



The bespoke approach to developing and delivering online learning

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Overview

- ▶ The e-learning context
- ▶ Developing staff using e-learning
- ▶ Customer Care - a case study
 - ▶ Why a bespoke approach
 - ▶ The development process
 - ▶ The delivery of the module
- ▶ Future challenges



A snapshot of some e-learning support

I've forgotten my WebCT password

How do I continue where I left off last time?

How do I compile pages for printing?

How do I navigate around this online module?

How do can I search within this WebCT module?

How do I make a reply to a discussion posting?



Developing staff - the Life Cycle Approach

- ▶ **Staff development is consciously planned**
 - ▶ Inclusive approach - staff at all levels
 - ▶ Introduce e-learning from day 1
- ▶ **Future needs are identified**
 - ▶ Performance review and communication channels
 - ▶ Through restructuring, changing roles and teams
- ▶ **Providing a baseline of knowledge and skills for all staff**
 - ▶ ProVIDE (staff induction and information base)
 - ▶ Supporting Online Learning (4 week online module)



ProVIDE



[Introduction](#)



[Induction Information](#)



[Who's Who](#)



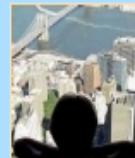
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Your Induction - Contents

We aim for you enjoy a seamless and structured introduction to Learning Services and your new job. The Learning Services induction programme should take approximately ten working days to complete. The **Induction Tasks** section will show you the tasks that you should complete during your induction.

Learning Services Induction - How your departmental induction will work

Induction Tasks - Tasks you should do during the first two weeks

Key Staff - Who you will meet during your Learning Services induction

The Mentor Scheme - Mentoring and being mentored

Central Staff Induction - What the Edge Hill induction involves

After the Induction - What happens next?

Online Courses on WebCT - Personal and Professional Development



SOL

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Homepage



Contents



Discussion



Mail



Resume



Compile



Profiles



Chat



Calendar



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Module Information



Resources



Unit 1: Looking at your own learning



Unit 2: The emergence of e-learning



Unit 3: Online interaction



Unit 4: Using online learning resources





Unit 1: Thinking of your own learning

This unit looks at:

- What is learning?
- What are the best conditions for learning?
- Teaching for learning

Learning Outcomes

At the end of this unit, you will be able to:

- Identify the best conditions for learning
- Describe current theories of teaching and learning
- Reflect upon your own experiences as learners

The first step in any module about learning - whether traditional face-to-face, or using other methods like the online medium - is not to focus on the technology, but rather to look inwards. What does learning mean to us? How do we, as individuals, learn best? What are the conditions in which we learn best? This section aims to explore these questions and asks you to engage in some reflection about your own learning and how you might respond to the challenge of e-learning.

What is learning?

According to Squires (1994), *A New Model of Teaching and Learning*, (p17), learning involves:



Customer Care - a case study

- ▶ Customer Care is a popular skills area that over three quarters of organisations provide for staff
- ▶ Evidence suggests participants do not enjoy working with generic materials
- ▶ It is based on sound pedagogic principles - not simply digitisation of printed training materials
- ▶ The submission of a portfolio allows us to check that content and activities are aligned with the learning outcomes



