

TEL FRAMEWORK

A Template for Higher Education Institutions



Image courtesy of <https://pxhere.com/en/1>

Proudly provided by the ACODE TEL Framework Working Group 2018

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The .docx version of this document is intended for use as an Institutional Template (alternative to .pdf + Online Version). As such, page numbers are not provided in this source template/Guide. To compensate, we provide the following listing of linked Sections in order. For those using .pdf version, select 'view > bookmarks':

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ABOUT THE ACODE FRAMEWORK

The ACODE TEL Framework is brought to you by the 2018 TEL Framework Working Group. The Working Group was formed as a direct result of the ACODE TEL Benchmarking Summit (June 2018). On behalf of the ACODE Executive, we thank our voluntary Institutional members for their insightful and thoughtful input and collaboration.

THE ACODE TEL FRAMEWORK WORKING GROUP 2018

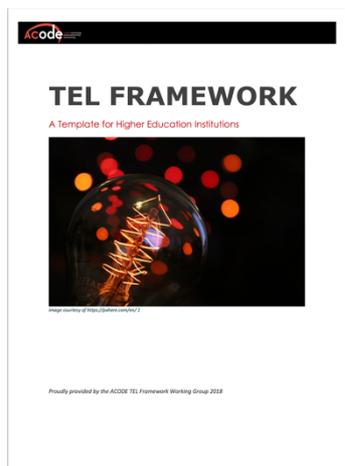
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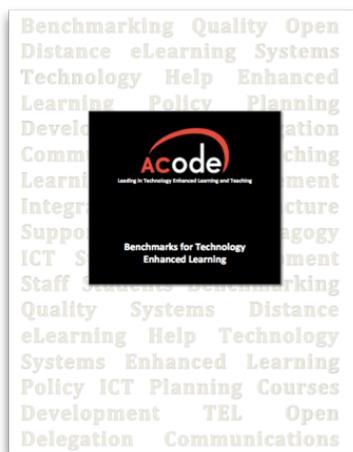
Thanks are also extended to the Member Institutions these members represent.

THE ACODE TEL FRAMEWORK



The ACODE TEL Framework has been designed to provide an adaptable mechanism to assist the collaborative planning, implementation, support and review for TEL across Higher Education Institutions. In this manner, the ACODE TEL Framework can be used 'end-to-end' encompassing quality indicators and best-practice examples to guide development of, and reporting against TEL at both Institutional and National (ACODE Benchmarking Summits) levels.

THE ACODE TEL BENCHMARKS



The ACODE TEL Framework has been predominantly structured around the ACODE TEL Benchmarks. Many Australasian Higher Education Institutions have met to Benchmark using these criteria over the last six (6) years. In 2017, the ACODE TEL Benchmarks were also adopted as part of a UK version of the Benchmarking Summit. The integration of these Benchmark Indicators will assist Institutions in analysis, collaboration and preparation for future biennial Benchmarking Summits.

Access the full **ACODE TEL Benchmarks** at:

https://www.acode.edu.au/pluginfile.php/550/mod_resource/content/8/TEL_Benchmarks.pdf

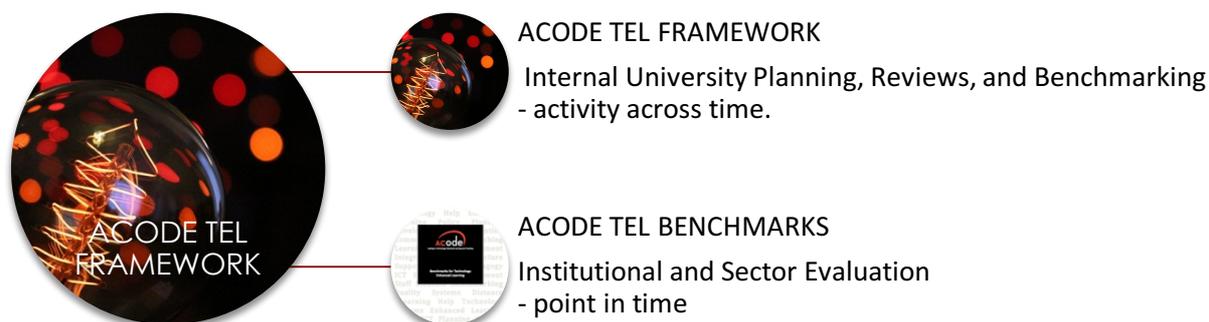
Access and 'Make a Copy' of **the ACODE TEL Framework Online** (Google Form):

<https://docs.google.com/forms/d/1bEtiBK5oK6LpV360GMZ5Tdo1zK4hUN203mSUH2CTI/edit?usp=sharing>

Find more about the **ACODE TEL Framework** on the ACODE Site

<https://www.acode.edu.au/course/view.php?id=62>

THE ACODE TEL FRAMEWORK IN ACTION



Here are some ideas on how the ACODE TEL Framework can be implemented at your Institution:

- Use to develop an Institutional TEL Framework
- Use as a TEL planning tool in general
- Use as a quality assurance tool
- Use in preparation for TEL Benchmarking Activities
- Use as evidence for reporting Benchmarking results/outcomes
- Use as a checklist for the development of Institutional TEL Strategies
- Use to integrate TEL-related bodies around specific TEL areas
- Use as a monitoring tool for TEL at Institutional level

THE ASSOCIATED RESOURCES

Other resources such as best-practice examples, strategies and tactics are integrated within this template framework to further enhance collective wisdom across the collaborative development of any TEL-based Institutional strategies, Frameworks or similar planning activities.

THE ACODE TEL FRAMEWORK PIRI-CYCLE

As a document that reflects the ever-diverse and growing range of Technology Engaged Learning contexts, it is imperative the ACODE TEL Framework is maintained and updated on a regular basis. As part of the PIRI (Plan, Implement, Review, Improve) Cycle, It is envisaged review would occur regularly in parallel with ACODE TEL Benchmarking Summits.

TEL FRAMEWORK MODEL

STRATEGY	QUALITY	SYSTEMS
SERVICES	YOUR INSTITUTIONAL TEL FRAMEWORK	STAFF DEVELOPMENT
STAFF SUPPORT	STUDENT TRAINING	STUDENT SUPPORT

USING THE FRAMEWORK

CREATING YOUR OWN FRAMEWORK OR ACTION PLAN

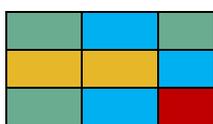
Each Framework segment of the following template is divided into sections allowing for Benchmarks and Performance Indicators to be discussed, analysed and documented. Each section contains an area for you to provide input to aid the development of your own TEL Framework, a prompt question to aid analysis, collaboration and checking, and related resources for inspiration and further guidance.

Actions derived from analysis can be added directly into the *TEL Action Plan Template* (Appendix 1 of .docx version) or via YOUR COPY of the [ACODE TEL Framework Online Submission Form](#).

As a re-adaptable resource and companion to the ACODE Benchmarking Toolkit, this work is provided under the Creative Commons Attribution License. As such you may replicate, modify and adapt any content within. We ask that the ACODE TEL Framework is referenced/cited or attributed in some way in return.

A MODULAR APPROACH

This visual representation of the ACODE TEL Framework provides a modular view of the sections provided within the document itself. It is intended that any component area of the model can be isolated for concentrated work, or perhaps highlighted according level of success, for example:



Red - needs urgent strategic focus

Orange – requires attention and collaborative planning

Green – ongoing improvements and going well

Blue – does not require attention at this time

QUICK PI

REFERENCE

Are you looking to evaluate a specific topic?

This Reference Table shows an indicative example of how various BMs and PIs support the evaluation of specific aspects of TEL across sections, for example 'emerging technologies'.

BM	PI	Addresses...
1 - STRATEGY	1.1	Strategic Intent
	1.2	Plans
	1.3	Resourcing (\$s)
	1.4	Practice
	1.5	Policies & Governance
	1.6	Stakeholder engagement
	1.7	Responsibilities
	1.8	Adoption
2 - QUALITY	2.1	Program and Course level
	2.2	Quality processes
	2.3 + 2.4	Review protocols
	2.5	Reporting
3 – SYSTEMS	3.1	Data and evidence
	3.2 + 3.4	Operational level
	3.3	Training
	3.4	Maintenance of IT Services
	3.5	Resourcing support for Emerging Technologies
	3.6	Professional Development
	3.7	Risks are outlined
	3.8	Support communicated
4 – SERVICES	4.1	Strategic linkage
	4.2	Pedagogy intent is apparent
	4.3	Resources available
	4.4	Communities of Practice
	4.5	\$s for support resources
	4.7	Program/Course level evaluation
	4.8	Evaluation and continuous improvement
	4.9	Examples of practice
	5 – STAFF PROF DEV	5.1
5.2		ID Staff needs
5.3 + 5.5		Expertise available and resourced
5.4		Coordination between departments
5.6		Delivery of Staff Development
5.7		Data-informed Planning for continuous improvement
6 – STAFF SUPPORT	6.1	Alignment of support
	6.2	Identification Procedures
	6.3	Evaluation Processes
	6.4	Coordination across support providers
	6.5 + 6.9	Access & uptake of support

	6.6	Resourcing for TEL
	6.7	Promotion of TEL
	6.8	Evaluated for support requirements
7 – STUDENT TRAINING	7.1 + 7.2	Aligned with Strategy and Resourced
	7.3, 7.4 + 7.7	Evaluation of needs and coordination to provide them
	7.5	Flexible delivery and defined pathways
	7.6	Promotion of ethical practice
	7.8	Defined Student Pathways
8 – STUDENT SUPPORT	8.1	Strategic alignment
	8.2	Resourcing
	8.3	Defined pathways and promotion
	8.4	Accessible and monitored resources
	8.5	Evaluation procedures
	8.6	Processes for continuous improvement
	8.7	Coordinated support
	8.8	Alignment between training and support
	8.9	Processes to support ongoing support
	8.10	Support analysis through adoption process

STRATEGY AND TEL

STRATEGY	QUALITY	SYSTEMS
SERVICES	YOUR INSTITUTIONAL TEL FRAMEWORK	STAFF DEVELOPMENT
STAFF SUPPORT	STUDENT TRAINING	STUDENT SUPPORT

GOOD PRACTICE STATEMENT

The institution has established, well understood strategy, governance mechanisms and policies that guide the selection, deployment, evaluation and improvement of the technologies used to support learning and teaching.

GUIDANCE

In this section of the Framework, strategic vision, planning and implementation are key. Use the Benchmarks (and associated resources) to both inform and guide your collation and articulation, but also to provide a meaningful measure to report against in the future. It is intended this section is developed collaboratively, and encompassing membership from those high enough in structure to promote, enact and steward the vision within.

ALIGNED BENCHMARK 1

BM1	INSTITUTION-WIDE POLICY AND GOVERNANCE FOR TECHNOLOGY ENHANCED LEARNING
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ALIGNED PERFORMANCE INDICATORS

PI 1.1	Institution strategic and operational plans support and promote the use of technology enhanced learning
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Question	Does our Organisation have a strategically consistent approach to the support and promotion of TEL, and is this articulated operationally across various Units/Divisions etc. Do we need to refine?
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YOUR INPUT

Example content only, add your own content to this section of your TEL Framework and transfer any actions to Appendix 1 or your copy of the TEL Framework Online.

