



***FROM A TEACHER TO
AN 'E-TEACHER'
- the added value of 'e' in learning***

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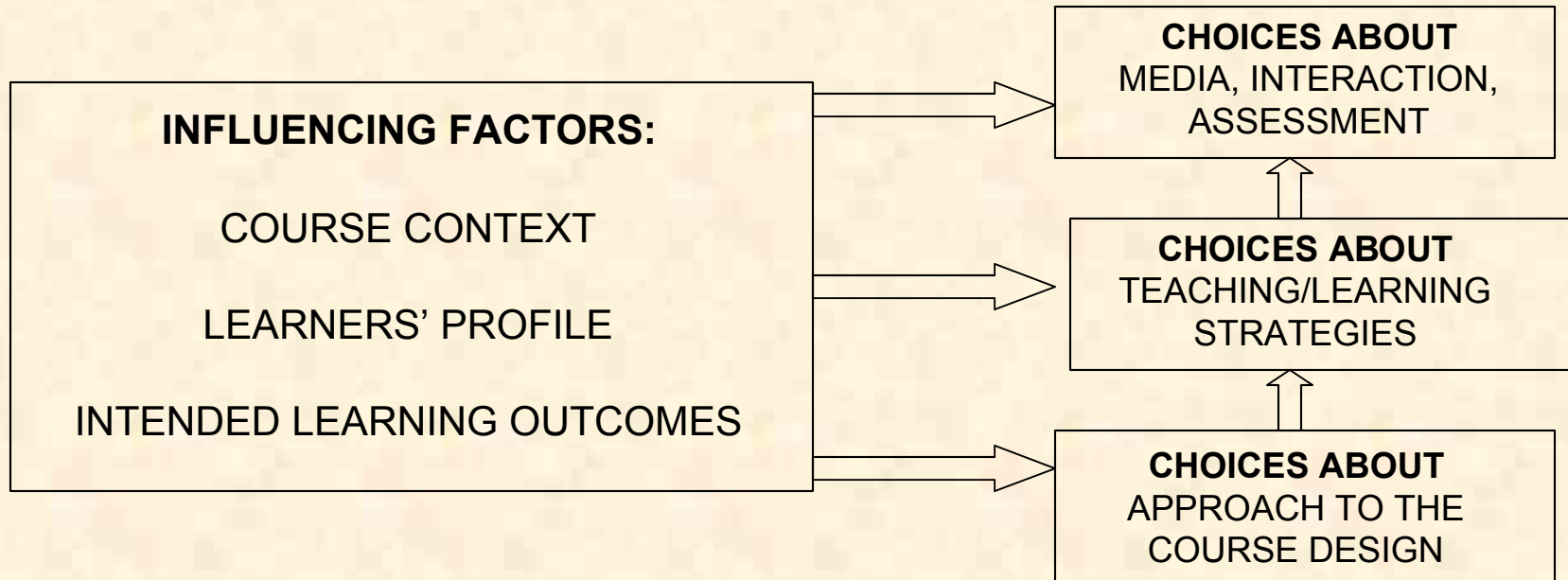
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PRESENTATION OUTLINE:

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3. COURSE DESIGN PROCESS:



