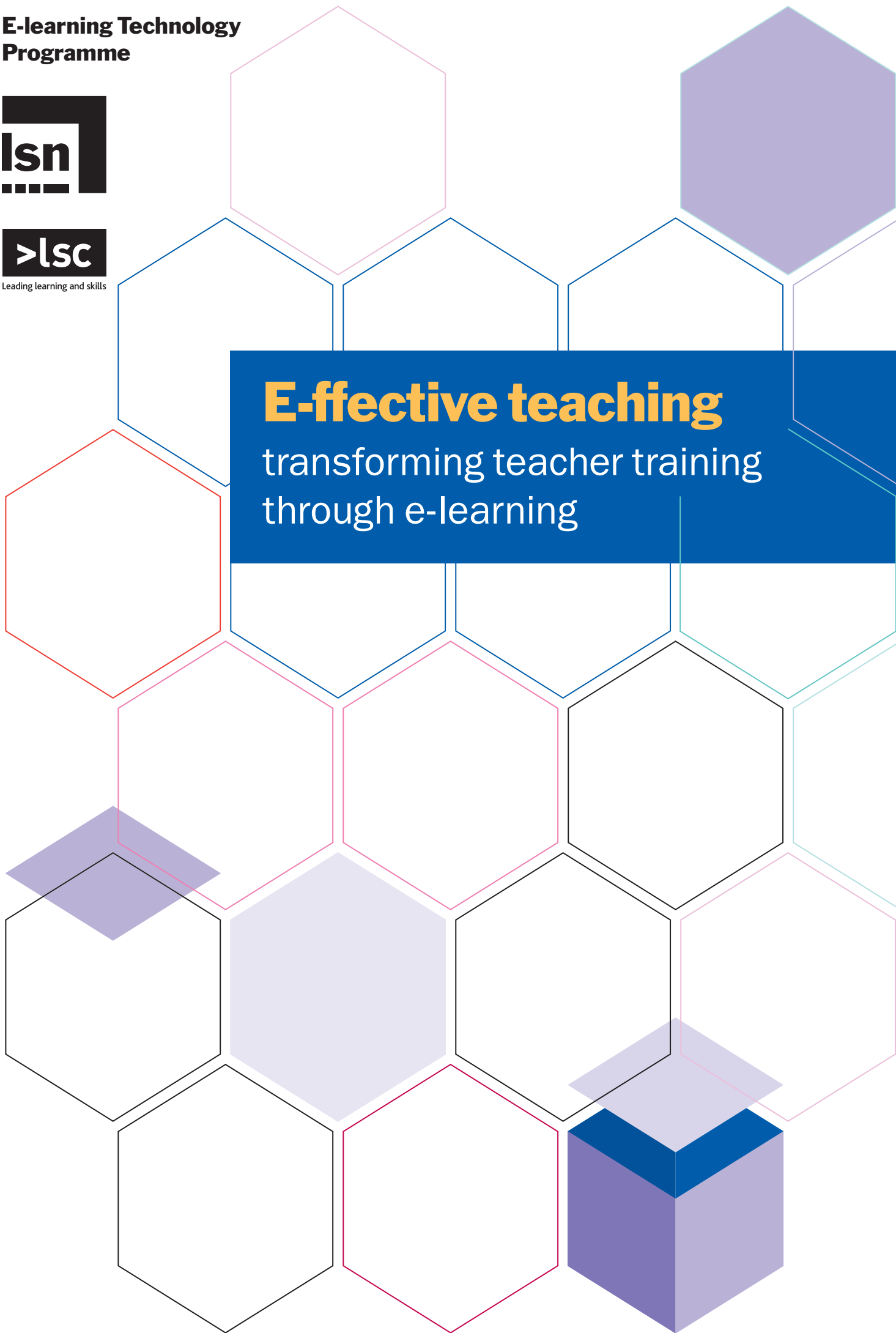




E-ffective teaching

transforming teacher training
through e-learning



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Introduction

This publication is aimed at teacher trainers, trainees and staff development managers in the learning and skills sector. The case studies, resources and materials on the accompanying CD and DVD offer ideas for improving current practice and supporting the development of e-learning in the ITT curriculum.

E-learning in the context of initial teacher training

The government's reform agenda for initial teacher training has provided the opportunity to focus on the quality of provision and professional practice in the pedagogical application of e-learning.

An important aspect of the reform is to ensure that the teacher trainers in HEIs, colleges and other providers are themselves fully skilled in all the aspects of learner-centred teaching, and able to model the different techniques, including e-learning, that trainee teachers need to master.

*Equipping our Teachers for the Future:
Reforming Initial Teacher Training for the
Learning and Skills Sector DfES 2004.*

The White Paper *Further Education: Raising Skills, Improving Life Chances* (DfES March 2006), identifies the need to 'reinforce initial teacher training through continuing professional development' and highlights the importance of 'making effective use of new technology' to improve teaching and learning.

Research conducted by the LSDA and being taken forward by the Learning and Skills Network has identified an increasing need for the development of resources that support CPD and innovation in teacher education. Institutions are seeking new materials and models of effective practice that inspire staff to integrate technology into their programme areas. With this need in mind between November 2004 and March 2005 nine projects were funded by the LSC to transform an area of the teacher training curriculum, through the application of e-learning.

The E-learning Teacher Training Transformation project aimed to:

- identify what works and why
- establish what CPD support and resources are needed for new and established teachers
- develop skills, knowledge and understanding

- provide participants with the opportunity to explore a range of models, tools and techniques that would enable them to successfully embed e-learning in their ITT programme areas
- address areas of quality improvement, e-learning and the inspection process
- enable staff to develop and produce new teaching and learning resources
- identify and overcome barriers to embedding e-learning in ITT.

This booklet provides a summary report from each of the nine projects.

The CD contains the full reports, together with a wide range of e-learning material and resources produced by the projects and designed to help teachers, trainers and staff development managers to improve the quality of teaching and learning.

The DVD contains video clips from the projects, including clips showing classroom practice, video resources for use in teaching and learning, interviews with teachers and learners, and interviews with the project managers.

The materials produced for this project link to the e-learning Continuing Professional Development (e-CPD) framework and are in line with the new LLUK professional standards for teachers, tutors and trainers, the requirements for QTLS, and the government's e-learning strategy.

