>	Website: <a href="http://www.learningdesigns.uow.edu.au">www.learningdesigns.uow.edu.au</a>
<b>3</b>	<b>Dates of programme</b>	The project was undertaken during November 2000 – December 2002
<b>4</b>	<b>Country</b>	Australia
<b>5</b>	<b>Was it aimed at? Tertiary, HE, FE, VET?</b>	Higher Education
<b>6</b>	<b>What was the strategic approach, vision, policies?</b>	<p>The broad vision was to address a growing need amongst teachers in higher education for guidance and support for developing high quality flexible learning experiences and materials for their students. In addition, AUTC had articulated that there was “benefit to be gained in developing shared resources and disseminating successful, generalisable templates between institutions”, (Learning Designs website: <a href="http://www.learningdesigns.uow.edu.au/project/index.htm#projectteam">http://www.learningdesigns.uow.edu.au/project/index.htm#projectteam</a>)</p> <p>The aims of the project were “to produce generic/reusable learning design resources to assist teachers to create high quality, flexible learning experiences for students. This was achieved by:</p> <ol style="list-style-type: none"> <li>1. identifying high quality learning designs used in higher education;</li> <li>2. selecting those suitable for redevelopment in the form of reusable software, templates and/or generic guidelines; and</li> <li>3. developing these reusable resources and making them accessible from a central web site.” (Learning Designs website: </li></ol>

		<p><a href="http://www.learningdesigns.uow.edu.au/project/index.htm">http://www.learningdesigns.uow.edu.au/project/index.htm</a> )</p> <p>The project used the following definitions:</p> <p>“<i>High quality learning experiences</i> refer to experiences resulting from an environment which encourages students to seek understanding rather than memorisation and which encourage the development of lifelong learning skills.</p> <p><i>Flexible learning</i> refers to an educational approach that meets the diverse needs of students. This project focused on how ICT can be used to design flexible opportunities for students.”</p> <p>The main activities undertaken were:</p> <ul style="list-style-type: none"> <li>a) development of a set of principles for high quality learning in higher education;</li> <li>b) development of an Evaluation Instrument - Evaluation and Redevelopment Framework (ERF) – through which to apply the principles developed in (a) to consider whether identified exemplars of learning design within learning resources from specific contexts could be redeveloped for more generic use...in (c).</li> <li>c) application of an evaluation instrument to Learning Design Exemplars – 52 exemplars were identified and 28 selected for evaluation by a team of 64 international reviewers.</li> <li>d) development of reusable Learning Design resources – 15 learning design exemplars were identified. Generic guidelines and software tools were developed for application.</li> <li>e) documentation of Learning Design Exemplars – rich descriptions of exemplars were documented so that teachers could see the learning design within a context while simultaneously seeing the generic features through the way the documentation was presented.</li> <li>f) development of Project Web Site to house the project deliverables – the lasting outcome is the assembly of and ready access to the outcomes of this project via the website.</li> </ul>
7	<p><b>What/who were the key target(s)?</b></p> <p><b>For example,</b></p> <p><b>Infrastructure</b></p> <p><b>Sector</b></p> <p><b>Faculty/staff</b></p> <p><b>Learners</b></p> <p><b>Leaders</b></p>	<p>university teaching staff</p> <p>The development of learning experiences at the subject/unit/paper level or the subject/unit/paper components level.</p>
8	<p><b>What were the key priorities?</b></p>	<p>The key priorities were to develop well-founded and reusable guides and guidelines to use in evaluating and developing flexible learning resources and experiences. The development of a way of sharing knowledge and resources to achieve these ends across institutions was a feature of the aims of the project.</p>
9	<p><b>How did they seek to change the</b></p>	<p><b>A strong rationale:</b> By providing information based on research about the nature of high quality learning experiences in higher education</p>

	<b>professional practice of teaching staff?</b>	<p>settings and demonstrating how an evaluation tool was used to identify exemplars provided a sound convincing foundation for teachers wanting to review and refine or redevelop teaching and learning resources and activities.</p> <p><b>Rich descriptions of exemplars:</b> Through richly described exemplars, teachers are provided with descriptions and explanations of how learning designs have been developed and work within everyday teaching contexts.</p> <p><b>Explicitness of generic features:</b> The generic features of high quality learning designs are made explicit not only through the process of their development which was part of the project, but also through the way the exemplars are documented. In this way, the project report argues, teachers are better placed to be able to translate the generic features to their own learning designs for their own teaching contexts.</p> <p><b>Accessibility of the resource:</b> Being available on a website, the learning designs resource is very easily accessible by teachers at any institution.</p>
10	<b>What was the role for staff developers?</b>	The website and report do not list the roles of the people involved in the project. However, many of the named people on the website are known academic staff developers.
11	<b>Where did the funding come from?</b>	AUTC in 2000
12	<b>How did this link to other initiatives?</b>	At the time of the funding offer, both research and practice of flexible learning strategies and approaches, including e-learning, within higher education had gained much momentum. There was an increased interest in sharing of resources. There was also a continuation of the need to focus attention on teaching and learning and the need for resources to enable teachers to find and create ways of improving their students' learning and learning experiences.
13	<b>Who was responsible for implementation? How was this managed?</b>	The teams listed in part one of this template were responsible for the project. The use of the resources is not prescribed and left as a resource in itself, to be used as individuals or groups desire.
14	<b>What form did/will the evaluation take?</b>	<p>a) The evaluation of the outcomes of the project, were in-built within the project as part of its development. For example, exemplars were reviewed by external reviewers and their comments were fed back into the refinement of the exemplars.</p> <p>b) AUTC distributed a questionnaire to a random sample of Australian university academics for their feedback on all projects they had funded between 2000 and 2003. The questionnaire was used in the main to gauge academics' awareness and familiarity with the project. They also interviewed some of the project developers, (Hicks, 2004).</p>
15	<b>What worked and what didn't?</b>	According to the report by the AUTC (Hicks, 2004) which provided an overview of the projects and the evaluation they had done of all projects AUTC had funded from 2000-2003, the quality of the information on the website was considered to be very high, it being recognised internationally. The extent of the website is impressive and provides substantial support for the academic involved in teaching. While there have been many publications and conference presentations that have occurred about this project many of the academics who responded to the AUTC survey did not know of its existence and of those who did, know

		about the resource, not one had made use of it. Comments about the resource made in the AUTC report included a note about the level of complexity of the website and the use of terminology which could limit the accessibility by some university teachers. However, overall, the AUTC report praises the website and the quality of the work which led up to its development.
16	<b>Overall summary and relevance to New Zealand in 2007</b>	<p>The project illustrates how resources can be developed that are practical, useable and applicable across a wide range of contexts. The project demonstrates networking and collaboration through its design and through its product outcomes.</p> <p>This project includes e-learning but does not emphasise it over any other strategy/tool/resource/approach. What is important is student learning and student learning experience.</p> <p>The project acknowledges the independence and interdependence of individuals. It provides a starting point which enables teachers to take control over their planning and designing for learning, thereby respecting professional values and allowing staff to set their own goals for making use of the resources.</p> <p>Finally, the project was research-based with a strong foundation in terms of the rigour of its development.</p> <p>Thus the developments addressed here relate to broader concepts of networking, research into teaching, increased professional knowledge and values, and student learning.</p>

### 3.1.4 Developing Capacity to Integrate IT into Higher Education Teaching and Learning

The intent of this project was to develop the capacity of staff at one university to integrate IT into teaching and learning. Both organisation and individual staff level capacities were addressed over a two year period, 1998-1999. A number of awareness-raising and more specific and concrete professional development activities were implemented.