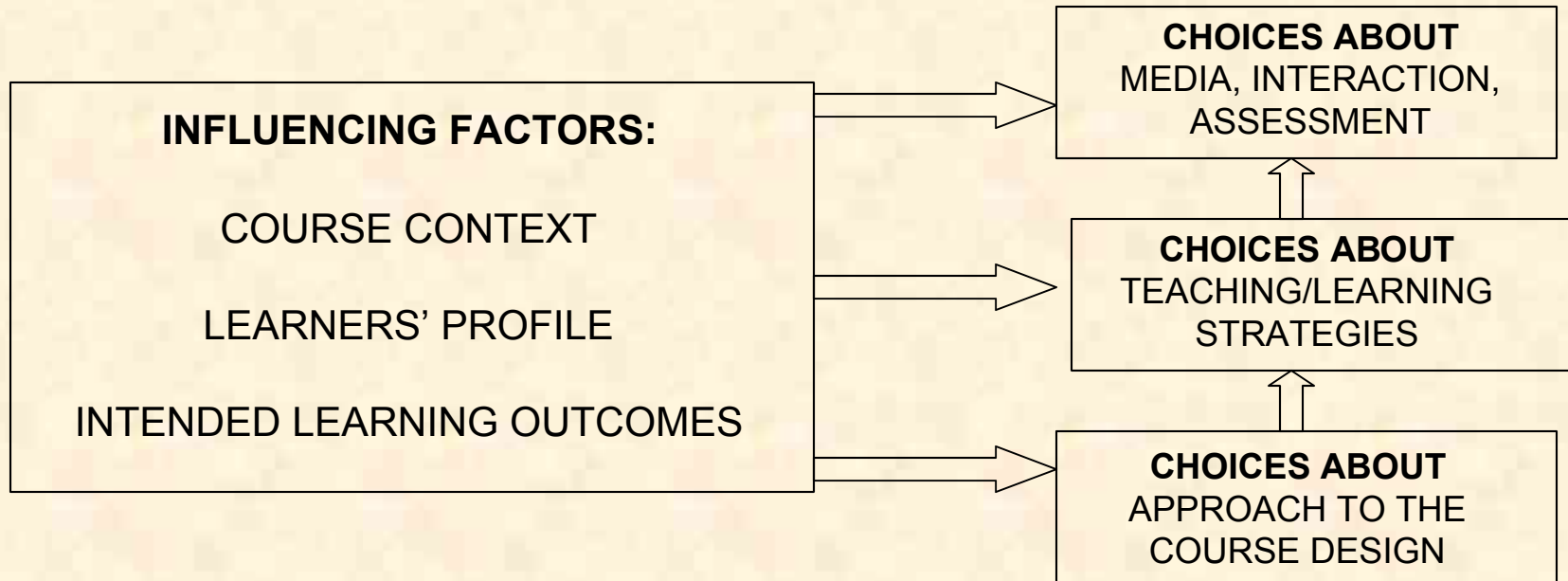
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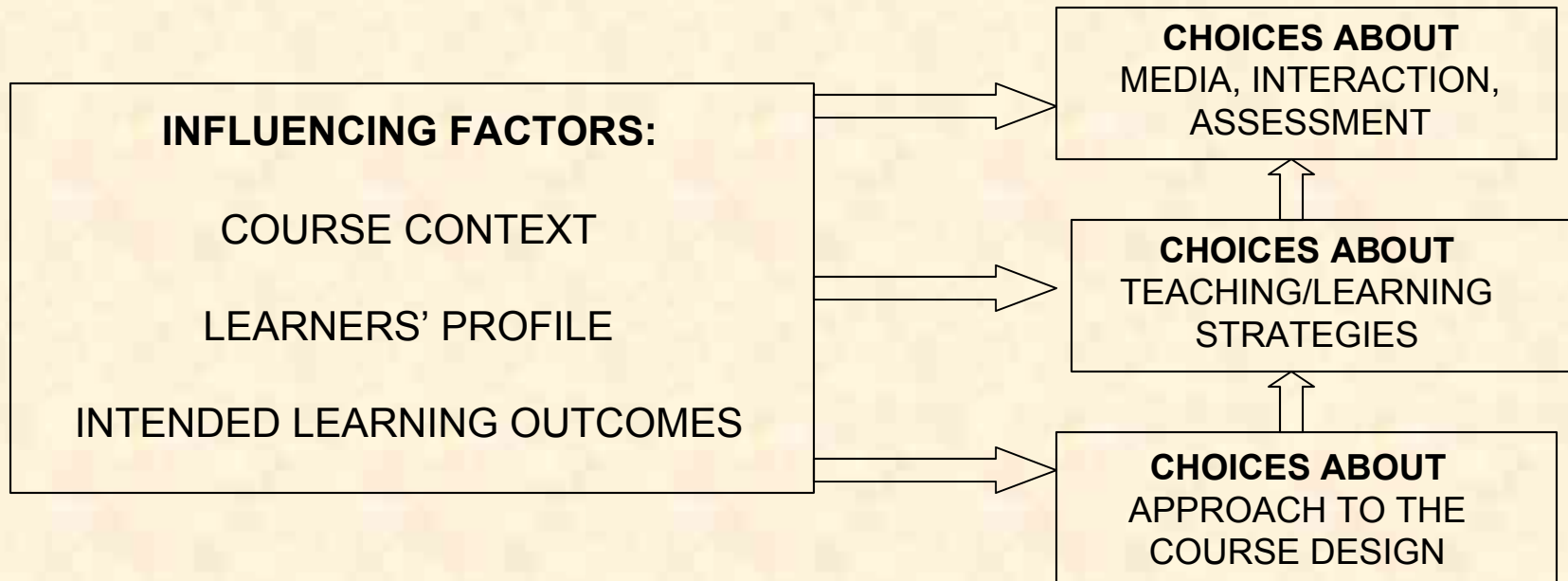
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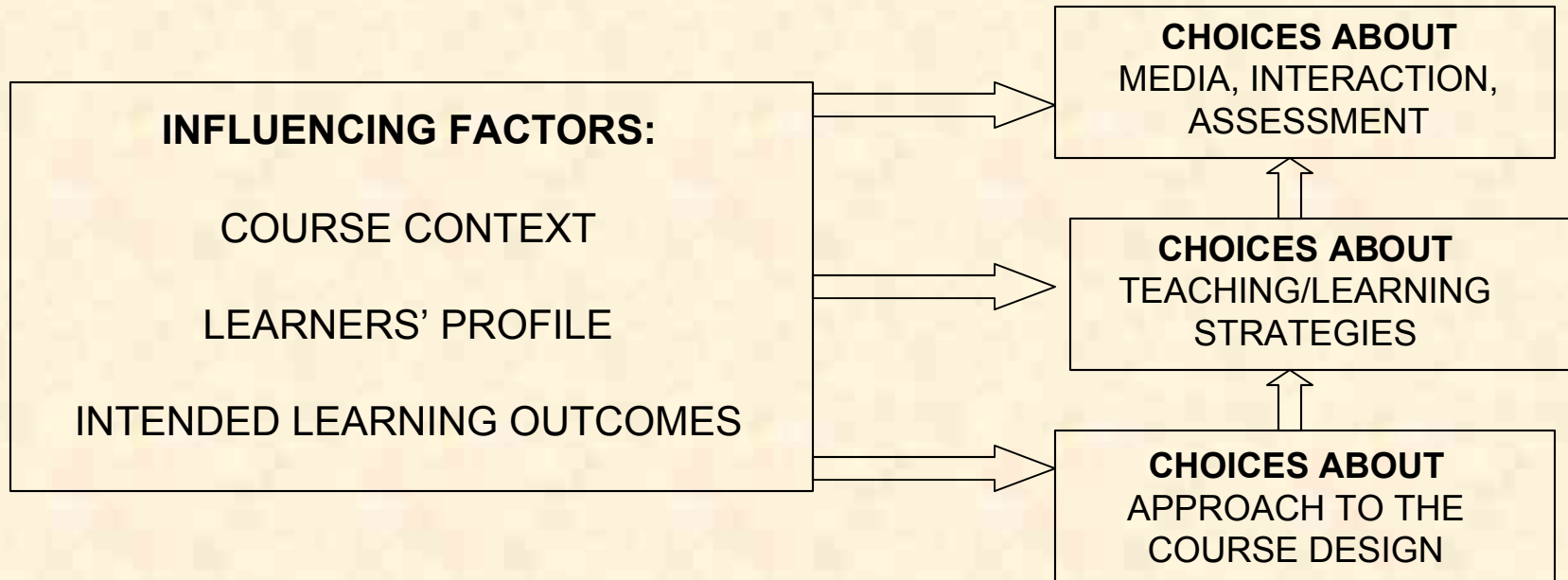
