



ACODE's work on  
benchmarking, the eMM  
model and TEL standards  
and frameworks

*Professor Michael Sankey*  
*Learning Futures*

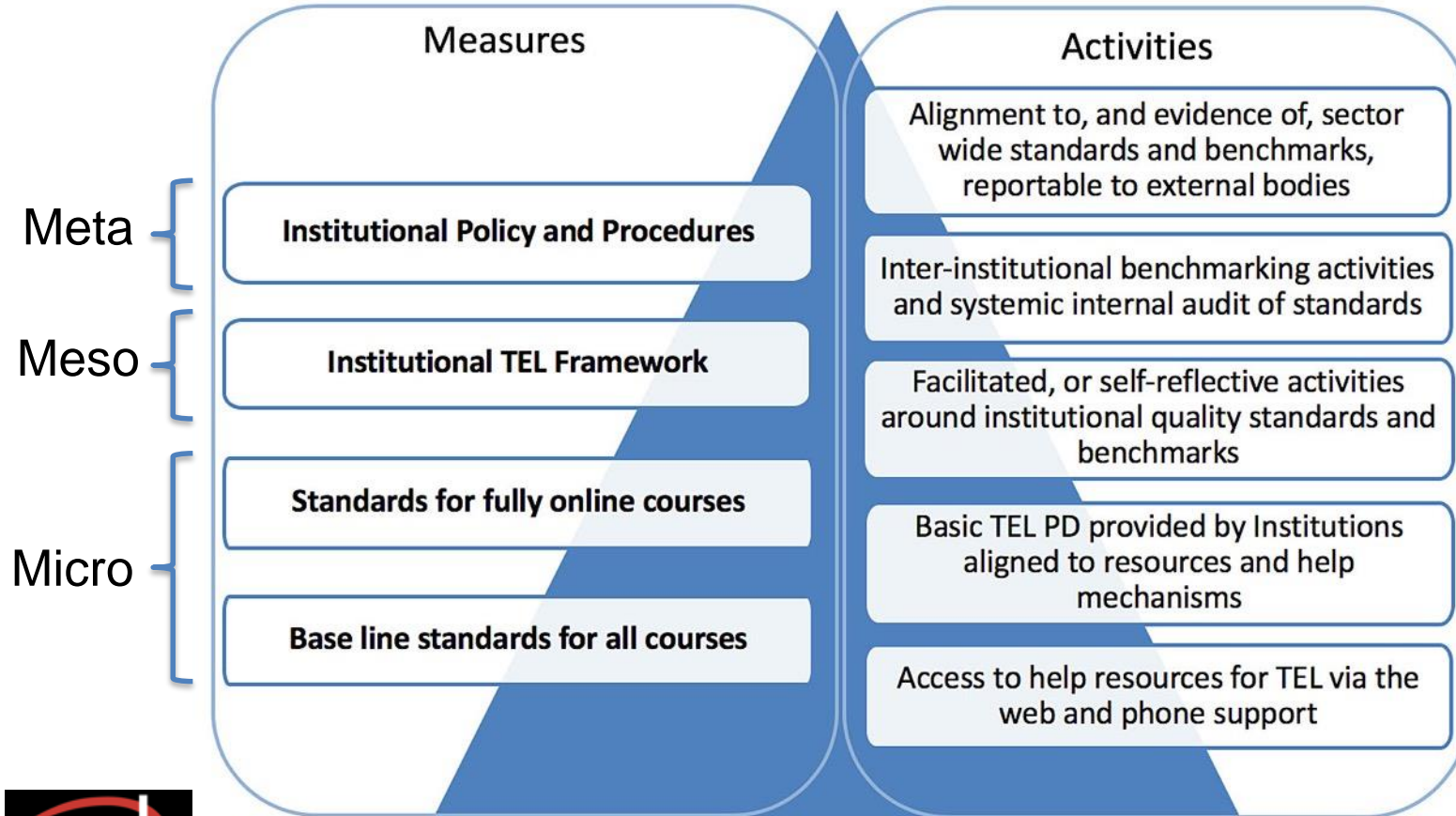
 [michael\\_sankey](https://twitter.com/michael_sankey)



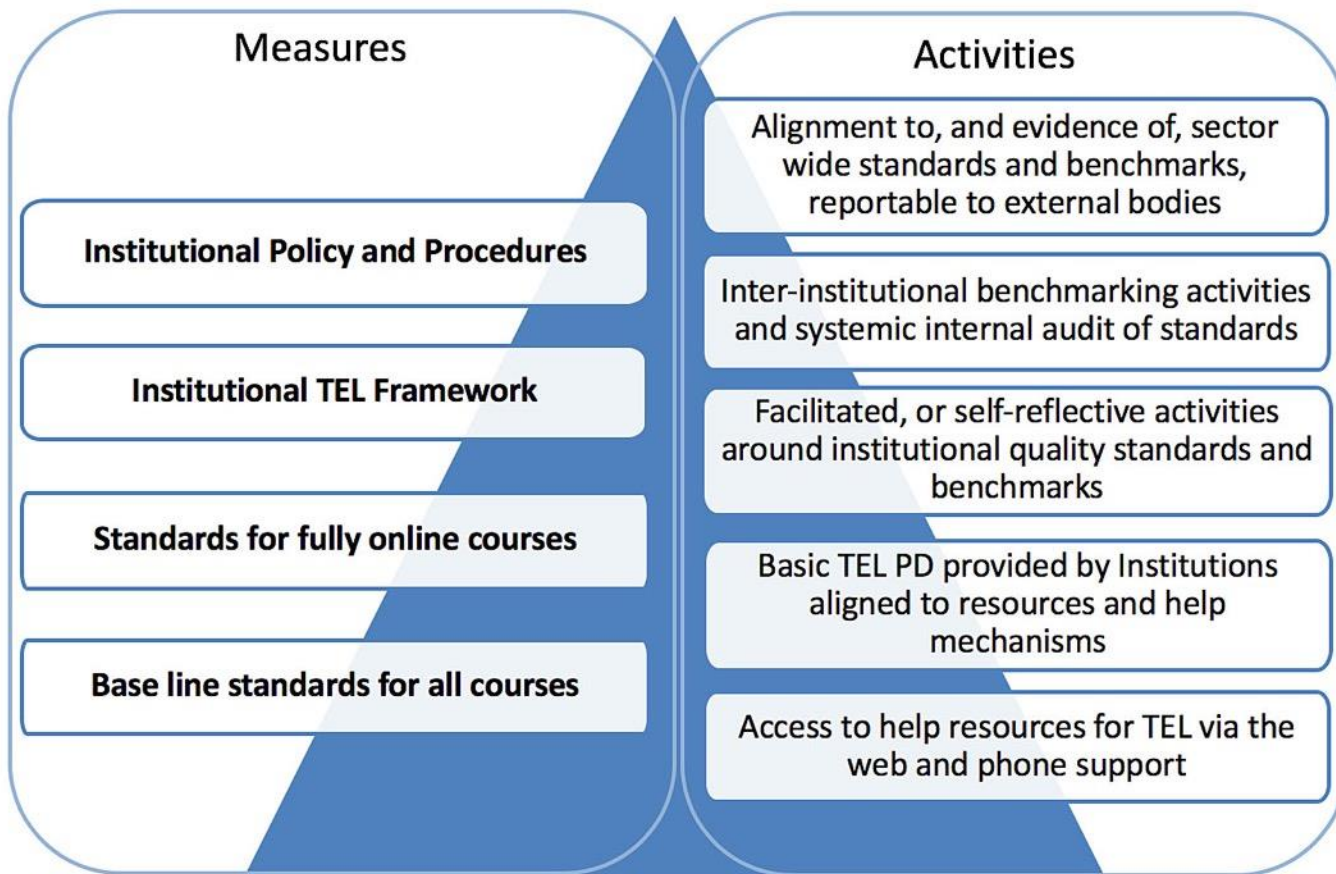
# Quality in TEL

- We know students are seeking consistency within their courses/units in the online learning environment
- Institutions also want a level of consistency for the learning outcomes between f2f and online courses
- This means institutions need to have frameworks and quality processes in place to ensure both course quality and process quality
- Over the last few year as more institutions have turned to online a focus on the quality of these offerings at the course/unit quality
- But It takes a village to raise a child

# The TEL hierarchy of needs



# The TEL hierarchy of needs





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1. What does external referencing encompass?
2. Relevant Standards in the HES Framework
3. Intent of the Standards
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# Guidance Note: External Referencing (including Benchmarking)

Beta version 2.3 (Consultation Draft)

19 July 2018

## Documents

-  [guidance-note-external-referencing-beta-v2-3.docx](#)
-  [guidance-note-external-referencing-beta-v2-3.pdf](#)





Monitoring, review and improvement processes can and should encompass review against comparators, both internal to the provider and external.

A number of approaches and techniques can be used for external referencing, such as benchmarking, peer review and moderation.

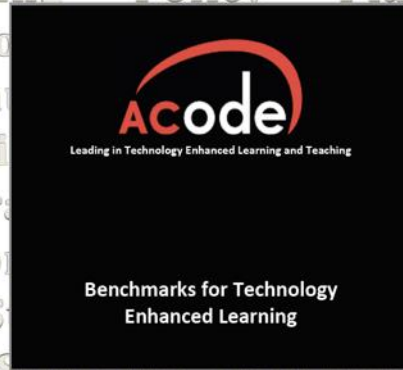
Benchmarking is perhaps the most elaborate form of external referencing and typically consists of focused improvement through relationships with a benchmarking partner or partners, but can also include comparing course design against publicly-available information and market intelligence. Further detail on benchmarking practice is given in the Appendices A and B below.

