



Technology-Enabled Flexible Learning (TEFL) - Developing Best Practices for Prospective and New Student Introduction to E-Learning

Presented by:
Celina McEwen

IDEA 2008

Enabling Technology: Forging a Digital Future

Melbourne

12-13 November



IMS Global Project Group

- **Gloria Pickar**, Compass Knowledge Group, US
- **Ken Udas**, Penn State World Campus, US
- **Ross MacKenzie**, British Open University, UK
- **Heather Chakiris**, Penn State World Campus, US
- **Stephen Marshall**, Victoria University of Wellington, NZ
- **Bryan Polivka**, Laureate Online Education, US
- **John St. Clair**, Tennessee Board of Regents, ROCC, US
- **Rick Fort**, Education Sales Management, US
- **Kerry Blinco**, Link Affiliates, AU
- **Kerri-Lee Krause**, Griffith University, AU
- **Bob Lasiewicz**, Crossroads of Learning, US
- **John Falchi**, IMS Global Learning Consortium, US



Purpose

Develop a framework for higher education students' introduction to e-learning addressing issues of completion, retention and persistence.



Best Practice Matrix

- Introduction Phases
- Best Practice Areas



Introduction Phases

1. Expectations
2. Preparation
3. Induction



Best Practice Areas

1. Assessment & Communication of Expectations
2. Recruitment & Advisement
3. Learning Design & Organization
4. Functional Technology
5. Student Technology Literacy
6. Learning Community
7. Faculty Development & Support
8. Student Support Services



BPA 1: Assessment & Communication of Expectations

- Identification of rationale for expectations
- Incorporation of expectations in formal systems and processes
- Identification of student expectations
- Communicate expectations to students



BPA 2: Recruitment & Advisement

- Advising with integrity
- Setting realistic expectations
- Assessment of readiness and appropriateness for e-learning
- Early diagnosis
- Peer mentors
- Setting service levels and response times
- Learning assessment
- Individual learning plans for at-risk students
- Development and distribution of survival guides
- Definition of effective learning experience profile



BPA 3: Learning Design & Organization

- Clearly expressed learning objectives
- Learner integration & engagement
- Learner-centered approach
- Designed for retention
- Scalability
- User-friendly: Functional & intuitive navigation
- Early diagnosis and feedback integrated into assessment plan



BPA 4: Functional Technology

- Managing expectations
- Definition of minimum expectations for software and hardware, including file formats for assessment activities
- Technical support – verification of suitability of technology used by students, compatibility testing, and access to necessary software
- End-user support (helpdesk) with efficient setup processes and induction into systems (e.g. passwords and accounts)



BPA 5: Student Technology Literacy

- Building confidence
 - Definition of minimal initial competency
 - Time management
 - Information overload management
 - Netiquette: appropriate online persona
 - Faculty, facilitator, mentor training
 - LMS tools skills – just in time training - Learning management system induction and guest courses
 - Remediation



BPA 6: Learning Community

- Learning contract with e-learners
- Engagement with course, faculty, peers, institution
- Virtual teams
- Collaboration skills
- Making friends
- Establishing presence: students & faculty
- Creating comfortable VLE
- Interaction, facilitation, & community building



BPA 7: Faculty Development & Support

- Setting minimal initial competency
- Technical skills
- Online Learning pedagogy
- Setting expectations & establishing boundaries



BPA 8: Student Support Services

- Tutoring
- Textbooks
- Registration
- Financial Services
- Academic Advisement
- Personal counseling
- Transcript & records
- Learning resources & library



Implications & Applications

- IMS Certification of BPAs for use in higher education online courses
- Other e-learning environments: blended learning
- Other education sectors: Schools & VET



Thank you

Celina McEwen

Griffith Institute for Higher Education

Griffith University

Mt Gravatt Campus

QLD 4111

Ph: 07 3735 5930

Fax: 07 3735 5998

Email: c.mcewen@griffith.edu.au

<http://www.griffith.edu.au/gihe>