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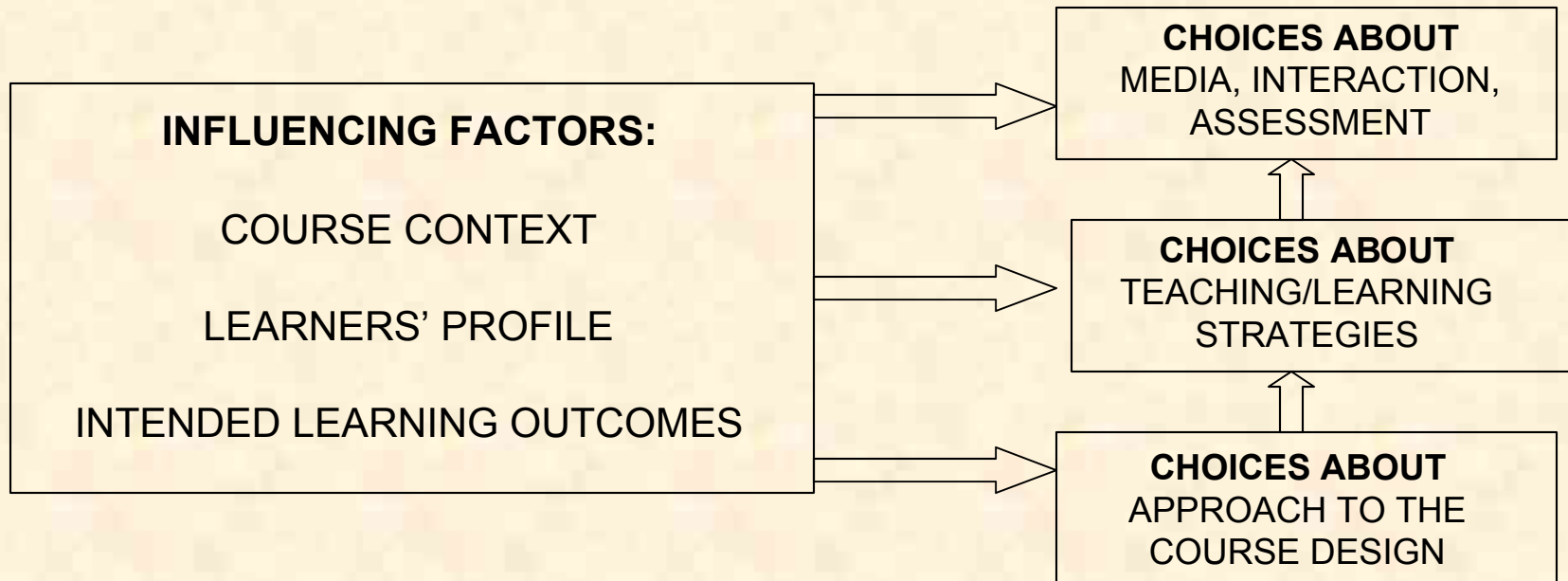
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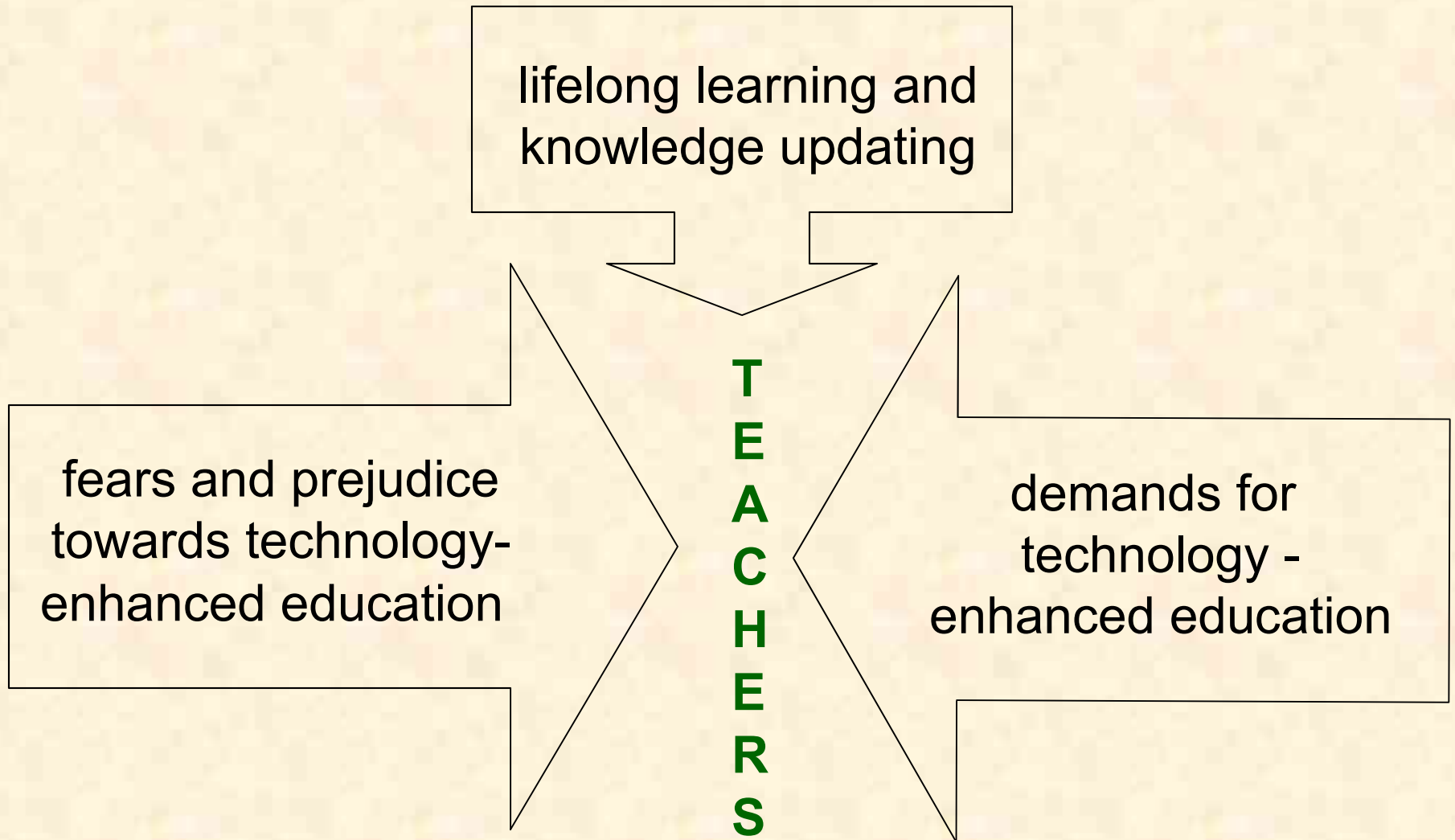
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WHY WE STARTED TEACHING TEACHERS...