1	<b>Initiative name and instigator/partners</b>	<i>Developing Capacity to Integrate IT into Higher Education Teaching and Learning</i> Macquarie University
2	<b>References</b>	Final report for a 1997 Staff Development Grant through the CUTSD available on the Carrick Institute website at <a href="http://admin.carrickinstitute.edu.au/dspace/handle/10096/621">http://admin.carrickinstitute.edu.au/dspace/handle/10096/621</a>
3	<b>Dates of programme</b>	Funding was received through the CUTSD 1997 round. The project was undertaken during 1998-1999.
4	<b>Country</b>	Australia
5	<b>Was it aimed at? Tertiary, HE, FE, VET?</b>	Higher Education
6	<b>What was the strategic approach,</b>	The objectives of the project were: 1. To raise the awareness of staff at all levels (Executive, Head of

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	<p><b>vision, policies?</b></p>	<p>School/Centre/Office/ Discipline and programme) of:</p> <ul style="list-style-type: none"> <li>• the potential of current and developing Information Technologies to enhance and deliver educational programmes across the disciplinary spectrum;</li> <li>• the processes/issues associated with the design and development of IT based curricula, and</li> <li>• the processes/issues associated with managing the development and integration of Information Technologies into the curriculum.</li> </ul> <p>2. To assist staff to strategically plan and set specific goals in relation to the introduction of Information Technologies into the University's educational programmes (Executive, Heads of Department/Division/Centre/Office and programme)</p> <p>3. To assist staff to develop coordinated strategies for realising these goals at the School/ Discipline level, and</p> <p>4. To assist staff within each school to develop the knowledge and skills required to design, develop, implement, evaluate and use Information Technologies in the curriculum.</p> <p>Through awareness raising, explicit opportunities and support for strategic planning and goal setting at individual/group teacher, School/Discipline and university organisational levels advances could be made in developing overall positive perceptions and enhanced knowledge about integrating IT into teaching and learning.</p>
7	<p><b>What/who were the key target(s)?</b></p> <p><b>For example,</b></p> <p><b>Infrastructure</b></p> <p><b>Sector</b></p> <p><b>Faculty/staff</b></p> <p><b>Learners</b></p> <p><b>Leaders</b></p>	<p>This project was based within one institution and targeted</p> <ul style="list-style-type: none"> <li>• infrastructure;</li> <li>• teaching staff; and</li> <li>• managers and executive staff.</li> </ul>
8	<p><b>What were the key priorities?</b></p>	<p>The major aim was to facilitate change and to develop understanding across the university about teaching and learning using IT. Key priorities included:</p> <ul style="list-style-type: none"> <li>• awareness-raising – to broaden awareness of process and issues related to integrating IT from a variety of perspectives including management, resourcing, teaching and learning resources, design and development of curricula, teaching practice;</li> <li>• educating – to raise knowledge of the institution about IT in teaching and learning; and</li> <li>• planning – to provide explicit opportunities for strategic planning.</li> </ul>
9	<p><b>How did they seek to change the professional practice</b></p>	<p>A number of activities were implemented</p> <p>a) raising consciousness – keynote speakers (outside</p>

	<b>of teaching staff?</b>	<p>experts), showcases (staff sharing their practice);</p> <p>b) assistance for academic leaders in strategic planning;</p> <p>c) assistance for teaching staff in programme development through funded local area projects which had research/investigation and professional development intentions;</p> <p>d) provision of professional development to enhance skills and knowledge – workshops, information sessions, short courses on using communications technologies; and</p> <p>e) a listserv discussion list and www page for discussion of issues, sharing of knowledge and ideas and for information dissemination across the university.</p>
<b>10</b>	<b>What was the role for staff developers?</b>	<p>The project leaders were staff developers/educational developers/academic staff developers from the Centre for Professional Development and the Centre for Flexible Learning at the institution. While specific details are not given about the role of the staff developers, it can be reasonably assumed that they facilitated and co-ordinated many of the activities; ran workshops; and organised occasions during which knowledgeable colleagues from within and outside the university were given opportunities to provide expert input and guidance.</p>
<b>11</b>	<b>Where did the funding come from?</b>	CUTSD Funds
<b>12</b>	<b>How did this link to other initiatives?</b>	<p>During the second half of the 1990s on both the national and international scenes there was much discussion and debate and a growing research base about ICTs in teaching and learning. While there is no direct connection made in the project report, this project could be seen to be a response to these interests and research.</p> <p>Also, as the university had a Centre for Flexible Learning, and was, and continues to be, a strong player in offering courses that are flexible and cross-disciplinary, it can also be reasonably assumed that this project was linked directly to local institutional goals and objectives.</p>
<b>13</b>	<b>Who was responsible for implementation? How was this managed?</b>	<p>Project leaders were based in the university's Centre for Professional Development and Centre for Flexible Learning. They were responsible for managing the project and evaluating its outcomes. Local area projects were the responsibility of the individuals and groups who were funded to undertake the projects.</p>
<b>14</b>	<b>What form did/will the evaluation take?</b>	<p>Evaluations included:</p> <p>a) records of numbers of staff attendances at each of the various sessions;</p> <p>b) open-ended feedback from attendees at each of the sessions;</p> <p>c) a reference group to monitor planning and implementation throughout the life of the project;</p> <p>d) a questionnaire administered to everyone who attended any of the activities to gather feedback on the effectiveness of the activity/ies in terms of the goals of the project; and</p> <p>e) final reports from each of the nine local area funded projects.</p>

15	<b>What worked and what didn't?</b>	<p>Most successful aspects reported:</p> <ul style="list-style-type: none"> <li>• raising awareness of the issues;</li> <li>• invited keynote addresses, showcases and workshops offered during both day and evenings meant that they were well attended;</li> <li>• workshop series and showcases stimulated useful networks across discipline areas;</li> <li>• local area projects led to collaboration and interaction across groups through mini-conferences where the groups made their formal reports;</li> <li>• groups achieved concrete outcomes for teaching and learning through their local area projects;</li> <li>• a website and a discussion list for the university was established;</li> <li>• the appointment of an administrator to help co-ordinate activities and attend to communication; and</li> <li>• bringing together staff from across units and centres, both academic and administrative, across the university.</li> </ul> <p>Least successful aspect:</p> <ul style="list-style-type: none"> <li>• development of strategic planning and goal setting with members of Executive and Heads of Division.</li> </ul> <p>Nothing was mentioned in the report about whether the university had imperatives that this project would help to attain and there was no mention of any reward and recognition for staff who engaged in the programme.</p>
16	<b>Overall summary and relevance to New Zealand in 2007</b>	<p>Even though this project was a small one within one institution, it serves to illustrate some important features that have relevance to New Zealand in 2007, especially in the light of the variety of tertiary education organisations in New Zealand and the current emphasis on teaching and teaching development for e-learning.</p> <p>Funds were gained from an external government-supported body. This means that the project aims had to be aligned with the broader national vision for e-learning and general teaching and learning development and enhancement trends and imperatives. Demonstration of outcomes also had to be aligned to a nationally agreed vision.</p> <p>The institution had complete control over the nature of the project and how it was implemented and was able to set its own goals and actions to match its contextual needs.</p> <p>The project was a two year project. If change of perception and development of understanding are intended outcomes of a staff development programme, time needs to be invested and made available for staff to learn and to reflect. Thus staff developmental needs were acknowledged.</p> <p>A variety of approaches to access and become engaged with new ideas about teaching with IT were on offer. Staff were invited to access one or more of the activities which demanded varying degrees of commitment. Individual staff members were free to make their own decisions about, and set their own goals for, what they engaged with and how they engaged. The mix of outside expert input, with local discussions, acknowledgement and sharing of current practice, internally offered input and workshops, plus explicit opportunities to engage in strategic planning, all contributed to the multifaceted nature</p>

	<p>of the project. Staff were therefore able to make their own goals for their own development in the area.</p> <p>The activities seemed to be authentic for the staff. Activities such as the local area projects were authentic ones in that staff were invited to go through a formal process of developing a project and applying for funds. This served not only to stimulate commitment and focus of goals identified at the local level, and therefore real/authentic goals to be achieved, but also replicated a formal research proposal process. It thus highlighted the research-teaching link and the ‘teacher-as-researcher’ view of tertiary teaching. In New Zealand, the connection between research and teaching is one that is included in the recent <i>Tertiary Education Strategy (2007-2012)</i> (Ministry of Education, 2006).</p> <p>Project planning was an important part in setting up the framework for action to provide leadership and direction, to maintain momentum and to carry learnings forward. Networking was supported and enhanced across the institution and across disciplines.</p> <p>The developments addressed here relate to broader concepts of leadership in educational development, goal-setting and decision making, networking, and acknowledgement of developmental stages of staff working with ICTs.</p>
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## 3.2 United Kingdom