Add your top-level Strategic & Operational TEL alignments here, for example:

- *Academic Plan 2.1: Promote the Use of Technology Enhanced Learning to support Active Learning*
- *Learning Unit Operational Plan 2.1: Design and Develop a series of TEL resources and activities supporting Active Learning*

Associated Resources	<p>TEQSA: Guidance Note: Technology-Enhanced Learning Specific requirements listed https://www.teqsa.gov.au/latest-news/publications/guidance-note-technology-enhanced-learning</p> <p>UNE Strategic Plan 2016 – 2020 Growth & aspirational quality http://www.une.edu.au/_data/assets/pdf_file/0016/117313/une-strategic-plan-2016-2020.pdf</p> <p>Key Technology Questions College Governors Should Ask UK-Centric but useful guidance on questions to raise with University Councils and Senior Management https://www.jisc.ac.uk/guides/key-questions-college-governors-should-ask</p>
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ALIGNED PERFORMANCE INDICATORS

PI 1.2	Specific plans relating to the use of technology enhanced learning are aligned with the institution's strategic directions and operational plans
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Question	Are there ways operational collaboration and tighter alignment can occur across distinct operational plans to enhance deployment of supporting strategies?
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YOUR INPUT

Example content only, add your own content to this section of your TEL Framework and transfer any actions to Appendix 1 or your copy of ACODE TEL Framework Online.

List any specific operational plans stemming from above, and how they are aligned for example.

Top-level Strategic and Operational Plans	Institutional Plans/Strategies
<i>Academic Plan 2.1: Promote the Use of Technology Enhanced Learning to support Active Learning</i>	Develop a series of 'Using technologies for Active Learning' videos (Learning Unit Operational Plan 2.1) Actively collaborate with L&T to initiate and progress approval processes for technologies supporting Active Learning (<i>Information Services Operational Plan 3.2</i>)

Associated Resources	<i>If you would like to have resources included into this template, please feel free to submit your suggestions/feedback at https://goo.gl/forms/md2VHLU4R20e2BiD3</i>
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ALIGNED PERFORMANCE INDICATORS

PI 1.3	Planning for the ongoing use of technology enhanced learning is aligned with the institution's budget process.
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Question	Are there gaps in funding requirement, do extra bids or refinement of supporting budget criteria need to be refined/identified or implemented?
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YOUR INPUT

Example content only, add your own content to this section of your TEL Framework and transfer any actions to Appendix 1 or your copy of the ACODE TEL Framework Online.

List budgetary sources supporting top-level and specific TEL-related plans, for example:

Top-level Strategic and Operational Plans	Supporting Budget Processes
<p><i>Academic Plan 2.1:</i></p> <p><i>Promote the Use of Technology Enhanced Learning to support Active Learning</i></p>	<ul style="list-style-type: none"> • <i>EICP (Electronic Infrastructure Capital Plan)</i> • <i>Innovation Grants – DVC (A)</i> • <i>IT Operational Budget</i>

Associated Resources	<p><i>If you would like to have resources included into this template, please feel free to submit your suggestions/feedback at</i></p> <p>https://goo.gl/forms/md2VHLU4R20e2BiD3</p>
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ALIGNED PERFORMANCE INDICATORS

PI 1.4	Institution policies, procedures and guidelines provide a framework for how technology enhanced learning should be used at both a course and program level..
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Question	Are there gaps in policy, procedure or guidelines that are required to support the Organisation?
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YOUR INPUT

Example content only, add your own content to this section of your TEL Framework and transfer any actions to Appendix 1 or your copy of the ACODE TEL Framework Online.

List TEL-aligned Policies, procedures and guidelines, for example:

Policies, Procedures and Guidelines	Program and Course Level
<i>Policies</i>	<ul style="list-style-type: none"> • <i>Assessment Policy</i> • <i>Academic Integrity Policy</i>
<i>Procedures</i>	<ul style="list-style-type: none"> • <i>Quality Assurance Procedures</i> • <i>Course enhancement Procedures</i>
<i>Guidelines</i>	<ul style="list-style-type: none"> • <i>Social Media Guidelines</i>

Associated Resources	Griffith University Social Media Guidelines Specific L&T section https://policies.griffith.edu.au/pdf/Social%20Media%20Guidelines.pdf
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ALIGNED PERFORMANCE INDICATORS

PI 1.5	Policies, procedures and guidelines on the use of technology enhanced learning are well communicated and integrated into processes and systems.
Question	How can we collaborate on TEL-related Campaigns, who are our target audiences, what messages are we responsible for, and how will we reach them?

YOUR INPUT

Example content only, add your own content to this section of your TEL Framework and transfer any actions to Appendix 1 or your copy of the ACODE TEL Framework Online.

Here, you might consider the development of holistic communication plans across Units/Divisions and Academic Groups. List your Communication Plan, Collaborators and mechanisms.

Associated Resources	If you would like to have resources included into this template, please feel free to submit your suggestions/feedback at https://qoo.qf/forms/md2VHLU4R20e2BiD3
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ALIGNED PERFORMANCE INDICATORS

PI 1.6	The institution has established mechanisms for the governance of technology enhanced learning that include representation from key stakeholders.
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Question	Do we include the relevant and appropriate stakeholders, where do students fit into the picture as stakeholders?
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YOUR INPUT

Example content only, add your own content to this section of your TEL Framework and transfer any actions to Appendix 1 or your copy of the TEL Framework Online.

List your key TEL-related entities that enable stakeholder contribution, for example Committees, Programs, and Projects.

- *TEL Advisory Board*
- *Service Architecture Board*
- *TEL Advisory Group*

Program Level (Project Office) Stakeholder Groups identified

Associated Resources	<i>If you would like to have resources included into this template, please feel free to submit your suggestions/feedback at https://goo.gl/forms/md2VHLU4R20e2BiD3</i>
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ALIGNED PERFORMANCE INDICATORS

PI 1.7	Authority and responsibility for the operational management of the technologies used to enhance learning and teaching are clearly articulated.
Question	Have we identified and aligned responsibility, how is this best articulated to those who need to know to better enhance collaboration and professional knowledges across TEL management?

YOUR INPUT

Example content only, add your own content to this section of your TEL Framework and transfer any actions to Appendix 1 or your copy of the TEL Framework Online.

Here you might ask a number of questions:

- *Do we know who is responsible for TEL services and processes?*
- *Who needs to know which information?*

How do we communicate that?

Associated Resources	<i>If you would like to have resources included into this template, please feel free to submit your suggestions/feedback at https://goo.gl/forms/md2VHLU4R20e2BiD3</i>
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ALIGNED PERFORMANCE INDICATORS

PI 1.8	The institution uses a clearly articulated policy framework and governance structure when deciding on the adoption of new technologies.
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Question	What are our gaps here, do we have a top-down, bottom-up or combination of approval processes? Is the procedure articulated to the Organisation?
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YOUR INPUT

Example content only, add your own content to this section of your TEL Framework and transfer any actions to Appendix 1 or your copy of the TEL Framework Online.

Identify and include any policy and governance structures and associated approval processes, for example:

- *IT Security: Security Architecture Board (SAB) Approval Process + link to processes*
- *TEL Advisory Committee + link to processes*

Associated Resources	TEQSA: Guidance Note: Technology-Enhanced Learning Specific requirements listed https://www.teqsa.gov.au/latest-news/publications/guidance-note-technology-enhanced-learning
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QUALITY AND TEL

STRATEGY	QUALITY	SYSTEMS
SERVICES	YOUR INSTITUTIONAL TEL FRAMEWORK	STAFF DEVELOPMENT
STAFF SUPPORT	STUDENT TRAINING	STUDENT SUPPORT

GOOD PRACTICE STATEMENT

Institutions support and encourage the sustainable, effective and efficient use of technology enhanced learning through strategic planning processes at all levels of the institution. The focus is continuous improvement through systematic and regular evaluation of implementation strategies and outcomes. Such evaluation will in turn inform future planning and align with the institutions strategic direction.

ALIGNED BENCHMARK 2

BM2	PLANNING FOR INSTITUTION-WIDE QUALITY IMPROVEMENT OF TECHNOLOGY ENHANCED LEARNING
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ALIGNED PERFORMANCE INDICATORS

PI 2.1	Institution-wide processes for quality assurance are in place and in use to integrate technology enhanced learning at both a program and course level.
Question	Does our Organisation have an operationally consistent approach to quality review and enhancement at Course and Program Level? Do we need to refine/review/train?

YOUR INPUT

Example content only, add your own content to this section of your TEL Framework and transfer any actions to Appendix 1 or your copy of the TEL Framework Online.

Add your quality assurance processes, tools and mechanisms, for example:

- Program Level – SET/SEC Surveys
- Course Level - Quality Matters (GO), ACODE Threshold Standards

Associated Resources	<p>Quality Matters A range of Quality Assurance self-help and Institutional level process and service. https://www.qualitymatters.org/</p> <p>UTAS Blended Learning Model 1-5 Framework Integration of Quality Matters (Column 5) https://protect-au.mimecast.com/s/kPeECr8DyEHw9BnjUzgcrf?domain=mylo.utas.edu.au</p> <p>UTAS TELT BLM Calculator Example of tool to support Academic QA, Learning Designers and implementation of Institutional level QA Processes https://elibrary.utas.edu.au/lor/file/1c110d15-6e64-492c-bc54-715e3b2a8ded/1/blm.zip/index.html</p> <p>UTAS TELT Whitepaper Identifies enablers aligned to Principles covering quality reviews and</p>
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benchmarking (see principles 10 & 11, pp35-6)

[http://www.teaching-](http://www.teaching-learning.utas.edu.au/__data/assets/pdf_file/0020/439013/Technology-Enhanced-Learning-and-Teaching-White-Paper-Academic-Senate-15-November-2013.pdf)

[learning.utas.edu.au/__data/assets/pdf_file/0020/439013/Technology-Enhanced-Learning-and-Teaching-White-Paper-Academic-Senate-15-November-2013.pdf](http://www.teaching-learning.utas.edu.au/__data/assets/pdf_file/0020/439013/Technology-Enhanced-Learning-and-Teaching-White-Paper-Academic-Senate-15-November-2013.pdf)

ALIGNED PERFORMANCE INDICATORS

PI 2.2	Comprehensive evaluation processes are in place to support decisions relating to the implementing of technology enhanced learning services
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Question	Are there ways operational collaboration and tighter alignment can occur between processes? Do they need promotion? Do initiating (request) entities (E. Working Parties', individual academics, need more information to assist speedier evaluation and approval?
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YOUR INPUT

Example content only, add your own content to this section of your TEL Framework and transfer any actions to Appendix 1 or your copy of the TEL Framework Online.

List any specific evaluation processes in place to support decisions, for example.

Top level strategic	Institutional Plans/Strategies
<i>Academic Committee</i>	<i>Learning Futures TEL Evaluation</i> <i>ODS (Office of Digital Solutions) Approval Process (Security and Architecture)</i>

Associated Resources	<i>If you would like to have resources included into this template, please feel free to submit your suggestions/feedback at https://goo.gl/forms/md2VHLU4R20e2BiD3</i>
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ALIGNED PERFORMANCE INDICATORS

PI 2.3	Planning for quality improvement of the institution's technology enhanced learning systems and procedures is resourced.
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Question	Are there gaps in funding requirement? Has funding been included in Operational level bids as required? Are extra bids or refinement of supporting budget criteria required?
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YOUR INPUT

Example content only, add your own content to this section of your TEL Framework and transfer any actions to Appendix 1 or your copy of the TEL Framework Online.

