



TECHNOLOGY ENHANCED LEARNING POLICY

Approved	Academic Board
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Responsible Officer	Director of Academic Strategy
Author / Role	P Bolt (Director of Academic Strategy)
Related Documents (explicitly cross-referenced)	TEQSA Guidance Note: Technology Enhanced Learning (19 August 2016)
Higher Education Standards (2021)	2.1.1, 2.1.2, 3.1b, 3.3, 7.2.1, 7.2.2
National Code (2018) (if directly relevant)	2.1.2, 2.1.5, 3.3.1, 6.3, 6.4, 8:18-22

PREAMBLE

This policy covers Technology Enhanced Learning (TEL) at the Sydney College of Divinity.

DEFINITION

Noting that ‘Higher education is delivered in many ways, including through the use of a diversity of technologies such as multimedia, video and online conferencing tools, podcasting, chat rooms, and dedicated learning management systems’, the TEQSA Guidance Note describes Technology-enhanced learning (TEL) as ‘a generic term for modes of course delivery that include such elements’, and that ‘their use is sometimes also referred to as “e-learning”.’¹

POLICY

The use of TEL within SCD Teaching Bodies operates within the same standards and framework governing all other aspects of our commitment to Excellence in Theological Education.

The *TEQSA Guidance Note* notes that the Higher Education Standards apply to all modes of delivery and:

The intent of the Standards is to ensure that TEL delivers high quality education, positive student experiences and credible qualifications, in the same way as other modes of delivery and participation.

¹ TEQSA Guidance Note: Technology Enhanced Learning v 1.2 at 11 April 2019.

In order to ensure the positive educational outcomes, the use of TEL should be part of a framework within which:

- No student is disadvantaged by its use;
- Mechanisms exist for collaborative learning to achieve learning outcomes, and interactions among students outside of formal teaching;
- Units are designed from sound pedagogical principles consistent with learners and TEL;
- Adequate attention is devoted to ensuring academic integrity in every stage of the learning experience, including to the secure management of a provider's learning and information system;
- Courteous and ethical behaviour is actively encouraged in online environments;
- Educators have sufficient expertise in the design and delivery of TEL and are actively engaged in professional development in TEL;
- Adequate support is provided at every stage of the student learning experience, and adequate mechanisms for identifying and assisting students at risk.

As with other areas, SCD Teaching Bodies must be committed to working towards best practice in TEL, utilising both the shared resources within and from beyond the SCD.

Items relating to the delivery of TEL will be reviewed during the regular quality audits of each Teaching Body, and as part of the SCD Institutional Academic Moderation.