

NZ E-Learning Capability Determination
 Determination of New Zealand Tertiary Institution E-Learning Capability:
 An Application of an E-Learning Maturity Model

New Zealand E-Learning Capability Determination

Dr Stephen Marshall
 Stephen.Marshall@vuw.ac.nz
 University Teaching Development Centre
 Victoria University of Wellington

UTDC
 Victoria
 UNIVERSITY OF WELLINGTON
 E-Learning Maturity Model
 and Maturity Model
 e-Learnz
 The NZ e-Learning Centre

MINISTRY OF EDUCATION
 This research is supported by the New Zealand Ministry of Education
 Tertiary E-Learning Research Fund.

Overview

- Goals of the Project
- E-Learning Maturity Model
- Results of Sector Evaluation
- Future Directions
- Questions

NZ E-Learning Capability Determination 1

How can Institutions help teaching staff to be more successful in their use of technology to support student learning?

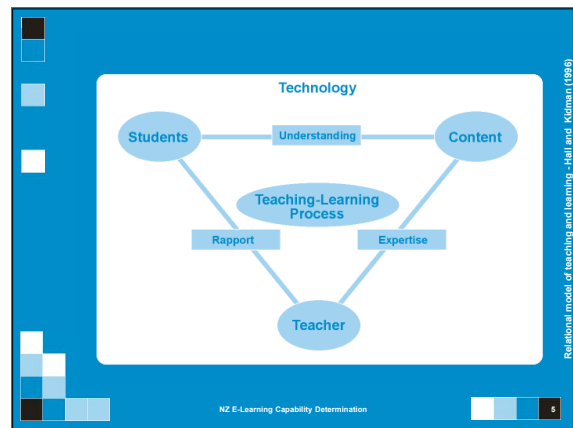
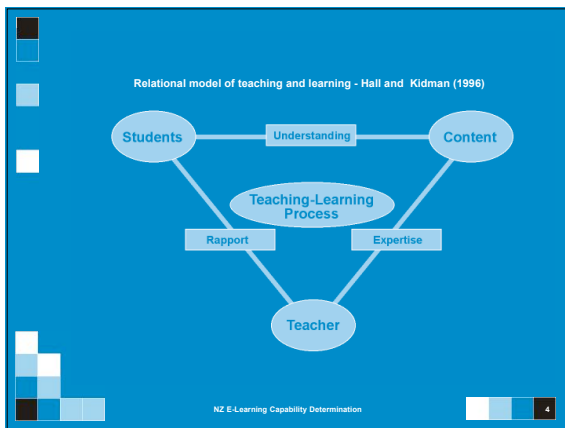
NZ E-Learning Capability Determination 2

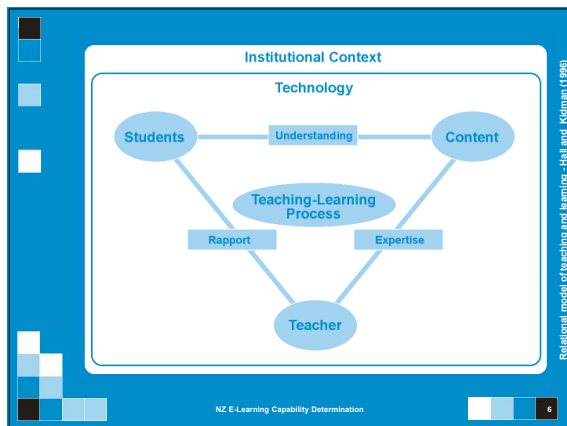
Goal

"The answer to large-scale reform is not to try to emulate the characteristics of the minority who are getting somewhere under present conditions ... Rather, we must change existing conditions so that it is normal and possible for a majority of people to move forward"

(Fullan, 2001, p268)

NZ E-Learning Capability Determination 3





How to improve the institutional context...

- Are there common practices that lead to effective adoption and support of e-learning?
- For example:
 - Institutional vision and e-learning strategy?
 - Standards based technical environment?
 - Centralised/decentralised support?
 - Catalogue of successful solutions? Formal project standards?
 - Formal evaluation of resources...
 - How are these affected by the institutional context?
- What aspects of that context drive e-Learning success and failure?