List any specific evaluation processes in place to support decisions, for example.

Top level strategic	Operational
Academic Plan 2.1: DVC (A) Budget	<ul style="list-style-type: none"> • <i>L&T Systems Operational Plan</i> • <i>Quality Matters \$s</i> • <i>IT Operational Budget</i>

Associated Resources	<p><i>If you would like to have resources included into this template, please feel free to submit your suggestions/feedback at</i></p> <p>https://qoo.qf/forms/md2VHLU4R20e2BiD3</p>
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ALIGNED PERFORMANCE INDICATORS

PI 2.4	Evaluation cycles are in place to measure key performance indicators identified by and for all stakeholders, and are integrated in planning for continuous improvement purposes.
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Question	Is evaluation of TEL consistent and stakeholder-engaged? Are there opportunities to collaborate more widely across the providers and components of TEL to streamline continuous improvement?
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YOUR INPUT

Example content only, add your own content to this section of your TEL Framework and transfer any actions to Appendix 1 or your copy of the TEL Framework Online.

List any specific evaluation processes in place to support decisions, for example.

Plans (Strategic, Unit etc.)	Measurement/Cycles/Processes
<i>Learning Futures</i>	<ul style="list-style-type: none"> • <i>Annual Metrics</i> • <i>ACODE Benchmarking</i>
<i>L&T Systems</i>	<ul style="list-style-type: none"> • <i>Quarterly Metrics</i> • <i>Academic Committee</i>

Associated Resources	<i>If you would like to have resources included into this template, please feel free to submit your suggestions/feedback at https://goo.gl/forms/md2VHLU4R20e2BiD3</i>
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ALIGNED PERFORMANCE INDICATORS

PI 2.5	Outcomes are reported to all levels of the institution.
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Question	What are the channels through which different levels of outcomes are reported? Who are they reported to and why? How do we initiate action where required?
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YOUR INPUT

Example content only, add your own content to this section of your TEL Framework and transfer any actions to Appendix 1 or your copy of the TEL Framework Online.

Here, you might consider the channels through which different levels of outcomes are reported, to who, why, and how to initiate action where required. List the ways you communicate results of quality processes, at what levels and to initiate action where required.

Associated Resources	<p>UTAS TELT Whitepaper Outlines the proposed intention to routinely evaluate, reflect and disseminate outcomes identified in principle 9 (p33 & 34). http://www.teaching-learning.utas.edu.au/__data/assets/pdf_file/0020/439013/Technology-Enhanced-Learning-and-Teaching-White-Paper-Academic-Senate-15-November-2013.pdf</p>
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SYSTEMS AND TEL

STRATEGY	QUALITY	SYSTEMS
SERVICES	YOUR INSTITUTIONAL TEL FRAMEWORK	STAFF DEVELOPMENT
STAFF SUPPORT	STUDENT TRAINING	STUDENT SUPPORT

GOOD PRACTICE STATEMENT

Technical infrastructure, both physical and virtual, is aligned with institutional learning goals and the technologies are resourced, support staff are trained and the infrastructure is implemented, maintained, administered and supported efficiently and effectively.

ALIGNED BENCHMARK 3

BM3	INFORMATION TECHNOLOGY SYSTEMS, SERVICES AND SUPPORT FOR TECHNOLOGY ENHANCED LEARNING
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ALIGNED PERFORMANCE INDICATORS

PI 3.1	Systems and processes are in place to generate learning and educational analytic data to support decision making.
Question	Consider who has access to this information? Is it readily available in a systematic way, and does it address the decision-making requirements of the Institution?

YOUR INPUT

Example content only, add your own content to this section of your TEL Framework and transfer any actions to Appendix 1 or your copy of the TEL Framework Online.

List available learning and educational analytic data currently available to support decisions such as: retirement of services/system, uptake, learning impact analytics (value), moving to scale (adoption).

Associated Resources	<p>JISC Model Institutional Learning Analytics Policy This document is a template for a learning analytics policy, it takes into consideration student consent, confidentiality and responsibilities. https://analytics.jiscinvolve.org/wp/files/2016/11/Jisc-Model-Institutional-Learning-Analytics-Policy-v0.1.pdf</p> <p>JISC Code of Practice for Learning Analytics Provides a guide for ensuring that learning analytics is carried out responsibly, appropriately and effectively. https://www.jisc.ac.uk/guides/code-of-practice-for-learning-analytics</p>
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ALIGNED PERFORMANCE INDICATORS

PI 3.2	There are clearly articulated processes, and responsibilities for the implementation and maintenance of the technology enhanced learning systems.
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Question	Are there gaps that can be identified regarding responsibility or ownership of systems, for example 3 rd party applications or custom systems? Are there ways collaboration and tighter alignment can occur across strategic and operational planning and processes for implementation, to enhance deployment of new or existing systems at an operational level?
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YOUR INPUT

Example content only, add your own content to this section of your TEL Framework and transfer any actions to Appendix 1 or your copy of the TEL Framework Online.

Here you might review how strategic implementation and operationalisation of TEL systems are connected, and/or how components such as maintenance are transferred/allocated across other areas.

Associated Resources	UNSW TELT Evaluation Framework A complete process for selecting, re-assessment and the evaluation processes for learning technologies https://teaching.unsw.edu.au/telt-evaluation-framework-structure
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ALIGNED PERFORMANCE INDICATORS

PI 3.3	Responsibilities and processes for support and training of staff and students in the use of the technology enhanced learning systems are clearly defined.
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Question	Are there gaps or duplication across the provision of support and training for Staff and Students to support TEL? Are all L&T Units aware of distinct student and staff-focussed plans if decentralised or distributed? Does this need clarification/collaboration?
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YOUR INPUT

Example content only, add your own content to this section of your TEL Framework and transfer any actions to Appendix 1 or your copy of the TEL Framework Online.

List what is offered and by whom.

Associated Resources	<p>What's in a name: The ambiguity and complexity of technology enhanced learning roles</p> <p>This paper presents a synthesis of key literature related to contemporary TEL Advisor and support roles, alongside an analysis of 37 recent position descriptions aligned to Social Practice Theory.</p> <p>http://2017conference.ascilite.org/wp-content/uploads/2017/11/Concise-MITCHELL.pdf</p>
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ALIGNED PERFORMANCE INDICATORS

PI 3.4	Resources are allocated for the implementation and maintenance of IT services that support technology enhanced learning.
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Question	Is there an imbalance across strategic implementation and resources allocated to operational TEL? Is a further analysis of operational 'load' required, for example review of support and maintenance reports across systems and services? Do we need to 'push' operational resources to other systems and services as organic growth dictates?
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YOUR INPUT

Example content only, add your own content to this section of your TEL Framework and transfer any actions to Appendix 1 or your copy of the TEL Framework Online.

Here you might review current implementation plans and associated resources at the operational level. List all implementations that contain a 'resource' component at the operational level, and those that do not.

Associated Resources	<i>If you would like to have resources included into this template, please feel free to submit your suggestions/feedback at https://qoo.gl/forms/md2VHLU4R20e2BiD3</i>
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ALIGNED PERFORMANCE INDICATORS

PI 3.5	Experimentation with new and emerging technologies is encouraged and resourced by the institution and supported by procedure.
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Question	Are current mechanisms (For example, Grants) enough to support the 'long-tail' adoption of emerging technologies at scale, and across the wide spectrum of applications, systems, and technology innovation? How do we cater for the 'core' at scale, while encouraging (and supporting) experimentation?
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YOUR INPUT

Example content only, add your own content to this section of your TEL Framework and transfer any actions to Appendix 1 or your copy of the TEL Framework Online.

List any funding and resources available to support the use of emerging technologies, where and how is this support is currently available.

Associated Resources	<p>CSU New Learning Technologies Approval Policy Detailed description of the approval process for new TEL technologies https://policy.csu.edu.au/download.php?id=388&version=1</p> <p>CSU Learning & Teaching Guidelines Describes Charles Sturt University's guidelines for the use of External Educational Technologies (EETs) for learning and teaching in the context of existing policies and principles https://policy.csu.edu.au/document/view-current.php?id=344</p> <p>CSU Technology Innovations An Ascilite 2012 paper detailing how Charles Sturt University supports and encourages staff to experiment and innovate with TELT's. http://www.ascilite.org/conferences/Wellington12/2012/images/custom/uys%2c_philip_-_breaking.pdf</p> <p>NMC Horizon Reports (via EDUCAUSE) Keep up to date with emerging trends and forecasts for Higher Education and emerging technologies. https://library.educause.edu/search#?publicationandcollection_search=Horizon%20Report</p>
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ALIGNED PERFORMANCE INDICATORS

PI 3.6	Professional development occurs for staff managing the services used to support technology enhanced learning (including new and emerging technologies)
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Question	Is Professional Development across distinct units supporting the use of the same systems, sharing expertise and providing information? Should there be a TEL-specific Professional Development agenda?
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YOUR INPUT

Example content only, add your own content to this section of your TEL Framework and transfer any actions to Appendix 1 or your copy of the TEL Framework Online.

Review any list Professional Development Plans at operational level, what is available, when and who is responsible.

Associated Resources	<p>JISC Developing Digital Literacies Discusses how to enable better digital literacies for staff, including links to models used by UK universities. https://www.jisc.ac.uk/guides/developing-digital-literacies/supporting-staff</p>
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ALIGNED PERFORMANCE INDICATORS

PI 3.7	The institution has robust procedures and processes in place to identify and manage risk associated with all the technology enhanced learning services
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Question	Does our community need to know more about risk mitigation and how do we communicate that? Do we need to collaborate at an operational level to better engage in and streamline risk mitigation processes?
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YOUR INPUT

Example content only, add your own content to this section of your TEL Framework and transfer any actions to Appendix 1 or your copy of the TEL Framework Online.

List relevant policies, plans, Advisory Boards and governance procedures, who stewards them, and how they work together.

Associated Resources	<p>TEQSA Guidance Note: Technology-Enhanced Learning TEQSA focusses on risk to quality of education and/or the student experience https://www.teqsa.gov.au/latest-news/publications/guidance-note-technology-enhanced-learning</p> <p>JISC A step-by-step practical guide to managing risk proactively and mitigating its effects General information about risk management approaches (not specifically aimed at TEL) https://www.jisc.ac.uk/guides/risk-management</p>
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ALIGNED PERFORMANCE INDICATORS

PI 3.8	Support levels and pathways for assistance for all learning technologies are clearly communicated to staff.
Question	Are these messages relevant, duplicated, connected, in the right 'context' for example, 'Email signatures'. Do we need to review the communication plans across TEL providers for better integration?

YOUR INPUT

Example content only, add your own content to this section of your TEL Framework and transfer any actions to Appendix 1 or your copy of the TEL Framework Online.

List websites and other information avenues communicating where to go for assistance currently deployed to staff.

