# eLearning guidelines

# MANAGER

*perspective*

## RESOURCE LIST

A list of relevant resources supporting the manager perspective is 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. This document is one component and may be used in partnership with the eLearning guidelines workbooks and eLearning guidelines resources.

## RESOURCES

Ahraf, B. & MacIver, D. (2017). *Technology enhanced learning strategy*. Canterbury Christ Church University. Retrieved from https://www.canterbury.ac.uk/learning-and-teaching-enhancement/docs/TEL-Strategy.pdf

Al-alak, B. A., & Alnawas, I. A. (2011). Measuring the acceptance and adoption of eLearning by academic staff. *Knowledge Management & E-Learning: An International Journal (KM&EL), 3*(2), 201-221. Retrieved from http://kmel-journal.org/ojs/index.php/online-publication/article/viewFile/114/117

Backhouse, J. (2013). What makes lecturers in higher education use emerging technologies in their teaching? *Knowledge Management & E-Learning, 5*(3), 345–358. Retrieved from http://www.kmel-journal.org/ojs/index.php/online-publication/article/view/246/193

Bath, D., & Bourke, J. (2011). The blending of blended learning: An experiential approach to academic staff development. In G. Williams, P. Statham, N. Brown, & B. Cleland (Eds.), *Changing demands, changing directions. Proceedings ascilite Hobart 2011* (pp.133-138). Hobart, Australia: University of Tasmania. Retrieved from http://www.ascilite.org/conferences/hobart11/downloads/papers/Bath-concise.pdf

Brame, C.J. (2015). *Effective educational videos*. Vanderbilt University. Retrieved from https://cft.vanderbilt.edu/guides-sub-pages/effective-educational-videos/

Brown, M., Keppell, M., Hughes, H., Hard, N., Shillington, S., & Smith, L. (2013). *In their own words: Learning from the experiences of first time distance students. Final Report 2012. dehub Report Series 2013*. Armidale NSW, Australia: University of New England, dehub. Retrieved from https://eprints.usq.edu.au/25641/1/Brown_etal_DEHUB2013_PV.pdf

Buzdar, M. A., Ali, A., & Tariq, R. (2016). Emotional intelligence as a determinant of readiness for online learning. *International Review of Research in Open and Distributed Learning, 17*(1), 148 – 158. Retrieved from https://www.learntechlib.org/p/171491/

Cheng, J., Huang, E., & Lin, C. (2012). An e-Book hub service based on a cloud platform. *International Review of Research in Open and Distance Learning, 13*(5), 39-55. Retrieved from http://files.eric.ed.gov/fulltext/EJ1001721.pdf

Childs, M., Brown, M., Keppell, M., Nicholas, Z., Hunter, C., & Hard, N. (2013). Managing institutional change through distributive *leadership approaches: Engaging academics and teaching staff in blended and flexible learning. Final Report 2012. dehub Report Series 2013*. Armidale NSW, Australia: University of New England. Retrieved from https://ro.uow.edu.au/cgi/viewcontent.cgi?article=1468&context=asdpapers

Cuesta Medina, L. (2018). Blended learning: Deficits and prospects in higher education. *Australasian Journal of Educational Technology, 34*(1), 42- 56. Retrieved from https://ajet.org.au/index.php/AJET/article/view/3100/1460

Doherty, I. (2010). Agile project management for elearning developments. *Journal of Distance Education, 24*(1), 91-106. Retrieved from http://www.jofde.ca/index.php/jde/article/viewArticle/605/1028

Donohue, C., & Fox, S. (2012). Technology for teacher education and professional development: Lessons learned and innovative practices. *Exchange, 74*-82. Retrieved from http://bresciacittadelnoi.it/wp-content/uploads/2017/05/Lessons-learned-Innovative-practices-and-Emerging-trends_Chip-Donohue-and-Selena-Fox_Technology-for-teacher-education_March-April-2012.pdf

Egbert, J. (2017). *Methods of education technology: principles, practice, and tools*. Pressbooks. Retrieved from https://opentext.wsu.edu/tchlrn445/front-matter/introduction/

Ertmer, P.A., & Ottenbreit-Leftwich, A. T. (2010). Teacher technology change: how knowledge, confidence, beliefs, and culture intersect. *Journal of Research on Technology in Education, 42*(3), 255-284. Retrieved from https://files.eric.ed.gov/fulltext/EJ882506.pdf