NZ E-Learning Capability Determination 7

The Seven Principles

- Good Practice:**
 - Encourages student-faculty contact
 - Encourages cooperation among students
 - Encourages active learning
 - Gives prompt feedback
 - Emphasizes time on task
 - Communicates high expectations
 - Respects diverse talents and ways of learning

Chickering and Ehrmann, 1996

NZ E-Learning Capability Determination 8

Quality on the Line

- Institutional Support Benchmarks
- Course Development Benchmarks
- Course Structure Benchmarks
- Student Support Benchmarks
- Faculty Support Benchmarks
- Evaluation and Assessment Benchmarks

IHEP 2000

NZ E-Learning Capability Determination 9

Capability Maturity Models

- CMM
- SPICE
- Capability refers to the ability of an institution to ensure that e-learning design, development and deployment is meeting the needs of the students, staff and institution. As well, capability includes the ability of an institution to sustain e-learning support of teaching as demand grows and staff change.

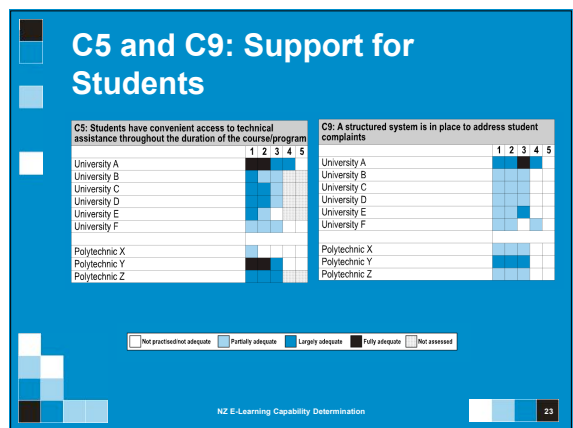
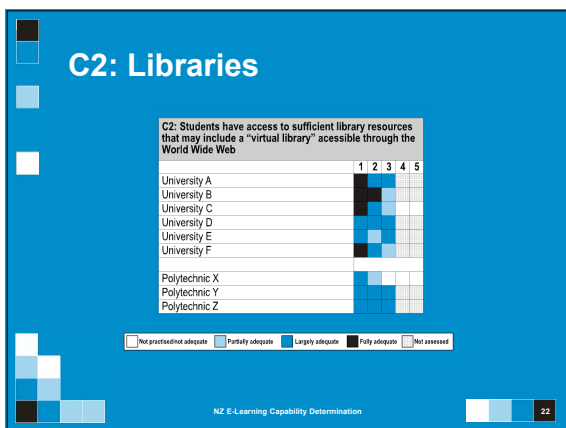
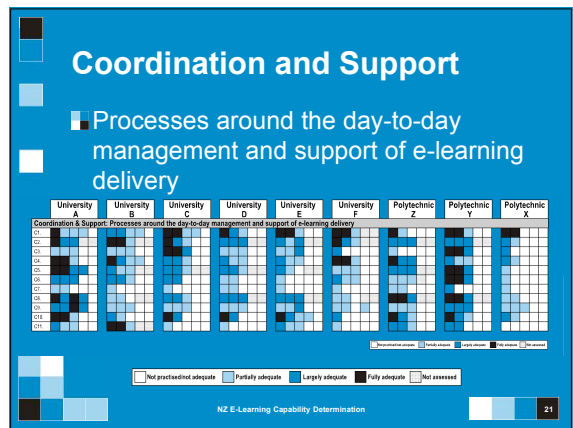
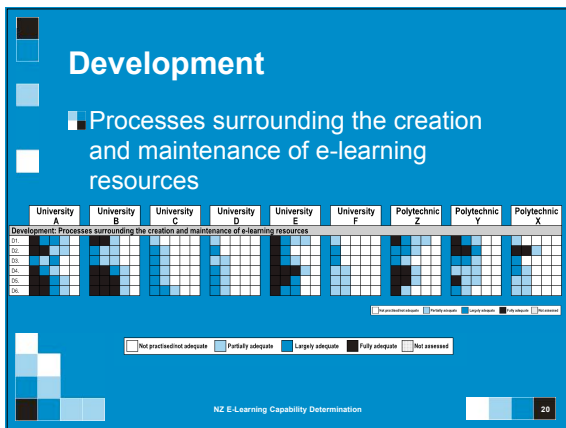
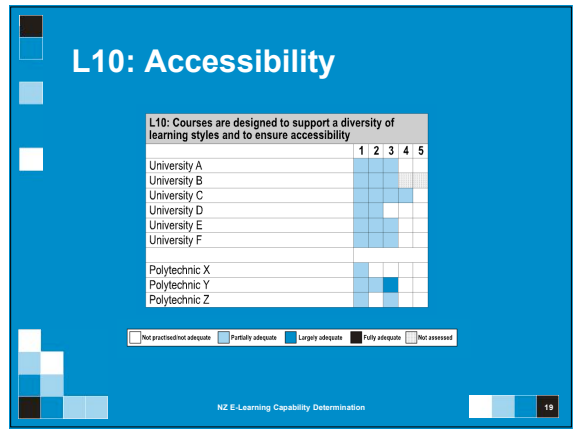
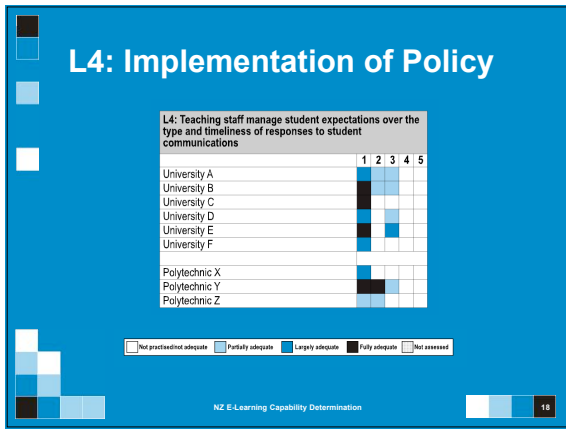
NZ E-Learning Capability Determination 10