Barnsley College

**An online network
for e-learning skills
development and support**



Barnsley College is a further education institution which has developed strong links with many local and regional educational partners. Barnsley is a former mining town in the heartland of South Yorkshire, and has a vibrant and established history and sense of community. The student body is equally exciting, with learners from around the country and further afield electing to study alongside the many learners from Barnsley and its surrounding communities. The college prides itself on the pastoral, personal and academic support that it provides for all learners.

While this project was in progress, the college offered, in addition to a multitude of FE programmes, a variety of higher education courses, including the Certificate and Postgraduate Certificates in Education. However, following a successful merger with the University of Huddersfield, these courses were transferred to the University together with the teacher training team and the resources developed by the project.

An online network for e-learning skills development and support

It is important to recognise the potential of e-learning to increase accessibility for learners.

The challenge

While several areas of the college were developing and using e-learning techniques to deliver programmes, this was somewhat uncoordinated and lacked a support network. In some areas, e-learning was regarded as an optional add-on.

Our response

We decided to:

- develop a coherent e-learning support network to develop the skills of teacher trainees, teacher trainers, and subject-specific mentors;
- begin to create a community in which e-learning pedagogy is integrated into teacher training courses and in which e-confident teacher trainers present e-learning as commonplace.

The project team was made up of the six members of the Teacher Training team, all of whom were involved in the planning, development and implementation of the project.

What we did

We:

- **Coaching/mentoring**
 - **CPD**
 - **Models of effective practice**
 - **Observation**
 - **Online teaching and learning**
 - **Reflective practice**
 - **Subject-specific support**
- agreed that effective implementation of the plan would depend on all members of the team supporting and contributing to the project voluntarily. For this reason, we chose the 'Choice Management – Change Management' model to inform and focus the process. This model requires that each member of the team identifies appropriate personal targets, depending on their previous experience and talents in relation both to ITT and to e-learning.
 - agreed that this model of change management could be successfully implemented by other colleges planning to integrate e-learning in their Initial Teacher Training (ITT).
 - developed a CPD development tool, designed to provide relevant and realistic examples of appraisal targets for fellow-practitioners to consider when attempting to integrate e-learning into their practice. This structured approach to continuing professional development provides focus and validity for colleagues aiming to integrate e-learning into traditional teaching and learning situations.

At team meetings, we identified individual projects that each team member would contribute to the final submission.

- encouraged each team member, in the context of their personal targets, to select subject areas in ITT that were of interest to them and where they could concentrate their efforts and create innovative e-learning materials.
- arranged for each team member to undertake training in the development of e-learning materials, including learning resources such as on-screen assessment tools, educational games, and electronic mind-maps.

What difference did it make?

- The project has made a significant contribution to the development of the ITT team. Because each team member has been involved with their own personal project, while contributing to the transformation project as a whole, e-learning has become part of the everyday language of the staff-room.
- While we have not tried to replicate or replace every aspect of our traditional delivery methods with e-learning, team members are seriously investigating further opportunities for appropriate, valid e-learning interventions. Team members now have e-learning targets stretching beyond the original project.
- The network has added structure to the appraisal process within the team, with members able to contribute to their own target-setting in a focused, development-driven manner.
- The personal projects undertaken by each team member have prompted them to undertake further research in their own subject interests, such as mentoring, the observation process, learning theory, and reflective practice. The benefits of this stretch far beyond the confines of the project and of e-learning in general.
- Plans are afoot for further development work to be undertaken in the very near future.

I delivered a training session to 1st year PGCE/Cert Ed students a couple of weeks ago and it was an exciting atmosphere to be working in. We were looking at things like 'Hot Potatoes' and giving online demonstrations. Students used laptops and were creating their own materials – there was a real creative buzz about the lesson. To a lot of new teachers this is a really new idea – it's a new direction for their careers and it's something of real benefit that has come out of this project.

Tutor, Barnsley College

Lessons learned

- The project has been a success because money has been allocated to giving staff time for ICT training, resource development and meetings, rather than to buying new equipment.
- Basing the transformation process round an established model of change management has given credibility and validity to the various elements of the project.

Time is more important than toys.

- Previous experience with ICT or e-learning had no bearing on the extent to which staff members engaged with the project. Several staff had little or no experience of using e-learning materials, while others had used the college VLE and were confident users of ICT.
- Using the CPD tool allowed team members and managers to allocate appropriate targets and objectives for development.
- Encouraging team members to investigate the transformation of their own subject areas or specialisms added pace and passion to the flow of the project, and added credibility to the final products.

What will we do next?

We will:

- consider how to expand the range of e-learning interventions throughout the Teacher Education suite of programmes;
- build on the momentum of the project and the raised profile of e-learning among the team members and our ITT trainees, both in-service and pre-service;
- hold a series of team meetings and set new targets to encourage tutors to pursue further areas of development.

What's on the CD?

Reports



Project report



Summary report



Interview with project manager

Resources for use with trainers



CPD assistant



Learning theory assessment quiz

Stand-alone programme

Introduction to mentoring



Lesson plan: Preparing for lesson observation Cert Ed Yr 1



Lesson plan: Numeracy workshop Cert Ed Yr 1



Lesson plan: Reflective practice workshop Cert Ed Yr 1



Lesson plan: Introduction to learning theory Cert Ed Yr 1

Resources for use with trainees



Teaching Observation – game

Stand-alone programme

Numeracy minimum core – Correlation



Reflective practice

E-learning
has become
part of the
everyday
language of
the staff-room. **»**

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Bradford College

**Integration of e-learning
into a PCET teacher
training programme**



Bradford College has both higher and further education departments; the Department of Teacher Education offers higher education courses that deal with both sectors. In 2005, there were approximately 250 trainees enrolled on eight courses in the Post-Compulsory Education and Training (PCET) suite of programmes which lead to qualifications that certify teachers to work in post-16 education and training environments.

Bradford College

Integration of e-learning into a PCET teacher training programme

Post-16 education and training environments include colleges, training agencies, public sector organisations (eg Health Trusts) and private companies.

The challenge

- Changes in the law from September 2005 require all teachers in the sector to gain an accredited qualification. Compulsory numeracy and literacy assessments are now included, which has put pressure on providers to meet this new demand.
- The Initial Teacher Training PCET programme at Bradford College is delivered conventionally, face-to-face. We realised that, if delivery were more flexible and more accessible, the programme would better meet the needs of part-time teaching staff in the college.
- The course tutor, some of the support staff, and many of the trainees, lacked experience in understanding and making use of e-learning techniques and technology.
- The research literature indicates that high-quality induction is a prerequisite for building an online community, and that individuals only contribute effectively when they feel comfortable and adjusted to using new technologies.