## RESOURCES continued

Fetters, M. L., & Duby, T. (2011). Faculty development: a stage model matched to blended learning maturation. *Journal of Asynchronous Learning Networks, 15*(1), 77-86. Retrieved from http://files.eric.ed.gov/fulltext/EJ918221.pdf

Flavell, H., Harris, C., Price, C., Logan, E. & Paterson, S. (2019). Empowering academics to be adaptive with eLearning technologies: An explanatory case study. *Australasian Journal of Educational Technology, 34*(5), 1-14. Retrieved from https://ajet.org.au/index.php/AJET/article/view/2990/1512

Garrison, D. R., & Akyol, Z. (2013). The community of inquiry theoretical framework. In G. M. Moore (Ed.), *Handbook of distance education* (pp. 104–120). New York: Routledge. Retrieved from http://www2.isec.pt/~armenioc/privado/PapersLivrosSites/eLearning%20books/Associates,%20Publishers%20-%20Handbook%20of%20Distance%20Education.pdf

Ghaemi, H. (2011). The utilization of web-based technology as predictor of faculty insights of support for the implementation of eLearning. *Turkish Online Journal of Distance Education, 12*(1), 54-61. Retrieved from http://files.eric.ed.gov/fulltext/EJ964937.pdf

Guiney, P. (2011). eLearning provision and participation: trends, patterns and highlights. *Education counts*. Retrieved from https://www.educationcounts.govt.nz/publications/e-Learning/e-learning-provision-and-participation-trends,-patterns-and-highlights/summary

Haßler, B., Major, L., Warwick, P., Hennessy, S. & Nciholl, B. (2016). *Perspectives on technology, resources and learning: productive classroom practices, effective teacher professional development.* University of Cambridge. Retrieved from https://bjohas.de/w/images/f/f3/Hassler_et_al._%282016%29_-_Perspectives_on_Technology%2C_Resources_and_Learning.pdf

Hegarty, B., Penman, M., Kelly, O., Jeffrey, L., Coburn, D., & McDonald, J. (2010). *Digital information literacy: supported development of capability in tertiary environments*. Retrieved from https://www.educationcounts.govt.nz/publications/e-Learning/80624

Herman, J. (2012). Faculty development programs: the frequency and variety of professional development programs retrieved to online instructors. *Journal of Asynchronous Learning Networks, 16*(5), 87-106. Retrieved from http://files.eric.ed.gov/fulltext/EJ1000093.pdf

Huda, M., Maseleno, A., Atmotiyoso, P., Siregar, M., Ahmad, R., Jasmi, K., & Muhamad, N. (2018). Big data emerging technology: Insights into innovative environment for online learning resources. *International Journal of Emerging Technologies in Learning (iJET), 13*(1), 23-36. Retrieved from https://www.learntechlib.org/p/182240/

Jeffrey, L., Hegarty, B., Kelly, O., Penman, M., Coburn D., & McDonald, J. (2011). Developing digital information literacy in higher education: obstacles and supports. *Journal of Information Technology Education, 10*, 383 - 413. Retrieved from https://www.learntechlib.org/p/111528/

Joint Information Systems Committee. (2011). *Emerging practice in a digital age*. Retrieved from http://www.educoas.org/portal/la_educacion_digital/147/pdf/digitalage.pdf

Johnson, L. L., Adams, S. S., Cummins, M. M., New Media Consortium, & Griffith University. (2012). Technology outlook for Australian tertiary education 2012-2017: An NMC horizon report regional analysis. *New media consortium*. Retrieved from https://files.eric.ed.gov/fulltext/ED532405.pdf

Keengwe, J., Kidd, T., & Kyei-Blankson, L. (2009). Faculty and technology: implications for faculty training and technology leadership. *Journal of Science Education and Technology, 18*(1), 23-28. Retrieved from http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.484.9652&rep=rep1&type=pdf

## RESOURCES continued

Kenney, J. L., Banerjee, P., & Newcombe, E. (2010). Developing and sustaining positive change in faculty technology skills: lessons learned from an innovative faculty development initiative. *International Journal of Technology in Teaching and Learning, 6*(2), 89-102. Retrieved from http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=0&sid=73fa835a-6837-45d4-a817-8cac9097a626%40pdc-v-sessmgr05

Koc, S., & Liu, X. (2016). An investigation of graduate students' help-seeking experiences, preferences and attitudes to online learning. *Turkish Online Journal of Educational Technology - TOJET, 15*(3), 27-38. Retrieved from https://eric.ed.gov/?q=online+learning+student&pr=on&ft=on&ff1=dtySince_2014&pg=3&id=EJ1106358