# A few ways to do this at the institution level

- ACODE Benchmarks
- E-Learning Maturity Model
- OLC Quality Score Card and Toolkit
- The European eExcellence

- ACDE (the African Council for Distance Education QA and Accreditation Agency)
- ACODE (the Australasian Council of Open, Distance and e- Learning)
- AVU (the African Virtual University)
- CALED (the Latin American and Caribbean Institute for Quality in Distance Education)
- CHEA (the Council for Higher Education Accreditation), US
- E-xcellence EADTU (the European Association of Distance Teaching Universities), NL
- OpenupEd EADTU (the European Association of Distance Teaching Universities), NL
- UNIQUE EFQUEL (the European Foundation for Quality in e- Learning), BE
- ECB Check EFQUEL (the European Foundation for Quality in e- Learning), DE
- The eLearning guidelines (eLg) Ako Aotearoa, developed by TEC, New Zealand
- The E-Learning Maturity Model (eMM) NZ Ministry of Education Tertiary E-Learning
- E-learning Quality Model (ELQ) NAHE (Swedish National Agency|for Higher education)
- Epprobate The Learning Agency Network (LANETO e V), DE
- Khan eight-dimensional e-learning framework Badrul Khan
- The OLC Quality Scorecard Online Learning Consortium, (former Sloan-C), US
- OER TIPS - The Commonwealth Educational Media Centre for Asia (CEMCA)
- Pick&Mix Matic Media, SERO Consulting Ltd, UK

Benchmarking Quality Open  
Distance eLearning Systems  
Technology Help Enhanced  
Learning Policy Planning  
Development ation  
Communication ching  
Learning ment  
Integration cture  
Support agogy  
ICT S ment  
Staff Students Benchmarking  
Quality Systems Distance  
eLearning Help Technology  
Systems Enhanced Learning  
Policy ICT Planning Courses  
Development TEL Open  
Delegation Communications  
Teaching ACODE Quality





# The 8 Benchmarks for TEL

1. Institution-wide policy and governance for technology enhanced learning;
2. Planning for institution-wide quality improvement of technology enhanced learning;
3. Information technology systems, services and support for technology enhanced learning;
4. The application of technology enhanced learning services;
5. Staff professional development for the effective use of technology enhanced learning;
6. Staff support for the use of technology enhanced learning;
7. Student training for the effective use of technology enhanced learning;
8. Student support for the use of technology enhanced learning.

# For example: We start with the internal discussion

This activity was undertaken by an internal Working Group who represented a cross-institution collaborative effort, and have the ability to source the appropriate benchmark evidence. The ACode TEL Benchmarking Working Group included:

<b>Maureen Sullivan</b>	Director, Library and Learning Services
<b>Prof Michael Sankey</b>	Deputy Director, Learning Transformations, Learning Futures
<b>Prof Heidi Blair</b>	Deputy Director, Design & Development, Learning Futures
<b>Leigh Stevenson</b>	Manager, Academic Enterprise Services, EIS
<b>Sheila McCarthy</b>	Manager, Innovation Projects, Learning Futures
<b>Ganeshan Rao</b>	Manager, L&T (Design), Office of the Dean, L&T (Health)
<b>Paul Brown</b>	Team Leader, Learning & Teaching Systems, EIS
<b>Karin Barac</b>	L&T Consultant (Design), Office of the PVC (AEL)
<b>Lenka Boorer</b>	L&T Consultant (Design), Office of the PVC (GBS)
<b>Christopher Allen</b>	L&T Consultant (Design), Office of the PVC (Griffith Sciences)
<b>Rae Jobst</b>	Snr Educational Project Officer, Griffith Online, Office of the DVC (Academic)

## Staff professional development for the effective use of technology enhanced learning;

**P5.2. Processes are in place and in use to identify staff development needs in support of the institution's strategy for technology enhanced learning.**

1	No processes in place
2	Some processes exist, but no evidence of use
3	Some processes exist and they are partly used
4	Processes are in place and they are partly used
5	Processes are in place and they are well used

Overall rating	1	2	3	4	5
----------------	---	---	---	---	---

Indicate where you believe you rate above.

**Rationale and Evidence:**

# Example

Benchmark 5 – Staff professional development for the effective use of technology enhanced learning					
1	2	3	4	5	
			X		

1	No processes in place
2	Some processes exist, but no evidence of use
3	X Some processes exist and they are partly used
4	Processes are in place and they are partly used
5	Processes are in place and they are well used

## Rationale

- While there are processes in place to identify staff development needs within the groups, there is no current university-wide strategy that addresses staff development of TEL skills
- Within academic groups, surveys and data systems are employed to undertake needs analysis regarding TEL.
- At an enterprise level, collaborative EOI processes are used to recruit early adopters of new tools (e.g. PebblePad and Echo), These early adopters develop grass roots projects, and provide ongoing staff development and support.
- There are limited processes for identifying needs for new staff throughout the year, occurring mostly via sessional staff intakes. New staff are not referred automatically to TEL support and primarily managed at school level.
- Learning and Teaching Consultants in academic groups monitor demand of ad hoc requests and take action if more frequent occurrence of a single issue.
- The performance management process does identify skills gaps and prompt staff to attend training. Data could be collected during the Academic Staff Career Development process to identify professional development needs at an individual and group level. However, no formal linkage between staff development planning and the plans of those who support TEL are in place.

## Evidence

- No holistic reporting of LMS tool use (L&T Support staff need to request this if needed) or other VLE tool use – this data has been invaluable in the past in planning Discipline-specific TEL-oriented LMS training
- Other tools in the VLE do not have deep enough reporting to enable identification of who/how an Academic might be using the tool/s – can provide 'users' based on s# usually.
- Staff Development often identified through IT Help: Tier 0 –Self-help resources → Service Desk Tool Process: Tier 1 - staff logging needs via 55555 → Tier 2 - escalated to L@G Team → Tier 3 escalated to BLAs EDs WMDs.



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## RESOURCES

[Benchmarking Summit](#)

[Benchmarking Tool](#)

[Benchmarking Tool User Guide](#)

## ADMINISTRATION

[Page module administration](#)

# Benchmarking Tool

## Benchmark 1

Institution-wide policy and governance for technology enhanced learning

Downloads: Anonymised CSV	PI 1.1	PI 1.2	PI 1.3	PI 1.4	PI 1.5	PI 1.6	PI 1.7	PI 1.8
Auckland University of Technology	-	-	-	-	-	-	-	-
Australian Catholic University	4	4	5	3	3	4	3	2
Australian Council for Educational Research (ACER)	-	-	-	-	-	-	-	-
Australian National University	2	1	2	1	2	2	2	1
Central Queensland University	-	-	-	-	-	-	-	-
Charles Darwin University	-	-	-	-	-	-	-	-
Charles Sturt University	4	4	3	4	2	5	3	5
Curtin University	4	3	3	3	3	3	3	2
Deakin University	-	-	-	-	-	-	-	-
Edith Cowan University	3	3	2	3	2	3	3	3



# Example: Institutional Profile

## Benchmarking Tool

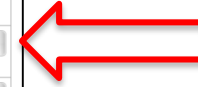
INSTITUTIONAL/UNIT PROFILE	
NAME OF INSTITUTION	Griffith University
NAME OF UNIT	Learning Futures
ACODE NOMINEE	Michael Sankey
ACODE NOMINEE POSITION TITLE	Manager, Innovation Projects Team, Learning Futures
ACODE NOMINEE CONTACT EMAIL	m.sankey@griffith.edu.au
HEAD OF UNIT	Professor Alf Lizzio
REPORTING RELATIONSHIP OF HEAD	Reports to DVC (Academic)
ACODE ALTERNATE	Sheila McCarthy
ACODE ALTERNATE CONTACT EMAIL	sheila.mccarthy@griffith.edu.au
UNIT'S FUNCTIONAL RESPONSIBILITIES	<ul style="list-style-type: none"> <li>• Professional Learning</li> <li>• Transformative design and development</li> <li>• Innovative learning and teaching solutions</li> <li>• Research and evaluation</li> <li>• Leadership and strategy</li> <li>• Grants, awards and fellowships</li> </ul>
CURRENT INITIATIVES	<ul style="list-style-type: none"> <li>• PebblePad</li> <li>• Active Learning</li> <li>• Echo360 ALP</li> <li>• Microsoft Suite</li> <li>• VoiceThread</li> <li>• Immersive Learning</li> <li>• Griffith L&amp;T Capabilities Framework</li> </ul>
CURRENT CHALLENGES	Breadth of challenges including: course design for new models of engagement at scale, finding beautifully integrated technology engaged solutions etc.
STAFFING	Mix of Academic Consultants, Professional staff (Educational Designers, Applications Developers, Multimedia Developers, Graphic Designers, Project Officers, Project Managers, Grants & Award Officer, Manager (Innovations Project Team), Deputy Director and Director (& Dean) Learning Futures.
CURRENT COLLABORATIVE ACTIVITIES WITH IT AND LIBRARY	TEL Reviews, Low-risk applications procurement process, Communities of Practice, Pebblepad implementation,