It's very easy to get into a situation where colleagues – particularly those who are very experienced – perpetuate their teaching and learning styles, year on year. They can get into a mindset that there's only one way of doing things. It's a question of using techniques to demonstrate there are ways of blending in e-learning to add another dimension to the teaching and learning process.

Tutor, Bradford College

Our response

We decided to:

- develop the e-tutoring and e-moderating skills of members of the teaching team;
- develop and deliver a blended Postgraduate Certificate in Post-Compulsory Education and Training (PCET) course in Initial Teacher Training (ITT) involving both face-to-face and online teaching/learning methodologies.

- **Assessment**
- **Coaching/ mentoring**
- **Online teaching and learning**

What we did

We:

- designed and delivered a thorough induction programme both for trainees and for trainers. This consisted of initial face-to-face meetings, followed by self-assessments and an introduction to materials and exercises made available online through the college's VLE.
- identified and re-purposed course materials for online delivery. For example:
 - interactive video clips were embedded in MS Producer to provide a focus for discussion and debate on teaching style;
 - example lesson plans, class notes and exercises were integrated into the college's VLE;
 - DART Maths software was posted on the VLE for trainees to carry out self-assessment.
- used the asynchronous discussion tool in the VLE to stimulate discussion and debate on key issues about the course, and to create an online community.
- provided trainers with an online training programme that introduced them to important aspects of e-learning pedagogy and good practice. The programme was blended, consisting of initial face-to-face induction, followed by online training materials and activities posted on the college's VLE.

What difference did it make?

- The project has been a success both for trainees and for trainers.
- For trainees, there is audited evidence of full engagement with the blended programme, including active participation in online discussion forums, use of multimedia posted on the VLE, extensive use of the materials made available through the VLE, and the establishment of an online community of support.
- Trainers have developed their skills in using e-learning techniques and are more aware of e-learning pedagogy.
- E-learning has been embedded into a new fast-track PCET programme in the Department of Teacher Education and into other Teacher Education programmes.
- We have identified a number of new teachers who are anxious to develop their e-tutoring skills.

👉 To engage effectively with the material, and to learn from it, trainers and trainees had to make regular commitments of time. 🗨️

Building a healthy e-learning community is vital for trainee motivation and success.

Lessons learned

- Thorough induction to help trainees and trainers understand e-learning tools and procedures must be programmed into the early stages of a course. Ideally, an induction programme should consist of a mix of face-to-face and e-learning components and should be completed before the assessed learning modules are released.
- For the Project Manager and the Course Tutor, the project highlighted the need to encourage and support other trainers who are new to delivering e-learning, and to allocate appropriate quality time for the development of skills and materials.
- E-tutors must understand the pedagogy for e-learning. They need to undertake, ideally before the course starts, appropriate training in e-learning pedagogy that resonates with blended learning programmes.
- E-learning materials must be stimulating and interactive. There must be a clear purpose for each e-learning component, and the links between face-to-face and e-learning elements must be clear to trainees.
- E-learning offers adult learners an opportunity to practise skills and develop competencies in private through, for example, the completion of online diagnostic tests.

What will we do next?

We will:

- develop an e-learning strategy in the Department of Teacher Education;
- continue to train staff in e-learning techniques and e-learning pedagogy;
- use the training programme that was re-purposed for the project to provide a blended programme to (a) induct new trainees and (b) extend the skills of trainees who have taken part in this programme;
- identify further programmes in the Department of Teacher Training that would benefit from the integration of elements of e-learning;
- develop and re-purpose materials, activities, exercises and assessment to be fully incorporated in blended Teacher Training programmes;
- develop a longitudinal strategy to evaluate trainee performance, completion rates, and quality in blended programmes, compared with these aspects of traditional face-to-face programmes.

What's on the CD?

Reports



Project report.



Summary report.



Interview with project manager

Resources for use with trainers and trainees



What is e-tutoring?



Key features of e-tutoring



Creating a community



Ensuring interaction



Student induction



Learning processes



Motivating students



Creating e-tivities

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Greenwich
Community College

**Embedding e-learning in
initial teacher training**



Greenwich Community College is situated in Plumstead, South East London, in an area of high social deprivation and unemployment. We offer a wide variety of post-16 and general interest courses. Two-thirds of our learners are classified as being from 'widening participation' backgrounds. The college has a three-year 'Transforming Teaching and Learning' project in place and there is a cross-college e-learning practitioner team.

Greenwich Community College

Embedding e-learning in initial teacher training

⚡ The best way of explaining the pedagogy and application of e-learning was to deliver a blended learning course to the teachers themselves. ⚡

The challenge

When the project began, we knew that, despite the college providing a wealth of online learning resources, including online encyclopaedias, e-journals, literature and much more, and that e-learning practitioners had been appointed in other curriculum areas, the Teacher Education Department was lagging behind in implementing e-learning. There was no e-learning in the City & Guilds 7407 course 'Certificate in Further Education Teaching' and it was patchy in the department as a whole.

We also knew that the teaching team lacked some basic ICT skills and that we had to do something about this before we could even think about incorporating e-learning in programme delivery. Staff expertise and relevant resources were limited.

Our response

We decided to:

- deliver the college course 'Certificate in Transforming Teaching and Learning with e-learning' to a group of teacher trainers, using workshops and the VLE. The course is mapped to the Ferl Practitioners' Programme (FPP) <http://ferl.becta.org.uk>;
- redesign the delivery of the City & Guilds 7407 Stage 1 Units 104 and 105;
- deliver these units to trainees via online blended learning.