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DESC ACTIVITIES IN TEACHERS' TRAINING:

1. RESIDENTIAL TRAINING

hands-on workshops on e-learning for teachers, Trzebinia 2003

2. E-COURSES

flexibility in time
and place of
study

getting familiar
with
technology

learner's
perspective

'e-Teacher' project under Leonardo da Vinci programme, January 2005



WHY WE STARTED TEACHING TEACHERS...

E-TEACHER PROJECT (Leonardo da Vinci Programme):

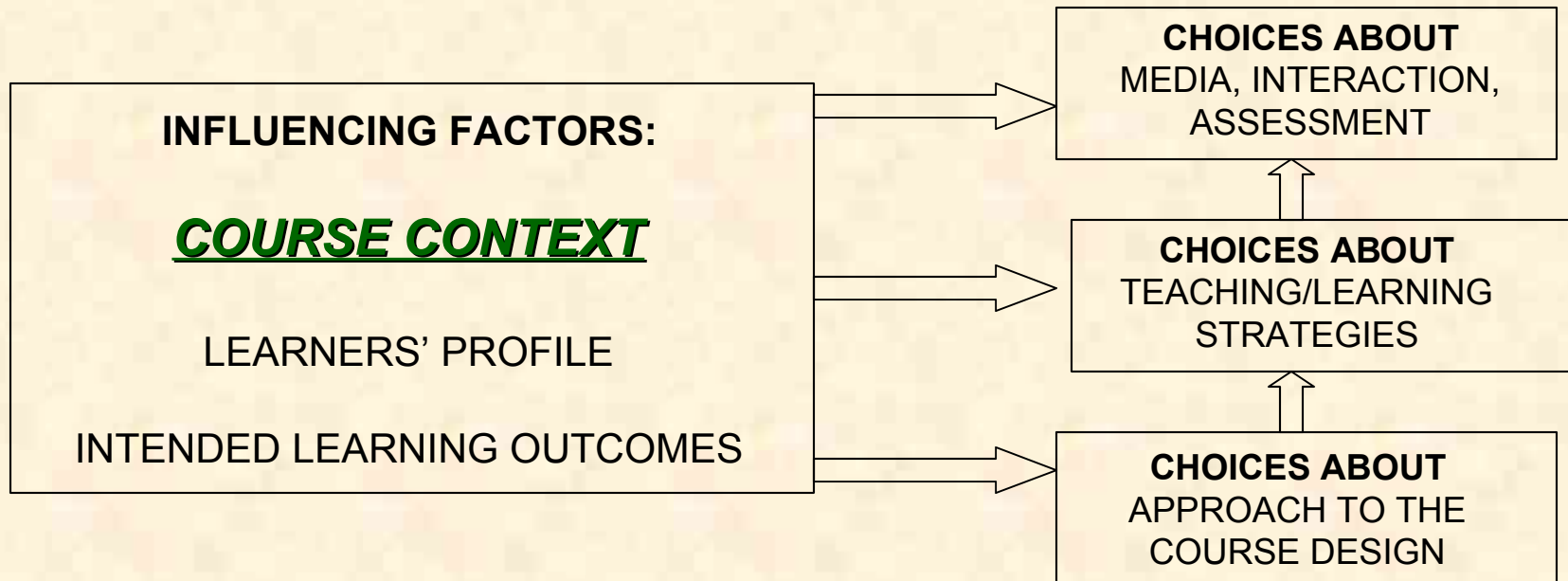
- **objective:** to develop e-learning courses for teachers on the subject of e-learning
- **coordinator:** DESC (AGH – University of Science and Technology)
- **partners:** IoE of University of London; DEC of University of Tartu; Trzebinia Commune
- **duration:** 18 months (January 2005 - July 2007)



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COURSE CONTEXT

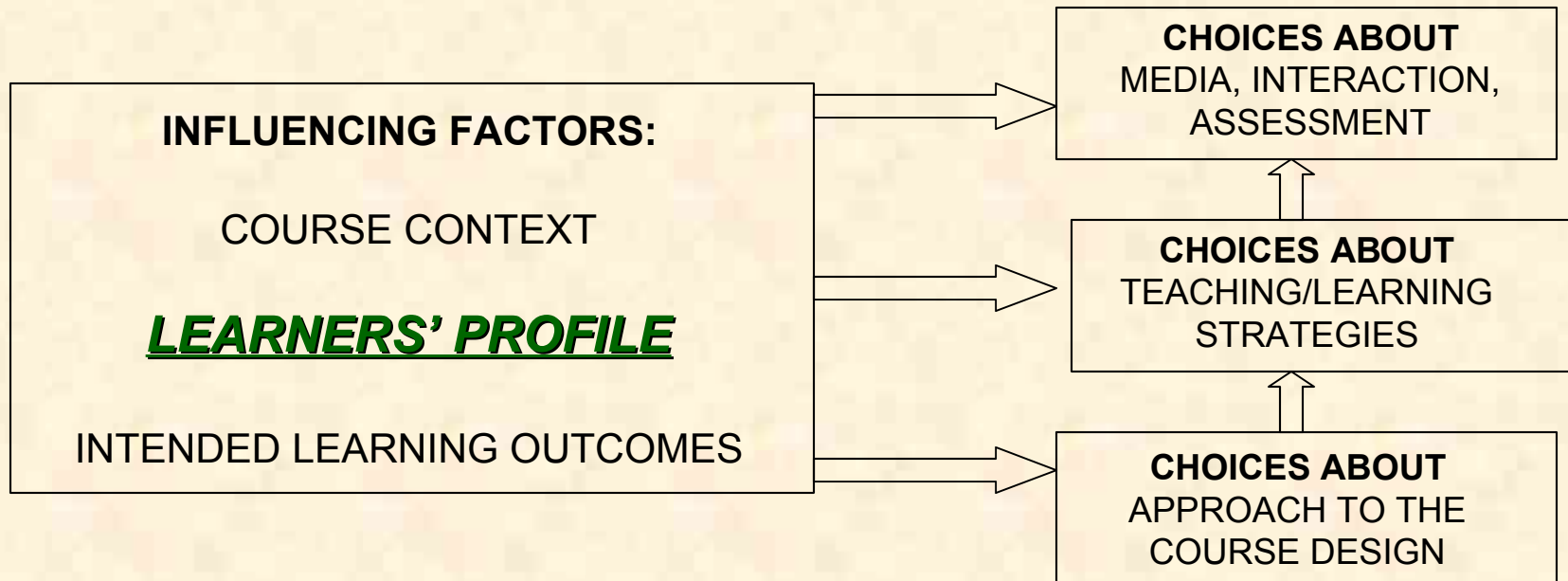
- 3 DIFFERENT COUNTRIES, CULTURES, LANGUAGES
- LIMITED BUDGETS
- DIFFERENT UNDERSTANDINGS OF E-LEARNING AMONG PROJECT PARTNERS
- NATIONAL DIFFERENCES IN ICT INFRASTRUCTURE AND THE PROGRESS MADE IN E-LEARNING