Associated Resources	<p><i>If you would like to have resources included into this template, please feel free to submit your suggestions/feedback at https://qoo.qi/forms/md2VHLU4R20e2BiD3</i></p>
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SERVICES AND TEL

STRATEGY	QUALITY	SYSTEMS
SERVICES	YOUR INSTITUTIONAL TEL FRAMEWORK	STAFF DEVELOPMENT
STAFF SUPPORT	STUDENT TRAINING	STUDENT SUPPORT

GOOD PRACTICE STATEMENT

The application of TEL services is:

1. grounded in the institution's Learning and Teaching strategy;
2. informed by good pedagogical practice and research;
3. supported adequately;
4. deployed and promoted effectively;
5. evaluated from a number of perspectives; and
6. advanced appropriately

ALIGNED BENCHMARK 4

BM4	THE APPLICATION OF TECHNOLOGY ENHANCED LEARNING SERVICES
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ALIGNED PERFORMANCE INDICATORS

PI 4.1	The application of technology enhanced learning services are grounded in the context of the institution's learning and teaching strategy.
Question	Are our operational level plans and funding explicitly linked to the pedagogical application of TEL systems and services?

YOUR INPUT

Example content only, add your own content to this section of your TEL Framework and transfer any actions to Appendix 1 or your copy of the TEL Framework Online.

Here you might consider how the Strategic application of TEL at Course and Program level is articulated, resourced and supported for pedagogical benefit and compare alignment. For example, the Strategic Plan makes direct reference to 'Active' and 'Immersive' Learning.

Associated Resources	<p>UniSA Digital Learning Strategy 2015 - 2020 Keep up to date with emerging trends and forecasts for Higher Education and emerging technologies. http://www.unisa.edu.au/About-UniSA/University-of-South-Australias-Digital-Learning-Strategy-2015---2020/</p> <p>UoA Strategy for Learning, Teaching and Assessment Examples at parts 2.4-2.8, 3.5, and 4.3 https://www.adelaide.edu.au/learning/slta/SLTA2.pdf</p>
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ALIGNED PERFORMANCE INDICATORS

PI 4.2	The pedagogical intent of the application of technology enhanced learning services within individual courses and programs is readily apparent to teaching and support staff
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Question	Do we need to more adequately promote the pedagogical benefits of TEL in certain areas?
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YOUR INPUT

Example content only, add your own content to this section of your TEL Framework and transfer any actions to Appendix 1 or your copy of the TEL Framework Online.

Here you might consider TEL-related survey results from both staff and student perspectives, as well as qualitative information from Stakeholders.

Associated Resources	<i>If you would like to have resources included into this template, please feel free to submit your suggestions/feedback at https://goo.gl/forms/md2VHLU4R20e2BiD3</i>
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ALIGNED PERFORMANCE INDICATORS

PI 4.3	The pedagogical application of technology enhanced learning is based on sound educational research and guidelines (including compliance with legal requirements, accessibility, and learning designs) are readily available to all teaching and support staff
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Question	Do we promote our research and guidelines out to all TEL Community where relevant? Do we have processes inclusive of both the application and guidelines?
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YOUR INPUT

Example content only, add your own content to this section of your TEL Framework and transfer any actions to Appendix 1 or your copy of the TEL Framework Online.

Here you are looking to evaluate against two angles:

1. *The application of TEL is based on research & guidelines*
2. *Guidelines are available to all staff involved in TEL*

Associated Resources	<p>Applying Best Practice Online Learning, Teaching, and Support to Intensive Online Environments: An Integrative Review Paper explores known best practice principles for online instructors, students, and student support and considers how these might apply to intensive online environments. https://www.frontiersin.org/articles/10.3389/feduc.2017.00059/full</p> <p>elearning and WCAG compliance in Australia A guide https://connectthinking.com.au/elearning-and-wgac-2-0-compliance-in-australia/</p>
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ALIGNED PERFORMANCE INDICATORS

PI 4.4	Collegial communities exist to promote and support the use of technology enhanced learning for communicating and promoting the innovative use and its pedagogical application in learning and teaching.
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Question	How can we identify, facilitate the growth of, and support the widespread and appropriate 'reach' for collegial communities?
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YOUR INPUT

Example content only, add your own content to this section of your TEL Framework and transfer any actions to Appendix 1 or your copy of the TEL Framework Online.

Here, you might list the collegial communities in your Organisation, how they provide exposure and the level of 'reach' (who knows about and gets involved in these communities) they achieve, for example:

Communities of Practice and Advisory Groups

- TEL Advisory Group – 93 members
- Yammer Group (Learning and Teaching) – 102 members

Associated Resources	University of Adelaide Communities of Practice Example showing a diversity of L&T Communities of Practice at University of Adelaide https://www.adelaide.edu.au/learning/teaching/communities-of-practice/
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ALIGNED PERFORMANCE INDICATORS

PI 4.5	Resources are allocated for the ongoing development of technology enhanced learning pedagogies
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Question	Because 'ongoing' is key, do current resources meet current demand, and are there plans documenting identified support required across the growth of TEL pedagogies at your Organisation?
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YOUR INPUT

Example content only, add your own content to this section of your TEL Framework and transfer any actions to Appendix 1 or your copy of the TEL Framework Online.

List relevant projects, initiatives and funding sources. Try to list any projected growth in particular pedagogies, for example, Virtual Work Integrated Learning.

Associated Resources	UNSW Internal Grant Programs Selection of internal grants available and aligned to the 2025 Strategy at UNSW https://teaching.unsw.edu.au/grants
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ALIGNED PERFORMANCE INDICATORS

PI 4.6	The pedagogical application of technology enhanced learning services is sustainable.
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Question	Are our implementation plans treated as 'one-off'? How can sustainability be included in pre-planning processes? Have we identified relevant areas of TEL and how sustainability might be addressed at scale?
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YOUR INPUT

Example content only, add your own content to this section of your TEL Framework and transfer any actions to Appendix 1 or your copy of the TEL Framework Online.

Here you might consider listing processes and documents where 'sustainability' is addressed (for example, via Business Case or Proposal) as this will assist in identifying gap areas.

Associated Resources	<p>CSU External Educational Technologies Policy</p> <p>Gives staff guidelines and checklist to minimise risk and encourage sustainable choices</p> <p>https://policy.csu.edu.au/document/view-current.php?id=343</p>
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ALIGNED PERFORMANCE INDICATORS

PI 4.7	The pedagogical impact of technology enhanced learning services is regularly evaluated in detail at a course and program level.
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Question	Do we know how Programs and Courses are evaluated to best measure the impact of TEL services? How is this feedback provided to decision makers? Are we asking the right questions in evaluation?
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YOUR INPUT

Example content only, add your own content to this section of your TEL Framework and transfer any actions to Appendix 1 or your copy of the TEL Framework Online.

List any review cycles, Course and Program level Evaluations, and how feedback is provided to support the enhancement of TEL

Associated Resources	<p>elearning Maturity Model (eMM)</p> <p>Reference to use of the eMM to guide implementation https://www.educationcounts.govt.nz/publications/e-Learning/58139</p> <p>Associated process documentation https://www.educationcounts.govt.nz/_data/assets/pdf_file/0010/58285/20060726ProcessDescriptions.pdf</p>
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ALIGNED PERFORMANCE INDICATORS

PI 4.8	Evidence of the impact of technology enhanced learning is integrated into continuous improvement planning for courses and programmes.
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Question	Are we systematic enough in our coverage of TEL impact? Do we have relevant questions in our surveys and processes to support the application of that evidence to enhance courses and programs?
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YOUR INPUT

Example content only, add your own content to this section of your TEL Framework and transfer any actions to Appendix 1 or your copy of the TEL Framework Online.

In 4.7 you identified the processes at Course and Program level, here you will add to that to identify any re-fresh activities based on learning impact, for example, Student satisfaction and scores (past and present) at Course Level via evaluation.

Associated Resources	<p>Uni Adelaide Requirements for Minimum use of MyUni</p> <p>University of Adelaide requirements for minimum use of LMS include adding information on how feedback from previous course evaluation has been used to make improvements to the course. Download guidelines then refer Pt 1 (a) vi.</p> <p>https://myuni.adelaide.edu.au/courses/24800/pages/requirements-for-minimum-use-of-myuni</p>
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ALIGNED PERFORMANCE INDICATORS

PI 4.9	Good practice examples advance the pedagogically sound use of TEL services in courses and programs.
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Question	Are we providing enough good practice examples? Do we need processes to identify and promote good practice examples from community and the wider sector?
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YOUR INPUT

Example content only, add your own content to this section of your TEL Framework and transfer any actions to Appendix 1 or your copy of the TEL Framework Online.

List the ways good teaching practice examples are articulated, promoted and supported across your Organisation.

Associated Resources	<p>UniSA Online Showcase Example of a small showcase highlighting innovative practice. http://www.unisa.edu.au/About-UniSA/University-of-South-Australias-Digital-Learning-Strategy-2015---2020/UniSA-Online-Learning-Showcase/</p> <p>Griffith University ExLNT (Explore Learning & Teaching) An online tool amplifying L&T innovation via 'Faculty Stories', 'Faculty Sparks' and a myriad of in-practice examples, case-studies and resources. https://app.secure.griffith.edu.au/exlnt/#o=trending</p>
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STAFF DEVELOPMENT AND TEL

STRATEGY	QUALITY	SYSTEMS
SERVICES	YOUR INSTITUTIONAL TEL FRAMEWORK	STAFF DEVELOPMENT
STAFF SUPPORT	STUDENT TRAINING	STUDENT SUPPORT

GOOD PRACTICE STATEMENT

Quality learning and teaching is brought about where people are confident, enthusiastic, skilled and well supported, and learning experiences are designed to engage the learner and employ a variety of approaches.

Engagement in professional development should not be limited by factors of physical location, equity or technological skills. This means that staff development is offered flexibly, accommodates a range of entry points, is evaluated and is informed by the work of related units.

A good practice approach to the use of technology enhanced learning reflects an understanding of learners' characteristics and needs as required by different discipline contexts.

ALIGNED BENCHMARK 5

BM5	STAFF PROFESSIONAL DEVELOPMENT FOR THE EFFECTIVE USE OF TECHNOLOGY ENHANCED LEARNING
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ALIGNED PERFORMANCE INDICATORS

PI 5.1	A framework for staff development in technology enhanced learning is part of the institution's learning and teaching strategy.
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Question	Are there gaps? Does our Organisation have a strategically consistent and collaborative approach/strategy for the provision of staff development in TEL? Can our plans be subsumed and/or presented more cohesively to our community?
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YOUR INPUT

Example content only, add your own content to this section of your TEL Framework and transfer any actions to Appendix 1 or your copy of the TEL Framework Online.

Identify any enterprise or Program-specific frameworks referred to in your Institutional Strategic plans (for example, Capability Frameworks, Professional Development Frameworks, Discipline-specific Professional Learning).