Kumar, L. S., Jamatia, B., Aggarwal, A. K., & Kannan, S. S. (2011). Mobile device intervention for student support services in distance education context - FRAME Model Perspective. *European Journal of Open, Distance and E-Learning*, (2). Retrieved from http://files.eric.ed.gov/fulltext/EJ954908.pdf

Kumi-Yeboah, A., Yuan, G., & Dogbey, J. (2017). Online collaborative learning activities: The perceptions of culturally diverse graduate students. *Online Learning, 21*(4), 5 – 28. Retrieved from https://eric.ed.gov/?q=online+learning+student&pr=on&ft=on&ff1=dtySince_2014&pg=2&id=EJ1163472

Laaser, W., & Toloza, E. (2017). The changing role of the educational video in higher distance education. *International Review of Research in Open and Distributed Learning, 18*(2). Retrieved from http://www.irrodl.org/index.php/irrodl/article/view/3067/4077

Laxton, R., & Applebee, A. (2010). Developing communities of practice around eLearning and project management. *Journal of Distance Education, 24*(1), 123-142. Retrieved from http://www.jofde.ca/index.php/jde/article/viewArticle/604/1026

Liu, Y., Huang, Y., & Lin, C. (2012). Organizational factors' effects on the success of eLearning systems and organizational benefits: an empirical study in Taiwan. *International Review of Research in Open and Distance Learning, 13*(4), 130-151. Retrieved from http://files.eric.ed.gov/fulltext/EJ1001709.pdf

McGreal, R. (2009). A case study of an international eLearning training division: meeting objectives. *International Review of Research in Open and Distance Learning, 10*(6), 1-20. Retrieved from http://files.eric.ed.gov/fulltext/EJ869421.pdf

Magzan, M., Aleksic-Maslac, K., & Juric, V. (2010). Teamwork in relation to quality of eLearning: business education context. *Online Submission*. Retrieved from https://files.eric.ed.gov/fulltext/ED531471.pdf

Marques, A., & Belo, O. (2011). Discovering student web usage profiles using Markov chains. *Electronic Journal of E-Learning, 9*(1), 63-74. Retrieved from https://files.eric.ed.gov/fulltext/EJ930258.pdf

Marshall, S. J. (2008). What are the key factors that lead to effective adoption and support of eLearning by institutions? *Proceedings of HERDSA 2008*. Rotorua, New Zealand: HERDSA. Retrieved from https://www.researchgate.net/profile/Stephen_Marshall/publication/228629488_What_are_the_key_factors_that_lead_to_effective_adoption_and_support_of_e-learning_by_institutions/links/00b495241f8bd6609e000000/What-are-the-key-factors-that-lead-to-effective-adoption-and-support-of-e-learning-by-institutions.pdf

Marshall, S. (2006). *eLearning maturity model version two: New Zealand tertiary institution eLearning capability: informing and guiding eLearning architectural change and development project report*. Retrieved from https://pdfs.semanticscholar.org/8987/3a6341baccc7ad6ffdd2b035f040474d5f0f.pdf?_ga=2.77449749.142652640.1563492937-646198101.1563492937

## RESOURCES continued

Mohamadzadeh, M., Farzaneh, J., Mousavi, M., Ma'ghabl, R., & Moenikia, M. (2012). Challenges and strategies for eLearning development in the Payame Noor University of Iran. *Turkish Online Journal of Distance Education, 13*(1), 148-159. Retrieved from http://files.eric.ed.gov/fulltext/EJ976937.pdf

Mozelius, P., & Hettiarachchi, E. (2012). eNOSHA, a free, open and flexible learning object repository - an iterative development process for global user-friendliness. *European Journal of Open, Distance and E-Learning*, (1). Retrieved from http://files.eric.ed.gov/fulltext/EJ979593.pdf

Nicholas C., & Caon-Parsons, S. (2017). Establishing and maintaining a dynamic learning & teaching community via an online learning management system platform. *Ergo 3*(4). Retrieved from https://www.ojs.unisa.edu.au/index.php/ergo/article/view/1448

Nguyen, T. (2015). The effectiveness of online learning: Beyond no significant difference and future horizons. *Journal of Online Learning and Teaching 11*(2), 309-319. Retrieved from http://jolt.merlot.org/Vol11no2/Nguyen_0615.pdf

Orozco, M., Fowlkes, J., Jerzak, P., & Musgrove, A. (2012). Zero to sixty plus in 108 days: launching a central elearning unit and its first faculty development program. *Journal of Asynchronous Learning Networks, 16*(2), 177-192. Retrieved from http://files.eric.ed.gov/fulltext/EJ971051.pdf