# Example: Technology Snapshot

Benchmarking Tool

EDUCATIONAL TECHNOLOGY SNAPSHOT				
	Description	Hosted	Considering alternatives?	Piloting this year?
LEARNING MANAGEMENT SYSTEM (LMS)	Blackboard Learn, Piloting Ultra 2018	External ▾	Maybe ▾	Yes ▾
SYNCHRONOUS ONLINE LEARNING AND TEACHING	Collaborate Ultra	External ▾	No ▾	No ▾
COMMUNICATION AND COLLABORATION	Yammer for L&T - ongoing VoiceThread Implementation 2018	External ▾	Maybe ▾	Yes ▾
ASSESSMENT	Turnitin	External ▾	No ▾	----- ▾
OFFLINE MULTIMEDIA		----- ▾	----- ▾	----- ▾
DIGITAL OBJECT MANAGEMENT SYSTEM/DIGITAL OBJECT REPOSITORY/LEARNING CONTENT MANAGEMENT SYSTEM	Equella / Content Collection (Blackboard)	Internal ▾	Maybe ▾	No ▾
PRESENTATION/LECTURE CAPTURE	Echo 360 > Echo 360 (Active Learning Platform) 2018	External ▾	No ▾	Yes ▾
E-PORTFOLIO	Pebblepad	External ▾	No ▾	Yes ▾
POD/VOO CASTING	Blackboard	----- ▾	----- ▾	----- ▾
MOBILE LEARNING	Blackboard Learn for Ipad Various Discipline-based mobile apps, tools and learning objects	Internal ▾	Maybe ▾	No ▾
E-SIMULATIONS	Discipline-based learning objects + Smart Sparrow (Adaptive Learning Platform)	----- ▾	----- ▾	----- ▾
DOCUMENT LEARNING DESIGN		----- ▾	----- ▾	----- ▾
LEARNING AND TEACHING EVALUATION		----- ▾	----- ▾	----- ▾
EMAIL AND CALENDAR: STAFF AND STUDENTS	GMail > Microsoft Suite (2018/19)	External ▾	No ▾	Yes ▾
PORTAL ENVIRONMENT (S)	Peoplesoft, various systems and data-hubs	Internal ▾	No ▾	No ▾
STUDENT MANAGEMENT SYSTEM	Peoplesoft	Internal ▾	No ▾	No ▾
SERVICE DESK SOFTWARE SOLUTION / JOB TRACKING SOFTWARE	Service Now (enterprise level), Asana Task Management, and various custom-build solutions.	Internal ▾	No ▾	No ▾
INSTITUTIONAL RESEARCH REPOSITORY	Equella	Internal ▾	Maybe ▾	No ▾



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[Benchmarking Summit](#)

[Benchmarking Tool](#)

[Benchmarking Tool User Guide](#)

#### ADMINISTRATION

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- Edit settings
- Locally assigned roles
- Permissions
- Check permissions
- Filters
- Logs
- Backup
- Restore

##### ▶ Course administration

##### ▶ Switch role to...

##### ▶ Site administration

Search

## Benchmarking Tool

Self-assessment

Team members

Team consolidation

### Staff professional development for the effective use of technology enhanced learning

#### SCOPING STATEMENT

The key focus is on developing teaching staff to make effective use of a range of approaches to technology enhanced learning (TEL). Staff development activities encompass individual and group delivery, face-to-face, as well as online.

Self-directed learning activities and resources are also included. Some professional development will be designed and delivered to meet the strategic needs of the organisation, whilst other activities will be provided to meet the demands of teaching staff as they arise.

#### GOOD PRACTICE STATEMENT

Quality learning and teaching is brought about where people are confident, enthusiastic, skilled and well supported, and learning experiences are designed to engage the learner and employ a variety of approaches.

Engagement in professional development should not be limited by factors of physical location, equity or technological skills. This means that staff development is offered flexibly, accommodates a range of entry points, is evaluated and is informed by the work of related units.

A good practice approach to the use of technology enhanced learning reflects an understanding of learners' characteristics and needs as required by different discipline contexts.

### Benchmark 5: Staff professional development for the effective use of technology enhanced learning

PI 5.1: A framework for staff development in technology enhanced learning is part of the institution's learning and teaching strategy.

1	2	3	4	5
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#### RATIONALE

- The University's Strategic Plan is underpinned by the Griffith University Academic Plan 2017-2020, this drills down to Divisional and Academic Group Plans. Staff development in technology is provided via centralized groups (Learning Futures and ODS), and distributed within Academic Groups via BLA (Blended Learning Advisors/Educational Designers etc.). There is a significant amount of professional development in TEL provided in the academic groups and by Learning Futures. This is based on university priorities and directions in technology (staff development is provided on all the major technologies that are supported by Griffith).
- However, there is no framework for staff development that is fully articulated from/to the groups/centre at the moment. Hence, a lack of clarity on TEL Strategy at institutional level. Since the retirement of the Blended Learning Strategy the groups have not had an official strategy to align their activities to. However, staff development is undertaken on an ad hoc basis. Their used to be a 'blended learning strategy' but it hasn't been updated. Each group runs a series of training within TEL each Trimester based on the groups needs and also provides one on one support as needed within each group. Coordination of training between groups is done with consultation.

# Benchmark 5

## Staff professional development for the effective use of technology enhanced learning

Downloads: Anonymised CSV	PI 5.1	PI 5.2	PI 5.3	PI 5.4	PI 5.5	PI 5.6	PI 5.7
Auckland University of Technology	-	-	-	-	-	-	-
Australian Catholic University	3	2	3	3	3	3	2
Australian Council for Educational Research (ACER)	-	-	-	-	-	-	-
Australian National University	2	2	2	2	2	2	2
Central Queensland University	3	2	2	3	3	2	3
Charles Darwin University	-	-	-	-	-	-	-
Charles Sturt University	-	-	-	-	-	-	-
Curtin University	-	-	-	-	-	-	-
Deakin University	-	-	-	-	-	-	-
Edith Cowan University	3	2	3	4	3	3	2
Federation University	4	3	4	3	4	4	3
Flinders University	-	-	-	-	-	-	-
Griffith University	2	3	3	3	3	3	3

Victoria University	2	3	3	3	3	3	3
Victoria University of Wellington	4	4	3	4	3	4	2
Western Sydney University	-	-	-	-	-	-	-

### Griffith University

**PI 5.2** Processes are in place and in use to identify staff development needs in support of the institution's strategy for technology enhanced learning.

1	2	3	4	5
---	---	---	---	---

#### Rationale

- There is no current university L&T strategy for processes to be aligned with staff development. There are processes in place to identify staff development needs within the groups.
- At an enterprise level the approach is quite manual and not coordinated. Surveys and data systems are employed to undertake needs analysis regarding TEL in the academic groups. Collaborative EOI processes to garner innovators in centralised university sponsored initiatives/early adopter programs (e.g. PebblePad and Echo) to develop grass roots projects and provide ongoing staff development and support.
- Limited process for identifying needs for new staff throughout the year – only at sessional staff intakes. Not referred automatically to TEL support and primarily managed at school level.
- Monitor demand of ad hoc requests and take action if more frequent occurrence of a single issue
- Part of the performance management process does identify skills gaps and prompts staff to attend training. The Academic Staff Career Development process could be used to identify professional development needs at an individual and group level. However, no formal linkage between between staff development planning and the plans of those who support TEL are in place.

#### Evidence

- No holistic reporting of LMS tool use (L&T Support staff need to request this if needed) or other VLE tool use – this data has been invaluable in the past in planning Discipline-specific TEL-oriented LMS training
- Other tools in the VLE do not have deep enough reporting to enable identification of who/how an Academic might be using the tool/s – can provide 'users' based on s# usually.
- Staff Development often identified through IT Help: Tier 0 –Self-help resources → Service Desk Tool Process: Tier 1 – staff logging needs via 55555 → Tier 2 – escalated to L@G Team → Tier 3 escalated to BLAs EDs WMDs.



# Macquarie University 2014



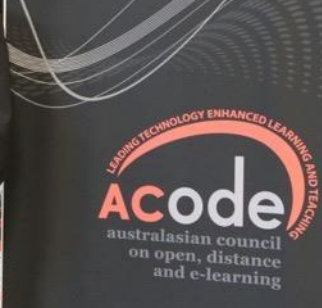
24 Institutions from 5 countries

After you self-assess internally then  
you then can share with others



# University of Canberra 29-30 June 2016

27 Institutions from 5 countries





# It's about the conversation



# ACODE-UK 2017 TEL Benchmarking Summit

The Open University is pleased to host the inaugural  
**ACODE-UK 2017 TEL Benchmarking Summit for UK Universities**

*De Vere Horwood Estate, Milton Keynes*

*Sunday 11th June to Wednesday 14th June 2017*



The Open University and the Australasian Council for Open, Distance and E-learning (ACODE) are collaborating to bring senior Technology Enhanced Learning (TEL) professionals and decision makers together for the first 3 day residential ACODE-UK 2017 TEL Benchmarking Summit to be held at De Vere Horwood Estate, Milton Keynes.