### 3.2.1 HEFCE's eLearning Strategy and subsequent direct developments

The UK's Higher Education Funding Council for England (HEFCE) launched its eLearning Strategy in 2005 ([http://www.hefce.ac.uk/pubs/hefce/2005/05\\_12/](http://www.hefce.ac.uk/pubs/hefce/2005/05_12/)) following consultation that paralleled the UK Government's consultation on an e-learning strategy for all levels of education ([www.dfes.gov.uk/elearningstrategy](http://www.dfes.gov.uk/elearningstrategy)). This follows an extended period where the initiative for e-learning research, development and quality assurance for the higher education sector had come from a number of different bodies including the Joint Information Systems Committee (JISC), the Higher Education Funding Council for England (HEFCE) and the Quality Assurance Agency (QAA). *"This national strategy will provide a broad framework for bodies such as the Higher Education Academy and JISC to dovetail our efforts, to ensure that institutions carry forward strategies based on evidence of what works, advice and guidance from around the sector and beyond. Cliff Allan, Director of Programmes, Higher Education Academy"*. (Introduction [http://www.hefce.ac.uk/pubs/hefce/2005/05\\_12/](http://www.hefce.ac.uk/pubs/hefce/2005/05_12/).)

The demise of the UK e-University (UKeU) was no doubt a particular blow for HEFCE. Perhaps it was the failure of the UKeU in 2004 that eventually resulted in transfer of the key integrative and implementation responsibilities inherent within the HEFCE eLearning Strategy to the new Higher Education Academy (<http://www.heacademy.ac.uk/e-learning.htm>). HEA *"acknowledge(s) the need for an holistic approach to embedding e-learning in institutional activities. It aims to address the real needs of institutions and their stakeholders in order to facilitate the implementation of effective strategies and practices. To achieve these aims we are working closely with key stakeholders including the Heads of e-Learning Forum (HeLF), relevant CETLs, ALT, the Leadership Foundation and the JISC."*

1	<b>Initiative name and instigator/partners</b>	HEFCE, JISC, HEA, Heads of e-Learning Forum (HeLF), ALT (Association for Learning Technologies).
2	<b>References</b>	<a href="http://www.heacademy.ac.uk/e-learning.htm">http://www.heacademy.ac.uk/e-learning.htm</a> eLearning Strategy <a href="http://www.heacademy.ac.uk/971.htm">http://www.heacademy.ac.uk/971.htm</a> e-learning projects <a href="http://www.heacademy.ac.uk/e-learningimplementation.htm">http://www.heacademy.ac.uk/e-learningimplementation.htm</a> about e-learning strategy implementation <a href="http://www.heacademy.ac.uk/Pathfinder.htm">http://www.heacademy.ac.uk/Pathfinder.htm</a> pathfinder projects <a href="http://www.heacademy.ac.uk/benchmarking.htm">http://www.heacademy.ac.uk/benchmarking.htm</a> benchmarking projects
3	<b>Dates of programme</b>	2005 and beyond
4	<b>Country</b>	UK
5	<b>Was it aimed at? Tertiary, HE, FE, VET?</b>	HE, but with good links throughout the post compulsory education sector
6	<b>What was the strategic approach,</b>	To integrate the efforts of many groups towards coordinated support for the development of e-learning. HEFCE is a powerful organisation but does

	<b>vision, policies?</b>	not override the particular strategic approaches adopted by each institution. This strategy does, however, appear to seek to persuade and support institutions to adopt e-learning.
7	<b>What/who were the key target(s)?</b>  <b>For example,</b> <b>Infrastructure</b> <b>Sector</b> <b>Faculty/staff</b> <b>Learners</b> <b>Leaders</b>	<p>The e-learning Strategy has many targets. The main aim of the strategy is to “support the HE sector as it moves towards embedding e-learning appropriately, using technology to transform higher education into a more student-focused and flexible system, as part of lifelong learning for all who can benefit.”</p> <p>In relation to professional staff development; Strand 5 addresses human resources. Elements of strand 5 include;</p> <ul style="list-style-type: none"> <li>• HEFCE to liaise with the academy and other partners on appropriate implementation of recommendations arising from the national consultation document, ‘Towards a framework of professional teaching standards’.</li> <li>• The Academy and JISC to support the work of the Association for Learning Technology and the Staff and Educational Development Association in developing and implementing a professional framework for learning technologists. <i>[Notable here is the support for a role for SEDA making use of the professional development framework programmes developed substantially from the EFFECTS project].</i></li> <li>• The academy and JISC, with appropriate partners, to look at staff development in the emerging role of the librarian assisting learners and teachers and supporting delivery. <i>[Reference here to the recognition that librarians in many institutions have grasped this new role and need to be factored into notions of team teaching, with implications for the skills-needs of traditional HE teachers].</i></li> <li>• HEFCE, with the academy and JISC, to identify (through appropriate agencies) staffing profile, competences, development needs and recruitment strategies for the use of technology to support learning, teaching and research. This would link across education sectors and consider international developments and trends.</li> <li>• The academy and JISC to help to articulate professional roles and working practices for e-learning.</li> </ul>
8	<b>What were the key priorities?</b>	<p>The HEA and JISC is jointly leading a higher education <i>Benchmarking of e-Learning</i> exercise that aimed to help institutions to compare their current provision, processes, or practices with other institutions that have undergone a similar exercise and with whom they have developed a relationship during their participation in the exercise. It also sought to identify areas of strategic importance arising from the institutional reflections and analyses that can inform the work of the JISC, the Academy and the Funding Councils. A Pilot Phase began in January 2006 and was completed in July 2006. 12 institutions from across the UK participated in the pilot. Phase 1 of the exercise started in October 2006. Thirty-eight institutions are participating in this phase. Phase 2 is underway at present (May 2007). The Academy benchmarking of e-learning weblog is available at <a href="http://elearning.heacademy.ac.uk/weblogs/benchmarking/">http://elearning.heacademy.ac.uk/weblogs/benchmarking/</a> .</p> <p>A number of high profile research projects are designed to complement the benchmarking exercise “<i>the Pathfinder Programme is intended to be a transformation initiative which has organisational change / development and dissemination to the sector as its raison d’être, i.e. a ‘pathfinder’ helps others navigate their way through uncharted or new territory. ... The emphasis of the Pathfinder Programme is to provide the higher education</i></p>

