

# eLearning Professional Development Framework

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July, 2013

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## **Introduction**

The University of Melbourne is committed to ensuring effective, efficient and equitable use of technology to support teaching, learning and assessment. To encourage and enable the development of engaging technology-enhanced teaching and learning experiences, a greater focus on professional development is needed. This document outlines a framework of professional development activities, which have been designed to support the development of staff knowledge and skills across the areas of pedagogy, technology and administration of eLearning and online learning at the University of Melbourne.

The proposed framework sets out a broad, inclusive program of professional development activities, which incorporate multiple delivery formats to provide flexibility and choice for staff. The professional development framework aims to provide a well-integrated suite of activities that cater to the many different skill and interest levels of staff, from those who are experienced with eLearning and online learning and want to expand their knowledge of related research and new innovations, to those staff who are new to the idea of integrating technology into the classroom and need practical pedagogical and technical advice.

## **Strategic Context**

The role of professional development underpins the four strategic priority areas, goals and actions established in the University's eLearning Strategy 2012-2014<sup>1</sup>. The strategy calls for professional development to enhance innovation and improve how technology is used in teaching, learning and assessment. In particular it seeks to foster an evidence-based culture of research and development in educational technology that can help to improve the quality of student learning experiences. All activities in the professional development framework are linked to these strategic priorities.

The literature on professional development for technology-enhanced learning advocates the adoption of a wide range of approaches to cater for the different priorities and interests of academic staff (Almpanis, 2012). In order to engage as many staff as possible it is necessary to provide flexibility to staff to access support at the times it is most useful to them (Ferman, 2002; Kelly, Singh & Schrape, 2011). Less experienced staff have been

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<sup>1</sup> *The University of Melbourne eLearning Strategy: 2012-2014*. Available at [https://msl.unimelb.edu.au/intranet/documents/msl\\_documents/learning\\_and\\_teaching/e-learning/UoM\\_eLearning\\_strategy.pdf?SQ\\_ACTION=login](https://msl.unimelb.edu.au/intranet/documents/msl_documents/learning_and_teaching/e-learning/UoM_eLearning_strategy.pdf?SQ_ACTION=login)

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found to prefer support that is 'just-in-time' and focused on specific tools or skills, whereas, more experienced staff seek professional development activities with more focus on the pedagogy behind technology integration (Mansvelt, Suddaby & O'Hara, 2008). Research has found that informal networks have an important role to play in providing support for eLearning innovation. It is recommended that professional development activities should aim to build collaborative communities to promote ongoing conversations about the use of technology in teaching and learning across contexts and disciplines (Cochrane, Black, Lee, Narayan & Verswijvelen, 2012).

### **Audience**

Staff at the University of Melbourne have diverse skills and experiences when it comes to the design, development and use of technology in teaching, learning and assessment. Like any large organisation, staff at the University fall across the entire spectrum of the technology adoption curve from "innovator", to "early adopter", to "late adopter" to "laggard" (Rogers, 1983). The eLearning professional development framework presents a wide range of opportunities for staff with different levels of experience and expertise. In developing the framework different staff profiles were kept in mind including:

- Staff who are new to the University and to their role in teaching and learning, sessional staff, and early career academics;
- Staff who are experienced teachers, but are new to the use of technology to support their teaching and students' learning;
- Staff who are experienced users of technology in their teaching, but are seeking to expand their application of technology;
- Staff who are consistent innovators when it comes to using technology to support their teaching and students' learning; and
- Staff not located on the main Parkville campus who may require particular support in their professional development.

The framework outlined as a table over the following pages sets out fourteen areas of activity that form part of the eLearning Professional Development Framework. The framework indicates which activities could be of most relevance to which staff, although it should be noted that potentially there is considerable overlap both in categories of staff outlined above, and the correspondence they have with the fourteen areas of professional development activity.

### **Evaluation**

A process will be established to evaluate the ability of the eLearning Professional Development Framework to meet the University's strategic objectives. This process will monitor the effectiveness of professional development initiatives in terms of access to, attendance at and uptake of the professional development opportunities outlined in the table below. In addition a survey of staff use of technology in teaching and learning and an audit of their use of enterprise learning and teaching systems will be undertaken in the second half of 2014. The results of this investigation will be compared with findings from a similar activity undertaken in 2013 (Kennedy, Jones, Haas, Chambers & Peacock, 2011). These indicators will be used to evaluate the impact of the establishment of a more coherent institutional professional development framework.