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LEARNERS' PROFILE

NEEDS ASSESSMENT SURVEY...

- 216 TEACHERS / 72 FROM POLAND
- CLOSED AND OPEN QUESTIONS

...PROVIDED US WITH INFORMATION ABOUT:

- BACKGROUNDS, NEEDS AND EXPECTATIONS OF PROSPECTIVE LEARNERS
- DIFFERENCES BETWEEN THE TARGET GROUPS IN
 - LEVEL OF IT SKILLS
 - PROFESSIONAL EXPERIENCE
 - EXISTING KNOWLEDGE ABOUT E-LEARNING



LEARNERS' PROFILE

AGE, GENDER, PROFESSIONAL QUALIFICATIONS, EXPERIENCE AND SKILLS

- 90% BETWEEN 26-45
- WOMEN OUTNUMBER MEN
- GENDER VS. WOKLOAD: 3,5/ 5,5
- DIFFERENT STAGES OF PROFESSIONAL CAREER
- BASIC IT SKILLS
 - USE INTERNET TO FIND OUT INFORMATION TO SUPPORT TEACHING
 - 50% USE E-MAIL MOST DAYS
 - 20% USE POWER POINT REGULARY; 50% OCCASIONALLY



LEARNERS' PROFILE

PREFERRED METHODS OF LEARNING

- IMPORTANCE OF THE SOCIAL ASPECT OF LEARNING
- IMPORTANCE OF PRACTICAL ACTIVITIES AND 'USEFUL KNOWLEDGE TO BE TESTED OUT QUICKLY IN THE WORK ENVIRONMENT

UNDERSTANDING OF E-LEARNING

- DIFFERENT UNDERSTANDINGS OF E-LEARNING



LEARNERS' PROFILE

ACCESS TO TECHNOLOGY

- 35% - EASY ACCESS TO THE INTERNET AT SCHOOLS (87% Estonia; 48% UK)

PERCEIVED BARRIERS TO E-LEARNING

- POOR ICT INFRASTRUCTURE/ LACK OF RESOURCES
- LACK OF SKILLS
- LACK OF TIME



LEARNERS' PROFILE

EXPECTATIONS TOWARDS E-LEARNING COURSES

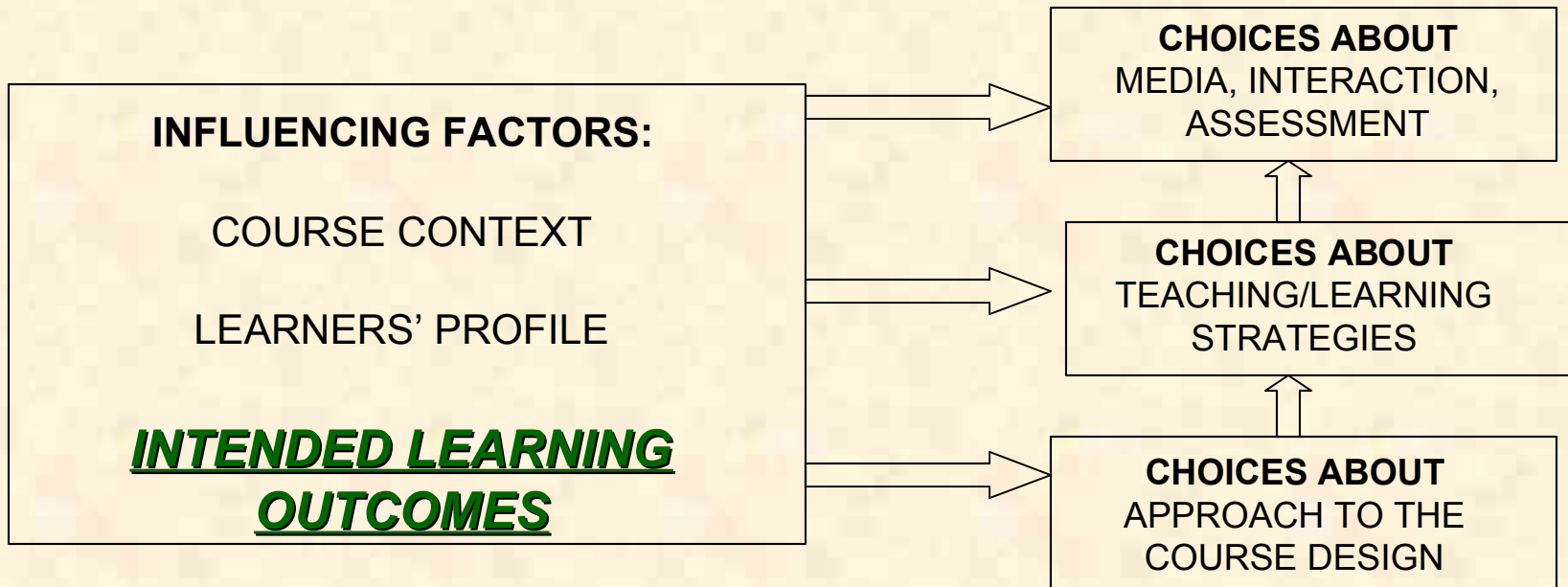
- TO LEARN HOW TO PREPARE CONTENT
- TO LEARN HOW TO EXPLOIT DIGITAL RESOURCES AND INTERNET
- TO LEARN SIMPLE ICT SKILLS
- TO LEARN NEW METHODS OF TEACHING AND LEARNING