		<p><i>community with transferable and scalable examples of the large-scale activities necessary to enhance learning and teaching using Information and Communication Technologies within the day-to-day life of an institution, e.g. design, planning, implementation and evaluation. It is primarily not about developing new technical solutions: it is about developing the organisational and pedagogical contexts and processes necessary for the current and emerging technology to be employed in a way that is directly effective in achieving positive learning outcomes. The innovations in the programme would be expected to be in the organisational and pedagogical practices that determine how technology-enhanced-learning is used to provide students with positive learning experiences, rather than in the technical infrastructure, delivery platforms or software applications per se.</i></p> <p><a href="http://www.heacademy.ac.uk/Pathfinder.htm">http://www.heacademy.ac.uk/Pathfinder.htm</a>. The Pathfinder Programme has two phases with each phase lasting approximately 12 months. The pilot phase commenced in October 2006 and phase 1 formally began in May 2007. To support the day-to-day activities of the Pathfinder Programme the Academy maintains a web-log at <a href="http://elearning.heacademy.ac.uk/weblogs/pathfinder/">http://elearning.heacademy.ac.uk/weblogs/pathfinder/</a>.</p>
9	<b>How did they seek to change the professional practice of teaching staff?</b>	Nearly all aspects of these developments have links to, and depend on, the professional practice of teaching staff.
10	<b>What was the role for staff developers?</b>	Many and varied.
11	<b>Where did the funding come from?</b>	Several bodies have teamed efforts on this.
12	<b>How did this link to other initiatives?</b>	This is integral to and seeks to integrate an extraordinary range of activities.
13	<b>Who was responsible for implementation? How was this managed?</b>	The Pathfinder projects have received a great deal of central support from HEA and JISC. The HEA blog ( <a href="http://elearning.heacademy.ac.uk/weblogs/pathfinder/?p=60">http://elearning.heacademy.ac.uk/weblogs/pathfinder/?p=60</a> ) illustrates the extent of the ‘behind the scenes’ support that participating institutions are receiving.
14	<b>What form did/will the evaluation take?</b>	HEA and JISC have established an evaluation and dissemination support team. Their processes are described in <a href="http://elearning.heacademy.ac.uk/weblogs/pathfinder/?p=10">http://elearning.heacademy.ac.uk/weblogs/pathfinder/?p=10</a> .
15	<b>What worked and what didn’t?</b>	Ongoing.
16	<b>Overall summary and relevance to New Zealand in 2007</b>	This enterprise is of interest to New Zealand for a number of reasons. It emphasises the scale of operations in another country and the funds that are directly or indirectly available to support the enterprise. It seems likely that it will lead to more adoption of e-learning practices and some changes in infrastructure and institutional organisation. But whether it will encourage the bulk of higher education teachers and researchers to change remains to be seen. The extent to which it engages with these people, rather than with organisational change agents, is not yet clear. Nor is it apparent how it relates to the operation of, and direction provided by, the numerous learned societies that could, arguably, also claim to represent the practitioners of higher education.

		The developments addressed here also relate to broader concepts of leadership in educational development. The HEFCE eLearning Strategy, above all, seeks to integrate the aspirations of many stakeholders in this sector with respect to e-learning.
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### 3.2.2 Professional Development Framework for E-Learning in Further Education

The UK Government initiated extensive reforms to the Further Education (FE) Sector in 2006. Part of the result was the development of a CPD requirement for FE teachers and part of this was the development, piloting and adoption of an ePD Framework.

<b>1</b>	<b>Initiative name and instigator/partners</b>	<i>A professional development framework for e-learning.</i> Learning and Skills Network (LSN) plus overseen by a group including Department for Education and Skills (DfES), Lifelong Learning UK (LLUK), the Qualifications and Curriculum Authority(QCA), the Institute for Learning (IfL) and others.
<b>2</b>	<b>References</b>	2007 June, launch of framework/final documents, <a href="http://www.lsneducation.org.uk/news/index.aspx?ID=3242&amp;back=/News/">http://www.lsneducation.org.uk/news/index.aspx?ID=3242&amp;back=/News/</a> LSN website – many related projects over a number of years. <a href="http://www.lsneducation.org.uk/">http://www.lsneducation.org.uk/</a> 2006 Further Education White Paper, ‘Raising Skills, Improving Life Chances’, <a href="http://www.official-documents.gov.uk/document/cm67/6768/6768.pdf">http://www.official-documents.gov.uk/document/cm67/6768/6768.pdf</a>
<b>3</b>	<b>Dates of programme</b>	The framework is to be ‘rolled out’ in mid 2007 at a series of Regional presentations: “A series of regional events to support the roll-out of the LSN's new professional development framework for e-learning (ePD) are being held in the months of June and July (2007). The framework focuses on quality improvement in teaching and learning and can be used to support both individual and organisational development..... In addition a number of organisations have actively participated in a pilot and the results and outputs will be shared with delegates.” The framework has been piloted with a number of providers and needs to be in place to support new CPD requirements for the sector in Sept 2007 Note: many related developments/projects over a number of years.
<b>4</b>	<b>Country</b>	England
<b>5</b>	<b>Was it aimed at? Tertiary, HE, FE, VET?</b>	Post 16 sector excluding HE. In England this includes Colleges of Further Education, providers of work based learning, adult and community learning, voluntary sector etc.
<b>6</b>	<b>What is the strategic approach, vision, policies?</b>	Part of national education and training policy. A requirement for CPD was introduced in the 2006 White Paper, ‘Further Education; Raising Skills, Improving Life Chances’ and this comes into effect in September 2007, at the start of the next academic year. Aim is to build on reform agenda which has been developing since 1997

		<p>E-learning and technology is at the heart of education workforce development as identified by the Department for Education and Skills. This development programme supports learning and skills providers in the sector through raising the quality of professional practice in the teaching and training of e-learning.</p> <p>The White paper has also led to the establishment of a new Quality Improvement Agency (QIA) for teaching and learning in FE.</p> <p>Overall aims of the ePD framework is:</p> <p>‘To provide staff at all levels with an ePD framework of competencies...to inform innovative professional practice in e-learning.’</p> <p>Focus is on developing practitioner competence in e-learning and associated technologies.</p> <p>Emphasis on sound pedagogical practice.</p> <p>Standards based approach adopted – for consistency and quality assurance.</p> <p>Competences identified through earlier projects. Range of materials and modules available. See <a href="http://www.tower.ac.uk/ecpd">www.tower.ac.uk/ecpd</a></p> <p>A six stage methodology underpins framework which can be applied to individuals, departments or organisations:</p> <ul style="list-style-type: none"> <li>• Background;</li> <li>• analysis of learner needs by staff developer;</li> <li>• self assessment and upskilling;</li> <li>• plan;</li> <li>• implement; and</li> <li>• evaluate and reflect.</li> </ul> <p>Tied into the professional body, Institute for Learning, concerned with registration, qualification and CPD.</p>
7	<p><b>What/who were the key target(s)?</b></p> <p><b>For example,</b></p> <p><b>Infrastructure</b></p> <p><b>Sector</b></p> <p><b>Faculty/staff</b></p> <p><b>Learners</b></p> <p><b>Leaders</b></p>	<p>Staff in teaching and instructional roles.</p> <p>Also applies to initial teacher training and initial professional development.</p> <p>Institutions have to set procedures and policies in place so senior staff and staff developers can implement them. Includes an emphasis on leadership of e-learning professional development.</p>
8	<p><b>What were the key priorities?</b></p>	<p>Raising of e-learning capability within teaching and learning environment at all levels.</p> <p>Important to note the scale of this initiative, the government backing and that this builds upon the work of other projects from at least the last 10 years.</p>
9	<p><b>How did they seek to change the professional</b></p>	<p>Annual CPD requirement introduced through the White Paper – effective from September 2007.</p>

	<b>practice of teaching staff?</b>	Framework based on critical self assessment and support for related developments.  Note: elements of compulsion/prescription backed by White Paper.
10	<b>What was the role for staff developers?</b>	Important role in this sector along with senior leaders in institutions. All ties back to Quality agenda, improving outcomes etc. The framework is something that Colleges are required to implement and it includes specific roles for Staff Developers as well as for individual teachers.
11	<b>Where did the funding come from?</b>	The project to establish the framework was funded by the Learning and Skills Council – Government funding.  ‘Roll out’ and publicity materials also funded by LSC/LSN.  Institutions will be responsible for their own implementation costs.
12	<b>How did this link to other initiatives?</b>	Important to note that this is seen as a key element of the quality of overall e-learning and skills development strategy. Linked to other activities such as funded projects, Q projects, sharing good practice, initial teacher development and so on. These developments have been growing over a number of years – the ePD is seen as critical to success.
13	<b>Who was responsible for implementation? How was this managed?</b>	LSN, institutions, individual staff.  During 2006/07 LSN has run numerous events associated with continuing professional development for e-learning (eCPD) and the events planned for mid 2007 will build on these. High profile and publicity in the sector and backed by materials, related projects and pilots.
14	<b>What form did/will the evaluation take?</b>	Number 6 in the six stage process is ‘Evaluate and Reflect’. Should apply at all levels.  Fuller details of evaluation not available yet.
15	<b>What worked and what didn’t?</b>	New initiative so too early to say. However there were a number of pilot studies and there will be information from on-going evaluation.
16	<b>Overall summary and relevance to New Zealand in 2007</b>	The ePD Framework may be particularly relevant for elements of New Zealand’s Tertiary Education Sector that do not reside within the domain of higher education.  The UK’s Further Education Sector has broad responsibilities for post-compulsory education and training. It is staffed by highly diverse teachers who do not necessarily have research-level experience and whose work does not necessarily involve direct research activity. Much of their work involves interaction with employers and work-based learning. The sector has endured considerable change and development in recent years and has made considerable progress in adopting new technologies; but perhaps less so than required of it. The developments addressed here relate substantially to the roles and responsibilities of teaching practitioners in this sector, and how these are managed.