- **Course design**
- **CPD**
- **Models of effective practice**
- **Online teaching and learning**

What we did

- The project leader (who is also the City & Guilds 7407 course tutor), the FPP trainer and the VLE manager mapped modules B, D, J and T of the Ferl Practitioners' Programme to City & Guilds 7407. The VLE manager then designed an interface, using Microsoft Frontpage, to present the materials as a three-module staff development programme that made good use of VLE facilities such as learner logs and the basics of e-tutoring.
- We carried out an audit to identify what staff needed in the way of ICT training. As a result, training sessions were provided in:
 - the use of an interactive whiteboard;
 - developing presentations in Microsoft PowerPoint;
 - creating a simple website using Microsoft Frontpage;
 - creating interactive worksheets using Microsoft Word .
- The Director of Learning Resources and ILT Development delivered a training session to staff about differentiated blended learning and the college's e-learning strategy, and about how the strategy related to the college's self-assessment, quality and inspection processes.
- The project leader and trained members of staff conducted a further evaluation of the FPP course materials which were available via the VLE. We chose a range of materials from the three-module staff development course to use in the Department of Teacher Education.
- The VLE manager developed an interface for Unit 104 (Select Resources) of City & Guilds 7407 and members of the project group produced additional resources to deliver the content.
- This course was delivered to the next cohort of 7407 trainees, addressing Unit 105 (Learner Support) of 7407.
- We carried out staff and trainee skills audits to measure 'distance travelled'.

What difference did it make?

- Our model of staff development was extremely successful. Staff gained a thorough understanding of e-learning concepts and were able to analyse and evaluate resources that used e-learning technologies. This enabled them to identify the training they needed in order to develop their own e-learning resources. This training was then provided. This has encouraged staff to reflect on their teaching styles, which in turn has resulted in a redesigned City & Guilds 7407 programme.
- The use of the VLE to deliver Unit 104 of the 7407 curriculum was also very successful. The course introduced e-learning while also covering the unit. The feedback from trainees showed that they had enjoyed the experience of e-learning. For many, the course was their first exposure to e-learning and helped them overcome barriers to engaging with the technology. The trainees worked individually but also exchanged information across the VLE and used a variety of interactive learning resources.

Teaching staff had to develop their ICT skills before they could make progress with the concepts and delivery of e-learning. »

Learning 'when you want', via e-learning, is such a bonus. You can fit the course around your own time.

- The creation of this unit on the VLE has given us a reusable resource which is now embedded in the C&G 7407 Stage 1 course.
- Evidence from the audits of staff skills has resulted in an e-Learning Practitioner being appointed in the Teacher Education Department to continue the good practice in developing and embedding e-learning.

It's not a matter of replacing traditional teaching and learning in the classroom, but of adding to it.

Tutor, Greenwich College.

Lessons learned

- Check that your college's infrastructure can support e-learning innovations and curriculum development.
- Allow time and resources to develop the ICT skills of your trainers as well as your trainees.
- Build e-learning into your schemes of work via blended learning, rather than using it as a stand-alone element.
- Senior management support is essential to the success of this sort of project.
- Some of the most IT-resistant members of staff, once they are involved, become the chief advocates of e-learning.

What will we do next?

We will:

- expand the use of e-learning across the Teacher Education department;
- create e-resources for NVQs for Teaching Assistants and for Foundation Degree courses.

What's on the CD?

Reports



Project report



Summary report



Interview with project manager



ILT and e-learning: College Self-Assessment Report 2004

Resources for use with trainers



Interview with teacher trainer



Delivering initial teacher training via e-learning: C&G 7407; Unit 104



Lesson plan – C&G 7407; Unit 104



Scheme of Work – C&G 7407; stage 1



Staff skills audits – before



Staff skills audits – after



Learner skills audits – before



Learner skills audits – after

Resources for use with trainees



Module 1

- The Virtual Learning Environment
 - Benefits of e-learning in teaching and learning
-



Module 2

- About learning objects
 - Planning to implement e-learning
 - Online conferencing
-



Module 3

- E-learning strategy
 - Planning for e-learning
 - Change teaching and learning through the VLE
-

↳ The project represents a starting point for the team to continue to embed e-learning across the 7407 curriculum. ↵

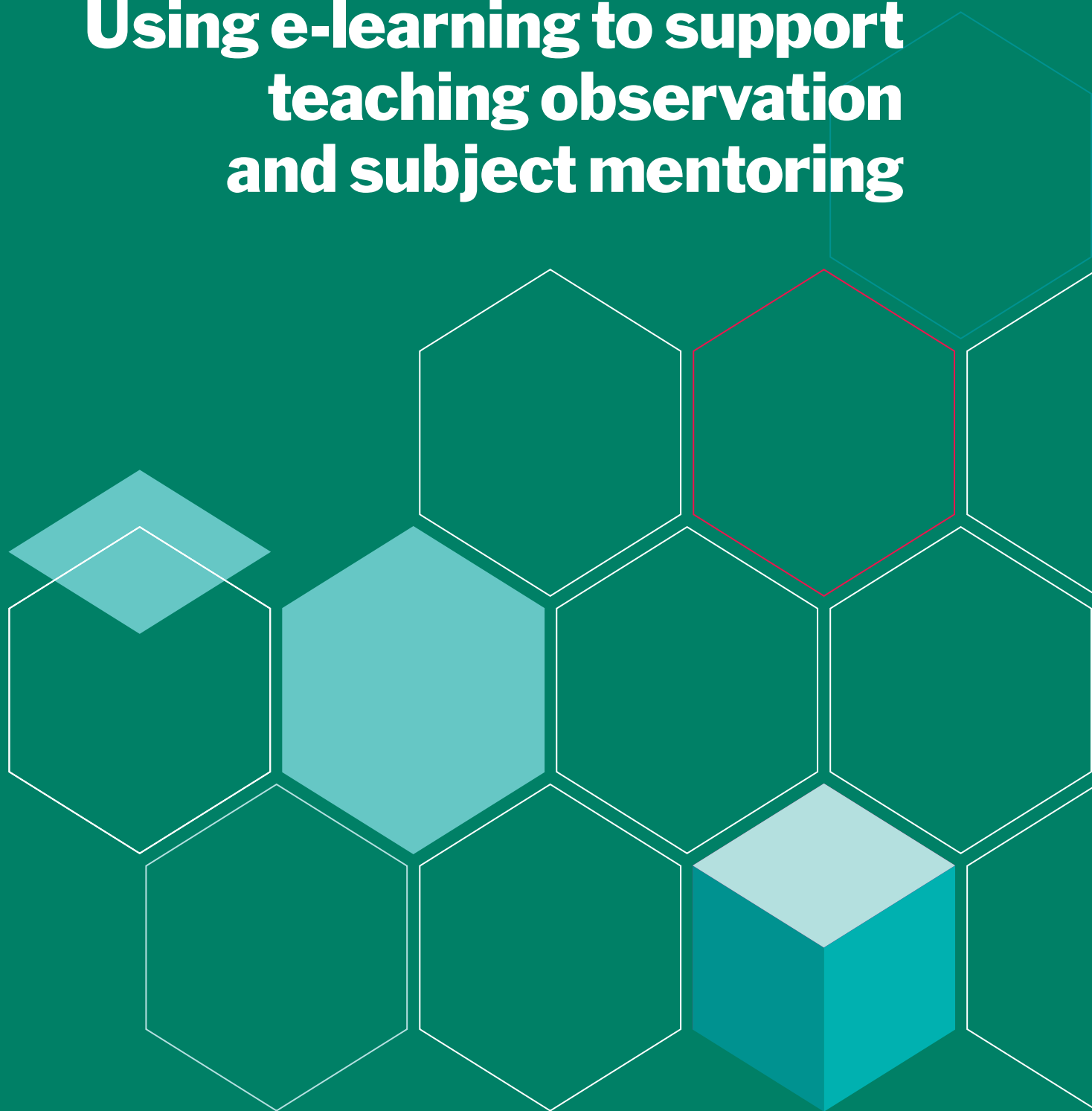
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Kingston College and
the Royal Borough
of Kingston-upon-Thames
Adult Education Service

