

Department of Primary Education

E-Learning Development Plan

A Rationale

Unlike other Departments in the Faculty of Education, Primary and POINTED have as part of their remit the requirement to develop Information and Communication Technology skills, knowledge and understanding with their students and to ground these within both the present roles of student and of developing teachers.

"Information and Communication Technology (ICT) has an important part to play in most aspects of teachers' work in schools: in teaching and learning for individuals, small groups and whole classes; and in planning, assessment, evaluation, administration and management."

Handbook of guidance - QTS standards and ITT requirements - Dfes/TTA 2002

The Current Position

Within the Primary Department we have responded to these requirements by developing a coherent series of courses.

In **Year One** all students engage in a 30-hour course made up of a series of components one of which requires them to develop and demonstrate personal ICT skills to a predefined level. In a further part of the course (a 3day intensive ICT experience) links are made to Year Two and Three experiences where the use of ICT to support and extend pupil learning within Core and Specialist courses becomes the focus of work.

In addition, ICT is offered as a Specialist subject at levels 2 and 3; it is the ICT subject team's view that these courses drive and inform ICT developments by challenging our understanding of the level at which students are able to operate, by allowing us to test bed developments and producing teachers who are able to challenge perceptions of ICT as a simple delivery mechanism for other subjects.

Current Responsibilities

Core ICT Year One course and Specialist ICT Courses - the ICT Team

ICT within Core/Foundation and Specialist Subjects – appropriate Subject Team Leaders

The Developing Position

During the past four years:

- changing student skill sets (many now have ICT as an academic qualification and most as a routine personal skill;)
- changing technologies (for example the developments of the Virtual Learning Environment);
- changing Faculty priorities. ICT is now more embedded within courses and accepted by the present SMT who see it as part of the strategy both to widen participation and enable flexible course delivery.

In response we have been allowed to move from the original skills-focus in Year One to a position in which ICT skills can be in school-related learning activities; these are delivered via increasingly flexible means. Earlier experiments with web technologies are giving way to the selective use of a Virtual Learning Environment. It has been the capacity of the Department to predict trends in and consequently future-proof students knowledge and understanding within the field of ICT that has been a key element in our success; it is for this reason that (for example) Ofsted described the ICT component of the English course as “an outstanding feature of the course” and why it was to the Primary Department at Christ Church that Professor Colin Harrison turned to find an exemplar of good practice to be case studied in his forthcoming national research project. The Primary Department therefore has a firm foundation on which to build future developments.

Future Developments

The present e-learning committee began as a group of early ICT adopters who met together informally to try to pool experiences, solve specific technological problems and to influence developments in the College's computing infrastructure. At that time (1998-2002), any colleague who wished to use ICT to deliver course material had to engage with the technology by for example writing web pages. This onerous task, divided the promise of flexible interactive web based course delivery from the reality of learning what are rapidly redundant and for most irrelevant technical skills. However, during the past two years the developments in technology and the College's investment in an appropriate infrastructure allow us to see the real possibilities of using web technologies to support, to enhance, and to challenge course delivery methods without the need to spend time developing an irrelevant skill-set. By turning from the development of ICT skills, colleagues are more easily able to consider the way in which such developments can impact on courses and consider the cognitive skill set required of students. It was suggested that now is an appropriate time to meld the strategic role of former e-learning committee members to the operational needs of the new Faculty and Department structure; the appointment of an additional Department representative was suggested as an important element in this process.

Though the development plan rightly includes reference to skill and technology requirements to support the continued development of ICT to support subject teaching it is these latter developments, which are more appropriately described under the term "e-learning".

Suggested Considerations

The hard-won experience of those who were engaged in the early experiments with web technologies suggest that:

- Technological developments will continue unabated
 - it would therefore be unwise to consider that the prime role of educators in an HEI is to act as technological trainers
 - it would be equally unwise to believe that any current ILE represent anything other than a first sketch for an incomplete picture
- That effective e-learning necessarily requires the use of sophisticated technology
- That the introduction use of technology is value and cost free

And therefore:

- That future developments within the field of e-learning should be pedagogically driven and not technologically led.
- The education of student teachers is an activity shared with partner schools; consideration should be given to when/where and by whom appropriate experiences are delivered and developed.
- The Primary Education Department is part of a Faculty in turn part of a College; developments within the Department should be seen in this wider context.