Associated Resources	<p>AITSL Australian Professional Standards for Teachers Australian Institute for Teaching and School Leadership https://www.aitsl.edu.au/teach/standards</p> <p>ECU Technology-Enhanced Learning Guides ECU bring their Blueprints and strategy together in this TEL site. https://ecu.au.libguides.com/TEL</p> <p>CSU external educational technologies for learning and teaching guidelines Policy, procedure and guideline information for staff https://policy.csu.edu.au/document/view-current.php?id=344 http://intranet.ecu.edu.au/__data/assets/pdf_file/0003/772554/standards-technology-enhanced-learning.pdf</p>
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ALIGNED PERFORMANCE INDICATORS

PI 5.2	Processes are in place and in use to identify staff development needs in support of the institution's strategy for technology enhanced learning.
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Question	Are we systematic enough in approach to capture those who require staff development outside normal procedures/reviews? Can we assist staff in identifying their own staff development requirements? Do we provide appropriate pathways to Staff Development?
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YOUR INPUT

Example content only, add your own content to this section of your TEL Framework and transfer any actions to Appendix 1 or your copy of the TEL Framework Online.

Identify and list any relevant triage, consultation, review or analytics-driven processes in place to support identification of required staff development for TEL. for example, Program renewal processes.

Associated Resources	<p>Aitsl Teacher Self-Assessment Tool AITSL Tool to assist self-identification of where they need to focus their development journey. https://www.aitsl.edu.au/tools-resources/resource/teacher-self-assessment-tool</p> <p>CSU CSU Learning Technologies Site Example of support site with 'affordances' and contacts. https://www.aitsl.edu.au/tools-resources/resource/teacher-self-assessment-tool</p> <p>JISC Digital Capability Framework Toolsets and frameworks to assist in the planning, identification and facilitation around the attainment of Digital Capabilities (Staff and Students). https://www.jisc.ac.uk/rd/projects/building-digital-capability</p>
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ALIGNED PERFORMANCE INDICATORS

PI 5.3	Educational and technical expertise is used to develop quality programs and resources addressing staff development needs.
Question	Are there opportunities to subsume/combine/co-develop provision of staff development resources and programs across strategic areas for efficiency of effort as indicated by available expertise? Is the current level of expertise and type of role available consistent with requirements?

YOUR INPUT

Example content only, add your own content to this section of your TEL Framework and transfer any actions to Appendix 1 or your copy of the TEL Framework Online.

List TEL-related educational design and professional development expertise available to address staff development requirements across the Institution.

Associated Resources	<p>ACODE Threshold Standards A guide to assist quality provision by Educational technical experts. https://www.acode.edu.au/pluginfile.php/1530/mod_resource/content/1/ACODE_TSFOLE_draft_1.2.pdf</p> <p>JISC Developing Successful Student-Staff Partnerships Guidance on how to work with students to develop an Institutional Digital environment and create engaging learning experiences. https://www.jisc.ac.uk/guides/developing-successful-student-staff-partnerships</p> <p>Stonehill College Teaching Squares The Teaching Squares program provided faculty an opportunity to gain new insight into their teaching through a non-evaluative process of reciprocal classroom observation and self-reflection. https://www.stonehill.edu/offices-services/ctl/programs/teaching-squares/</p>
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ALIGNED PERFORMANCE INDICATORS

PI 5.4	Coordination occurs between those areas providing staff development for technology enhanced learning across the institution.
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Question	What is the purpose and impact of this coordination, is it grounded in supporting both strategic vision and operational requirement? Does this coordination effort have a 'planning' outcome? What is the agency of this coordination, and is it appropriate for example, Develop action plans, Lobby for new tools?
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YOUR INPUT

Example content only, add your own content to this section of your TEL Framework and transfer any actions to Appendix 1 or your copy of the TEL Framework Online.

List all opportunities/mechanisms available for coordination by those providing staff development in TEL, and the purpose of each opportunity.

Coordination Mechanisms	Purpose	Community / Groups
TELAG (TEL Advisory Group)	<ul style="list-style-type: none"> • Inform • Collaborate • Review • Promote • Learn 	<ul style="list-style-type: none"> • Learning Futures • Office of Digital Solutions (L&T/IT) • L&T Consultants (Academic Groups) • Academic Administration • Library Services • Student Success

Associated Resources	<i>If you would like to have resources included into this template, please feel free to submit your suggestions/feedback at https://goo.gl/forms/md2VHLU4R20e2BiD3</i>
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ALIGNED PERFORMANCE INDICATORS

PI 5.5	Staff development for technology enhanced learning is resourced.
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Question	Is the Organisation spending money where it is required in order to supply the required staff development across the area of TEL? Are there areas where resources should be enhanced/updated, and is there a budget for this?
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YOUR INPUT

Example content only, add your own content to this section of your TEL Framework and transfer any actions to Appendix 1 or your copy of the TEL Framework Online.

List all areas/roles providing staff development services or consultation for TEL, along with online resources available. You may also list Professional Development funding allocations per person or role.

Associated Resources	<p>P21 Framework for 21st Century Learning</p> <p>The P21 Framework represents both 21st century student outcomes and support systems</p> <p>http://www.p21.org/our-work/p21-framework</p>
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ALIGNED PERFORMANCE INDICATORS

PI 5.6	Staff development programs are delivered flexibly and address differing skill levels.
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Question	Do they cater for contextual scenarios such as ‘just in time’? Do we need to curate, procure, enhance or produce more programs?
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YOUR INPUT

Example content only, add your own content to this section of your TEL Framework and transfer any actions to Appendix 1 or your copy of the TEL Framework Online.

List the ways, services and resources are offered to those who need them. Be sure to indicate where options provide n appropriate strata, for example ‘Beginners > Advanced’.

Associated Resources	<p>Aitsl The Essential Guide to Professional Learning: Collaboration https://www.aitsl.edu.au/docs/default-source/default-document-library/the-essential-guide-to-professional-learning---collaborationce4a8891b1e86477b58fff00006709da.pdf?sfvrsn=86a2ec3c_0</p> <p>ANU Training on Education Technology from ANU Online An example of flexibly delivered Professional Learning https://www.aitsl.edu.au/docs/default-source/default-document-library/the-essential-guide-to-professional-learning---collaborationce4a8891b1e86477b58fff00006709da.pdf?sfvrsn=86a2ec3c_0</p>
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ALIGNED PERFORMANCE INDICATORS

PI 5.7	Evaluation data is used to inform the planning for continuous improvement of Staff development processes.
Question	Are we using the right type of data, and is it reviewed regularly and by the right people? How can we collaborate around the use of data to enhance offerings and mitigate duplication or un-required staff development options?

YOUR INPUT

Example content only, add your own content to this section of your TEL Framework and transfer any actions to Appendix 1 or your copy of the TEL Framework Online.

What data sources are currently used to inform planning for staff development or professional learning across the TEL landscape, for example, all new staff undertake a Triage, LMS Metrics on tool use etc.

Associated Resources	If you would like to have resources included into this template, please feel free to submit your suggestions/feedback at https://goo.gl/forms/md2VHLU4R20e2BiD3
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STAFF SUPPORT AND TEL

STRATEGY	QUALITY	SYSTEMS
SERVICES	YOUR INSTITUTIONAL TEL FRAMEWORK	STAFF DEVELOPMENT
STAFF SUPPORT	STUDENT TRAINING	STUDENT SUPPORT

GOOD PRACTICE STATEMENT

Staff are made aware of and have access to comprehensive technical and educational support for the use of technology enhanced learning tools and services: prior to and during the implementation of the technology, in formal training sessions, on a just-in-time basis, and for troubleshooting purposes.

ALIGNED BENCHMARK 6

BM6	STAFF SUPPORT FOR THE USE OF TECHNOLOGY ENHANCED LEARNING
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ALIGNED PERFORMANCE INDICATORS

PI 6.1	Technical and educational support is aligned with the current and emerging learning technologies being deployed by the institution.
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Question	Do we have the right support in place to support strategic implementations? Are there areas of fast implementation that need addressing (for example, VR in Education)? Do our support providers have the relevant aligned skill-base or access to resource information?
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YOUR INPUT

Example content only, add your own content to this section of your TEL Framework and transfer any actions to Appendix 1 or your copy of the TEL Framework Online.

Identify the strategic alignment between emerging learning technologies (and those who provide them), and the support provided for technical and educational support.

Associated Resources	<p>UNE: 2017-2020 Information Technology Strategy for a Digital world P4, point 5 – Key strategic priorities https://www.une.edu.au/_data/assets/pdf_file/0003/158430/2017-2020-e-IT-Strategy.pdf</p> <p>UTAS: Technology Enhanced Learning and Teaching White Paper 2014 -2018 Integration of NMC Horizon Reports - Capture ‘emerging technologies, trends and practices’ (p.9) http://www.teaching-learning.utas.edu.au/_data/assets/pdf_file/0003/439014/Technology-Enhanced-Learning-and-Teaching-White-Paper_Background-papers-Academic-Senate-15-November-2013.pdf</p> <p>University of Adelaide: Learning Technologies Roadmap 2014 - 2019 https://www.adelaide.edu.au/learning-enhancement-innovation/projects-initiatives/current/Learning_Technologies_Roadmap2014_2019.pdf</p>
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ALIGNED PERFORMANCE INDICATORS

PI 6.2	Procedures are in place to identify the support requirements of staff, at individual, team and institutional levels.
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Question	Are there mechanisms to support identifying requirements? For example, Project Office procedures for identifying support for newly implemented systems, or regular Faculty reviews/surveys around TEL.
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YOUR INPUT

Example content only, add your own content to this section of your TEL Framework and transfer any actions to Appendix 1 or your copy of the TEL Framework Online.

List any procedures in place to identify support requirements across various levels.

Associated Resources	<p>Academic Workload: The Silent Barrier to the Implementation of Technology-Enhanced Learning Strategies in Higher Education</p> <p>Note: requires access to Journal</p> <p>Paper highlights the impact of academic workload allocations.</p> <p>https://www.tandfonline.com/doi/full/10.1080/01587919.2015.1055056</p>
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ALIGNED PERFORMANCE INDICATORS

PI 6.3	Procedures are in place to regularly evaluate the support services and resources provided for staff.
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Question	Are support services and resources regularly and/or systematically evaluated, and who knows the results of these procedures?
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YOUR INPUT

Example content only, add your own content to this section of your TEL Framework and transfer any actions to Appendix 1 or your copy of the TEL Framework Online.

Here you might provide information about the who, what, when, and may also want to include 'why' and to what aim. This listing may be quite varied, as you will be also talking about human resources, for which the level of evaluation may be based within smaller units of the Organisation. In these cases, it may be the role and what it provides that is evaluated for more benefit.

Associated Resources	<p><i>If you would like to have resources included into this template, please feel free to submit your suggestions/feedback at</i></p> <p>https://qoo.gl/forms/md2VHLU4R20e2BiD3</p>
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ALIGNED PERFORMANCE INDICATORS

PI 6.4	Coordination occurs between those areas providing support services for staff across the institution.
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Question	Are the right people/roles/units coordinating and collaborating where required? Is there crossover or duplication, or can coordination be more streamlined and informative for support providers?
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YOUR INPUT

Example content only, add your own content to this section of your TEL Framework and transfer any actions to Appendix 1 or your copy of the TEL Framework Online.