**Using e-learning to support
teaching observation
and subject mentoring**



Kingston College is a medium-sized general further education college offering a wide range of academic and vocational courses to 16–19 year olds, adult education and higher education. Teacher training programmes include level 2 courses for teaching assistants, a variety of courses for adult educators at levels 3 and 4, the TESOL Diploma, and a Certificate in Education and PGCE offered in association with the University of Greenwich.

The project was undertaken in collaboration with the Adult Education Service of the Royal Borough of Kingston-upon-Thames.

Using e-learning to support teaching observation and subject mentoring

⚡ We were aware of the dearth of video material featuring authentic classroom practice. ⚡

The challenge

Teaching observation, feedback and guidance are at the heart of initial teacher training programmes in the post-16 environment. We wanted to show how digital video, media integration and electronic communication technologies could be used to enhance these processes.

With teacher training, a key missing element is being able to relate what we're talking about in the classroom to the real world of teaching. Most trainee teachers have little opportunity to watch other people at work and gain from this experience.

Tutor, Kingston College

Our response

We decided to:

- use ICT and e-learning techniques to provide subject-specialist teaching observation and mentoring in initial teacher training, with particular reference to the Adult Education Service;
- use e-learning techniques to address the challenges of training, guiding and supporting the subject-specialist mentors who are a crucial element of high-quality teacher training programmes;
- create exemplars of classroom practice for use in a range of initial teacher training and continuing professional development contexts.

The key participants in the project were trainee teachers and subject-specialist mentors involved in a City & Guilds 7407 Stage 2 course. This course was delivered by staff from the Teacher Education team at Kingston College to teachers working for the Adult Education Service, with mentor teachers drawn from both contexts.

What we did

We:

- created a digitised repository of video materials to demonstrate a range of classroom practice techniques. These materials focused on two themes: classroom demonstration, and question-and-answer techniques. The video materials included footage of teachers and learners in action as well as interviews with teachers reflecting on what they did. The video materials were hosted on a streaming media server (<http://stream.kingston-college.ac.uk>) for easy on-demand access across the internet and were accompanied by commentary on the meaning and purpose of the content of the video.

- **Assessment**
- **Coaching/ mentoring**
- **CPD**
- **Models of effective practice**
- **Observation**
- **Online teaching and learning**
- **Subject-specific support**

- facilitated peer observation and video-capture of classroom sessions by trainee teachers. After receiving appropriate guidance, trainee teachers from the Royal Borough of Kingston's Adult Education Service, who were undertaking a City & Guilds 7407 Stage 2 course, filmed each other in a scheduled classroom session. The digital video footage was then captured to disc, uploaded to the streaming server, and made available via password-protected web links on the streaming media server.
- arranged observation of trainee teachers by subject-specialist mentors, with online feedback. The mentors were experienced teaching staff from both institutions, recruited for the project. Mentors undertook both a live and an online lesson observation and used an online web form to provide feedback to the trainees.

Unintended outcomes of the project included:

- enhancing the media production skills of trainees which they could use later to produce learning resources for their own teaching;
- the opportunity for trainees to critically appraise their own performance by observing the videoed material.

What difference did it make?

- The project has had a major impact on the teacher training procedures jointly adopted by Kingston College and the Royal Borough of Kingston-upon-Thames' Adult Education Service.
- We have shown that:
 - generating high-quality exemplar material for training teachers is both desirable and achievable;
 - trainee teachers can faithfully capture classroom sessions delivered by their peers;
 - streaming technology provides a viable platform to enable access to this material for subject-specialist mentors who are unable to observe lessons face-to-face.

Viewing a video enables me to connect theory to practice.

7407 trainee, Kingston College

Our trainees can now access our VLE and look at a range of different practitioners using different teaching methods and styles. They pick up tips and learn from what they see.

Tutor, Kingston College

Lessons learned

- The costs involved in generating digital video footage of classroom practice are outweighed by the benefits of producing high-quality, authentic, relevant and flexible training resources.
- Considerable time is needed to master the techniques involved in the production of digital video.
- Streaming technology overcomes the limitations of traditional digital video release, enabling on-demand access to high-quality and large-volume digital video resources without bandwidth compromise.


Filming classroom sessions proved to be a considerable challenge.


Trust and understanding between the camera operators and the participants being filmed is vital.

- The human element in successfully capturing the essence of a lesson in the classroom is vitally important. Teacher and students need to be fully briefed. Trust and understanding between the camera operators and the participants being filmed is critical.
- Trainees can generate material that is fit for purpose. They are able to observe their peers and develop a number of associated ICT skills.
- The dearth of quality training material can be partially remedied by the use of video extracts of classroom practice. These can be used in group work, for self-study or as the basis for assignments.
- The use of high-end digital material such as streamed video in the adult and community learning sector is constrained by the lack of appropriate technology for networking and, in some cases, because of local authority firewalls.

One of the key lessons we've learned is how important it is to address the technical issues very carefully, so the project doesn't become all about technology. It's freed us to focus on what really matters – improving teacher education and supporting teacher trainers.

Tutor, Kingston College

What will we do next?

The resources we now have for the capture, processing and distribution of video, and the skills we have to deploy this equipment in the context of the classroom, present many opportunities for further development.