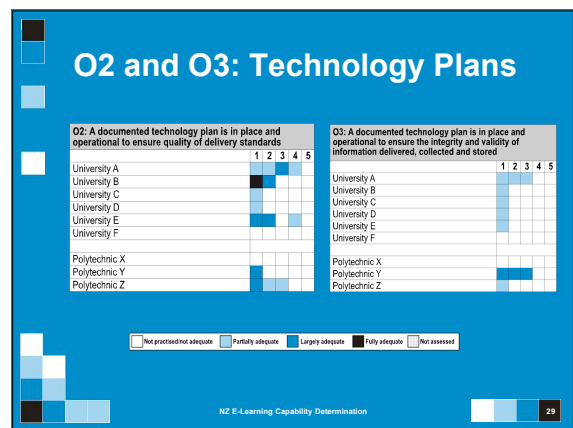
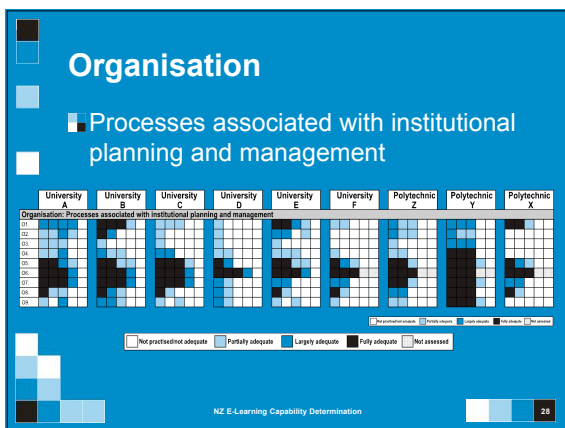
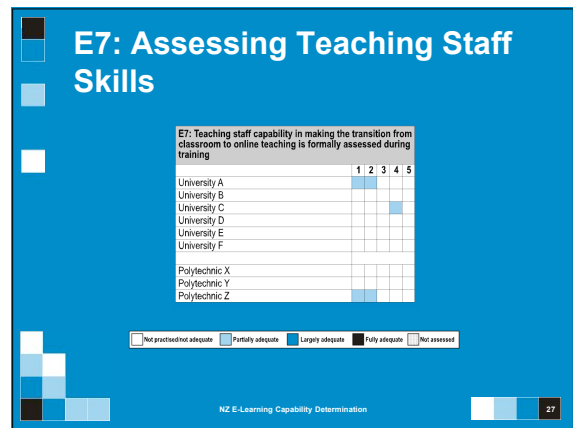
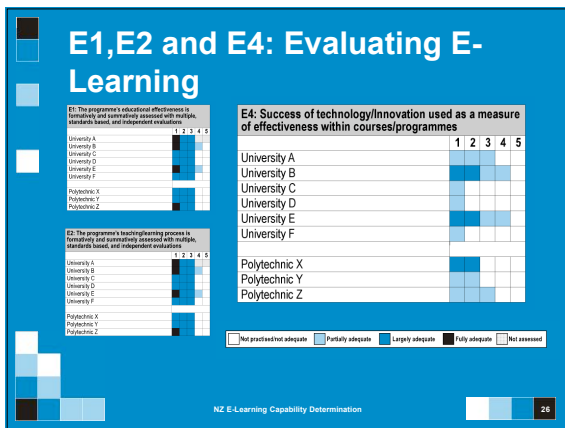
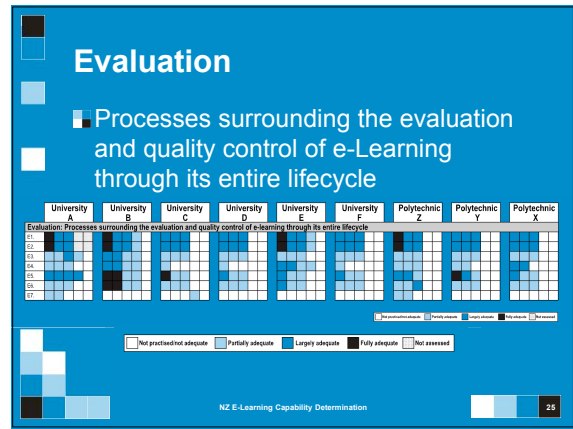
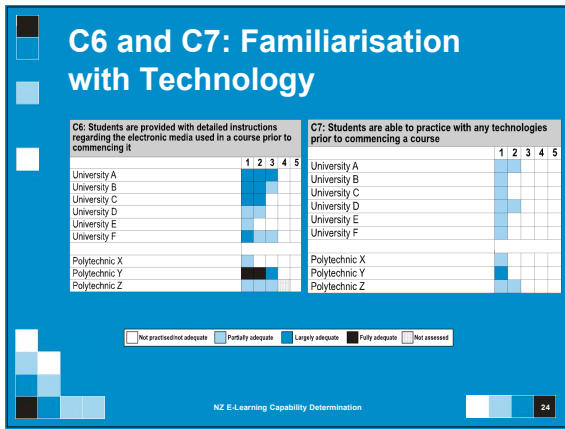
E-Learning Maturity Model