Pomerantz, J. (2018*). Learning in three dimensions: Report on the EDUCAUSE/HP Campus of the Future Project. ECAR research report.* Louisville, CO: EDUCAUSE, August 2018. Retrieved from https://library.educause.edu/~/media/files/library/2018/8/ers1805.pdf?la=en

Prusko, P.T. (2018). *The 2018 Key Issues in Teaching and Learning*. Educause Learning Initiative. Retrieved from https://library.educause.edu/~/media/files/library/2018/1/eli7153.pdf

Qureshi, I. A., Ilyas, K., Yasmin, R., & Whitty, M. (2012). Challenges of implementing eLearning in a Pakistani university. *Knowledge Management & E-Learning: An International Journal (KM&EL), 4*(3), 310-324. Retrieved from https://pdfs.semanticscholar.org/1861/873676587322fc657d6d7fa2e22d78082875.pdf

Ragan, L. C., Bigatel, P., Kennan, S. S., & Dillon, J. (2012). From research to practice: towards the development of an integrated and comprehensive faculty development program. *Journal of Asynchronous Learning Networks, 16*(5), 71-86. Retrieved from http://files.eric.ed.gov/fulltext/EJ1000092.pdf

Shepherd, C., & Alpert, M. (2015). Using technology to provide differentiated instruction for deaf learners. *Journal of Instructional Pedagogies, 16*. Retrieved from https://eric.ed.gov/?q=online+learning+student&pr=on&ft=on&ff1=dtySince_2014&pg=2&id=EJ1069390

Slater, R., Pearson, V., Warren, J., & Forbes, T. (2015). Institutional change for improving accessibility in the design and delivery of distance learning – the role of faculty accessibility specialists at The Open University. Open Learning: The Journal of *Open, Distance and e-Learning*, 30, 6-20. Retrieved from https://www.tandfonline.com/doi/full/10.1080/02680513.2015.1013528

Smidt, E., Bunk, J., Li, R., McAndrew, A., & Florence, M. (2016). Understanding student attitudes about distance education: The importance of excitement and fear. *IAFOR Journal of Education, 4*(1), 90 – 104. Retrieved from https://eric.ed.gov/?q=online+learning+student&pr=on&ft=on&ff1=dtySince_2014&id=EJ1100565

Smith, R. & Bristow, R (2018). *Breaking through: stories of effective digital practice from UK further education (FE) and skills*. JISC. Retrieved from https://www.jisc.ac.uk/reports/stories-of-effective-digital-practice-from-UK-fe-and-skills

## RESOURCES continued

Terras, K., Leggio, J., & Phillips, A. (2015). Disability accommodation in online courses: the graduate student experience. *Journal of Postsecondary Education and Disability, 28*(3), 329 – 340. Retrieved from
https://eric.ed.gov/?q=online+learning+student&pr=on&ft=on&ff1=dtySince_2014&pg=2&id=EJ1083812

Vega, V., & Robb, M. B. (2019). *The Common Sense census: Inside the 21st-century classroom*. San Francisco, CA: Common Sense Media. Retrieved from https://www.commonsensemedia.org/sites/default/files/uploads/research/2019-educator-census-inside-the-21st-century-classroom_1.pdf

Wallace, A. & Panteli, N. (2018). Bringing relevance to eLearning – a gender perspective. *Studies in Higher Education, 43*(2), 292-304. Retrieved from https://core.ac.uk/download/pdf/131176318.pdf

Wilson, A. (2012). Effective professional development for eLearning: what do the managers think? *British Journal of Educational Technology, 43*(6), 892-900. Retrieved from http://essentialconditionswiki.pbworks.com/w/file/fetch/61126845/Effective%20Professional%20Development.pdf

Yeboah, A. K., & Smith, P. (2016). Relationships between minority students' online learning experiences and academic performance. *Online Learning, 20*(4). Retrieved from https://eric.ed.gov/?q=online+learning+student&pr=on&ft=on&ff1=dtySince_2014&id=EJ1124650

Yu, T., & Richardson, J. C. (2015). An exploratory factor analysis and reliability analysis of the student *online learning* readiness (SOLR) instrument. Online Learning 19(5), 120 – 141. Retrieved from https://eric.ed.gov/?q=online+learning+student&pr=on&ft=on&ff1=dtySince_2014&id=EJ1085767

## eLearning guidelines

*Prompts for good practice*

www.elg.ac.nz