

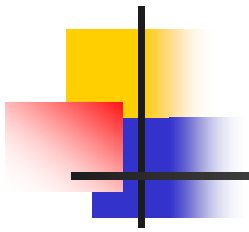
Making the change real e-learning and staff development

Stephen Bright
Bethlehem Tertiary Institute



Working at the edge
of incompetence
takes courage

Elliot Eisner



We have to be continually
jumping off cliffs and
developing our wings
on the way down

Kurt Vonnegut



E-Learning in New Zealand Institutes of Technology/polytechnics: final report

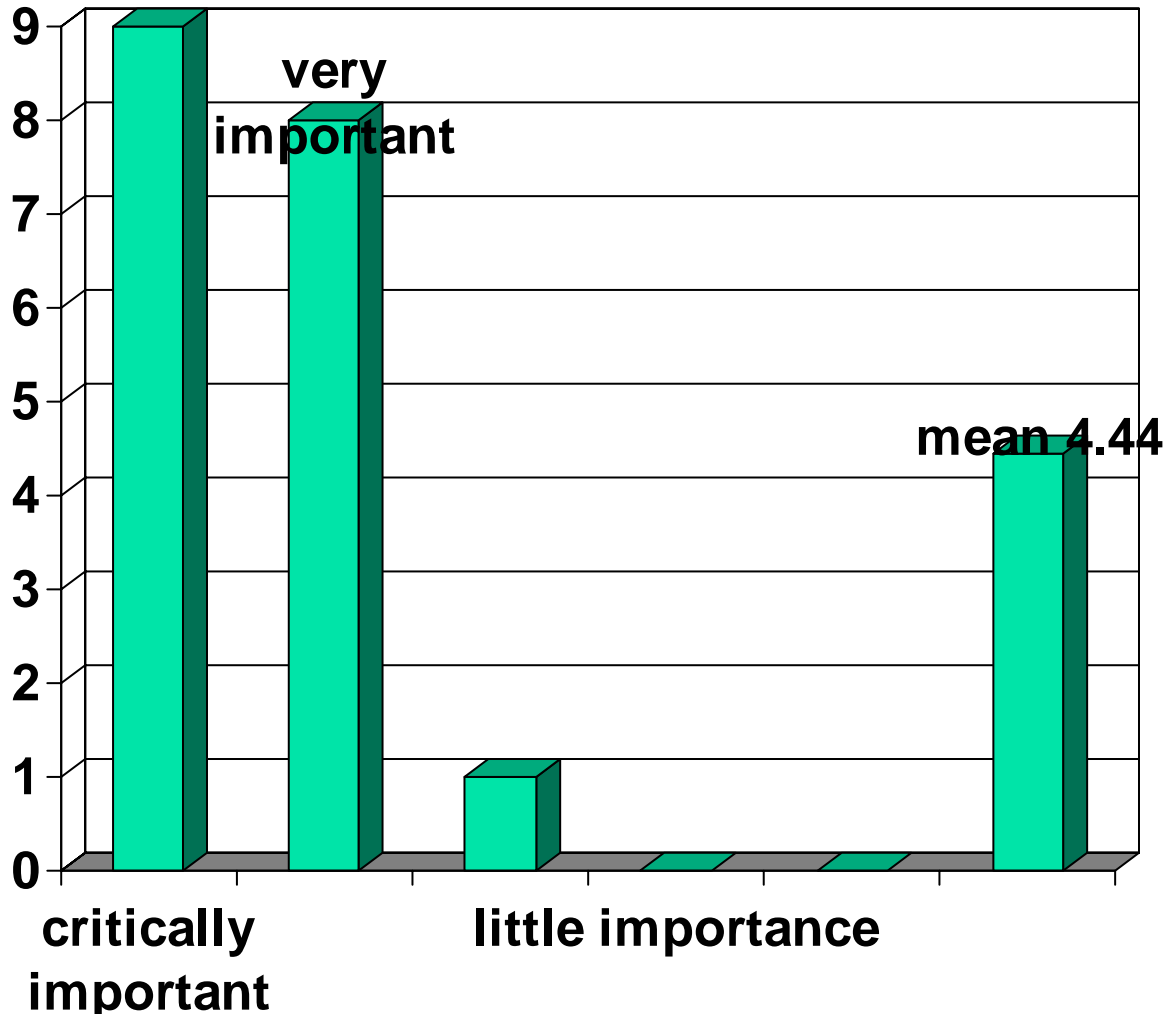
David Mitchell
John Clayton
Beverley Gower
Hugh Barr
Stephen Bright



Literature survey

- Wilson (1998) study of early adopters 39% lack of technical training as a concern (Australia)
- University of Brighton (2003) identified lack of staff knowledge and development in top five barriers (UK)
- Cho & Berge (2002) analysed 32 case studies 33% of these listed lack of technical expertise as an important barrier (USA)
- Pajo & Wallace (2001) faculty from colleges of business, science and education 56% lack of training 45% lack of knowledge/skills a strong or very strong barrier (NZ)

E-learning managers' survey





Analysis of policy documents

- Policy documents of twenty ITPs examined
- Five ITPs (25%) specifically included reference to providing professional development in e-learning for faculty
- All other ITPs included more generalised references to ongoing staff development



Case studies

Three institutions – used focus groups of managers and tutors

“ It’s like there’s this huge smorgasbord called e-learning in front of me and I get indigestion just looking at it because I don’t know where to start”



Case studies

“it can't be happening in some courses and not others, purely because of the tutor's lack of training and skills”



Case studies

“ The way to manage [tutor uptake] is a good programme of staff development, and that’s a big challenge for a lot of institutions”



Tutor survey

- 831 responses 23.6% of fulltime tutors at ITPs
- Effect of access to professional development on their level of adoption of e-learning
- Mean response 3.54 low positive relationship between access to PD and uptake of e-learning



Summary of report findings

- E-learning managers – PD very important factor in uptake of e-learning
- Policy documents 25% of institutions had specific reference to e-learning PD
- Case study focus groups – faculty and management recognised urgent need for professional development
- Tutor survey - low +ve relationship



Focus question

What are some PD options and the 'best mix' of these for e-learning ?



Conversation ideas



Report conclusion and implications

- No 'one size fits all' solution
- In-house professional development should be available (certificated or non-certificated)
- Mentoring, team teaching (formal and informal)
- Experienced facilitators
- Mix of online and face-to-face activities
- Possible role of formal qualifications



Formal qualifications

- NZ qualifications e.g. Grad. Cert. in Applied eLearning (TAANZ), Grad. Cert. in IT in Education (Wintec), M.Ed. (Massey)
- Overseas qualifications e.g. Master in Online Learning (USQ)
- Monash Uni all staff must complete one paper of their Grad. Cert in e-Learning as part of probation requirements
- Palo Alto Community College complete a full e-Learning certificate before faculty can teach online



Focus question

Do you think teaching staff should have to complete an online course or qualification before they are assigned to teach an online course themselves ?