### 3.2.3 EFFECTS and related projects

1	<b>Initiative name and instigator/partners</b>	<i>EFFECTS (The Effective Framework for Embedding C&amp;IT Using Targeted Support)</i> started in 1998 as a multi-institution-consortium project funded as part of TLTP Phase 3 (Teaching and Learning Technology Programme). The original university partners included the UMIST (now part of the University of Manchester), Oxford-Brookes, Southampton, North London (now part of London-Met) and Plymouth. Many other institutions joined the consortium to take part in subsequent projects, some funded by the JISC (Joint Information Systems Committee). EFFECTS continues today as the SEDA ELT programmes (Staff and Educational Development Association, exploring learning technologies and embedding learning technologies) that contribute to the SEDA PDF (professional development framework) and as a number of institutionally accredited M-level professional development modules. Sub-sets of the researchers involved in EFFECTS subsequently received funding for a range of related research and development projects. These include ELT (Embedding Learning Technologies), ELTI (Embedding Learning Technologies Institutionally) and the 'Learning technology career development scoping study'.
2	<b>References</b>	These inter-related projects have left a legacy of web-based resources for those interested in the processes of embedding learning technologies into the work of higher education to follow. All pay particular attention to the development of skills by teaching staff and by those who support them.  EFFECTS <a href="http://www.elt.ac.uk">www.elt.ac.uk</a>  ELT <a href="http://www.elt.ac.uk/">http://www.elt.ac.uk/</a>  ELTI <a href="http://www.jisc.ac.uk/whatwedo/programmes/programme_jos/project_elti.aspx">http://www.jisc.ac.uk/whatwedo/programmes/programme_jos/project_elti.aspx</a>  SEDA's PDF <a href="http://www.seda.ac.uk/pdf/">http://www.seda.ac.uk/pdf/</a>  Learning technology career development scoping study <a href="http://www.jisc.ac.uk/whatwedo/programmes/programme_jos/project_career.aspx">http://www.jisc.ac.uk/whatwedo/programmes/programme_jos/project_career.aspx</a>
3	<b>Dates of programme</b>	1998 to 2004 (with lasting impact in several institutions and an ongoing legacy throughout post-compulsory education).
4	<b>Country</b>	UK
5	<b>Aimed at; Tertiary, HE, FE, VET?</b>	Initial projects focussed on HE, but subsequent resources were designed to be applicable to FE also (see the Institutional Audit Tool, for example).

6	<p><b>What was the strategic approach, vision, policies?</b></p>	<p>EFFECTS was established to effectively support the professional development of academic staff towards embedding learning technologies in a number of institutions. The support was to be targeted towards the specific needs of individuals who would work in groups to gain academic credits in institutionally accredited programmes. It has led to the implementation of institutionally accredited M-level professional development modules in at least seven UK HEIs. These modules follow a variety of formats, from a series of short, intensive face-to-face workshops to year-long development programmes with tailored support. Alongside this targeted support, the EFFECTS consortium developed a set of learning outcomes that defined a common core in the institutional programmes. It also addressed the career opportunities of new professional educational developers known as learning technologists. EFFECTS was funded for a continuation stage and subsequently reappeared as ELT (Embedding Learning Technologies) to encourage dissemination of the wide range of EFFECTS resources. A key element of this stage was the operation of cascade groups. Cascading encouraged participants in programmes in one partner institution to cascade the programme to non-partner institutions in the vicinity. Cascading enabled EFFECTS to reach many institutions and the members of the EFFECTS consortium to develop an understanding of the natures of different institutions and of why embedding occurred in some and not in others. The result was the creation of an institutional audit tool, designed to enable institutions to systematically grapple with the key issues that were encountered in embedding the learning technologies. Another offshoot of EFFECTS, subsequently funded by JISC, was the 'Learning technology career development scoping study'. This project created a series of briefing papers each targeted to particular roles in institutions (currently available via <a href="http://www.elt.ac.uk/institutions.htm">http://www.elt.ac.uk/institutions.htm</a>) and taking forward the notion of finding space, and opportunities for career development for new e-learning professionals. This project itself evolved into the JISC funded ELTI project, established to review and pilot the original tools from the learning technology career development study and to provide initial support and guidance to institutions.</p>
7	<p><b>What/who were the key target(s)?</b></p> <p><b>For example;</b></p> <p><b>Infrastructure, Sector, Faculty/staff, Learners, Leaders</b></p>	<p>Nearly all staff-groups in HE were influenced in one way or another by EFFECTS and its resulting R&amp;D projects. The original research targeted teaching staff, academic developers and learning technologists in HE. Subsequent projects were equally relevant to managers of learning technologists and to heads of personnel, IT service staff, library staff and senior institutional managers. In one way or another, EFFECTS and its offshoot projects probably influenced the development of all aspects of e-learning in the UK and most of the HE staff involved in supporting e-learning. It also probably represents a precursor stage in the subsequent development of e-learning in the broad post-compulsory sector. Arguably, the EFFECTS outcomes defined an eLearning paradigm.</p> <ol style="list-style-type: none"> <li>1: Conducted a review of ICT in learning and teaching and shown an understanding of the underlying educational processes.</li> <li>2: Analysed opportunities and constraints in using ICT and selected ICT appropriate to the learning situation.</li> <li>3: Designed a learning resource, programme or activity to integrate appropriate ICT.</li> <li>4: Implemented a developed strategy.</li> <li>5: Evaluated impact of the interventions.</li> <li>6: Disseminated and embedded the findings of the evaluation.</li> </ol>

8	<b>What were the key priorities?</b>	<ul style="list-style-type: none"> <li>• Creation of a set of agreed generic learning outcomes for teachers to guide their engagement with the learning technologies.</li> <li>• Academic engagement in mentored projects (leading to the production of a portfolio and in some cases to academic credit).</li> <li>• Cascade processes to disseminate activities to non-partner institutions using collaborative networks between and within institutions.</li> <li>• Briefing papers; each targeted to particular roles in institutions.</li> <li>• Institutional audit for individuals and groups of individuals (for example, to be completed as part of a Learning and Teaching Committee workshop).</li> </ul>
9	<b>How did they seek to change the professional practice of teaching staff?</b>	The key change sought in teaching practitioners was willingness to engage with innovative practice.
10	<b>What was the role for staff developers?</b>	Initially to develop institutional programmes and to support participants in institutional programmes; subsequently to contribute to the creation of EFFECTS resources and to contribute to the educational development and learning technology literature.
11	<b>Where did the funding come from?</b>	JISC
12	<b>How did this link to other initiatives?</b>	Extensive links to other TLTP3 projects with traceable links to a wide range of subsequent developments.
13	<b>Who was responsible for implementation? How was this managed?</b>	The underlying philosophy of EFFECTS was that teaching practitioners were empowered to implement their own changes by providing targeted support and by encouraging processes of institutional change to reward and support practitioner engagement.