The Plan

The purpose of this plan is to support the learning and teaching opportunities for all stakeholders within the department. This includes all staff, students, consultancy clients and research stakeholders and applies equally to all. The plan recognises that using ICT is key skill that is transferable into many spheres and that using ICT is a learning skill that can be applied in many contexts. The plan recognises that all stakeholders need access to appropriate technology to develop their ICT skills. The plan is not designed to address the provision for the ICT curriculum, nor does the plan focus on teaching ICT within the curriculum.

“E-Learning” is considered to include all aspects of learning where ICT contributes to the learning within courses and communication relating to these courses. This includes any resources that are electronically based.

The role of the “E-Learning” rep is to coordinate the planning of the department e-learning plan through liaising with colleagues, relying upon the considerable expertise from within the department.

Department of Primary Education E-Learning Development Plan

Strategic theme: Developing an “E” dimension to Learning, and Teaching: Ethos

Evaluation: *Who? When? How has this action has made a difference?*

↳ At the end of each planning year (June) evaluation conducted e –learning sub cttee with focus on effective learning & teaching

Target & Action	Personnel	Time Scale	Success Criteria	Monitoring	Cost
<u>Year 1 (2003-4)</u> Develop a clear rationale to develop the Department “E” dimensions	All Staff	December 2003	A clear rationale is established that lays the emphasis on improving Learning & Teaching, rather than on just using technology. This is agreed, published and included in Dept L & T statement	Rep to report to E sub cttee	Staff dev. day
Identify a skills/qualities set to be promoted within the students that will be developed through “E” dimension	All Staff	December 2003	Skills set identified. “E” dimension focuses upon Learning & teaching not technology	Rep to report to E sub cttee	Staff dev. day
Identify skills set needed for “e”-tutors. 1 Year pilot – followed by evaluation and staff dev process for subsequent years	E sub cttee & 5-10 volunteers	December 2003	Skills set identified. Focus on pedagogy	E sub cttee	?
Review of rationale to ensure Learning & Teaching is central to department plans. This should feed into L& T cttee.	All Staff	May 2004	Learning & Teaching is central to Departmental planning	Rep to report to E sub cttee	X1 meeting

<p><u>Year 2 (2004-5)</u> Review of rationale to ensure Learning & Teaching is central to department plans This should feed into L& T cttee.</p>	<p>All Staff</p>	<p>May 2005</p>	<p>Learning & Teaching is central to Departmental planning</p>	<p>Rep to report to E sub cttee</p>	<p>X1 meeting</p>
<p><u>Year 3 (2005-6)</u> Review of rationale to ensure Learning & Teaching is central to department plans This should feed into L& T cttee.</p>	<p>All Staff</p>	<p>May 2006</p>	<p>Learning & Teaching is central to Departmental planning</p>	<p>Rep to report to E sub cttee</p>	<p>X1 meeting</p>

Strategic theme: Developing an “E” dimension to Learning, and Teaching: Enabling processes

Evaluation: *Who? When? How has this action has made a difference?*

↳ At the end of each planning year (June) evaluation conducted by questionnaire survey of staff and students with focus on effective learning & teaching