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[Programme](#)

[Venue and travel](#)

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## Contact Us

If you have any queries regarding this event please feel free to contact the ACODE-UK 2017 Benchmarking Summit team:

- Charlotte Marston
- Rosemarie Bourke
- Dr. Mark Nichols (Event chair)



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<http://www.open.ac.uk/acode-uk/>





# ACODE-UK TEL Benchmarking Summit June 2017





## 3rd Inter-Institutional Benchmarking Summit



**25-27 June 2018**

**Hosted by Griffith University – Qld – Australia**

**Southbank Campus**

**Higher Education institutions benchmarking their capacity in technology enhanced learning**

# Griffith University 2018



24 Australasian Institutions



# 2014-2018

Institution	BM 1	BM 2	BM 3	BM 4	BM 5	BM 6	BM 7	BM 8
Asia Pacific International College				1			1	
Auckland University of Technology						1		1
Australian Catholic University	2	1 2			1 2	1 2		
ACER Institute			3	3				
Australian National University	2 3			2 3	3	3		
Central Queensland University			3		3			
Charles Stuart University	3	3	2	2			2	
Christchurch Polytechnic	1			1				
Curtin University	3	1 3	3		1	3		
Edith Cowen University	2 3	2 3	2	2	2	2	2	2
Federation University	1				1 2	1 2	2	1 2
Flinders University		1		1				
Griffith University					3	3		
La Trobe University	2		2	2				
Lincoln University	2 3	1 2 3	2	1 2				
Macquarie University	2 3		1	2 3	1 2 3			
Monash College	2 3	2 3	2 3	2 3	2 3	2 3	3	3
Murdoch University	3	3			3			
Queensland University of Technology	1				1			
RMIT University	3	3	3	3	2 3	2 3	3	2 3
Swinburne University	3				2 3	2 3		
The Open University	1	1	1 2	1 2				
University of Adelaide	3	3	3					
University of Auckland		2 3	1	2 3	2 3			
University of Canberra	1 2	2				1	2	2
University of Melbourne	3				2 3	2 3		
University of New England	1		2 3	2 3	1 2 3	2 3	1 3	1 3
University of Notre Dame				2	2			
University of Otago	1 2	1 2	1 2	1 2	1 2	2 3	2	2 3
University of Queensland			3			3		
University of South Africa	1 2		1 2		1 2			
University of Southern Queensland	2	2 3	2	2	1 2 3	1 2	1	1 3
University of Sydney		3			3			
University of Tasmania	2 3	3	2 3	3	3	3	3	2
University of Technology, Sydney		1		1	2	2		
University of the South Pacific	3	3	1	1	2	2		
University of the Sunshine Coast		2	2		2			
University of Western Australia			1		1			
University of Wollongong					1	1	1	1
Victoria University	1	2		2	2	1		
Victoria University of Wellington	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Western Sydney University	1		2	1 2		1		2
2014	11	8	8	10	12	9	5	6
2016	12	11	14	16	19	13	6	8
2018	15	14	10	9	15	12	5	6
Total	38	33	32	35	46	34	16	20

participation year:

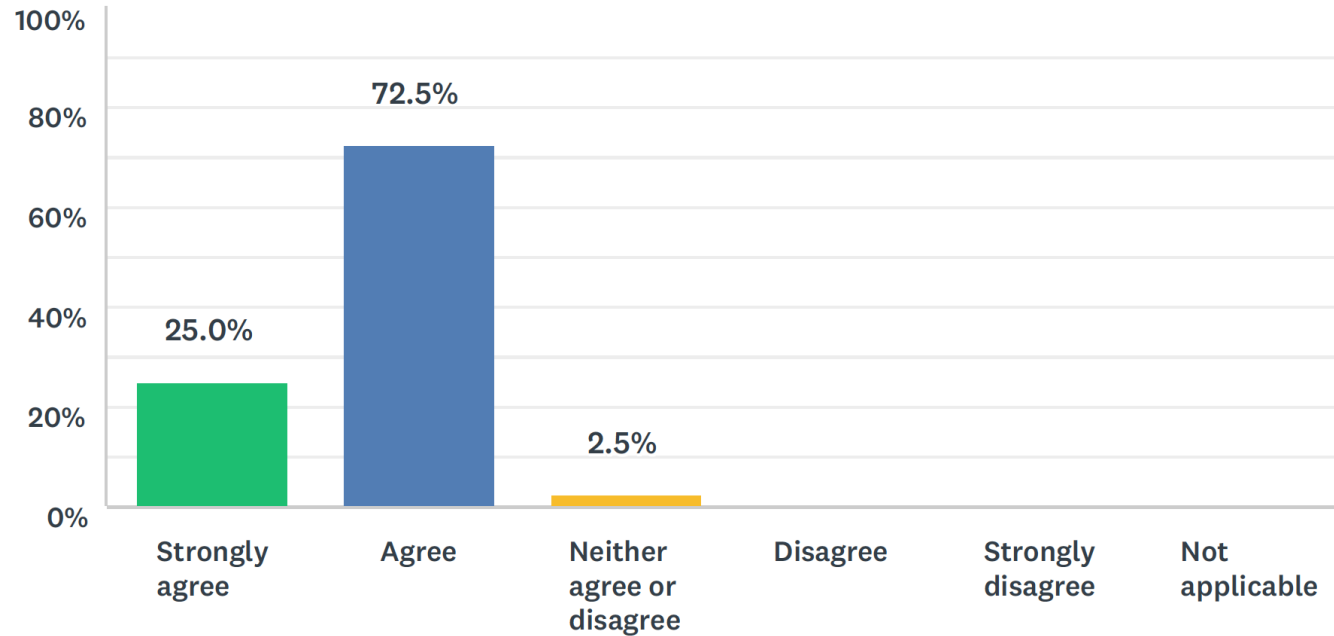
1 = 2014;

2 = 2016;

3 = 2018.

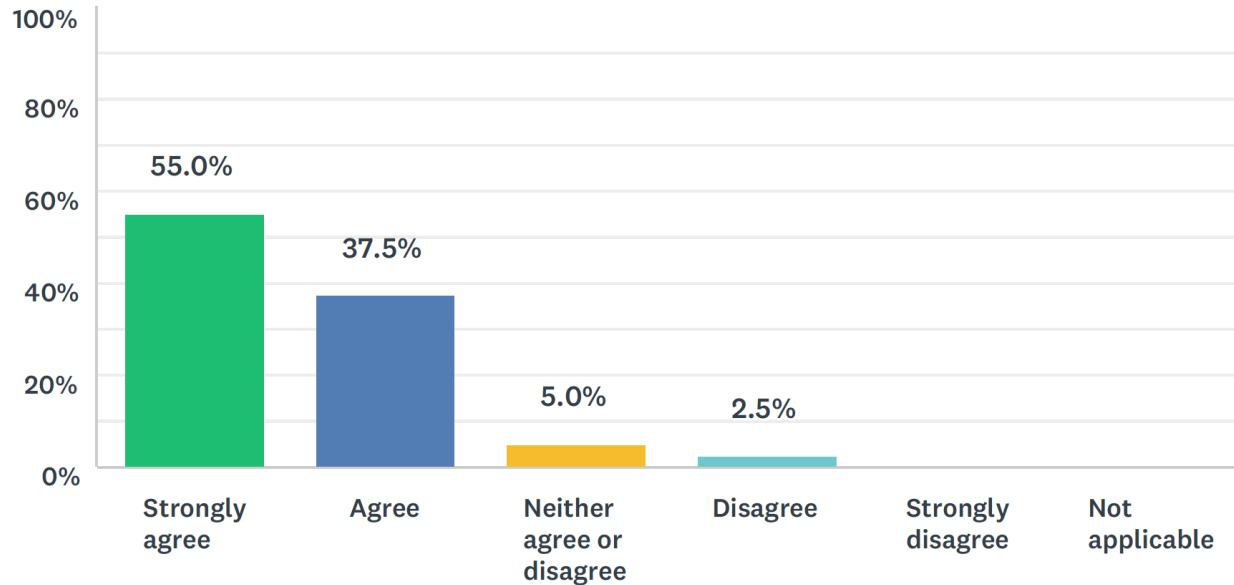


# Q13 There is sufficient scope within the current suite of performance indicators in the benchmarks to cover the TEL scenarios at my institution



97.5% agreed, an increase from 2016 (91.5%) and 2014 (91%)

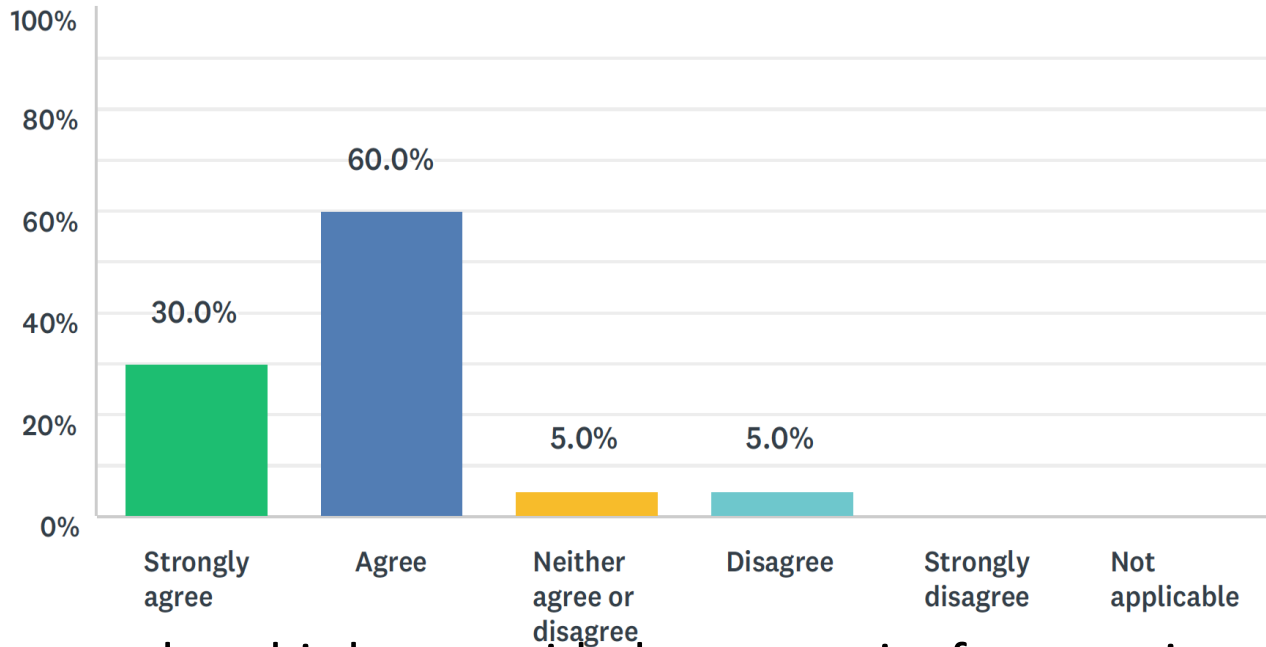
## Q25 The ACODE Benchmarks made me think twice about what we as an institution are doing in relation to TEL



The benchmarks are designed to help institutions critically self-assess their capacity in TEL and this response clearly demonstrates that this is precisely what they are doing, with 92.5% agreeing.