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INTENDED LEARNING OUTCOMES

THE AIMS OF THE COURSE ARE TO:

- introduce the teachers to the main issues and concepts underlying e-learning
- help them to identify areas of application of e-learning in their own educational context
- offer the teachers systematic guidelines of how to plan and design an e-learning course
- encourage them to use online technologies for effective communication
- recommend the strategies for online tutoring
- teach them how to use open source software to organize the teaching – learning experience in the VLE (e.g MOODLE)



INTENDED LEARNING OUTCOMES

ON THE COMPLETION OF THE COURSE LEARNERS SHOULD HAVE DEVELOPED:

- ability to use the positive aspects of e-learning to the **benefit** of their own educational context (added value of **e** in **e** – learning)
- know why and know how (useful knowledge the teachers claim for)
 - theoretical and practical skills in planning, developing and incorporating teaching materials into the MOODLE platform
 - skills in handling the software available on the platform to organize and manage communication between learners



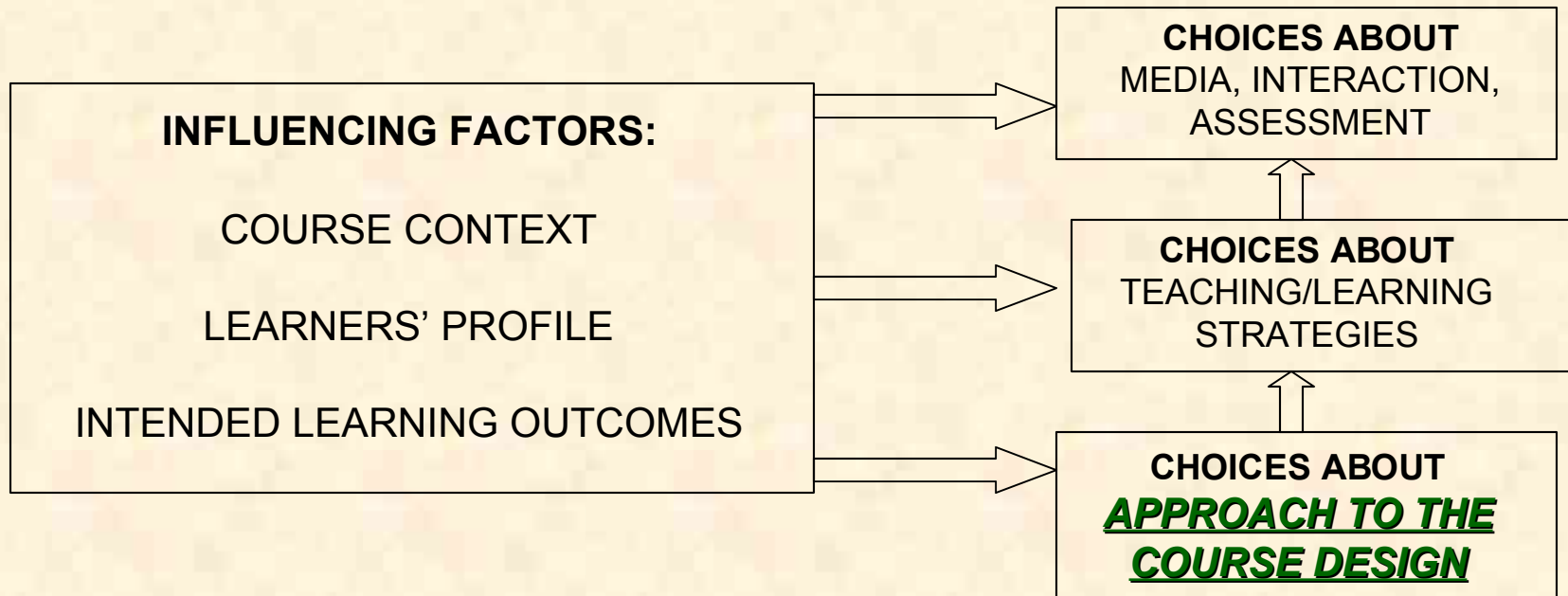
**HOW DO WE WANT TO ACHIEVE THOSE OUTCOMES
GIVEN THE COURSE CONTEXT
AND LEARNERS' CHARACTERISTICS?**



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APPROACH TO THE COURSE DESIGN

CHOSEN DESIGN MODEL: **PROCESS MODEL**

- CHALLENGES TIGHT STRUCTURING OF LEARNING EXPERIENCE
- PLACES AS MUCH IMPORTANCE ON JOURNEY AS ON DESTINATION
- DOES NOT ASSUME A FIXED BODY OF KNOWLEDGE MUST BE MASTERED
- ALLOWS LEARNERS TO USE DIFFERENT APPROACHES TO LEARNING AND SELECT THEIR OWN AREAS OF INTEREST WITHIN THE TOPIC

