

## Workshop

# Embedding quality guidelines into e-learning practice

### John Milne

Massey University, New Zealand

### Andrew Higgins

Auckland University of Technology, New Zealand

**Length** Half day

**Objectives**

- To be aware of the e-learning quality guidelines.
- To identify various applications of the guidelines for e-learning delivery.
- To develop initial ideas for implementation approaches that embed the guidelines into local practice.
- To discuss the future developments of the e-learning guidelines.

**Intended audience** This workshop is for staff developers, managers and those who are in positions to effect change within their organisations.

### Facilitators

#### John Milne

Email: J.D.Milne@massey.ac.nz

John Milne was the project officer on the e-Learning guidelines project that was recently completed for the Tertiary Education Commission. He has facilitated staff development workshops in New Zealand and in the UK.

#### Dr Andrew Higgins

Email: andrew.higgins@aut.ac.nz

Dr Andrew Higgins is Director of Flexible Learning on the senior management team at the Auckland University of Technology. The University of Otago formerly employed him as senior lecturer in flexible learning. His background includes many years service with the Queensland Government in Australia, working variously in the Office of the Cabinet, as senior policy officer with Education Queensland, as Manager of the Queensland Police Service's Distance Education program, as Services Officer for AccessEd, as Co-ordinator of the Rural Secondary Schools Support Scheme and as a teacher. He has held appointments at the University of Western Australia, James Cook University and the University of Queensland.

### Details of activities

How can a set of quality guidelines bring real performance improvements for e-learning practitioners? This workshop will introduce e-learning quality guidelines that are: flexible so that they can be applied to the diverse tertiary context, easy to use, and able to evolve as understanding on best practice develops. This workshop will explore how to apply the guidelines to a participant's institution and discuss their future development.

The workshop will be divided into six parts:

- 1 Welcome & introduction to guidelines, who needs them and why use them;
- 2 Group activity: write a scenario that draws on the key issues relevant to e-learning in your group. Start by discussing some of the key issues, shortlist a few of them and then write a short outline of these issues at a typical institution. Present the scenario to other groups.
- 3 Introduction to the e-learning guidelines and how to use them;
- 4 Group activity: Take a scenario developed earlier and research guidelines that can help with the scenario. Report back on findings;
- 5 Discussion of future developments of the e-learning guidelines;
- 6 Wrap up and summary.

**References** Parts of this workshop have been run in various New Zealand universities, polytechnics, national and international conferences.

Milne, J. D. & Suddaby, G. T. (2005). e-Learning quality guidelines. Poster in H. Goss (Ed.), *Balance, Fidelity, Mobility: Maintaining the Momentum?* Proceedings of the 22<sup>nd</sup> Annual Conference of the Australasian Society for Computers in Learning in Tertiary Education. (p. 481). Brisbane: Teaching and Learning Support Services, Queensland University of Technology.

Milne, J..D. (2006). e-Learning guidelines and how to use them. DEANZ Conference 2006: *Enabling E-Learning Approaches in C21*. 3-5 July 2006, Auckland University of Technology (AUT), Auckland, New Zealand

e-Learning guideline website: <http://elg.massey.ac.nz>

Please cite as: Milne, J. & Higgins, A. (2006). Embedding quality guidelines into e-learning practice. In L. Markauskaite, P. Goodyear, & P. Reimann (Eds.) *Proceedings of the 23rd Annual Conference of the Australasian Society for Computers in Learning in Tertiary Education: Who's Learning? Whose Technology?* (p.1019-20). Sydney: Sydney University Press. <https://doi.org/10.65106/apubs.2006.3034>

The author(s) assign to ascilite and educational non-profit institutions a non-exclusive licence to use this document for personal use and in courses of instruction provided that the article is used in full and this copyright statement is reproduced. The author(s) also grant a non-exclusive licence to ascilite to publish this document on the ascilite web site (including any mirror or archival sites that may be developed) and in electronic and printed form within the ascilite *Conference Proceedings*. Any other usage is prohibited without the express permission of the author(s). For the appropriate way of citing this article, please see the frontmatter of the *Conference Proceedings*.