List areas of TEL coordination/planning between providers of support (technical and educational) across the Institution. For example:

Coordination Event	Areas/Coordination
<i>Quarterly Business Planning and Strategy meetings</i>	<ul style="list-style-type: none"> • <i>IT Help Desk</i> • <i>IT Solutions support Officer</i> • <i>L&T Consultants</i>

Associated Resources	<p>University of Edinburgh: IS Technology Enhanced Learning Strategy</p> <p>Highlights: MOUs between TEL providers and Academic Development providers, and TEL providers and Student Systems/ Student Experience Project etc. 'Natural Service Delivery Partners'.</p> <p>https://www.ed.ac.uk/files/imports/fileManager/IS%20Technology%20Enhanced%20Learning%20Strategy.pdf</p>
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ALIGNED PERFORMANCE INDICATORS

PI 6.5	Technology enhanced learning support services are accessible and used by staff.
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Question	Are services adopted? If not, why? Are we providing the right kind of support for the right target markets (for example, General staff as opposed to Academic Staff)? Do we need to retire/ replace/ enhance our offerings, or better promote them to Staff?
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YOUR INPUT

Example content only, add your own content to this section of your TEL Framework and transfer any actions to Appendix 1 or your copy of the TEL Framework Online.

Here you may review how people find TEL support services, and metrics associated to the use and uptake of those services.

Associated Resources	<i>If you would like to have resources included into this template, please feel free to submit your suggestions/feedback at https://goo.gl/forms/md2VHLU4R20e2BiD3</i>
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ALIGNED PERFORMANCE INDICATORS

PI 6.6	Technology enhanced learning support services are adequately resourced.
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Question	Is our funding model appropriate? Does it align with other TEL initiatives and implementations?
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YOUR INPUT

Example content only, add your own content to this section of your TEL Framework and transfer any actions to Appendix 1 or your copy of the TEL Framework Online.

List what is available, any associated data, and how it is resourced to determine if there is adequate allocation.

Associated Resources	<p><i>If you would like to have resources included into this template, please feel free to submit your suggestions/feedback at</i></p> <p>https://qoo.gl/forms/md2VHLU4R20e2BiD3</p>
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ALIGNED PERFORMANCE INDICATORS

PI 6.7	Technology enhanced learning support services are promoted to staff.
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Question	What response (qualitative) and metrics are you getting from each channel? Are we hitting the right target groups? Are there ways to enhance or increase the 'reach' of promotion?
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YOUR INPUT

Example content only, add your own content to this section of your TEL Framework and transfer any actions to Appendix 1 or your copy of the TEL Framework Online.

List your promotional channels, internal and external. Provide any quarterly or annual metrics available for those channels.

Associated Resources	<p><i>If you would like to have resources included into this template, please feel free to submit your suggestions/feedback at</i></p> <p>https://goo.gl/forms/md2VHLU4R20e2BiD3</p>
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ALIGNED PERFORMANCE INDICATORS

PI 6.8	New technology enhanced learning services are fully analysed for staff support requirements, prior to and during the adoption process.
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Question	How can we accommodate/ balance support for innovation and the inclusion of 'out of the box' or non-enterprise technology projects (for example, Grants)? Are we using the right data to review our current identification of support requirements?
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YOUR INPUT

Example content only, add your own content to this section of your TEL Framework and transfer any actions to Appendix 1 or your copy of the TEL Framework Online.

Here you are looking at two aspects:

- *Prior to adoption*
- *During adoption*

For many Institutions this may mean drilling down from Strategic Projects at Enterprise-level, down to smaller implementations of Technology supporting learning. List where analysis occurs in your Institutional context, and how this is then operationalised, evaluated and/or reviewed for uptake and adoption to assist identification of gaps in process or technologies (for example, 3rd party tools).

Associated Resources	<i>If you would like to have resources included into this template, please feel free to submit your suggestions/feedback at https://goo.gl/forms/md2VHLU4R20e2BiD3</i>
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ALIGNED PERFORMANCE INDICATORS

PI 6.9	There are procedures in place that ensure that evaluation data on technology enhanced learning support services for staff contributes to their continuous improvement.
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Question	Do we have regular review procedures in place for all identified support services, and how to we continue to enhance provision?
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YOUR INPUT

Example content only, add your own content to this section of your TEL Framework and transfer any actions to Appendix 1 or your copy of the TEL Framework Online.

List the data used to evaluate support services, the timing of these evaluations, and connect how this is used to inform future enhancements in TEL support.

Associated Resources	<p><i>If you would like to have resources included into this template, please feel free to submit your suggestions/feedback at</i></p> <p>https://goo.gl/forms/md2VHLU4R20e2BiD3</p>
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STUDENT TRAINING AND TEL

STRATEGY	QUALITY	SYSTEMS
SERVICES	YOUR INSTITUTIONAL TEL FRAMEWORK	STAFF DEVELOPMENT
STAFF SUPPORT	STUDENT TRAINING	STUDENT SUPPORT

GOOD PRACTICE STATEMENT

The provision of student training for the effective use of the institution's technology enhanced learning services is aligned with the teaching approaches in use; is adequately resourced; is coordinated with other student support services; is flexible; is focused on the needs of students; covers a range of current technologies and reflects good practice in the use of technology.

ALIGNED BENCHMARK 7

BM7	STUDENT TRAINING FOR THE EFFECTIVE USE OF TECHNOLOGY ENHANCED LEARNING
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ALIGNED PERFORMANCE INDICATORS

PI 7.1	Student training is aligned with the technologies and teaching approaches in use at the institution.
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Question	Is there appropriate alignment between training and need? How are gaps such as use of Discipline-specific tools and systems covered in regard to student training?
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YOUR INPUT

Example content only, add your own content to this section of your TEL Framework and transfer any actions to Appendix 1 or your copy of the TEL Framework Online.

List the Student training opportunities available at your Institution, and align them to the technologies used in L&T.

Associated Resources	<p>Beetham (2007) in the JISC publication, <i>Effective Practice in a Digital Age A guide to technology-enhanced learning and teaching, about Learning Activity Design</i></p> <p>Highlights the principle of integration of training and support for TEL, as opposed to separation into completely separate "services" needs to be picked up on. Place for the separate, but meaning/learning within the course/discipline context will have more impact</p> <p>NorthNord Should I Study Online Triage survey for students to self-identify readiness. https://studyonline.ca/getting-started/should-i-study-online</p>
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ALIGNED PERFORMANCE INDICATORS

PI 7.2	Student training for technology enhanced learning is adequately resourced.
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Question	Does the data provided to review student training indicate a need to change service provision for efficiency of scale (for example, from workshops to online), or are extra resources (\$) required to accommodate vital training services?
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YOUR INPUT

Example content only, add your own content to this section of your TEL Framework and transfer any actions to Appendix 1 or your copy of the TEL Framework Online.

Use review data (for example, training metrics and feedback) to ascertain the overhead of student training services.

Associated Resources	<p>Shes, P. & Armitage, S. (2002). Beyond the Administrative Core: Creating Web-based Student Services for Online Learners. WCET LAAP Project. Guidelines for creating Student Services Online. http://www.wcet.wiche.edu/wcet/docs/beyond/overview.pdf</p>
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ALIGNED PERFORMANCE INDICATORS

PI 7.3	There are procedures in place to regularly evaluate the training and training resources provided for students.
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Question	Are these procedures adequate to identify areas of continuous improvement and efficiency?
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YOUR INPUT

Example content only, add your own content to this section of your TEL Framework and transfer any actions to Appendix 1 or your copy of the TEL Framework Online.

List procedures and responsible units for review and evaluation across student training and resources. For example:

Student Training / Resources	Responsible Unit	Procedures
ICT Training Resources	Library	Annual Review of Demand, , uptake and metrics

Associated Resources	<p><i>If you would like to have resources included into this template, please feel free to submit your suggestions/feedback at https://goo.gl/forms/md2VHLU4R20e2BiD3</i></p>
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ALIGNED PERFORMANCE INDICATORS

PI 7.4	Coordination occurs between those areas providing training for students.
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Question	Are there areas where coordination could be implemented or enhanced?
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YOUR INPUT

Example content only, add your own content to this section of your TEL Framework and transfer any actions to Appendix 1 or your copy of the TEL Framework Online.

List points of coordination between areas. For example

Training / Resources	Responsible Units	Coordination Points
Tier 0 (online) Resources - ICT Training	<ul style="list-style-type: none"> • Library • IT 	Combined Services Review Annual Reporting

Associated Resources	<p><i>If you would like to have resources included into this template, please feel free to submit your suggestions/feedback at https://qoo.gl/forms/md2VHLU4R20e2BiD3</i></p>
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ALIGNED PERFORMANCE INDICATORS

PI 7.5	Student training programs are delivered flexibly and address differing skill levels.
Question	Are these programs and resources appropriate for the training being delivered? Can some Programs be converted to online to accommodate flexibility and provide capacity for new training to be provided if required?

YOUR INPUT

Example content only, add your own content to this section of your TEL Framework and transfer any actions to Appendix 1 or your copy of the TEL Framework Online.

Now that you've identified the services and coordination (7.3,7.4), investigate how training is provided, for example Online, Workshop Programs.

Associated Resources	<p>Erikson, C. & Prior, Tim. (2011). The art of learning: wildfire, amenity migration and local environmental knowledge. <i>International Journal of Wildland Fire</i> 20(4), 612-624.</p> <p>Model for targeting information to learning stages & styles. https://doi.org/10.1071/WF10018. p. 621</p> <p>University of Wisconsin – La Cross Online readiness tutorial for students https://www.uwlax.edu/info/online-readiness-tutorial/</p>
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ALIGNED PERFORMANCE INDICATORS

PI 7.6	Student training promotes an ethical approach to the use of social media and the technology enhanced learning services provided by the institution.
Question	Are we providing coverage of this across all training modes (online, in-person)? How are these approaches articulated to students?

YOUR INPUT

Example content only, add your own content to this section of your TEL Framework and transfer any actions to Appendix 1 or your copy of the TEL Framework Online.

List any Social Media Strategy, Policy, Guidelines, training modules and resources aimed at promoting the ethical use of social media and other TEL services.

Associated Resources	<p>Pomerantz, J., Hank, C., Sugimoo, C. R. (2015). The State of Social Media Policies in Higher Education. <i>PLoS ONE 10</i> (5): e0127485. doi:10.1371/journal.pone.0127485</p> <p>Reference to use Social Media Policies: a review of the content of various social media policies in US Carnegie Classification higher education institutions.</p> <p>Stanford University Social Media Policies and Guidelines https://ucomm.stanford.edu/policies/social-media-guidelines/</p> <p>University of Otago Social Media Policy https://www.otago.ac.nz/administration/policies/otago053552.html</p> <p>University of Canterbury Social Media Policy https://www.canterbury.ac.nz/media/uc-policy-library/Social-Media-Policy.pdf</p> <p>UCIA Social Media Toolkit Example of a UK-based toolkit for the development of social media policies/guidelines https://www.ucisa.ac.uk/groups/exec/socialmedia/chap4/chap4_2</p>
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ALIGNED PERFORMANCE INDICATORS

PI 7.7	Evaluation data is used to inform the planning for continuous improvement of student development processes.
Question	Is there enough integration? Is integration consistent or ad-hoc? Do we need to develop an evaluation plan?

YOUR INPUT

Example content only, add your own content to this section of your TEL Framework and transfer any actions to Appendix 1 or your copy of the TEL Framework Online.

List the student development processes (training) at your Organisation and align with the evaluation data (for example, surveys and feedback identified in earlier PIs in this section) currently being used to inform review and planning.

