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Author

ELLIS, Robert A.

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Abstract

This study discusses benchmarking the use of information and communication technologies (ICT) in teaching and learning between two universities with different missions: one an Australian campus-based metropolitan university and the other a British distance-education provider. It argues that the differences notwithstanding, it is possible to develop a useful and rigorous benchmarking relationship between such institutions that draws on previous benchmarking research and improves the approach by benchmarking key processes, not just outcomes. By defining a process used to embed ICT in subjects and using this as a focus of the benchmarking, a relational and prospective approach to quality assurance for ICT can be clarified, one which promotes coherence amongst the benchmarks that can be used for the purposes of improvement. (HRK / Abstract übernommen), Ellis, Robert A., E-Mail: r.ellisqitl.usyd.edu.au