We will:

- capture additional exemplar material of good classroom practice (focusing on the themes of basic literacy and the use of ICT) both for initial teacher training and for continuing professional development;
- film practical techniques to support the teaching of vocational subjects across the curriculum (focusing initially on sports, hairdressing, and beauty therapy).

What's on the CD?

Reports



Project report



Summary report



Interview with project manager



Interim presentation to LSDA

Resources for use with trainers



Video contributor release form



Video contributor release form for parents



Video equipment set-up notes



C&G 7407: Subject specialist tutor's handbook

Resources for use with trainees



Lesson plan

Teaching methods: demonstration



Ceramics demonstration



Dance demonstration



Dance: teacher interview



English demonstration



First Aid demonstration



First aid: teacher interview



Hairdressing demonstration



Communication demonstration

Access to the exemplar video clips, teacher trainee classroom session videos, and accompanying text, is available on the Kingston College streaming media server: <http://stream.kingston-college.ac.uk>. The trainee video clips are password protected (*username*: LSDA; *password*: kingstoncollege).

“ The generation of high-quality exemplar material for the training of teachers is both desirable and achievable. ”

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South Birmingham
College

**A teacher training
subject gateway**



South Birmingham College has more than 30 000 enrolments each year, with five major sites across the city and numerous community venues. We offer specialist provision in a wide range of professional, vocational and academic qualifications. Ours is a multi-cultural, multi-racial college, with our student body coming from all walks of life.

We have a highly qualified team with considerable experience of integrating e-learning pedagogy and developing e-learning materials. The team has been involved in a range of sector-wide projects in e-learning including X4L (Exchange for Learning) www.jisc.ac.uk/programme_X4L.html. This meant that technical issues did not pose any major problems for us.

A teacher training subject gateway

⚡ The gateway will provide a more learner-centred approach. ⚡

The challenge

Well over half our courses, including much of our teacher training provision, are delivered in a community context. To support this provision, we are establishing a number of broadband network connections at community venues. These will have secure access to our online teacher training subject gateway and our VLE. We wanted to use the gateway to support the integration of e-learning in Initial Teacher Training and to develop the e-learning skills of trainers and trainees.

Our response

We decided to:

- develop an online resource for Initial Teacher Training, comprising teacher training support material and e-learning content within a VLE;
- adopt the Moodle VLE, an open source solution that is freely available to the sector. It is subject to continuous scrutiny, enhancements and refinement by its user community.

What we did

We:

- **Assessment**
 - **Coaching/mentoring**
 - **CPD**
 - **Observation**
 - **Online teaching and learning**
- developed five learning objects to support and enhance the teaching of the City & Guilds 7302 Certificate in Delivering Learning: an Introduction. The objects can be used by trainees on other teacher training courses and will be used internally by our own teaching staff. All the objects include underpinning knowledge. They can therefore be used as part of a course or on their own.
- The five objects we developed are:
- **Micro-teaching peer group evaluation** – an online Observation Report tool, with accompanying video of micro teaching sessions;
 - **The Kolb cycle** – an introduction to Kolb's Learning Cycle and how it can be applied, with quiz-based assessment;
 - **Maslow assessment** – a formative assessment tool designed to test a trainee's knowledge of Maslow's hierarchy of needs;

Staff training should focus on enabling staff to use e-learning effectively, rather than just on using general applications. »

- **Lesson planning**; a formative assessment tool, which can be used to test a trainee's knowledge of lesson planning and the resources that could support session activities.
- **Learning styles** – information and quiz-based assessment, with feedback.

What difference did it make?

The impact of this project has been astonishing.

- The learning objects have not only achieved their aim of supporting the teacher trainers, but trainees have developed a keen interest in e-learning.
- Staff who were less confident with e-learning found that using the objects in the privacy of their own system allowed them to proceed at their own speed. They confirmed that the objects can be used to deliver underpinning knowledge either as part of the course or as 'stand-alones'.
- Our trainees out in the community were able to access the objects when they needed them. In particular, 'Lesson planning' enabled them to see real grade 1 lesson plans that were used during a mock inspection and to see the inspector's comments.
- The project raised staff awareness and highlighted the need for staff training that focuses on enabling staff to use e-learning effectively in the classroom, rather than training just in general applications.
- The material will be used by curriculum divisions to support tutors already in post.
- The material has acted as a catalyst for staff to develop ideas to support learning in their own curriculum areas.
- The project and its outcomes have reinforced the college's strategy of making e-learning an expectation rather than an exception, in all programmes of study.

We are absolutely passionate about what we are doing. From a stage where we weren't sure how it was going to go, to actually see it all come to life, has enthused the team completely. There is now an energy, not just from the people contributing the resources, but also from other people now that we are showing it around and saying 'this is what we're doing'. The gateway that we are involved with is for teacher training, but now we have other areas like catering, business and management saying 'We'd like to do something like that!'

Tutor, South Birmingham College

Lessons learned

- Communication in the team is the key to a successful project.
- Beware of copyright law. We started by basing the development of the five learning objects on materials already being used in college by teaching staff. However, it soon became apparent that we would infringe copyright law if we used them as part of the project and disseminated them to the wider community. Permission was obtained for the use of some materials; others have not been used as permission was not given.

Be prepared for the steep learning curve involved. ↵

- There is never enough time. Setting SMART targets throughout the life of the project will not increase the time available but it will enable better use to be made of that time.
- Be prepared for the steep learning curve involved if you are coming new to some of the technologies.

What will we do next?

We will:

- give new staff, as part of induction, training in using Moodle and these five learning objects;
- ensure that the learning objects are used by teacher trainers across the college;
- ensure that community and sessional tutors have access to these resources;
- enhance the learning objects we have produced and make them available to the sector;
- review other areas of teacher training which could be enhanced by producing similar learning objects.

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Micro-teaching: peer group evaluation



The Kolb Cycle



Maslow assessment



Lesson planning



Learning styles

There must be a team of staff who are dedicated to the project and are allocated the time to take part.