3 MAIN MODULES (120 hours)

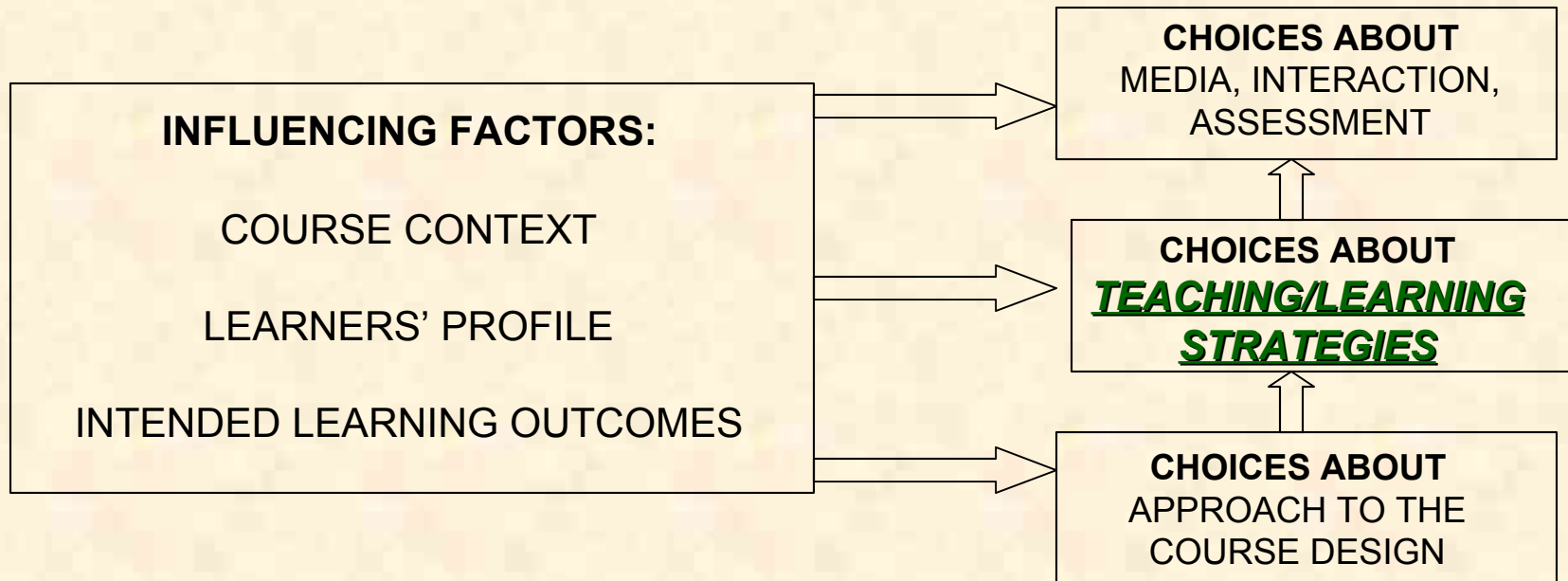
- E-LEARNING – MAIN ISSUES
- E-LEARNING – COURSE DESIGN
- E-LEARNING – TECHNICAL ASPECTS



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TEACHING/LEARNING STRATEGIES

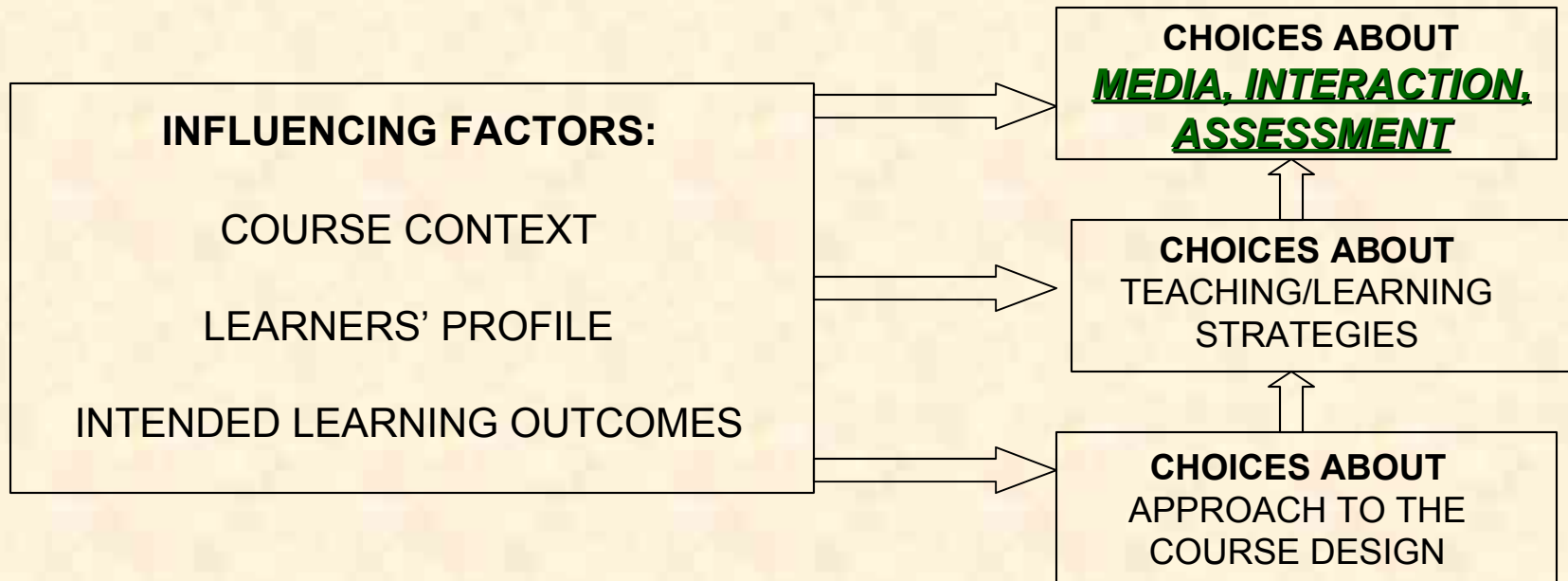
- PROVIDING **AUTHENTIC LEARNING ENVIRONMENT** *e.g. MOODLE*
- PROVIDING OPPORTUNITIES TO **LEARN INDEPENDENTLY**
(compulsory readings and optional resources, reflective activities, case studies and examples of different approaches to e-learning, good and bad practices)
- PROVIDING OPPORTUNITIES FOR **DISCOURSE**
(ongoing discussions, commentaries, debates)
- PROVIDING OPPORTUNITIES TO WORK **IN PAIRS AND IN GROUPS**
(collaborative problem solving, sharing experience, viewpoints and perspectives, project-based learning)
- PROVIDING OPPORTUNITIES FOR RECEIVING **SUPPORT**
(study guides and provision of interaction with tutor)



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3 MAIN BARRIERS TO E-LEARNING IDENTIFIED BY TEACHERS:

- 1. Poor ICT infrastructure**
- 2. Lack of skills**
- 3. Lack of time**

WHAT SHOULD THE TECHNOLOGY BE LIKE?