Associated Resources	<p>Catalano, A. J. (2018). <i>Measurements in Distance Education - A Compendium of Instruments, Scales, and Measures for Evaluating Online Learning</i>. London: Routledge.</p> <p>Gathered from around the world, this compendium is one of those books you need to have on the shelf for when you need to do this work. It is also a book you should look at two or three times during a course design, development and deployment process to help you think through the “how will we know this is working?” Highlights instruments for evaluation of online learning</p>
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ALIGNED PERFORMANCE INDICATORS

PI 7.8	There are clearly defined pathways for students to access the training they require.
Question	Do our channels provide enough awareness? Are the communicated pathways explicit enough for students to recognise and understand they lead to the training 'they' need?

YOUR INPUT

Example content only, add your own content to this section of your TEL Framework and transfer any actions to Appendix 1 or your copy of the TEL Framework Online.

Here you might think about the areas that provide training, how training is communicated, where and when. You may also consider whether awareness is general or targeted.

Associated Resources	<p>ELearning Guidelines, NZ Refer to "Learner Perspective" section. Prompts to think about "eLearning" from the perspective of the learner making his or her way through a course; throws the light on the learner and what he/she does to make it happen. Subtext (actually not that subtle) is that pathways that are developed by the student (scaffolded by the institution) will have more effect and more meaning for the student. Implication is that pathways need to be flexible, engaging, able to be personalised, make reference to the support provided by many other (besides direct academic) networks and connections that a student will have (e.g., family, work colleagues, friends etc)" http://www.elg.ac.nz/elearning-guidelines-updated-2018</p> <p>Charles Sturt CSULX Mixer The Mixer is for staff, but the basis of a good idea for an interactive way of providing information. Students can find their own pathway through a well laid out and easy to navigate site structured similarly to this one. https://uimagine.edu.au/csulx/mixer/</p> <p>Humber College (Canada) Example of a Pathway. This is a "Road Map" to guide students through admission to the College. AN example of how a pathway for student training in TEL could be structured/organised. http://humber.ca/admissions/apply/admissions-road-map.html</p>
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STUDENT SUPPORT AND TEL

STRATEGY	QUALITY	SYSTEMS
SERVICES	YOUR INSTITUTIONAL TEL FRAMEWORK	STAFF DEVELOPMENT
STAFF SUPPORT	STUDENT TRAINING	STUDENT SUPPORT

GOOD PRACTICE STATEMENT

Students are aware of and have access to effective and well-resourced support for the technology enhanced learning services used by the institution. Student support is responsive to student needs; is coordinated with student training; and is constantly developing in response to changing technology.

ALIGNED BENCHMARK 8

BM8	STUDENT SUPPORT FOR THE USE OF TECHNOLOGY ENHANCED LEARNING
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ALIGNED PERFORMANCE INDICATORS

PI 8.1	The provision of support for students is aligned with the technology enhanced learning services used by the institution.
Question	Do we (and should we) provide this level of support across the identified listing?

YOUR INPUT

Example content only, add your own content to this section of your TEL Framework and transfer any actions to Appendix 1 or your copy of the TEL Framework Online.

Technical support for systems, tools and the wider student learning context should be considered here. For example, the use of mobile technologies as well as the enterprise LMS. Gather as much data as you can on the tools and systems employed in Programs or Courses across your Institution, and use this to align current support provided, how and by what entity.

Associated Resources	<i>If you would like to have resources included into this template, please feel free to submit your suggestions/feedback at https://goo.gl/forms/md2VHLU4R20e2BiD3</i>
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ALIGNED PERFORMANCE INDICATORS

PI 8.2	Student technology enhanced learning support services are resourced.
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Question	Do the entities providing TEL support have enough resources to accommodate demand and sustainability of provision?
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YOUR INPUT

Example content only, add your own content to this section of your TEL Framework and transfer any actions to Appendix 1 or your copy of the TEL Framework Online.

List those entities who support students using technologies for learning, noting they may also be the training providers covered in BM 7. Identify data indicating demand and past support 'load' to assist analysis.

Associated Resources	<p><i>If you would like to have resources included into this template, please feel free to submit your suggestions/feedback at</i></p> <p>https://qoo.gl/forms/md2VHLU4R20e2BiD3</p>
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ALIGNED PERFORMANCE INDICATORS

PI 8.3	There are clearly defined pathways for students to access support services and these are promoted to the student body.
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Question	Are there opportunities to enhance or coordinate awareness of pathways of support available to students (same market)?
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YOUR INPUT

Example content only, add your own content to this section of your TEL Framework and transfer any actions to Appendix 1 or your copy of the TEL Framework Online.

Here you might also refer back to BM 7 Section, as training provision pathways may be similar.

Associated Resources	<p>Tait, A. (2000). Planning student support for open and distance learning. <i>Open Learning: The Journal of Open, Distance and e-Learning</i>, 15(3), 287-299. doi: 10.1080/713688410</p> <p>Provides an overview of the various factors that need to be considered when planning student support.</p> <p>While not strictly speaking about pathways this article highlights factors which would need to be taken into account if any pathway structure is put in place. What factors needs to be considered when planning student support. Factors discussed are: characteristics of the students, the demands across academic programs and courses, the geographical environment, the technological infrastructure, the scale of the program, and the requirements of management. Discussion centers around various tensions and tradeoffs.</p>
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ALIGNED PERFORMANCE INDICATORS

PI 8.4	Support sites and resources are accessible from commonly used devices and the analytics of student usage are monitored.
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Question	Are the current monitoring controls in place sufficient and reported? Can our students access resources on commonly used devices and/or in flexible formats?
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YOUR INPUT

Example content only, add your own content to this section of your TEL Framework and transfer any actions to Appendix 1 or your copy of the TEL Framework Online.

Two contexts should be considered here:

1. *Are resources accessible*
2. *Are they monitored*

List sites and resources, how they are accessed (for example Mobile 1st) and the mechanisms (if systematic) or review processes (for example, Quarterly reporting) employed to monitor usage across these sites and resources.

Associated Resources	<i>If you would like to have resources included into this template, please feel free to submit your suggestions/feedback at https://qoo.gl/forms/md2VHLU4R20e2BiD3</i>
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ALIGNED PERFORMANCE INDICATORS

PI 8.5	There are procedures in place to ensure that student support services and resources are regularly evaluated.
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Question	Do we know the procedures in place, who is responsible and when evaluation is undertaken?
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YOUR INPUT

Example content only, add your own content to this section of your TEL Framework and transfer any actions to Appendix 1 or your copy of the TEL Framework Online.

List the review procedures in place where usage data (as identified in PI 8.4) for both Services and Resources would be analysed or reviewed, for example quarterly reviews.

Associated Resources	<p><i>If you would like to have resources included into this template, please feel free to submit your suggestions/feedback at</i></p> <p>https://qoo.gl/forms/md2VHLU4R20e2BiD3</p>
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ALIGNED PERFORMANCE INDICATORS

PI 8.6	There are procedures in place that ensure that evaluation data on technology enhanced learning support services for students contributes to their continuous improvement.
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Question	What are the results of evaluation, and are they documented?
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YOUR INPUT

Example content only, add your own content to this section of your TEL Framework and transfer any actions to Appendix 1 or your copy of the TEL Framework Online.

List the review procedures in place where usage data (as identified in PI 8.4) for both Services and Resources would be analysed or reviewed. For example, Quarterly reviews

Associated Resources	<p><i>If you would like to have resources included into this template, please feel free to submit your suggestions/feedback at</i></p> <p>https://qoo.gl/forms/md2VHLU4R20e2BiD3</p>
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ALIGNED PERFORMANCE INDICATORS

PI 8.7	Coordination occurs between those areas providing support for students.
Question	Do student support service providers need to collaborate/share evaluation information to more effectively enhance support services across the board?

YOUR INPUT

Example content only, add your own content to this section of your TEL Framework and transfer any actions to Appendix 1 or your copy of the TEL Framework Online.

Leading on from PI8.6, list the coordination points/activities/groups where student support providers currently intersect to enhance evaluation and plan for enhancement.

Associated Resources	<p>Simpson (2008) Motivating learners in open and distance learning: Do we need a new theory of learner support? <i>Open Learning: The Journal of Open, Distance and eLearning</i>, 23(3), 159-170. doi: 10.1080/02680510802419979. This paper argues for a proactive and coordinated approach to learner support . Development rather than remediation/"fixing people up". Coordination among those providing support needs to happen.</p> <p>Shillington, S., Brown, M., MacKay, A., Paewai, S., Suddaby, G. & White, F. (2012). Avoiding the goulash: closing gaps and bridging distances. <i>Open Learning: The Journal of Open, Distance and e-Learning</i>, 27(1), 65-80. doi: 10.1080/02680513.2012.640789 Models/frameworks: <i>Holistic Approach to the Student Experience</i> and <i>The Student Success Framework</i> Refer to p. 67 Figure 1 and 69 Figure 2.</p> <p>Tait, A. (2014). From Place to Virtual Space: Reconfiguring Student Support for Distance and E-Learning in the Digital Age. <i>Open Praxis</i>, 6(1), pp. 5-16. DOI: http://dx.doi.org/10.5944/openpraxis.6.1.102 Article about coordination of student support with teaching and assessment.</p>
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ALIGNED PERFORMANCE INDICATORS

PI 8.8	There are procedures in place to ensure there is an alignment between student training and student support.
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Question	Are entities providing support and services for students coordinating approaches to student provision? Could there be tighter alignment or combined procedures to accommodate this put in place?
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YOUR INPUT

Example content only, add your own content to this section of your TEL Framework and transfer any actions to Appendix 1 or your copy of the TEL Framework Online.

Using information garnered from BM 7 and previous BM8 questions, describe the procedures undertaken when coordination occurs to ensure alignment between support and training for students. For example, Library may offer student workshops (service) and IT might provide the support for that technology use (support).

Associated Resources	<i>If you would like to have resources included into this template, please feel free to submit your suggestions/feedback at https://qoo.qi/forms/md2VHLU4R20e2BiD3</i>
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ALIGNED PERFORMANCE INDICATORS

PI 8.9	Processes are in place to determine the ongoing support requirements of students.
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Question	Do we know the processes undertaken, where the data is coming from, and what tools or resources are used to enable these processes?
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YOUR INPUT

E Example content only, add your own content to this section of your TEL Framework and transfer any actions to Appendix 1 or your copy of the TEL Framework Online.

Here you might list the regular processes incorporating the collection and review of data, coordination across providers and planning for continuous improvement for provision of student support for TEL.

Associated Resources	<p><i>If you would like to have resources included into this template, please feel free to submit your suggestions/feedback at</i></p> <p>https://goo.gl/forms/md2VHLU4R20e2BiD3</p>
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ALIGNED PERFORMANCE INDICATORS

PI 8.10	New technology enhanced learning services are fully analysed for student support requirements, prior to and during the adoption process.
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Question	Is there enough clarity around responsibility, timing, and handover across these periods? How are new services subsumed into existing support review processes and procedures?
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YOUR INPUT

Example content only, add your own content to this section of your TEL Framework and transfer any actions to Appendix 1 or your copy of the TEL Framework Online.

This two-fold performance indicator should help identify where, when, and who undertakes analysis of support requirements during two periods:

- *Prior to adoption (planning)*
- *During adoption (operational)*

Associated Resources	<i>If you would like to have resources included into this template, please feel free to submit your suggestions/feedback at https://qoo.gl/forms/md2VHLU4R20e2BiD3</i>
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SOURCES & RESOURCES

The following resources were identified by the ACODE TEL Working Group, reference to these resources are also contained within this template.

