

Title: **Enfranchising E-tutors Through Professional Standards**

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Abstract:

Session Learning Outcome

By the end of the session, participants will have reflected upon the implementation of team-based approaches to embedding professional standards in e-learning.

Session Outline

A central principle underpinning the National Consultation, *Towards a framework of professional teaching standards*, was the management of rights, responsibilities and expectations. The consultation noted that "Professional teaching standards [define] expectations in a context reflecting aspirations, for staff, institutions, students and other stakeholders" (UUK, 2004, p. 1). This has clear ramifications for the implementation of e-learning in ways that enfranchise learners and teachers. The response to the consultation noted that "What constitutes teaching,... and the notion of what it is to be professional or 'a professional' in these respects" needs to be understood by those embedding professional standards (HEA, 2004, p. 4).

This paper utilises the outcomes from student evaluations of a strategic e-learning implementation in one UK HEI during two academic sessions, in order to relate the management of e-learner-expectations to the implementation of team-based approaches to e-learning. The conclusions that it draws focus upon strategies for adding pedagogic value, increasing academic participation and developing e-learning sustainability through "agreed expectations of practice... communicated clearly and consistently" (UUK, 2004, p. 2). A by-product for those teams is that in the very process of engaging with emerging and agreed professional standards, they will in-turn become enfranchised.

Session Activities

- Presentation (10 minutes): an institutional approach to team-based professional development in e-learning.
- Discussion (10 minutes): allied strengths and weaknesses of such an institutional approach – the need for standards?
- Presentation (10 minutes): the impact of an institutional approach upon e-learner expectations.
- Discussion (15 minutes): allied opportunities and threats of such an institutional approach – the impact of standards.

References

Universities UK, SCOP, HEFCE, Higher Education Academy Consultation, (2004) *Towards a Framework of Professional Teaching Standards*, at:

<http://www.universitiesuk.ac.uk/consultations/UniversitiesUK/downloads/teachingstandards.pdf>

HEA (2004), *Analysis of responses to the consultation – Executive Summary & Recommendations and Timetable only*, at:

http://www.heacademy.ac.uk/regandaccr/Academy_Standards_Report_summary_recomm.pdf