## eLearning Professional Development Framework

PD Opportunities	Lead	Description and Technology Focus	Current and Planned Activity	Timeline to Completion	Staff Audience
Innovations in Teaching and Learning Seminar Series	CSHE	This seminar series focuses on teaching and learning research and evaluation including case studies and empirical investigations of innovation in practice. Topics cover a broad range of teaching and learning innovations predominantly focusing on the use of technology in higher education. The seminars are presented by a range of academics from both within the University and from other Australian and international universities.	Six seminars have been held in the first half of 2013 with another 5 planned for the second half.	The program has been established.	All Staff Experienced Innovators
LMS workshops	Learning Environments	This is an established program of workshops that focus on the use of the Learning Management System and related enterprise systems (e.g. Echo 360 and Turnitin) which represent the central platforms for staff in the provision of eLearning.	In addition to the established LMS workshops, new LMS discovery sessions will be run to introduce new features of the LMS.	The program is already established but will be renewed to focuses on new LMS features coming online with service pack upgrades and associated new features.	New Early career Sessional Experienced
Practical Pedagogy Seminar Series	Learning Environments	A program of regular lunchtime seminar sessions that address the use of technology in teaching and learning from a practical but also a pedagogical perspective. This series will focus on the practical teaching and learning opportunities of university-supported technologies in the classroom and feature seminars on new and emerging technologies.	Planning for a program of practically and functionally focused sessions to compliment LMS workshops is underway, including sessions on <i>DIY Videography</i> and <i>Interpreting Student Activity and Assessment Data</i> . Two sessions will be run in the second half of 2013.	Two sessions by the end of 2013. A full suite of new sessions and updates to existing sessions will be developed by the end of 2013 for implementation in 2014.	All Staff

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PD Opportunities	Lead	Description and Technology Focus	Current and Planned Activity	Timeline to Completion	Staff Audience
Centrally Supported Faculty-based Workshops	Faculties, Learning Environments, CSHE	Staff involved in professional development from CSHE and Learning Environments work with eLearning coordinators and other staff in Faculties to design and then provide tailored workshops related to eLearning. Customised workshops, drawing on programs described above are developed to explore pedagogical, technical and administrative issues associated with the use of eLearning.	This is an ongoing service of CSHE and Learning Environments. Support has been provided in the first half of the 2013 in the development and facilitation of a number of workshops in Faculties and Departments of the University (e.g. Education, Engineering, Arts, and Biochemistry).	The program is already established but the teams in CSHE and Learning Environments will develop more coherent communication plans to ensure faculties and departments are aware of opportunities for tailored workshops.	All staff
Graduate Certificate of University Teaching	CSHE	The premier professional development program offered to staff of the University. The course comprises four units which assist staff develop their expertise, scholarship, and leadership skills in university teaching, and is designed to complement participants' university teaching practice.	Technology is already used to support the Graduate Certificate in University Teaching and is also featured in each of its subjects. A review has identified where (i) additional areas of eLearning content could be included (ii) how technology could be used to exemplify innovative practice in teaching within the course and (iii) a single subject could be moved to a wholly online mode. These three areas will be the focus of curriculum renewal.	Additional content areas to be covered in the course have already been identified and implemented. Innovations in teaching and learning have been designed for implementation in 2014. The subject <i>EDUC90516 Designing a Curriculum</i> is to be converted to a predominantly online delivery format for implementation in 2014.	New Early career
CSHE Orange Guide	CSHE and Learning Environments	A conceptual guide to inform the thinking of University staff about teaching and learning with technology. This guide will be one of a suite of guides produced by the CSHE in a range of areas related to teaching, learning and assessment.	An existing guide – <i>Creating Effective Websites for University Teaching</i> – exists but is out-dated (it was published in 2008). A new guide will be authored, where appropriate using material from the previous guide. Content for a new guide has been outlined and is aligned with the eLearning Strategy and significant University initiatives (e.g. <i>Coursera</i> ).	New guide to replace the current <i>Creating Effective Websites for University Teaching guide</i> is to be published in September 2013.	New Early career Sessional