Target & Action	Personnel	Time Scale	Success Criteria	Monitoring	Cost
<u>Year 1(2003-4)</u>					
Manage student expectations with regard to e-learning element of the CCCUC courses					
<ul style="list-style-type: none"> o Ensure that e-learning element is flagged clearly in advertising for course, open days, course handbooks etc. 	??	December 2003	All prospective students are aware of the nature of any “E” dimension to the courses at CCCUC. Advertising makes the “E” dimension clear.	Program leaders scrutinise material	Staff dev day
<ul style="list-style-type: none"> o Address issues for student equality of access to internet, college web space etc 	??	April 2004	Measures are put in place to ensure equality of access to “E” elements of courses		??
<ul style="list-style-type: none"> o Ensure E-learning identified during validation processes 	Programe leaders	???	Newly validated courses recognise the elements requiring e-learning for planning purposes	HOD	??
Staff training is delivered to ensure use of Blackboard (ILE – Interacitve Learning Environment) where already established in Years 1, 2 & 3	Si Starr, tutors	October 2003	Tutors delivering y3 units use Blackboard. Y3 experience continuation of Blackboard experience.	Random monitoring of blackboard	??
Staff training is delivered to ensure use of Blackboard (ILE – Interactive Learning Environment) where being introduced	Si Starr & ??	October 2003	Tutors wishing to use blackboard (ILE – Interactive Learning Environment) use it regularly with students to give notices, discuss issues and post articles	Random monitoring of blackboard	??

<p>The time required to manage "E" resources is recognised within work load planning, inc:</p> <ul style="list-style-type: none"> ↳ Staff dev – sharing good practice ↳ Development of resources ↳ Servicing "e" commitments 	All staff	Feb 2004	A mechanism to recognise and record management of "E" resources within workload planning is agreed & established	HOD	??
<p>Improve communications with Partnership schools:</p> <ul style="list-style-type: none"> ↳ Extend communications using email 	Partnership staff	November 2003	Communication with partnership schools improved using email	Partnership office	??
<p>Development of innovative online learning materials focussing on Teaching & Learning skills</p>	All staff	All year	Innovative online materials are developed and used to enhance Learning and Teaching. Good practice shared.	Peer monitoring??	??
<p>Manage students expectations whilst in the learning environment</p>	All staff	All year	Response times are agreed (eg replies to email etc) Students have clear understanding of response times for "e" activity	HOD	??
<p><u>Year 2 (2004-5)</u></p> <p>Developments to enhance working from home (for those with a need)</p> <ul style="list-style-type: none"> ↳ Remote access to N: drive available 	Staff to be identified	March 2005	N: drives available, with staff able to work more effectively from home.	HOD	??
<p>Improve communications with Partnership schools:</p> <ul style="list-style-type: none"> ↳ Extend communications using a secure communication and learning environment 	Partnership staff	October 2004	Communication with partnership schools improved through access to materials on communication and learning environment	Partnership office	??

<p>Development of innovative online learning materials focussing on Teaching & Learning skills</p> <p><u>Year 3 (2005-6)</u></p> <p>Developments to enhance working from home (for those with a need)</p> <p>↳ Access to Broadband internet form home</p> <p>Improve communications with Partnership schools:</p> <p>↳ Extend communications using video conferencing technology to facilitate remote conferences between mentors, staff and students</p> <p>Development of innovative online learning materials focussing on Teaching & Learning skills</p>	<p>All staff</p> <p>Staff to be identified</p> <p>Partnership staff</p> <p>All staff</p>	<p>All year</p> <p>October 2005</p> <p>March 2006</p> <p>All year</p>	<p>Innovative online materials are developed and used to enhance Learning and Teaching. Good practice shared.</p> <p>Working at home is more productive through access to Broadband</p> <p>Communication with partnership schools improved through access to conferences. Travel costs are cut and time spent is used more effectively</p> <p>Innovative online materials are developed and used to enhance Learning and Teaching. Good practice shared.</p>	<p>Peer monitoring??</p> <p>HOD</p> <p>Partnership office</p> <p>Peer monitoring??</p>	<p>??</p> <p>??</p> <p>??</p> <p>??</p>
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Strategic theme: Developing an “E” dimension to Learning, and Teaching: Using technology

Evaluation: *Who? When? How has this action has made a difference?*

↳ At the end of each planning year (June) evaluation conducted by questionnaire survey of staff and students with focus on effective learning & teaching

