



An Ako Aotearoa-funded project led by New Zealand Tertiary College developed as a guide to **designing, implementing** and **enhancing** eLearning for the tertiary sector.

The eLearning guidelines (eLg) have been developed to support the tertiary sector in its engagement with eLearning. The guidelines are intended to offer thoughtful prompts for organisations when considering technology-supported teaching and learning. This new release of the eLearning guidelines is founded on the first release of the guidelines in 2005.

The eLearning guidelines can be found at

www.elg.ac.nz

The eLearning guidelines consider five perspectives – the learner, the teacher, the manager, the organisational leader and the quality assurance body – and in doing so, seek to support each of these unique roles within our tertiary sector. Each perspective in turn addresses elements of designing, implementing and enhancing eLearning through the posing of reflective prompts to support informed and thoughtful decision making.

Prompts for good practice

Relevant resources supporting each of the perspectives are included for further reading and research. We include these to assist the tertiary sector in taking advantage of the opportunities that eTeaching and eLearning offer.

The eLearning guidelines are in no way complete and in fact are launched as a living, evolving resource. They have been reconsidered and redeveloped from their historical launch in 2005 and updated with the support and expertise of the Tertiary eLearning Reference Group (TeLRG), Ako Aotearoa – National Centre for Tertiary Teaching Excellence, New Zealand Ministry of Education (MoE) and the eLg Reference Group.

As eLearning and eTeaching evolve each day, the eLearning guidelines are offered as a work in progress to be continually nurtured, reconsidered and added to, as our community guides and supports them.



We look forward to you joining the eLearning guidelines journey.

www.elg.ac.nz

Select a perspective

The eLearning guidelines are arranged under **five perspectives**.

● **Learner perspective**

The learner perspective asks you to examine your practice and delivery from the point of view of your learners. It includes the expectations, requirements and participation of learners in the process.

● **Teacher perspective**

The teacher perspective asks you to consider your practice from the educator's point of view. It includes the development of teachers for eLearning, their different roles in the process and the evaluation of practice.

● **Manager perspective**

The manager perspective asks you to consider the support for the process provided by those in management positions. It includes the policies and procedures which underpin eLearning provision.

● **Organisational leader perspective**

The organisational leader perspective asks you to consider the vision for eLearning and also includes the strategic planning and financial aspects of eLearning provision.

● **Quality assurance body perspective**

The quality assurance body perspective asks you to examine your practice from the point of view of accrediting bodies. It includes underlying principles, policies and processes in relation to the vision.

Each perspective in turn addresses:

Designing

The planning, design and preparation of eLearning and assessment materials for delivery to a set of learners. It considers collaborative design, teaching, learner skills, needs and support.

Implementing

The supporting of effective delivery of eTeaching and eLearning. It considers teaching, collaboration, professional development and technical aspects.

Enhancing

The forward planning for ongoing improvement and sustainability of eLearning. It considers ongoing professional development and the gathering and use of evidence for continued improvement and effectiveness.

Website features

- Guideline search
- Perspective views
- Guideline PDFs
- Resources
- Workbooks
- Case studies