Micro-teaching peer group evaluation



The Kolb cycle



Maslow assessment



Lesson planning



Learning styles

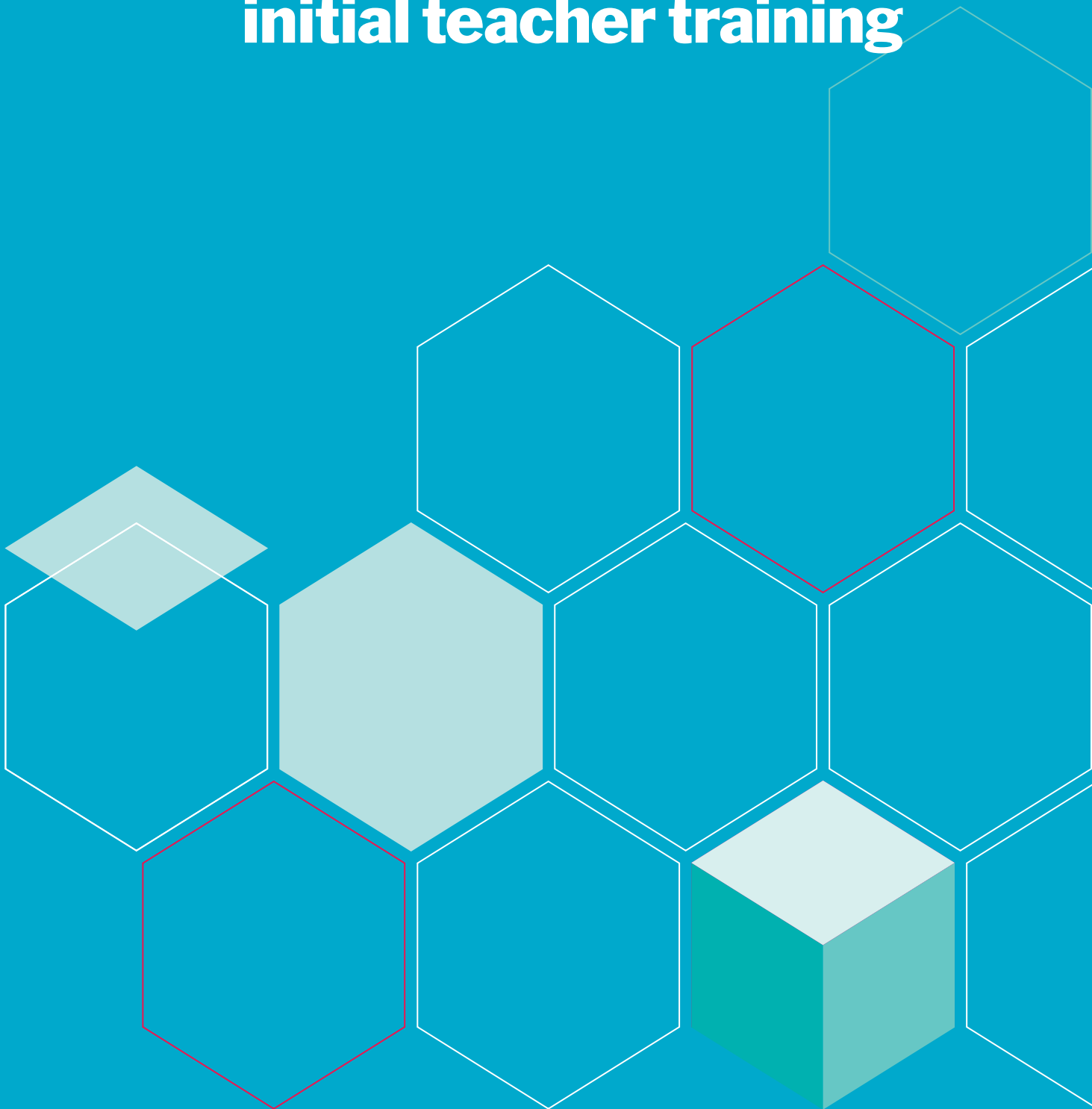


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City of Sunderland
Consortium

**An introductory
e-learning unit for
initial teacher training**



The FE colleges in Tyne and Wear have a history of successful collaborative working in curriculum development and other shared initiatives. The original six colleges in the 'G6' group (City of Sunderland, Gateshead, Newcastle, North Tyneside, South Tyneside and Tynemouth) became five when North Tyneside and Tynemouth merged to form Tyne Metropolitan College.

The OWL consortium (Object Warehouse for Learning; see www.owl-elearning.ac.uk) is made up of the FE colleges listed above, plus the universities of Sunderland, Newcastle, and Northumbria. When OWL was set up, its main aims were to:

- create a central, integrated resource to facilitate the sharing of learning materials;
- upgrade IT infrastructure for all partner colleges;
- pilot delivery of e-learning opportunities.

An introductory e-learning unit for initial teacher training

Our main focus was on increasing awareness of existing e-learning resources and demonstrating how they can be used to enhance learning. ⚡

- **Course design**
- **CPD**
- **Online teaching and learning**
- **Widening participation**

The challenge

At the start of the project, we knew that the OWL consortium had created and populated a repository of learning objects and that much e-learning content had been developed. However, we also knew that, no matter how good the materials were, if staff were not skilled in using and re-crafting materials, there would be little impact on teaching and learning.

Our response

We decided to:

- strengthen consortium links in the area of ITT;
- co-ordinate activities such as staff development, materials development and sharing of good practice;
- develop an e-unit that:
 - could be embedded in an ITT programme;
 - would enhance IT skills;
 - would promote the effective use of e-learning by ITT trainers and trainees.

What we did

We:

- mapped a range of CPD programmes to the LLUK ILT standards;
- carried out a skills audit of staff to assess current practice;
- designed a unit of study to fit into the Information Technology Qualification (ITQ)*.
- developed associated Schemes of Work (SoW) mapped to learning materials that we had already evaluated;

* The ITQ is a flexible qualification developed by e-skillsUK (the SSC for the IT and telecoms sector) that includes APEL and enables the candidate to mix and match units and levels over a period of time.

ITT trainers became keen to incorporate e-learning techniques into their practice.

- delivered the unit to a group of ITT trainees. This was the most enjoyable part of the project. We piloted with a group of City & Guilds 7407 trainees from City of Sunderland College and have been very impressed with their enthusiastic response;
- arranged staff development activities for ITT staff;
- produced several types of resource to introduce teachers and learners to a variety of different media and contexts. For example, we developed a set of animations to take the sting out of preparing to be observed and inspected.
- evaluated the outcomes of the project, including a follow-up skills audit.

The highlight of our staff development programme was a day at Longbenton City Learning Centre (CLC), one of 105 CLCs in Excellence in Cities (EinC) areas.

