

# Changing the way the University manages eLearning tools and platforms: A case study

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Commencing in late 2014, the Library led a review of the pedagogical, educational and financial value of a suite of elearning products in use at the University, in collaboration with the Office of Learning and Teaching, Information Technology, faculties, Financial Resources Management and the vendor. The project employed quantitative and qualitative data analysis for eleven units using the products in semester one, 2015, with a more detailed focus on seven case study units. The units selected for the case studies included a range of disciplinary areas, undergraduate and postgraduate units, cohort sizes and characteristics, and years of use. The review's findings and recommendations is informing University decision-making about selection and resourcing, including funding and management, of these and other elearning platforms, tools and resources for 2016 and ensuing years. The key findings, based on qualitative and quantitative evidence, showed that medium to long term use was seen to result in improved efficiency and effectiveness by the majority of academics. While there was a large amount of time invested initially to implement, learn, and set up the product in each unit, most academics found the initial investment worthwhile, leading to both enhanced use, perceived improvements in student learning, and efficiencies over time. Several academics started using the products in a straightforward or minimal way and built this into more sophisticated use as they learnt more about product features and their suitability for the unit and students. Use developed and changed over a two to three year period, with a number saying that they would change the way they use the product next time. Discontinuing use of the product at short notice is not feasible due to the time taken to implement and embed these products into unit curriculum which often includes significant curriculum redesign. The investigation showed that a centrally coordinated approach to the selection, licence negotiation, implementation and management of these products is essential for efficiency and effectiveness. The review made a number of recommendations for the most appropriate business owner and funding and governance structures. The review also recommended use of an evaluation framework and the need for product implementations to align with the University's teaching and learning agenda.