Q30 This benchmarking self-assessment activity has provided an opportunity to stimulate a more in-depth discussion about TEL at institution



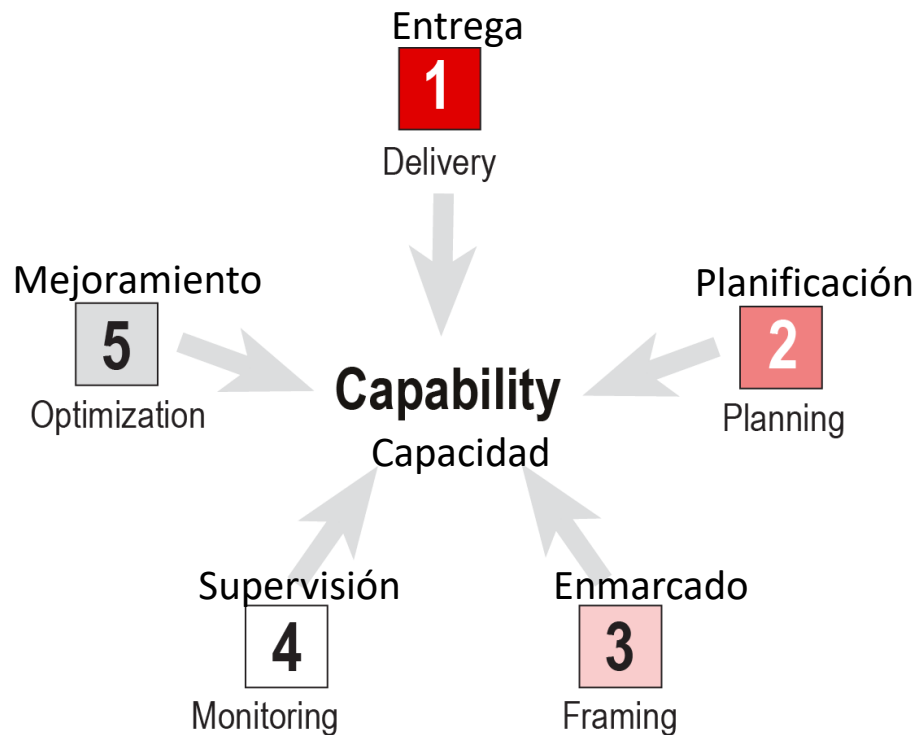
90.0% agree that this has provided opportunity for more in-depth discussion within their institutions

# e-Learning Maturity Model (eMM)

- A capability assessment done in collaboration with the researcher
- 9 Australian and 7 NZ Uni's
- A quality improvement framework that can be used for benchmarking
- Institutions are provided detailed info on their e-learning capability
- Good practice examples are identified
- Opportunities for improvement are identified
- Not a ranking mechanism as assessments are kept confidential

# E-Learning Maturity Model

<http://www.emm.nz/>



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

# eMM Assessments – Australian and NZ Universities

	University AUS-A	University AUS-B	University AUS-C	University AUS-D	University AUS-F	University AUS-H	University AUS-J	University AUS-M	University AUS-N	University NZ-A	University NZ-B	University NZ-C	University NZ-D	University NZ-E	University NZ-F	University NZ-G
	Delivery	Planning	Planning	Planning	Planning	Planning	Planning	Planning	Planning	Planning	Planning	Planning	Planning	Planning	Planning	Planning
	Monitoring	Monitoring	Monitoring	Monitoring	Monitoring	Monitoring	Monitoring	Monitoring	Monitoring	Monitoring	Monitoring	Monitoring	Monitoring	Monitoring	Monitoring	Monitoring
	Optimisation	Optimisation	Optimisation	Optimisation	Optimisation	Optimisation	Optimisation	Optimisation	Optimisation	Optimisation	Optimisation	Optimisation	Optimisation	Optimisation	Optimisation	Optimisation
<b>Learning: Processes that directly impact on pedagogical aspects of e-learning</b>																
L1. Learning objectives guide the design and implementation of courses																
L2. Students are provided with mechanisms for interaction with teaching staff and other students																
L3. Students are provided with e-learning skill development																
L4. Students are provided with expected staff response times to student communications																
L5. Students receive feedback on their performance within courses																
L6. Students are provided with support in developing research and information literacy skills																
L7. Learning designs and activities actively engage students																
L8. Assessment is designed to progressively build student competence																
L9. Student work is subject to specified timetables and deadlines																
L10. Courses are designed to support diverse learning styles and learner capabilities																
<b>Development: Processes surrounding the creation and maintenance of e-learning resources</b>																
D1. Teaching staff are provided with design and development support when engaging in e-learning																
D2. Course development, design and delivery are guided by e-learning procedures and standards																
D3. An explicit plan links e-learning technology, pedagogy and content used in courses																
D4. Courses are designed to support disabled students																
D5. All elements of the physical e-learning infrastructure are reliable, robust and sufficient																
D6. All elements of the physical e-learning infrastructure are integrated using defined standards																
D7. E-learning resources are designed and managed to maximise reuse																
<b>Support: Processes surrounding the support and management of e-learning</b>																
S1. Students are provided with technical assistance when engaging in e-learning																
S2. Students are provided with library facilities when engaging in e-learning																
S3. Student enquiries, questions and complaints are collected and managed formally																
S4. Students are provided with personal and learning support services when engaging in e-learning																
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☐ Not practised/not adequate  
☐ Partially adequate  
☐ Largely adequate  
☐ Fully adequate  
☐ Not assessed

9 Australian and 7 NZ Uni's

# Marshall, S. (2012). *E-learning and higher education: Understanding and supporting organisational change in New Zealand* <http://ako.aotearoa.ac.nz/node/3991>

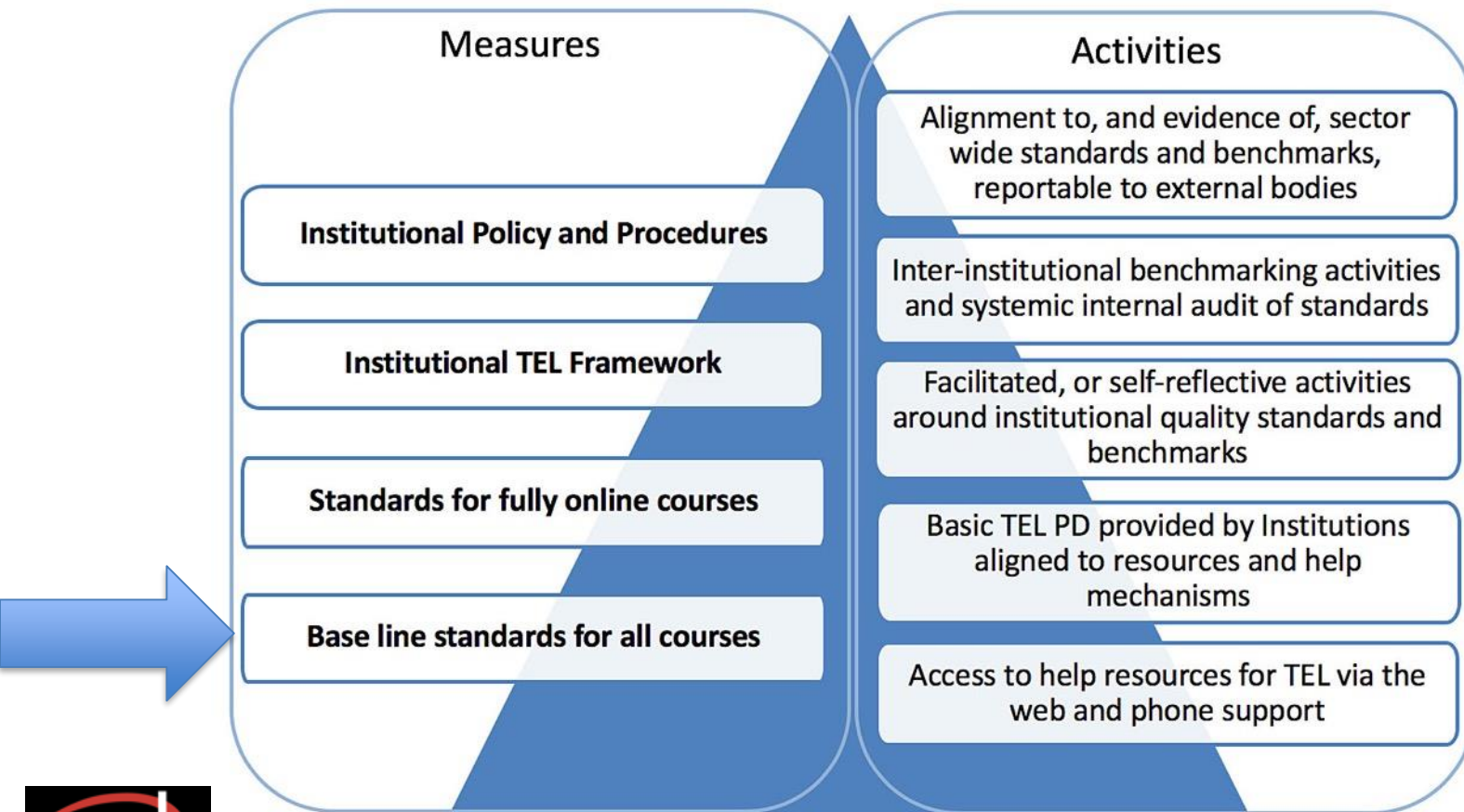
	AUS-A 2008				AUS-A 2013				AUS-A 2008-13				AUS-B 2009				AUS-B 2013				AUS-B 2009-13				NZ-C 2005				NZ-C 2010				NZ-C 2011				NZ-C 2010-2011			
	Delivery	Planning	Definition	Optimisation	Delivery	Planning	Definition	Optimisation	Delivery	Planning	Definition	Optimisation	Delivery	Planning	Definition	Optimisation	Delivery	Planning	Definition	Optimisation	Delivery	Planning	Definition	Optimisation	Delivery	Planning	Definition	Optimisation	Delivery	Planning	Definition	Optimisation	Delivery	Planning	Definition	Optimisation				
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☐ Not practised/not adequate  
☐ Partially adequate  
☐ Largely adequate  
☐ Fully adequate  
☐ Not assessed