BM1 STRATEGY	<p>Key Technology Questions College Governors Should Ask https://www.jisc.ac.uk/guides/key-questions-college-governors-should-ask</p> <p>Key Technology Questions College Governors Should Ask https://www.jisc.ac.uk/guides/key-questions-college-governors-should-ask</p> <p>TEQSA: Guidance Note: Technology-Enhanced Learning https://www.teqsa.gov.au/latest-news/publications/guidance-note-technology-enhanced-learning</p> <p>UNE Strategic Plan 2016 – 2020 http://www.une.edu.au/data/assets/pdf_file/0016/117313/une-strategic-plan-2016-2020.pdf</p>
BM2 QUALITY	<p>Quality Matters (QM) https://www.qualitymatters.org/</p> <p>UTAS Blended Learning Model 1-5 Framework https://protect-au.mimecast.com/s/kPEtCr8DYEHw9BnIUzgcrtf?domain=mylo.utas.edu.au</p> <p>UTAS TELT BLM Calculator https://elibrary.utas.edu.au/or/file/1c110d15-6e64-492c-bc54-715e3b2a8ded/1/blm.zip/index.html</p> <p>UTAS TELT Whitepaper http://www.teaching-learning.utas.edu.au/data/assets/pdf_file/0020/439013/Technology-Enhanced-Learning-and-Teaching-White-Paper-Academic-Senate-15-November-2013.pdf</p>

BM3

SYSTEMS

CSU | New Learning Technologies Approval Policy

<https://policy.csu.edu.au/download.php?id=388&version=1>

CSU | Learning & Teaching Guidelines

<https://policy.csu.edu.au/document/view-current.php?id=344>

JISC Model | Institutional Learning Analytics Policy

<https://analytics.jiscinvolve.org/lwp/files/2016/11/Jisc-Model-Institutional-Learning-Analytics-Policy-v0.1.pdf>

JISC | Code of Practice for Learning Analytics

<https://www.jisc.ac.uk/guides/code-of-practice-for-learning-analytics>

NMC Horizon Reports (via EDUCAUSE)

https://library.educause.edu/search#?publicationandcollection_search=Horizon%20Report

UNSW | TELT Evaluation Framework

<https://teaching.unsw.edu.au/telt-evaluation-framework-structure>

What's in a name: The ambiguity and complexity of technology enhanced learning roles.

<http://2017.conference.ascilite.org/wp-content/uploads/2017/11/Concise-MITCHELL.pdf>

CSU | New Learning Technologies Approval Policy

<https://policy.csu.edu.au/download.php?id=388&version=1>

CSU | Learning & Teaching Guidelines

<https://policy.csu.edu.au/document/view-current.php?id=344>

CSU | Technology Innovations

http://www.ascilite.org/conferences/Wellington12/2012/images/custom/uvs%2c_philip_-_breaking.pdf

NMC Horizon Reports (via EDUCAUSE)

https://library.educause.edu/search#?publicationandcollection_search=Horizon%20Report

JISC | Developing Digital Literacies

<https://www.jisc.ac.uk/guides/developing-digital-literacies/supporting-staff>

<p>BM4</p> <p>SERVICES</p>	<p>TEQSA Guidance Note: Technology-Enhanced Learning https://www.teqsa.gov.au/latest-news/publications/guidance-note-technology-enhanced-learning</p> <p>JISC A step-by-step practical guide to managing risk proactively and mitigating its effects https://www.jisc.ac.uk/guides/risk-management</p> <p>UnISA Digital Learning Strategy 2015 - 2020 http://www.unisa.edu.au/About-UnISA/University-of-South-Australias-Digital-Learning-Strategy-2015---2020/</p> <p>Uoa Strategy for Learning, Teaching and Assessment https://www.adelaide.edu.au/learning/sita/SLTAV2.pdf</p> <p>Applying Best Practice Online Learning, Teaching, and Support to Intensive Online Environments: An Integrative Review https://www.frontiersin.org/articles/10.3389/feduc.2017.00059/full</p> <p>elearning and WCAG compliance in Australia https://connecthinking.com.au/elearning-and-wgac-2-0-compliance-in-australia/</p> <p>University of Adelaide Communities of Practice https://www.adelaide.edu.au/learning/teaching/communities-of-practice/</p> <p>UNSW Internal Grant Programs https://teaching.unsw.edu.au/grants</p> <p>CSU External Educational Technologies Policy https://policy.csu.edu.au/document/view-current.php?id=343</p> <p>elearning Maturity Model (eMM) https://www.educationcounts.gov.nz/publications/e-learning/58139 Associated process documentation https://www.educationcounts.govt.nz/data/assets/pdf_file/0010/58285/20060726ProcessDescriptions.pdf</p> <p>Uni Adelaide Requirements for Minimum use of MyUni https://myuni.adelaide.edu.au/courses/24800/pages/requirements-for-minimum-use-of-myuni</p>

	<p>UnISA Online Showcase http://www.unisa.edu.au/About-UnISA/University-of-South-Australias-Digital-Learning-Strategy-2015---2020/UnISA-Online-Learning-Showcase/</p> <p>Griffith University EXLNT (Explore Learning & Teaching) https://app.secure.griffith.edu.au/exlnt/#o=trending</p>
<p>BMS</p> <p>STAFF DEV</p>	<p>ECU Technology-Enhanced Learning Guides https://ecu.au.libguides.com/TEL</p> <p>CSU external educational technologies for learning and teaching guidelines https://policy.csu.edu.au/document/view-current.php?id=344 http://intranet.ecu.edu.au/__data/assets/pdf_file/0003/772554/standards-technology-enhanced-learning.pdf</p> <p>Aitsl Teacher Self-Assessment Tool https://www.aitsl.edu.au/tools-resources/resource/teacher-self-assessment-tool</p> <p>ACODE Threshold Standards https://www.acode.edu.au/pluginfile.php/1530/mod_resource/content/1/ACODE_TSFOLE_draft_1.2.pdf</p> <p>P21 Framework for 21st Century Learning http://www.p21.org/our-work/p21-framework</p> <p>Aitsl The Essential Guide to Professional Learning: Collaboration https://www.aitsl.edu.au/docs/default-source/default-document-library/the-essential-guide-to-professional-learning---collaborationce4a8891b1e86477b58ff00006709da.pdf?stvrsln=86a2ec3c_0</p> <p>UNE: 2017-2020 Information Technology Strategy for a Digital world https://www.une.edu.au/data/assets/pdf_file/0003/158430/2017-2020-e-IT-Strategy.pdf</p> <p>UTAS: Technology Enhanced Learning and Teaching White Paper 2014 -2018 http://www.teaching-learning.utas.edu.au/data/assets/pdf_file/0003/439014/Technology-Enhanced-Learning-and-Teaching-White-Paper-Background-papers-Academic-Senate-15-November-2013.pdf</p> <p>University of Adelaide: Learning Technologies Roadmap 2014 - 2019 https://www.adelaide.edu.au/learning-enhancement-innovation/projects-initiatives/current/Learning_Technologies_Roadmap2014_2019.pdf</p>
<p>BM6</p> <p>STAFF SUPPORT</p>	

	<p>Academic Workload: The Silent Barrier to the Implementation of Technology-Enhanced Learning Strategies in Higher Education https://www.tandfonline.com/doi/full/10.1080/01587919.2015.1055056</p> <p>University of Edinburgh: IS Technology Enhanced Learning Strategy https://www.ed.ac.uk/files/imports/filemanager/IS%20Technology%20Enhanced%20Learning%20Strategy.pdf</p>
<p>BM7 STUDENT TRAINING</p>	<p>Beetham (2007) in the JISC publication, <i>Effective Practice in a Digital Age A guide to technology-enhanced learning and teaching, about Learning Activity Design</i></p> <p>NorthNord Should I Study Online https://studyonline.ca/getting-started/should-i-study-online</p> <p>Shes, P. & Armitage, S. (2002). Beyond the Administrative Core: Creating Web-based Student Services for Online Learners. WCET LAAP Project. http://www.wcet.wiche.edu/wcet/docs/beyond/overview.pdf</p> <p>Erikson, C. & Prior, Tim. (2011). The art of learning: wildfire, amenity migration and local environmental knowledge. <i>International Journal of Wildland Fire</i> 20(4), 612-624. https://doi.org/10.1071/WF10018. p. 621</p> <p>University of Wisconsin – La Cross Online readiness tutorial for students https://www.uwlax.edu/info/online-readiness-tutorial/</p> <p>Omerantz, J., Hank, C., Sugimoo, C. R. (2015). The State of Social Media Policies in Higher Education. <i>PLoS ONE</i> 10 (5): e0127485. doi:10.1371/journal.pone.0127485</p> <p>Stanford University Social Media Policies and Guidelines https://ucomm.stanford.edu/policies/social-media-guidelines/</p> <p>University of Otago Social Media Policy https://www.otago.ac.nz/administration/policies/otago053552.html</p> <p>University of Canterbury Social Media Policy https://www.canterbury.ac.nz/media/uc-policy-library/Social-Media-Policy.pdf</p> <p>UCIA Social Media Toolkit https://www.ucisa.ac.uk/groups/exec/socialmedia/chap4/chap4_2</p>

	<p>Atalano, A. J. (2018). <i>Measurements in Distance Education - A Compendium of Instruments, Scales, and Measures for Evaluating Online Learning</i>. London: Routledge.</p> <p><i>Elearning Guidelines, NZ</i> http://www.elg.ac.nz/elearning-guidelines-updated-2018</p> <p>Charles Sturt CSULX Mixer https://uimagine.edu.au/csulx/mixer/</p> <p>Humber College (Canada) Example of a Pathway. http://humber.ca/admissions/apply/admissions-road-map.html</p>
<p>BM8 STUDENT SUPPORT</p>	<p>Simpson (2008) Motivating learners in open and distance learning: Do we need a new theory of learner support? <i>Open Learning: The Journal of Open, Distance and eLearning</i>, 23(3), 159-170. doi: 10.1080/02680510802419979.</p> <p>Shillington, S., Brown, M., Mackay, A., Paewai, S., Suddaby, G. & White, F. (2012). Avoiding the goulash: closing gaps and bridging distances. <i>Open Learning: The Journal of Open, Distance and e-Learning</i>, 27(1), 65-80. doi: 10.1080/02680513.2012.640789</p> <p>Tait, A. (2014). From Place to Virtual Space: Reconfiguring Student Support for Distance and E-Learning in the Digital Age. <i>Open Praxis</i>, 6(1), pp. 5-16. DOI: http://dx.doi.org/10.5944/openpraxis.6.1.102</p> <p>Tait, A. (2000). Planning student support for open and distance learning. <i>Open Learning: The Journal of Open, Distance and e-Learning</i>, 15(3), 287-299. doi: 10.1080/713688410</p>

APPENDIX 1

ACTION PLANNING

TEMPLATE

Use this template to contain the actions, responsibilities and ideas created as a result of TEL Framework Analysis (via this docx version, or via your ACODE TEL Framework Online form). These can be transferred to various strategic and operational plans, with the holistic landscape available to all.