14	<b>What form did/will the evaluation take?</b>	<p>EFFECTS was extensively evaluated by an internal process but was also one of the first of the TLTP projects to include and work with an external evaluator. (See final reports and evaluation documentation at <a href="http://www.elt.ac.uk/ELT%20documents/EFFECTS/Finalreport.pdf">http://www.elt.ac.uk/ELT%20documents/EFFECTS/Finalreport.pdf</a> and <a href="http://www.ilt.org/effects/downloads/effects-evaluation-report.pdf">http://www.ilt.org/effects/downloads/effects-evaluation-report.pdf</a> ).</p> <p>The evaluators' conclusions:</p> <ul style="list-style-type: none"> <li>• 'increased levels of skill and confidence have made academic staff more likely to investigate and refine their teaching practice, including embedding further C&amp;IT applications, in the future';</li> <li>• 'partner institutions weren't just getting a set of validated outcomes, but rather an underpinning philosophy with an accompanying resource base which could be utilised to suit a variety of needs';</li> <li>• 'staff perceived that the introduction of C&amp;IT was changing the nature of the learning experience for their students';</li> <li>• 'The general increase in relevant skills, experience and confidence, not to mention the creation of a recognised qualification now held by growing numbers of staff, have all helped to create a shift in institutional cultures';</li> <li>• 'The nature of the EFFECTS programme meant that groups of institutional staff were collaborating to develop courses or work on projects. Through this process, networks of staff have been set up across institutions that have helped to create new online projects, and that have been trained in a range of ways in which they might use C&amp;IT to support student learning. These people are now able to support others undertaking similar ventures.'</li> </ul> <p>EFFECTS was also evaluated as part of an overall evaluation of key TLTP Phase 3 and related projects under the auspices of LTSN Generic Centre (<a href="http://www.warwick.ac.uk/ETS/TELRI/Transfer/Review_report.pdf">http://www.warwick.ac.uk/ETS/TELRI/Transfer/Review_report.pdf</a>).</p> <p>The evaluation emphasized the success of the cascade approach adopted by EFFECTS and other projects in taking the successes of the project beyond the original consortium members. <i>"Experience across the TLTP suggests that those projects that are working with a supportive central unit, working with the grain of the institutional culture are more likely to embed change. At the onset of TLTP phase 3, Tavistock had already highlighted an issue that persists today, that "this does raise questions about a broad programmatic strategy of implementing generic products and services across diverse institutional contexts, unless there is very real scope for customisation and local embedding."</i> Cascading allows project aims and operations to be customized to the particular circumstances of each institution.</p>
15	<b>What worked and what didn't?</b>	<p>Evaluation demonstrated that the key aims of EFFECTS were achieved. It is difficult to find aspects of EFFECTS that did not work, but it is true that aspects of EFFECTS worked differently in different institutions but this learning contributed to the development of offshoot projects.</p>

16	<p><b>Overall summary and relevance to New Zealand in 2007</b></p>	<p>EFFECTS and related projects sought to encourage academic engagement in supported innovative learning and teaching activities using ICT. They need to be considered as one diffuse element of a large number of interacting research and development projects generally supported by the JISC and generally seeking to “provide world-class leadership in the innovative use of Information and Communications Technology to support education and research” (<a href="http://www.jisc.ac.uk/">http://www.jisc.ac.uk/</a>). Arguably, the current manifestation of this work is the eLearning Pedagogy Programme, a JISC theme developing under the auspices of the JISC Learning and Teaching Committee.</p> <p>EFFECTS should be considered as a key stage in the pathway that the UK has moved on towards its current position. EFFECTS served its purpose in moving that country forwards but it should not be described as the ‘solution’ to the staff development situation of any other country. The UK still has problems in this area that it is currently using different approaches to solve. The developments addressed here relate substantially to practitioner engagement in research and development and in directly evaluating the impact of this engagement on student learning. The roles and responsibilities of change agents are also directly addressed. In these ways, EFFECTS may be right for New Zealand in its current situation and may help New Zealand to develop.</p> <p>It is interesting to note that the current UK-based e-learning research and development work emphasises:</p> <ul style="list-style-type: none"> <li>• the need for an evidence-base about effective practice;</li> <li>• a pronounced move away from content delivery as a central element of e-learning pedagogy; and</li> <li>• a focus on the role of practitioners in the development and planning of learning activities rather than simply delivering them.</li> </ul> <p>Accordingly, continuing professional development for teachers in the UK currently seeks to empower teachers to design and deliver their own learning activities and emphasises the role of teachers in encouraging active, participative and autonomous learners. An analysis of this and related aspects of ‘design for learning’ is available from the JISC website as a discussion document designed to provide focus for the e-learning Pedagogy Programme (<a href="http://www.jisc.ac.uk/uploaded_documents/Overview.doc">http://www.jisc.ac.uk/uploaded_documents/Overview.doc</a>). It is notable that current discussion in the UK considers the extent of divergence between e-learning specialists and teaching practitioners who find themselves required to ‘adopt’ e-learning. It may be that e-learning specialists, in their enthusiasm for new areas of learning design, for example, find themselves recommending for more general purposes, processes that they themselves have only recently discovered and adopted.</p> <p>On the contrary, EFFECTS supported academic engagement with technologies and pedagogic processes according to a series of agreed outcomes. By supporting academic staff to conduct a review of ICT in learning and teaching, and to show an understanding of the underlying educational processes, and to analyse opportunities and constraints in using ICT, and to select ICT appropriate to the learning situation, EFFECTS supported and empowered teachers to make their own professional judgements on the best way to teach their students and sought institutional changes designed to help them do so.</p>
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### 3.2.4 UK Professional Standards Framework - for Higher Education

This is the first National Professional Standards Framework for teaching and supporting learning in higher education. It was developed after extensive research and consultation and builds upon a number of related initiatives in the UK. The framework covers the areas of activity for all levels of staff.

1	<b>Initiative name and instigator/partners</b>	<p><i>UK National Professional Standards Framework for Teaching and Supporting Learning in Higher Education.</i></p> <p>Developed by the Higher Education Academy (HEA), in partnership with Universities UK (UUK), the Standing Conference for Principals (SCOP), the education funding bodies for England, Scotland, Wales and Northern Ireland and the Department for Education and Learning. The Higher Education Academy receives grants from the four funding bodies, subscriptions from HE institutions and grants and contracts for specific initiatives.</p>
2	<b>References</b>	<p>White Paper – ‘The Future of Higher Education’, 2003, <a href="http://www.dfes.gov.uk/hegateway/strategy/hestrategy/foreword.shtml">http://www.dfes.gov.uk/hegateway/strategy/hestrategy/foreword.shtml</a></p> <p>HEA Professional Standards <a href="http://www.heacademy.ac.uk/regandaccr/StandardsFramework(1).pdf">http://www.heacademy.ac.uk/regandaccr/StandardsFramework(1).pdf</a></p> <p>HEA website <a href="http://www.heacademy.ac.uk/default.htm">http://www.heacademy.ac.uk/default.htm</a></p>
3	<b>Dates of programme</b>	New standards introduced in 2006.
4	<b>Country</b>	UK – England, Scotland, Wales and Northern Ireland
5	<b>Was it aimed at? Tertiary, HE, FE, VET?</b>	Higher Education – all staff engaged in teaching and supporting learning
6	<b>What was the strategic approach, vision, policies?</b>	<p>The 2003 White Paper, ‘The Future of Higher Education’ focused on the expansion of higher education and raising the contribution to knowledge and wealth creation.</p> <p>There was considerable emphasis on the need to ensure that staff involved in teaching and learning had appropriate high quality initial and continuing professional development.</p> <p>As part of this development the White Paper announced changes to the funding mechanisms to ensure that resources came into the sector through research and student numbers and also through strength in teaching. Institutions were required to have strategies in place to reward and promote good teachers. Related to this the White Paper announced the establishment of these professional standards linked to accredited training and professional development for all staff.</p>
7	<b>What/who were the key target(s)? For example; Infrastructure Sector Faculty/staff</b>	<p>The framework seeks to recognise and provide for the improvement of performance of all staff working in aspects of teaching and learning support across the sector. The aim is to provide an enabling mechanism and approach which institutions can use to support staff in initial and continuing professional development.</p> <p>The framework focuses on six areas of activity, core knowledge and professional values which were in use in the previous HEA</p>