☐ Unchanged  
☐ Improved one rank  
☐ Improved two or more ranks  
☐ Decreased one rank  
☐ Decreased two or more ranks



# The TEL hierarchy of needs



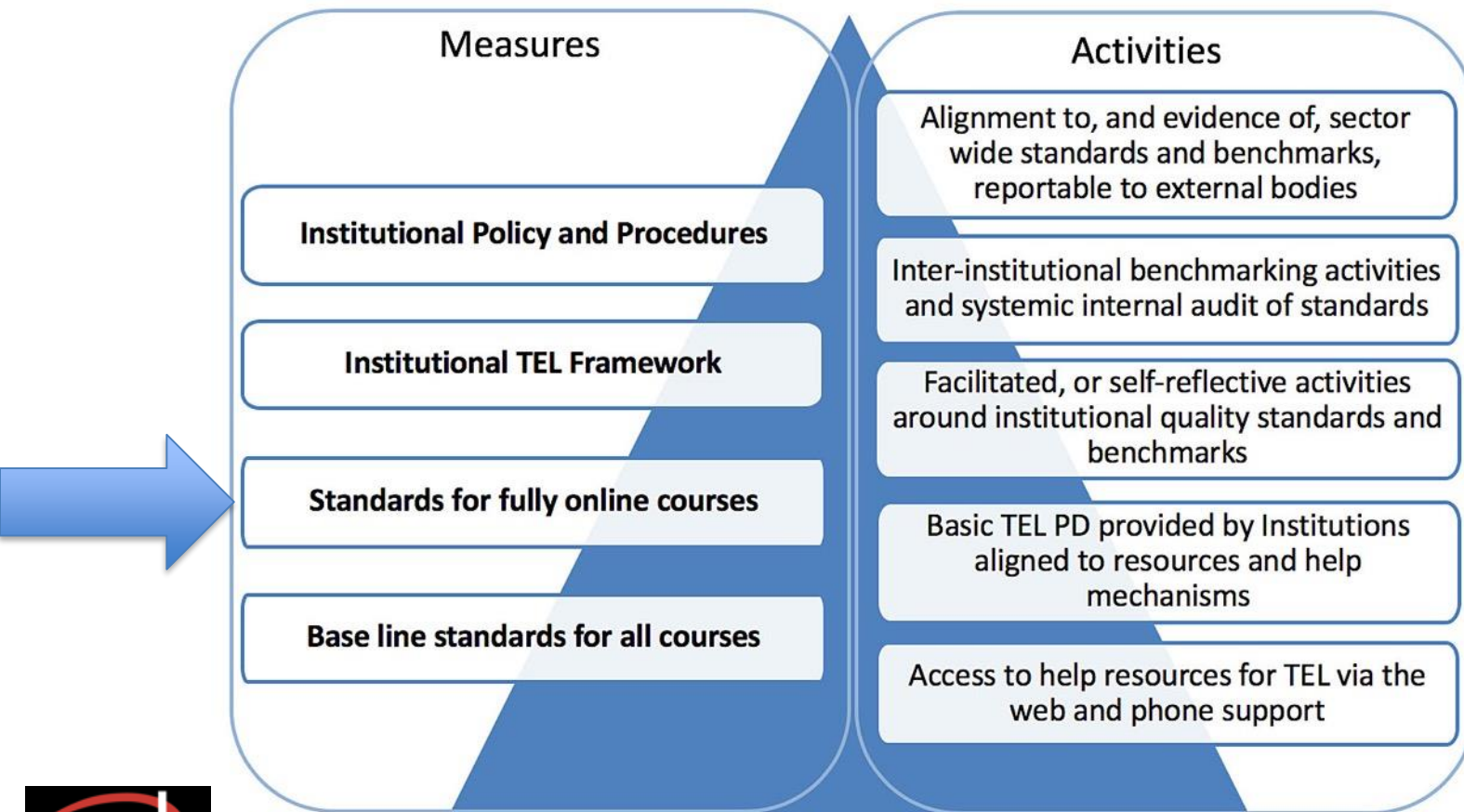
# JCU Baseline Standards

SDE elements	Focus on Student digital experience @ JCU	QA
Subject orientation	<u>Students will</u> access the subject outline and introductory recording to orientate themselves to the subject and to view subject details during the week prior to the study period commencing.	<input type="checkbox"/> Subject Outline <input type="checkbox"/> Welcome video
Learning design	<u>Students will</u> engage with learning materials that are accessible and inclusive, comply with legislative requirements and purposefully designed to meet learning outcomes.	<input type="checkbox"/> Ally report <input type="checkbox"/> Subject Outline <input type="checkbox"/> Readings (copyright)
Media content	<u>Students will</u> engage with media content to support their learning – recordings and/or interactive media.	<input type="checkbox"/> BB Subject report <input type="checkbox"/> BB System report
Assessment	<u>Students will</u> access GradeCentre to view assessment results, and where appropriate use online submission and receive feedback electronically.	<input type="checkbox"/> BB Subject report
Communications	<u>Students will</u> engage respectfully in essential subject communication through the subject site including announcements, subject surveys, assessment information, and where appropriate to subject modes, staff-student and peer-peer interactions.	<input type="checkbox"/> BB Subject report <input type="checkbox"/> BB System report
Support	<u>Students can</u> access through the subject site support for academic learning, technologies and wellbeing via links to appropriate services and materials, and where appropriate subject-specific resources.	<input type="checkbox"/> SiteImprove

# Three Levels of Design Standards

- Foundational
  - Each course will have an online presence in Ultra which includes these elements.
  - Insures a level for transformation that is attainable in all courses during the three Design Waves
- Enhanced
  - Courses with high impact (first year, large size) include additional elements to provide students with enhanced engagement and learning online learning experiences.
- Optimised
  - Students in fully-online courses or those taught in dual mode benefit from optimised digital environments and learning experiences

# The TEL hierarchy of needs

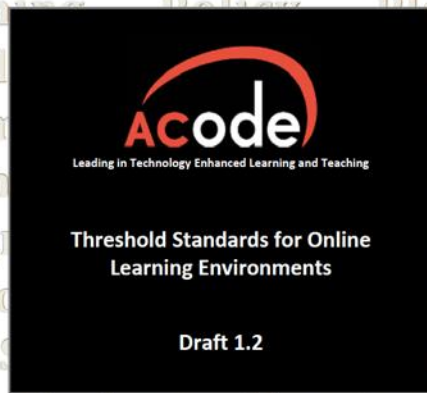


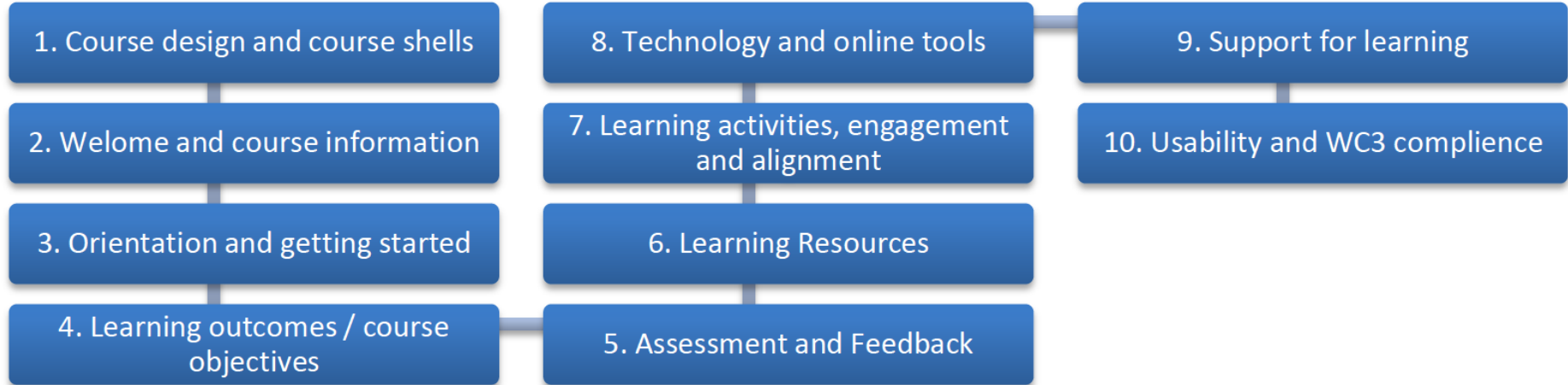
# At the course level we are replete with tools