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<i>Epigeum</i> "Online Teaching" Modules	CSHE and Learning Environments	The University of Melbourne has joined a consortium of 25 Universities to develop a suite of six online, professional development modules for staff in the area of online teaching. The development is led by <i>Epigeum</i> , a spin out of Imperial College London.	A coordinated design and development process has begun led by <i>Epigeum</i> . Once the six modules have been developed, they will be used as both stand alone, online self-directed learning resources and as supplementary resources in the Graduate Certificate in University Teaching.	The modules are due for completion by April 2014. The modules will be made available to staff after this time and incorporated into the Graduate Certificate of University Teaching where appropriate.	New Early career Sessional
"How to..." Guides	Learning Environments	A collection of support resources available primarily as PDF documents and animated screen-capture presentations that cover a range of topics related to eLearning tools available in the University. These resources, available through the Learning Environments website, include technical "how to" advice about using technologies and tools, as well as pedagogical advice on the appropriate application of technology-based tools.	There are currently 60 PDF guides and 51 animated guides available on the Learning Environments' website. A review of existing guides is underway to determine their need for renewal and areas of practice that could be the focus of new guides. Consideration of the new modules being developed through <i>Epigeum</i> is being considered during this review, in order to reduce replication of content.	The process has started and will be ongoing as areas of need are identified.	New Early career Sessional Experienced
Learning Technology Matrix	CSHE and Learning Environments	An interactive, web-based matrix that links the design of students' learning activities with technology-based tools that could support them. The tool will be a quick reference point to support staff in their thinking and decision-making in designing technology-based activities for students. The matrix will be incorporated into the CSHE Orange Guide, used in the Graduate Certificate of University Teaching and in Faculty-based Workshops.	The matrix is currently under development. A draft of the content of the matrix will be available by the end of July. An interactive version of the matrix will be available via the Learning Environments website later in the year.	The content of the matrix will be available by September 2013. The interactive version of the matrix will be available by the end of 2013.	New Early career Sessional Experienced

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Online Showcase of Good Practice	Learning Environments	An online showcase highlighting exemplary use of learning technologies by University staff in a range of contexts, hosted on the Learning Environments website.	A review of the existing showcase, which is somewhat out-dated, has already been conducted. A plan for a new showcase has been developed which includes profiles of the learning and technical design of highlighted cases, and reflections and evaluations of associated staff. Access to a selection of LMS subject sites that demonstrate good practice will be provided to University staff where appropriate.	The development of a new format for the online showcase, including 4-6 examples, will be completed by the end of 2013. Rolling development will occur throughout 2014.	New Early career Experienced
eLearning Incubator and Showcase	Learning Environments	An eLearning Incubator within Learning Environments is the focus for learning technology innovation across the University. An online showcase of projects will be established to highlight innovation across the University.	The eLearning Incubator was established in May 2013 and projects funded through the Learning and Teaching initiatives have been earmarked as Incubator projects.	Innovation projects in the eLearning Incubator will be launched in July 2013 and ongoing renewal will take place in 2013 and 2014.	All staff Experienced Innovators
Network of Learning Technology Educators	Learning Environments and CSHE	A network of staff interested in eLearning, which is designed to share learning technology innovations and encourage conversations between CSHE, Learning Environments, Faculties and Graduate Schools.	A network of eLearning Coordinators, who meet regularly, has been established. An online communication channel is being established via a <i>Listserv</i> and a LMS Community site.	The infrastructure for the network will be established by September 2013.	All staff Experienced Innovators
eLearning Consultations	Learning Environments	Consultations with teaching staff (individual or group) on the development and use of technology in teaching, learning and assessment. These consultations offer just-in-time support to staff interested in developing or improving technology-related elements of their teaching.	This is an ongoing service of Learning Environments.	This service is already established and will continue to be promoted to teaching staff across the University.	All staff

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ePeer Review	CSHE and Learning Environments	<p>A program to facilitate the peer review of eLearning projects, sites and implementations. This program will ask staff engaged in eLearning to review the activities of other staff with a view to sharing knowledge and expertise. Reviews will, with appropriate permissions, be publically available as part of the online showcases hosted by Learning Environments.</p>	<p>This is a new program that has not yet been started.</p>	<p>The program and the way in which it will be supported by CSHE and Learning Environments will be developed in 2013 and implemented in the first half of 2014.</p>	<p>Experienced Innovators</p>

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