- 1. The simplest medium to accomplish the goal**
- 2. Transparency**
- 3. Flexibility**

WHAT WE CHOSE

- 1. VLE: MOODLE PLATFORM**
- 2. CD ROM**
- 3. PRINT (study guides and papers)**



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WHY MOODLE PLATFORM?

- **A WIDE RANGE OF TOOLS THAT FOSTER COMMUNICATION AND COLLABORATIVE LEARNING**
- **OPEN SOURCE / FREE**
- **OPEN SOURCE / ENHANCEMENTS**
- **A NEW TREND AMONG E-LEARNING TECHNOLOGISTS: INTEROPERABILITY**

'iCAMP' PROJECT

- ***IST/6FP***
- ***1 October 2005***
- ***3 years***
- ***10 partners (8 Universities)***
- ***intended result: iCamp Space***



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TYPES OF HUMAN INTERACTION IN THE COURSE:

- 1. LEARNER–TO–LEARNER** (one-to-one, one-to-many)
- 2. LEARNER–TO–TUTOR**



GOALS OF **LEARNER-TO-LEARNER** INTERACTION:

- **COGNITIVE**

sharing ideas, negotiating the meaning, examining the issues from different perspectives

- **AFFECTIVE**

maintaining motivation, fostering mutuality, reducing drop-outs

/Source: A. Tait, 2000/



GOALS OF **LEARNER-TO-TUTOR** INTERACTION:

- **DIFFER ACCORDING TO THE TEACHING-LEARNING SITUATION**
- **TUTOR ACTS AS:**
 - **Facilitator** *who mediates the course content*
 - **Leader** *who directs learners' attention to important issues and asks questions*
 - **Consultant** *who answers students' queries*
 - **Moderator** *who manages discussions*
 - **Participant** *who belongs to the learning team*
 - **Expert** *who knows the right answer*



TWO KINDS OF ASSESSMENT ACTIVITIES

- LEARNERS ASSESSED BY CONTRIBUTING TO ONLINE DISCUSSION
 - GOAL: TO ENHANCE PARTICIPATION
- PROJECT: LEARNERS DEVELOP A DRAFT FOR THEIR OWN COURSE
 - GOAL: TO PROVIDE LEARNERS WITH FORMATIVE FEEDBACK ON THEIR PROGRESS

TO ENABLE LEARNERS TO PUT
THEORETICAL KNOWLEDGE INTO PRACTICE

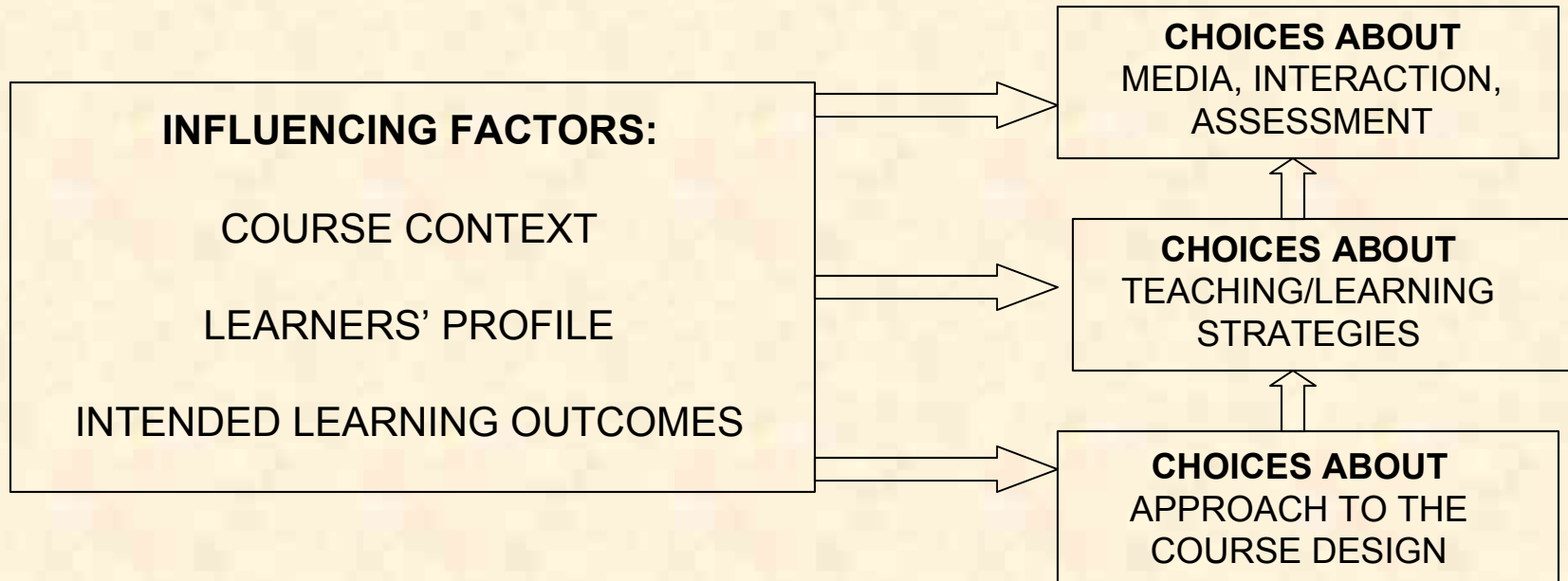
TEACHERS LEAVE THE COURSE WITH
'A PRODUCT'



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FINAL WORD / QUESTIONS / OPINIONS?

OUR GOAL IS TO SHOW THE TEACHERS THAT **NEW TECHNOLOGIES**
MEAN NEW PRACTICES AND „THE CHALLENGE OF ONLINE LEARNING
IS TO USE THE QUALITIES OF THE MEDIUM TO ADVANTAGE
RATHER THAN REPLICATE EXISTING TEACHING, LEARNING AND
ASSESSMENT PRACTICES”

/source: Morgan and O'Reilly, 1999/



FINAL WORD / **QUESTIONS / OPINIONS?**

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Thank you for your attention!