	<b>Learners</b> <b>Leaders</b>	<p>Accreditation Scheme.</p> <p>Emphasis on the scholarly approach to pedagogy, the autonomy of institutions, the distinctive nature of learning in HE and the approach to quality enhancement in the sector.</p> <p>This is a very broad framework for professional development and is not specific to e-learning. However e-learning is a component part of recognition and improvement of performance and <i>the use of appropriate learning technologies</i> is included in the Core Knowledge.</p> <p>The framework is tied to accreditation of programmes for staff. Appropriately qualified staff are recognised as Associates, Fellows or Senior Fellows of the Higher Education Academy.</p>
<b>8</b>	<b>What were the key priorities?</b>	<p>Overall aim of raising of standards in Higher Education, tied to knowledge creation and economic growth, with an emphasis on the related need for on-going staff development.</p> <p>Initial and continuing professional development in line with the framework. Aimed at all staff in HE engaged in learning and teaching. Focus is on core knowledge and professional values to ensure high quality teaching and support for learning.</p>
<b>9</b>	<b>How did they seek to change the professional practice of teaching staff?</b>	Requires accredited programmes for new staff and continuing development opportunities for all staff. Provides for recognition and reward for high quality teaching.
<b>10</b>	<b>What was the role for staff developers?</b>	Not prescribed. This will depend upon the structures, roles and approach adopted by institutions. However the need for institutions to show they have appropriate strategies has clear implications for staff developers.
<b>11</b>	<b>Where did the funding come from?</b>	Mainly the HE funding bodies – see item 1. Some funding for institutions tied to implementation.
<b>12</b>	<b>How did this link to other initiatives?</b>	<p>The development of a single national professional standards framework has flowed on from the 2003 White Paper ‘The Future of Higher Education’.</p> <p>There have been a number of related developments in recent years. For example, the establishment of the Institute for Learning and Teaching, (ILT, subsequently ILTHE) in 1999. The ILTHE might be seen as a forerunner to the current HEA and this launched a professional membership organisation for academics in HE. There was considerable pressure on academics and institutions to join the ILTHE – this may be seen as a more prescriptive approach. However after a relatively short time the ILTHE was closed in 2004 and its work, and members, taken forward by the HEA.</p> <p>Another related example is the Staff and Educational Development Association (SEDA), Professional Development Framework which was launched in 2002. The SEDA framework supports the planning, operation and recognition of professional development for staff working in higher education. Within this framework are a range of named awards to recognise staff in various aspects of professional development.</p>
<b>13</b>	<b>Who was responsible for implementation? How</b>	Developed in partnership as described in 1 above. Implementation managed by the Higher Education Academy, partners, institutions,

	<b>was this managed?</b>	and individuals via membership.
<b>14</b>	<b>What form did/will the evaluation take?</b>	A recent initiative – evaluation not available as yet.
<b>15</b>	<b>What worked and what didn't?</b>	These standards are a recent initiative so too early to judge. However they build upon earlier developments in the HE sector. Reinforces differential approach for the HE sector and responsive to the demands of the sector for a non-prescriptive, flexible approach.
<b>16</b>	<b>Overall summary and relevance to New Zealand in 2007</b>	<p>It is important to note the very strong support for a simple, inclusive framework for HE that was flexible for individuals and institutions.</p> <p>Also important to note here are the different approaches taken in the UK for HE and other parts of the tertiary sector. At the launch of the standards – ‘.....acknowledgement of the distinctive nature of teaching in higher education and respect for the autonomy of institutions.....’ (HEA press release, Feb 2006)</p> <p>Note that in the FE sector (see 3.2.2 Professional Development Framework for e-learning) there is a requirement for all staff to <i>have</i> Continuing Professional Development. In contrast in the HE sector the Framework is less prescriptive but the onus, tied to funding, is on the institutions to decide what is best for their own staff.</p> <p>The developments addressed here emphasise the roles of change agents, in the provision of CPD opportunities; of leadership, in the provision and recognition of accreditation processes; and on the roles and responsibilities of teaching practitioners in the extent to which individual institutions are enabled to decide on their own expression within the framework.</p>

## 4 Summary, Analysis and an Outline for a Framework

### 4.1 Summary - Key themes which emerge

A range of elements have inevitably repeatedly surfaced in this analysis and they are recorded and integrated into broad themes below.

#### *Co-ordination and alignment*

Within all the reviews there is evidence of a co-ordinated and aligned approach in terms of the articulation of visions and aspirations for e-learning. It has been recognised that e-learning, or the integration of ICTs into education in whatever sector, cannot be seen or treated in isolation from broad aspirations for education and then more specifically within aspirations at a sectoral level. Where ICT are concerned, there is recognition that, first, ICT have relevance for more than education, and thus each of UK, Australia and New Zealand have separate national frameworks or strategies about this. However, each of those frameworks or strategies informs, and has been informed by, relevant visions for education statements. Once again, this highlights the co-ordination and alignment of national trends and thrusts. While there is variation amongst UK, New Zealand and Australia where organisation of the education system is concerned, the same co-ordination and alignment can be seen between and amongst the national level documents and the 'translation' of those documents into sectoral frameworks and strategies. In addition, the consultation processes that have occurred have included representatives of the various sectors as well as from professional bodies, including researchers.

#### *Tight and loose structures*

Notable successes seem to result from structures and processes that could be considered as 'tight' (such as linkage between clear visions articulated from above, providing leadership, coupled with incentives to demonstrate performance through financing and monitoring of performance through audits and accreditation, working at the institutional or individual level), as well as from much 'looser' structures and processes (such as institutions and individuals having the freedom to act on the implementation of ICTs into teaching and learning as they see fit – they are able to make their own plans and put them into place).

#### *Momentum generated through support from bodies external to individual institutions*

Especially in the UK, and to a lesser degree in Australia, there is evidence that bodies external to the individual institution, but allied to general trends and movements in implementation of ICTs, can have a great impact on generating enthusiasm and interest, and providing guidance for developments in e-learning. A critical mass of interested people from across institutions can better achieve success than can individuals or groups within one institution. The examples presented from the UK and the Carrick Institute in Australia demonstrate that this is so. The combined efforts to provide avenues for professional development through the *Australian Flexible Learning Framework* in the Australian VET sector is also a demonstration of this. Of course, there is still the issue that this kind of professional development support is merely 'on offer', so its mere presence does not necessarily translate into institutional or individual action. Other imperatives such as accreditation and expectation of performance linked to resources and reward and recognition can be seen to go some way towards creating the environment for institutions to feel more compelled to take on the support for e-learning and e-learning professional development on offer.

#### *The roles and responsibilities of teaching practitioners*

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Opportunities for staff participation in goal setting appear to be present in some cases, but less apparent in others. The extent to which teaching practitioners themselves identify their increased professional knowledge and values and evaluate the impact of their professional development on student learning is also relatively unknown and almost certainly highly variable. The extent to which teachers develop themselves and their teaching in line with learning theory is also uncertain in many instances. There needs to be a structured debate on the rationale underpinning concepts of universal development for e-learning, in line with the realities of team and individual teaching in institutions with pronounced division of labour around teaching, and research. Teaching practitioners also, on occasions, appear to struggle to address the range of intended learning outcomes that they seek, in relation to the teaching approaches they adopt. This is perhaps particularly important with respect to higher objectives, e.g. graduate attributes. Networking around teaching, leadership towards development and perceived rewards for development are also distinctive aspects of e-learning development that are addressed by some teaching practitioners, but not by all.

#### *The roles and responsibilities of change agents in education*

The analysis introduces a range of questions that relate to those who have particular roles to support change in higher education. What do Staff Development Units do and how do they conceive their role in relation to e-learning and in different parts of the education sector? What aspects and stages of the development of teaching practitioners do they regard as their 'territory' and is this involvement based on research into teaching or on a simple encouragement for research into practice? How do change agents relate to rewards and recognition for practitioner development? How is development for e-learning related to other professional development programmes? What role should change agents take in the 'assessment' of learning by developed professionals?

