

University of Wollongong  
**Research Online**

---

Senior Deputy Vice-Chancellor and Deputy Vice-Chancellor (Education) - Papers      Senior Deputy Vice-Chancellor and Deputy Vice-Chancellor (Education)

---

1-1-2006

## eLearning for campus-based universities: engaging the executive

Rob Ellis  
*University of Sydney*

Shirley Alexander  
*University of Technology, Sydney*

Eddie Gulc  
*Higher Education Academy, UK*

Sandra Wills  
*University of Wollongong, [sandra\\_wills@uow.edu.au](mailto:sandra_wills@uow.edu.au)*

Follow this and additional works at: <https://ro.uow.edu.au/asdpapers>



Part of the [Arts and Humanities Commons](#), and the [Social and Behavioral Sciences Commons](#)

---

### Recommended Citation

Ellis, Rob; Alexander, Shirley; Gulc, Eddie; and Wills, Sandra: eLearning for campus-based universities: engaging the executive 2006, 957.  
<https://ro.uow.edu.au/asdpapers/216>

Research Online is the open access institutional repository for the University of Wollongong. For further information contact the UOW Library: [research-pubs@uow.edu.au](mailto:research-pubs@uow.edu.au)

---

## eLearning for campus-based universities: engaging the executive

### Abstract

eLearning advocates in campus-based universities in Britain and in Australia are having difficulty helping senior budget holders and strategic planners articulate a vision for eLearning in a campus-based experience. Too often sensible plans for embedding eLearning support and infrastructure in the learning and teaching systems of campus-based universities are put to one side because there is insufficient confidence by the executive of being able to justify why such investment is needed. This can be as simple a problem as being unable to talk about eLearning and its contribution to the whole student learning experience convincingly for non-specialists. Further adding to such confusion is the fact that academics at the executive level may still hold old conceptions of eLearning being predominately about distant learning and can not envision why or how eLearning should be part of the reputation of a predominately campus-based institution. This special discussion session at ascilite 2006 will discuss the nature of this phenomenon and strategies for how to begin to talk about and plan for integrated eLearning experiences in which eLearning is part of a more meaningful whole. Ideas and understandings that help non-specialists in the executive will be sought in discussion with the audience and the panelists. The experience of British universities engaging in an international benchmarking program and the experience of Australian universities grappling with these problems will provide a substantial framework in which to discuss the issues.

### Keywords

campus, engaging, executive, elearning, universities

### Disciplines

Arts and Humanities | Social and Behavioral Sciences

### Publication Details

Ellis, R., Alexander, S., Gulc, E. & Wills, S. (2006). eLearning for campus-based universities: engaging the executive. In L. Markauskaite, P. Goodyear & P. Reimann (Eds.), *Annual Conference of the Australasian Society for Computers in Learning in Tertiary Education* (p. 957). Sydney, Australia: Sydney University Press.

## Special session

# eLearning for campus-based universities: Engaging the executive

**Rob Ellis**, session chair  
The University of Sydney

**Shirley Alexander**  
University of Technology, Sydney

**Eddie Gulc**  
Higher Education Academy, England

**Sandra Wills**  
University of Wollongong

eLearning advocates in campus-based universities in Britain and in Australia are having difficulty helping senior budget holders and strategic planners articulate a vision for eLearning in a campus-based experience. Too often sensible plans for embedding eLearning support and infrastructure in the learning and teaching systems of campus-based universities are put to one side because there is insufficient confidence by the executive of being able to justify why such investment is needed.

This can be as simple a problem as being unable to talk about eLearning and its contribution to the whole student learning experience convincingly for non-specialists. Further adding to such confusion is the fact that academics at the executive level may still hold old conceptions of eLearning being predominately about distant learning and can not envision why or how eLearning should be part of the reputation of a predominately campus-based institution.

This special discussion session at ascilite 2006 will discuss the nature of this phenomenon and strategies for how to begin to talk about and plan for integrated eLearning experiences in which eLearning is part of a more meaningful whole. Ideas and understandings that help non-specialists in the executive will be sought in discussion with the audience and the panelists. The experience of British universities engaging in an international benchmarking program and the experience of Australian universities grappling with these problems will provide a substantial framework in which to discuss the issues.

The panellists have significant and diverse experience:

- The chair, Associate Professor Rob Ellis, is Director of eLearning at the University of Sydney.
- Professor Shirley Alexander is about to take up a position as Deputy Vice-Chancellor (Teaching, Learning and Equity) at the University of Technology.
- Eddie Gulc is Senior Advisor for eLearning in the Higher Education Academy in England.
- Professor Sandra Wills is Director of CEDIR at the University of Wollongong.

**Copyright © 2006 Ellis, R., Alexander, S., Wills, S., Gulc, E.**

The author(s) assign to ascilite and educational non-profit institutions a non-exclusive licence to use this document for personal use and in courses of instruction provided that the article is used in full and this copyright statement is reproduced. The author(s) also grant a non-exclusive licence to ascilite to publish this document on the ascilite web site (including any mirror or archival sites that may be developed) and in electronic and printed form within the *ascilite Conference Proceedings*. Any other usage is prohibited without the express permission of the author(s). For the appropriate way of citing this article, please see the frontmatter of the *Conference Proceedings*.