- OLC quality score card and toolkit
- Quality Matters (QM)
- ACODE Threshold Standards for Online Learning Environments
- eLearning Guidelines (New Zealand)
- JISC - eLearning Quality Standards
- European set associated with eExcellence
- E-learning Quality Model (ELQ) out of Sweden
- ASCILITE TELAS
- CoL

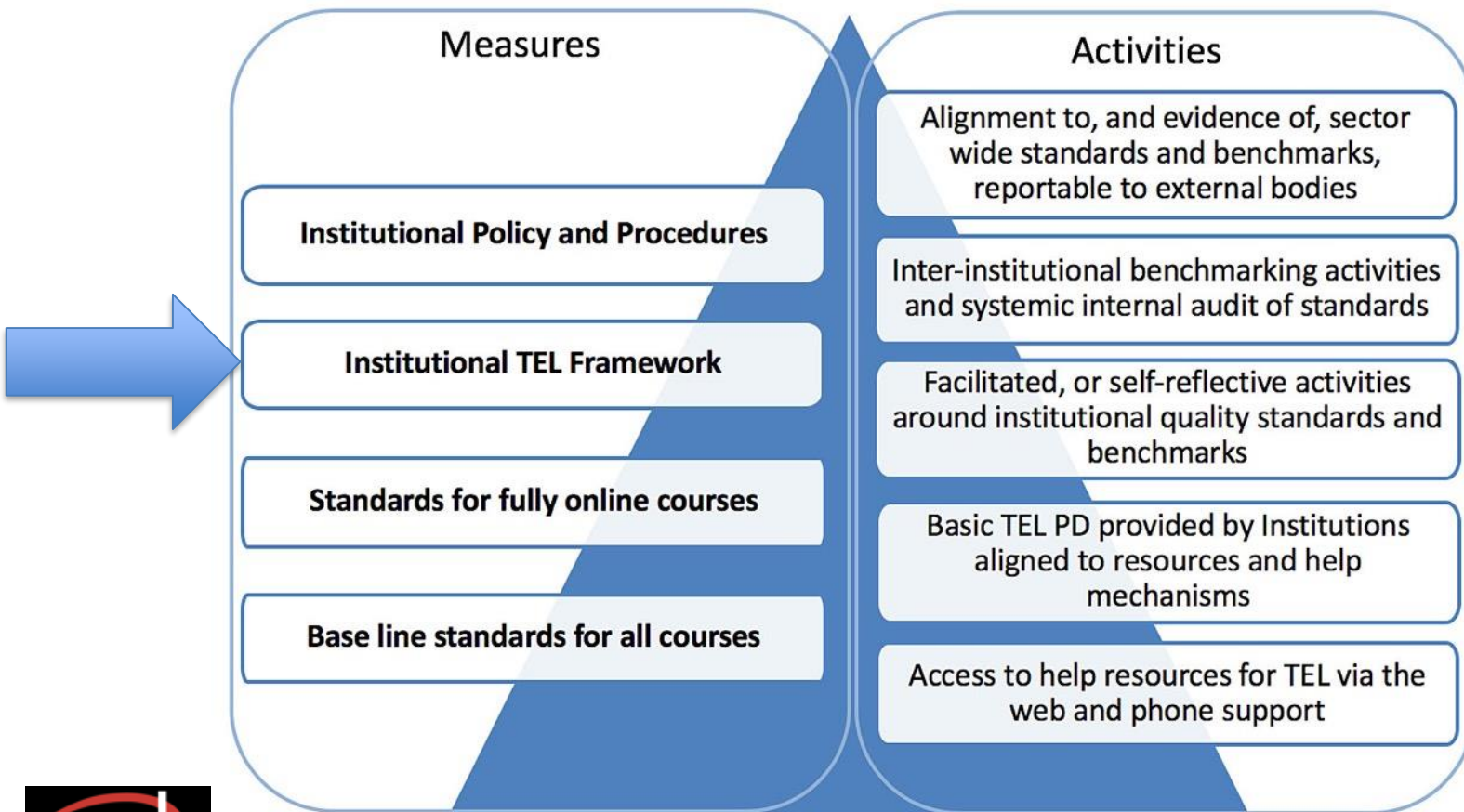


Benchmarking Quality Open  
Distance eLearning Systems  
Technology Help Enhanced  
Learning Policy Planning  
Devel... gation  
Comm... aching  
Learn... ement  
Integr... ucture  
Suppo... lagogy  
ICT... pment  
Staff Students Benchmarking  
Quality Systems Distance  
eLearning Help Technology  
Systems Enhanced Learning  
Policy ICT Planning Courses  
Development TEL Open  
Delegation Communications  
Teaching ACODE Quality





# The TEL hierarchy of needs



# TEL FRAMEWORK

A Template for Higher Education Institutions

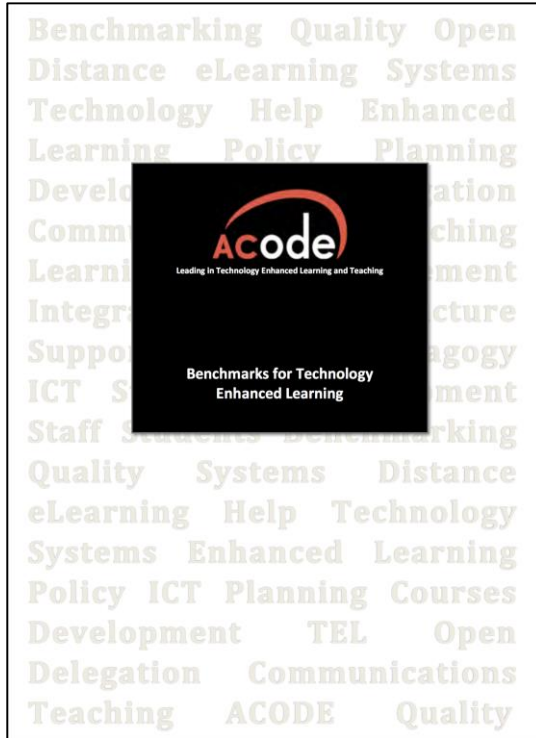


*Image courtesy of <https://pxhere.com/en/1>*

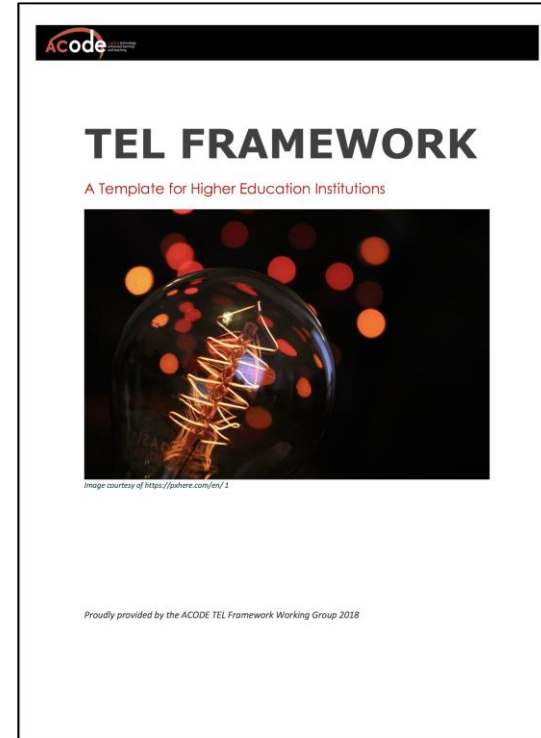
*Proudly provided by the ACODE TEL Framework Working Group 2018*

# A Companion

## Point in time



## Across time





# 13 Institutions involved

## THE WORKING PARTY

ACODE would like to extend praise and thanks to the members of the 2018 ACODE TEL Framework Working Party for their invaluable input and contribution to the development of the ACODE TEL Framework. Thanks are also extended to the Member Institutions these members represent.

*Sheila McCarthy* (ACODE Working Party Lead), Griffith University & *Karen Halley* (ACODE Secretariat), Canberra University.