Customer Care

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Homepage



Enter the Course



Your pages



Search



Resources



Discussion

Welcome to Customer Care

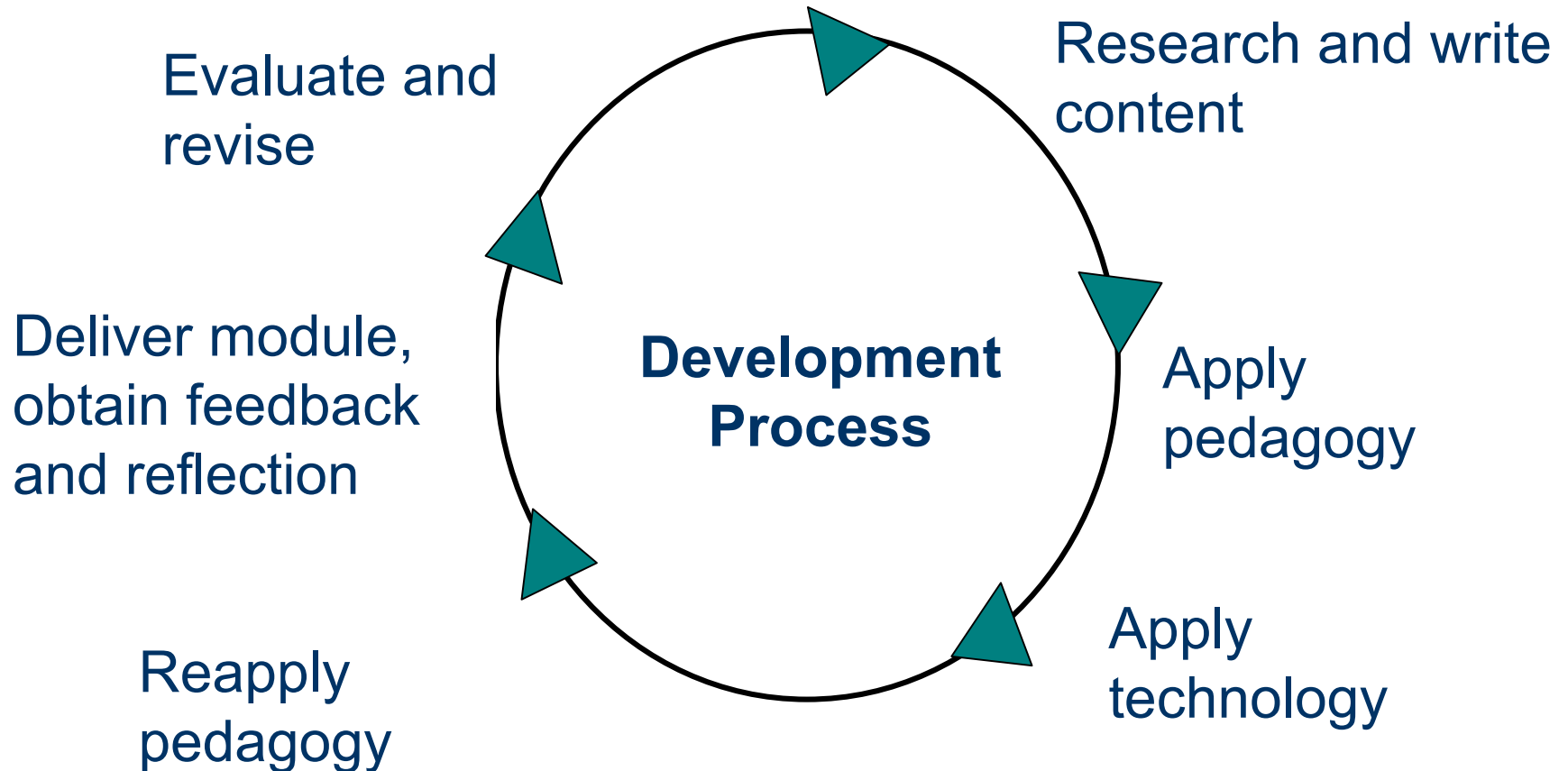


Accessing Lancashire Library
& Information Services
ALLIS
STAFF DEVELOPMENT
AWARD WINNER 2004

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Customer Care - the development process



Customer Care

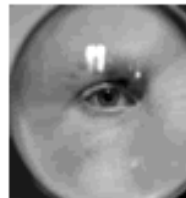
Homepage > **Enter the Course**



Unit 1: Introducing customer care



Unit 2: Customer care theory



Unit 3: Identifying our customers



Unit 4: Putting theory into practice



Unit 5: Some Learning Services guidelines



Unit 6: Putting it all together



Customer Care

Homepage > Enter the Course > Introducing customer care > **Introduction to customer care**



Take Notes



Unit 1: Introduction to Customer Care

This section contains 4 pages and 2 activities

- Module aims and outcomes
- Learning pathways
- Module tasks and assessment
- Your task for this section
- Thinking it through

Learning Outcomes

By the end of this introduction you will be able to:

- Describe what this module is all about
- Identify the best way to go about completing the module
- Identify your

Module aims and learning outcomes

This module aims to develop Learning Services staff in their customer care skills and provide basic guidance in meeting service needs.

By the end of this module, you will be able to:

- Examine the theory and potential benefits behind customer care initiatives
- Identify who our customers are and what their needs and expectations might be
- Apply customer care theory to your working practices
- Apply Learning Services basic customer care guidelines
- Reflect upon your own customer care skills and develop an action-plan for your further development



Customer Care

Homepage > Enter the Course > Unit 4 > **Thinking it through**



Thinking it through

Purpose: To reflect upon your understanding of what makes effective communication with others and how our actions can help or hinder the process of listening and problem-solving.

Task: Now that you have completed this unit we would like you to spend some time thinking about your communication skills within a customer care environment.

a) How would you rate your communication skills? Did the quiz on page 2 of this Unit suggest any skills deficits that you should concentrate upon?

b) Write up a case study of how you managed a difficult situation with a customer. It doesn't matter if there was



Delivery, feedback and evaluation

- ▶ Beta testing with new staff and a few volunteers in late 2004
- ▶ Delivered to 17 staff as part of the staff development programme in January 2005
- ▶ Heavy use as evidenced by the number of accesses and pages visited
- ▶ Participants enjoyed the ‘doing’ – not a passive experience
- ▶ Lively discussion postings and reflective, action oriented portfolios submitted



Future challenges

- ▶ To continue with our multi-disciplinary, iterative team process for developing e-learning
- ▶ To ensure that the e-learning ethos is subscribed to by all staff
- ▶ Add further value to the learner's experience through obtaining accreditation of our online modules
- ▶ Use of e-learning reflects the student experience and constitutes 50% of all our staff development opportunities



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