#### *Broader concepts of leadership*

This analysis also addresses concepts of leadership for change. How does professional development for e-learning link to other educational government, institutional or departmental strategies, and what are the underlying modes of operation implicit in these strategies? What of the ethos and expressed values of professional bodies and disciplines?

#### *What of external limiting factors?*

To what extent are e-learning possibilities in tertiary education limited by, or driven by, the availability of equipment, of technical support, of infrastructural developments and of software development?

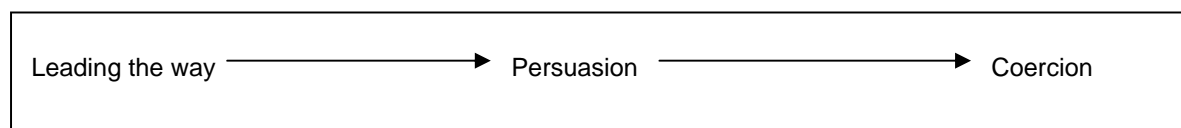
These themes are revisited in the next section, where we bring them together in a different structure contributing to the development of a draft outline professional development framework for e-learning.

## ***4.2 Towards an Outline Professional Development Framework for E-Learning***

This broad analysis of professional development for e-learning within tertiary teaching in three countries has sought to identify factors which determined or influenced the process of e-learning development and their underlying policies and practices. Barriers to the development of individuals and to e-learning development within different parts of the tertiary education sector are well documented, but this analysis focuses on what appears to have 'worked' within particular contexts and on the lessons that New Zealand's tertiary

education sector could learn by reflecting on them. This analysis, in turn, needs to inform the next stage of our work: creating a draft professional development framework for e-learning for the New Zealand tertiary sector which will be used in the empirical part of the project.

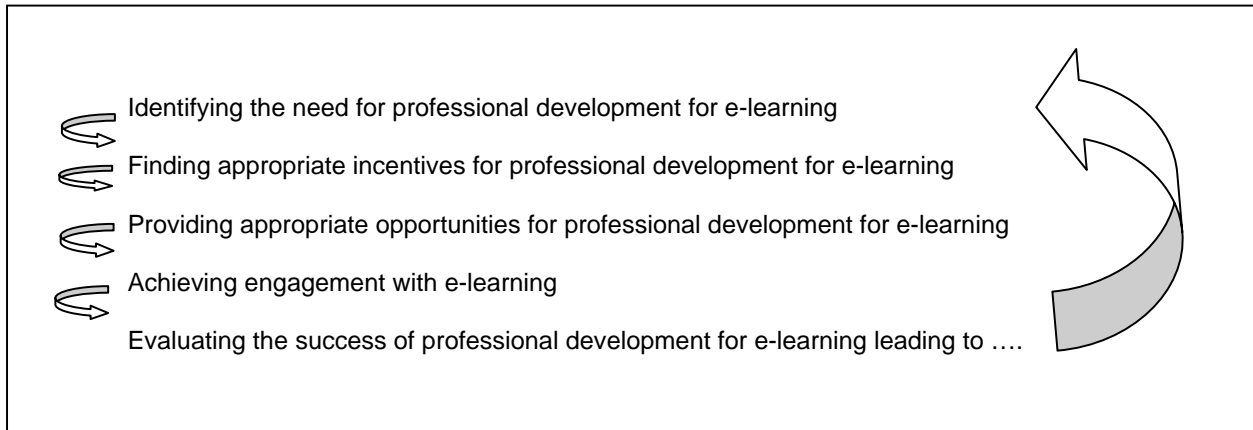
Despite the impressive range of research on this and related topics and the breathtaking extent to which governments, representative bodies and institutions have developed and implemented strategies to achieve certain outcomes, the range of possible ‘futures’ for professional development for e-learning is relatively limited. Whether the perspective is that of an individual teacher, a particular academic department, an institution or a segment of the tertiary education sector, those who seek to influence can do so by providing direction (leading the way), by persuasion (by providing incentives; reward and recognition) or by coercion (with obligations and penalties).



It would be possible to place New Zealand, Australia and the UK on a continuum that has these three substantial emphases as discrete points on this line, but it is likely that their relative positions would shift as we addressed different parts of the tertiary education sectors in each country. These ideas have a strong academic basis in management theory, but for our purposes they can be addressed at a more common-sense level.

- Teachers who do not perceive a need to use e-learning technologies to support the learning of their students will always be difficult to lead in this direction.
- Leadership may not be enough for groups who have in the past needed persuasion to change.
- Coercion is always the last resort for ‘professional’ development but is being seriously considered by some.
- Some approaches appear to work better than others in particular circumstances.
- Everything depends on teachers actually engaging in e-learning activities.
- The baseline from which improvements in teachers’ skills must occur is not a static base. Teachers are continuously engaging with ICT and developing and using new skills. As more teachers do develop interests, experience and skills in e-learning, the base from which professional development must work moves on to create a developmental spiral, not a circle or loop.

An approach that variously combines practitioner participation, leading the way, and incentivisation (via reward and recognition) can progressively yield a development spiral. This leads almost inevitably towards a framework for professional development for e-learning in five repeated stages. It is interesting to note that this sequence of analysis and activity applies at all levels. Individual teachers can ask themselves what they need, what their incentives are, what support is available for their professional development, how they will engage with e-learning activities and what impact this has on their ability to support student learning. The same sequence applies to departments, to institutions, to elements of the sector, indeed to nations.




In the table below we have classified the various Australian and UK interventions that were described in the templates in Section 3 and make specific links between these and our prototype framework. It can clearly be seen that the elements in the framework feature strongly in the initiatives we examined.

**ELEMENTS OF DRAFT FRAMEWORK COMPARED WITH INITIATIVES FROM UK and AUSTRALIA WHICH WERE INCLUDED IN SECTION 3**

<i>Elements</i> <i>Initiatives</i>	NEEDS	INCENTIVES	OPPORTUNITIES	ENGAGEMENT	EVALUATION
<b>1. ACODE Benchmarks</b>	Yes	No	Yes – resource widely available	Yes – the aim was to stimulate interest and enthusiasm with staff	Initially through trial with 7 institutions. Changes built in to final version.
<b>2. Flexible Learning Framework</b>	Yes	Yes – funding from national and state governments	Yes – wide range at a number of levels	Yes – across the VET sector	Formal evaluations at different stages.
<b>3. ICT and Flexible Learning</b>	No	No	Yes – resources produced which could be used by many staff	Yes – mainly through a number of teams	In-built for the project.
<b>4. Capacity to integrate IT</b>	Yes	Yes	Yes – number of related activities	Yes – involved staff from across the institution	Number of strands showing good results overall.
<b>5. HEFCE's eLearning Strategy</b>	Yes, for teaching and teaching related staff.	Yes – for institutions and individuals	Yes, through a number of initiatives.	This is clearly intended.	On-going.
<b>6. Professional development framework for e-learning in FE</b>	Yes this is a key part.	Includes requirement for professional development for staff.	Wide range of resources and opportunities.	This is clearly intended. Indications are positive.	Built into the process. Initial evaluation of pilots.
<b>7. EFFECTS and related projects</b>	This was a key priority.	Yes – at a number of levels.	Yes, through initial and later projects.	Yes – aim was for embedding.	Extensive, largely positive.
<b>8.</b>	Yes, for	Recognition	Yes, provision of	Yes – for staff at all	Recent initiative – too

<i>Elements</i>	NEEDS	INCENTIVES	OPPORTUNITIES	ENGAGEMENT	EVALUATION
<i>Initiatives</i>					
<b>Professional standards framework – for HE</b>	teaching and teaching support staff.	and reward a key part.	initial and continuing professional development .	levels.	early to judge.

The phenomenographic research stage of this project  help us to further determine how teachers and teacher support staff conceptualise e-learning, their role in e-learning, and professional development for e-learning at all levels of engagement and achievement.

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