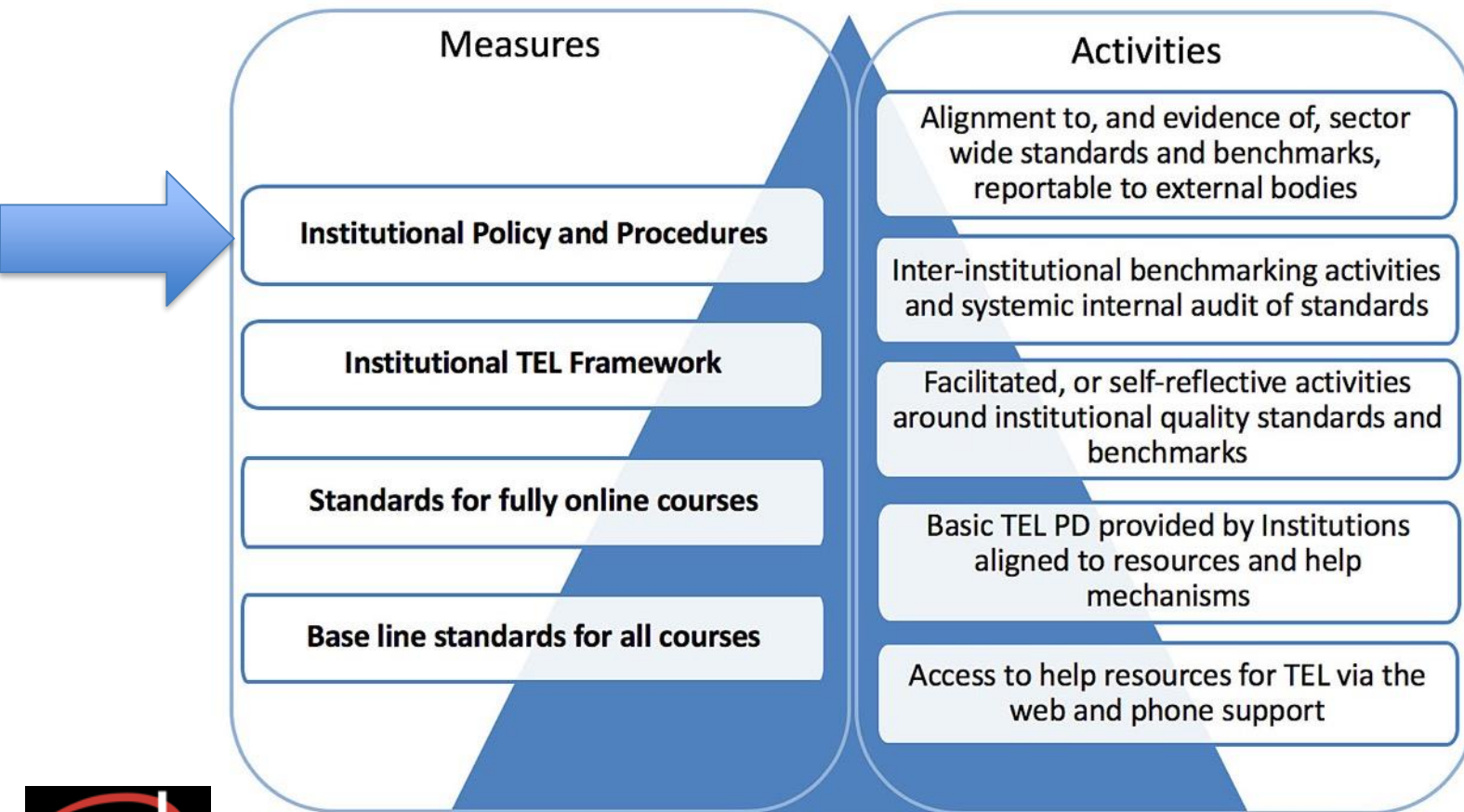
On behalf of the ACODE Executive, our special thanks go to:

Mr Colin Lowe	Senior Manager, Enterprise Learning Systems	University of Sydney
Dr Steve Leichtweis	Head of eLearning Group	University of Auckland
Mr Gerry Kregor	Senior Educational Designer	University of Tasmania
As Prof Philip Uys	Director, Learning Technologies	Charles Sturt University
Gordon Cunningham	Enterprise Learning Platforms Lead	Curtin University
Michael Fardon	Manager, Learning Innovations	Murdoch University
Dr Sarah Stein	Director (Distance Learning)	University of Otago
Mr Jonathan Flutey	Learning and Teaching Technology Manager	Victoria University Wellington
Ms Marianna Koulias	Manager (Learning Environments)	University of Sydney
Kulari Lokuge	Associate Director (eLearning)	Monash College
Ms Sue Atkinson	Manager, Learning Enhancement	University of Adelaide
Ms Julie Brunner	Academic Programs Coordinator, Learning Innovations	Curtin University
Mr Shane Nuessler	Manager, Scholarly Information Environments	University of Canberra
Ms Georgina Bardon	Team Leader, Support & Innovation	University of Canberra

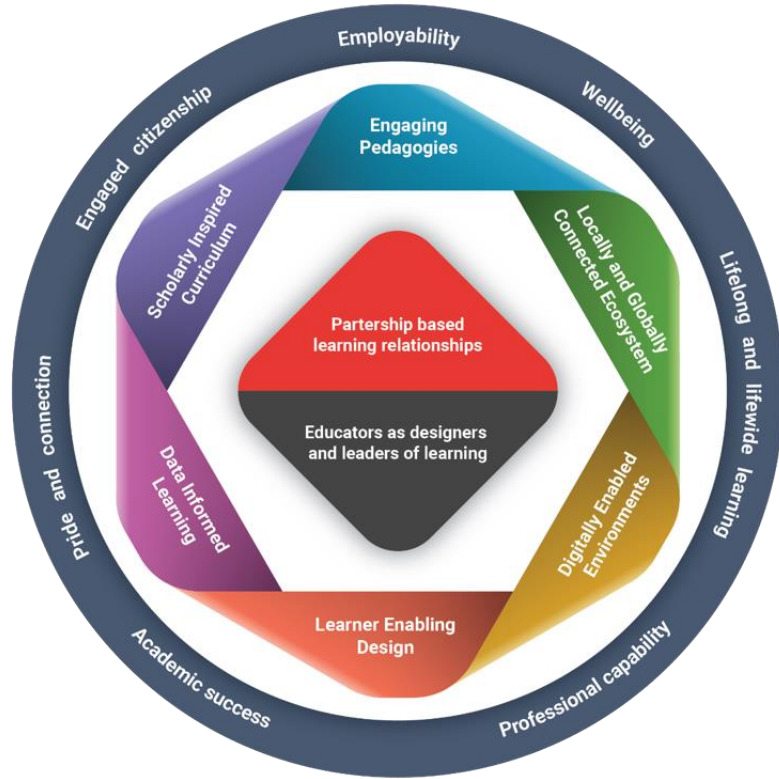
## Institutions Piloting the ACODE TEL Framework - 2019

- Griffith University (GU)
- University of Auckland (UoA)
- RMIT
- University of Canberra (UC)
- Australia National University (ANU)
- University of the South Pacific (USP) - to be confirmed
- Monash College - to be confirmed

# The TEL hierarchy of needs



# Alignment of L&T Domains

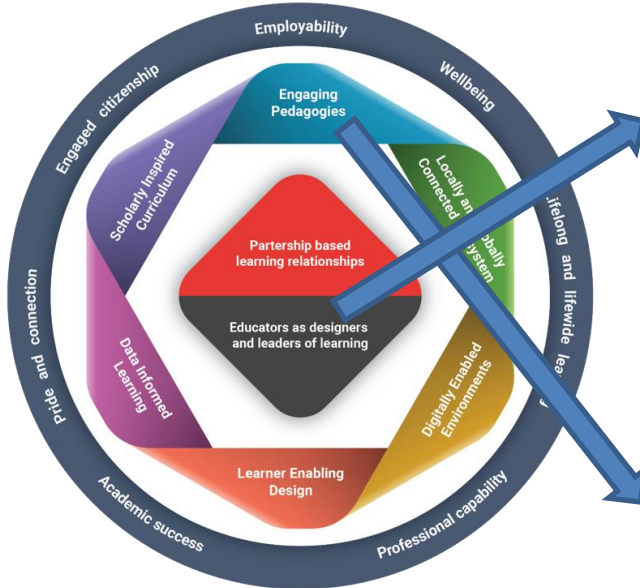


Aligned to the 8 domains in the framework :

1. Partnership-Based Learning Relationships
2. Educators as designers and leaders of learning
3. Engaging Pedagogies
4. Scholarly and Inspired Curriculum
5. Locally and Globally Connected Ecosystems
6. Learner-Enabling Design
7. Digitally-Enabled Environments
8. Data-Informed Learning

## 2. Educators as Designers and Leaders of Learning

We enact a flexible range of educator roles that facilitate our students' learning and success.



Level	Standards	Design idea
FS 2.1	Students are aware of the role of each member (i.e., teaching team and students) of course learning community.	Included in the introduction of the teaching team (e.g., Meet the team section) within the “Welcome to Course” Folder. Each member introduces themselves to the community.

## 3. Engaging pedagogies

We foster active, authentic and collaborative approaches to learning to build our students' professional capability and confidence and cultivate the types of agile learning, inquiry and adaptation our graduates will undertake in the workplace.

Level	Standards	Design idea
FS 3.1	Students will experience the application of one, or more of Contemporary Pedagogies (Collaboration, Active Learning, Authentic Learning and/or Assessment) in the course.	Collaboration - e.g., group tasks Active Learning – e.g., peer-to-peer discussion Authentic learning – use of discipline specific current event examples

“...a truly practical standard is one that will be used because it is simple enough to follow and flexible enough to allow for creativity ... a tool that allows you to do more, rather than a grim necessity to which you must adhere.”

*(Welsch 2002)*

# The TEL hierarchy of needs