Target & Action	Personnel	Time Scale	Success Criteria	Monitoring	Cost
<p>Year 1(2003-4) Develop tutor ability to model to students a range of appropriate teaching strategies integrating the use of ICT,</p> <p>↳ Use of interactive whiteboards</p> <ul style="list-style-type: none"> ○ Identify teams to be involved ○ Emphasis on consistent kit (same rooms with static kit – same mobile kit for if moving about) ○ Staff Training to use the whiteboards <ul style="list-style-type: none"> ▪ Cascade model to peer tutor colleagues <p>Maintain and extend the use of technologies to support students access to course discussion and information through an interactive learning environment</p> <p>↳ Maintain current level of support for Blackboard (ILE) for Y1 & 2 students (2003-4)</p>	<p>Maths team</p> <p>Subject team bookings To be identified</p>	<p>October 2003</p> <p>October 2003</p> <p>October 2003</p> <p>October 2003</p>	<p>Existing whiteboards are used with increasing frequency during Autumn term to model teaching strategies</p> <p>Planned use of existing boards is coherent to ensure consistency of provision for each tutor</p> <p>Training completed, cascaded to colleagues. Tutor confidence developed to use equipment effectively to enhance student learning</p> <p>All Year 2 students (2003-4) have Blackboard (ILE) available to support their learning</p>	<p>E-learning rep</p> <p>Feedback to rep</p> <p>Si Starr</p> <p>Year leaders</p>	<p>Nil</p> <p>Room booking time ??</p> <p>??</p>

<ul style="list-style-type: none"> ↳ Use of Blackboard (ILE) extended to be used with Y 3 students (2003-4) 	Y3 tutors	October 2003	All Year 3 students (2003-4) have Blackboard (ILE) available to support their learning	Year leaders	??
<ul style="list-style-type: none"> ↳ Training for Y1, Y2 & Y3 tutors to use Blackboard (ILE) 	Y1, Y2 & Y3 tutors	October 2003	Y2 & Y3 tutors use Blackboard (ILE) effectively to support students learning and their teaching	Year leaders	??
<p>Pilot tutor ability to model to students a range of appropriate teaching strategies integrating the use of ICT</p>					
<ul style="list-style-type: none"> ↳ Increase access to video analysis equipment to include: <ul style="list-style-type: none"> ○ Lesson observation during black practice ○ Access to equipment within the gym ○ Training given to use analysis tools 	PE dept (x3 tutors, 300 Y1, 100 Y2, 100Y3 , 300 PGCE students	October 2003	Teaching strategies piloted, with evaluation from students. Equipment available (laptop, data projector & smart board in gym). Training given & expertise developed with a view to share good practice within the dept.	E-learning sub cttee	??
<u>Year 2 (2004-5)</u>					
<p>Develop tutor ability to model to students a range of appropriate teaching strategies integrating the use of ICT</p>					
<ul style="list-style-type: none"> ↳ Extend the number of teaching rooms with data projection facilities 	Bob Gibbs	Oct 2004	10 more data projectors installed	E-learning sub cttee	??
<ul style="list-style-type: none"> ↳ Extend the number of teaching rooms with Interactive white boards 	Bob Gibbs	Oct 2004	10 more whiteboards installed. Students develop greater awareness of appropriate teaching strategies during taught sessions	E-learning sub cttee	??

<p>↳ Access to PC's connected to the internet to support teaching in teaching rooms Highlight which groups to use (numbers) – ask for volunteers</p>	Bob Gibbs	Oct 2004	5 rooms have x2/3 PCs connected to internet. Students develop greater awareness of appropriate teaching strategies during taught sessions	E-learning sub cttee	??
<p>Maintain and extend the use of technologies to support students access to course discussion and information through an interactive learning environment</p>					
<p>↳ Examine & determine departmental approach to use of ILE, inc. structure</p>	All staff	July 2004	Clear, agreed departmental decisions about what we want an ILE for, uses, impact on courses & teaching, permissions, management, materials & structure	E-learning sub cttee	??
<p>↳ Move to content led e-support of learning (not current L& T server) Inc. use of</p> <ul style="list-style-type: none"> ○ Use of Heron library based resource ○ On line tutorials ○ Link to QTS standards 	Yr 1, 2, 3 tutors	Oct 2004	Content led e-support used to replace L&T server. This is used by at least one member of each subject team.	E-learning sub cttee	??