eMM

Process category	Brief description
Learning	Processes that directly impact on pedagogical aspects of e-Learning
Development	Processes surrounding the creation and maintenance of e-Learning resources
Co-ordination	Processes surrounding the oversight and management of e-Learning
Evaluation	Processes surrounding the evaluation and quality control of e-Learning through its entire lifecycle.
Organisation	Processes associated with institutional planning and management

NZ E-Learning Capability Determination 11





O4 and O9: Information Provided to Students

O4: Before starting a programme, students are advised of any particular requirements of that programme to ensure they possess the personal and technical skills needed for that programme

O9: Before starting a programme, students are advised of any particular technological requirements of that programme to ensure they have access to the minimal technology required by the course design

	1	2	3	4	5
University A					
University B					
University C					
University D					
University E					
University F					
Polytechnic X					
Polytechnic Y					
Polytechnic Z					

	1	2	3	4	5
University A					
University B					
University C					
University D					
University E					
University F					
Polytechnic X					
Polytechnic Y					
Polytechnic Z					

Not practised/not adequate
 Partly adequate
 Largely adequate
 Fully adequate
 Not assessed

NZ E-Learning Capability Determination 30

Summary

- More self awareness in sector
 - Intentionality
- Communication of requirements on students
 - Technology
 - Learning Objectives

NZ E-Learning Capability Determination 31

Future Directions

- Evaluation of project outcomes
- Development of the processes
- Easier assessment of institutions
- Expanded New Zealand coverage
- International comparisons

NZ E-Learning Capability Determination 32


Future Directions

- Stage 2 TelRF Project “New Zealand Tertiary Institution E-Learning Capability: Informing and Guiding E-Learning Architectural Change and Development”
 - Web access to assessments
 - Partial assessments
 - Ongoing evaluation of effectiveness of the eMM

NZ E-Learning Capability Determination 33

Questions?

- <http://www.utdc.vuw.ac.nz/research/emm/>
- Acknowledgements
 - Dr Geoff Mitchell
 - Charlotte Clements
 - Darren Hoshek
- Participating institution staff
- New Zealand Ministry of Education



NZ E-Learning Capability Determination 34