At the Longbenton CLC we saw a learner creating an animation as part of her AS Level project. AS learners can work together to produce an animation in French or German. The process encourages oral language skills. The end product can be used with other language learners or in other contexts.

The programme for the day was centred around good practice and evaluating the impact of e-learning. The day contained discussions and workshops that included:

- Digital Animation;
- 3D Visualisation;
- Multimedia Presentation;
- Game-based learning applications;
- Blue Screen Video;
- Making Music.

What difference did it make?

- ITT trainees in the pilot groups were keen to gain an additional qualification (City & Guilds 7407 and ITQ).
- ITT trainers became keen to incorporate e-learning techniques into their practice, as the following comment shows:

One of the highlights for me was actually seeing a working and ongoing Discussion Board, which I added to myself. It was good to see my students using this facility. This is something I wish to develop and use for the first time in September with my own Cert Ed students. Also, the ease with which I was able to submit my contribution added to my belief that this will be a very useful addition to any education course.

ITT trainer

Best results
come from a
team approach.

One of our biggest challenges throughout the project was finding times when everyone could get together. To ease this problem, we obtained permission for staff involved in the project to use the Netskills Gold Scheme resources (see <http://materials.netskills.ac.uk>). Staff who attended the training session were very positive about the materials. G6 colleges that do not already subscribe to the Netskills Gold Scheme have been advised to do so.

Lessons learned

- Senior management support is essential for this type of project.
- Scope the project tightly – there is never enough time.
- Assign specific tasks – if everyone is responsible then no one is.
- Expose ITT trainees to a variety of e-learning resources.
- Encourage ITT trainees to work towards an ITQ certificate at an appropriate level.
- Discussion forums work well with ITT trainees and where there are several groups on different sites.
- Best results come from a team approach, with subject specialists working alongside developers and multi-media personnel.

The important lesson we've learned is you need to get people involved at an early stage. Collaboration has been a benefit, as has the production of resources and skill development. We look forward to seeing the long-term benefits of this.

Tutor, Sunderland College

What will we do next?

We will:

- enable the pilot group of trainees to complete their ITQ portfolio for assessment;
- map the resources to other ITT programmes;
- post the course and resources onto the VLE (Blackboard) across the consortium;
- conduct annual skills audits of all staff;
- coordinate a range of staff development activities for all staff;
- deliver e-learning/blended learning to target groups of learners in each partner college.

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Discussion forums: a case study

Resources for use with trainees



Intranet and Internet ILT resources



Communicating with IT



Copyright



Case Study: The Poem



Introduction to email



Learning aids and resources



Inspection day



Loading Light Goods Vehicles (LGVs)



Counselling skills and techniques

“ This project has been of value to all the staff and learners who participated.”

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Tameside College

**Embedding
e-learning pedagogy in
initial teacher training**



Tameside College is a large general further education (FE) college situated eight miles east of Manchester in the borough of Tameside. It is a designated Beacon College with more than 3 000 full-time and 17 000 part-time students and offers a comprehensive range of provision from Entry level up to Foundation Degree. The importance of ITT in supporting teaching and learning in the college is reflected in its position in the organisational structure. ITT is managed by the Teaching and Learning Manager, who reports to the Director of Workforce Development.

Tameside College

Embedding e-learning pedagogy in initial teacher training

⚡ This project gave us a real opportunity to raise the skills levels of college staff in relation to e-learning. ⚡

The challenge

- A specialist ICT tutor had joined the ITT team in September 2003 to deliver stand-alone e-learning modules. However, while ITT tutors have increased their use of e-learning methods, we recognised that we needed to develop our skills further if e-learning was to become truly embedded in the ITT curriculum.
- Following a recent Ofsted/ALI inspection, it was decided that the ITT team would take the lead in promoting the use of e-learning across the college curriculum.

Our response

We decided to:

- develop the e-learning skills of all ITT staff;
- revise our programmes so that e-learning is blended into the whole first year PGCE curriculum;
- develop trainees' skills in relation to e-learning;
- evaluate the development of these skills in a sample of trainees who are employed at the college.

What we did

In the first stage of the project, we:

- carried out an initial audit of e-learning skills, using a tool chosen by the Project Co-ordinator as being appropriate for use both with ITT staff and with trainees.
- used the results of this audit to inform the planning of appropriate professional development. The results of a final audit would measure distance travelled.
- identified, through the initial audit, that our trainee teachers had a wide range of knowledge and skills in e-learning. This raised the possibility of transferring skills through sharing good practice.

- **Coaching/mentoring**
- **CPD**
- **Online teaching and learning**
- **Reflective practice**

“ A significant deterrent to e-learning is that people are unaware of its potential. ”

- adopted a coaching approach, whereby the ICT specialist worked with colleagues individually, though with some team-teaching, to help them develop their skills and prepare resources. As shown in the main report, members of the ITT team made significant progress.
- carried out an audit of resources, with the trainee teachers using a relatively simple audit tool and the Learning Technologist using a more complex tool that would enable us to evaluate wider aspects of some of the resources.

In the second stage of the project, we:

- held course team meetings, led by the programme co-ordinator, to scrutinise schemes of work and identify opportunities to embed e-learning in ITT programmes;
- mapped schemes of work and lesson plans to FENTO/LLUK ILT standards and amended these to show where e-learning can be used;
- produced revised schemes of work, analysed the resulting training needs of members of the ITT course team, and identified new or adapted materials which we would need to deliver the revised schemes;
- observed all the ITT trainees using e-learning methods at least once during the project;
- compiled eight case studies to illustrate the experience of three experienced teacher trainers in the ITT team and five ITT trainees, all of whom are employed at Tameside College. The subjects of the case studies were chosen to reflect the diversity of attitudes and skill levels in these groups.

What difference did it make?

- Formative assessment of trainees now takes place using asynchronous communication, with references to the use of additional hardware and supportive activities to illustrate use of e-learning.
- Examples of new resources are available on WebCT and Blackboard. Additional resources (TwILT – Teaching with ILT) are accessible to all college staff via WebCT.
- All NLN materials are directly accessible to all college staff via WebCT.
- All members of the ITT team are now using e-learning methods, having worked on a one-to-one basis with the ICT specialist to acquire appropriate skills and to develop materials.
- We have developed a web-based resource evaluation tool which, over time, will enable us to build an extensive catalogue of evaluated resources.
- Trainee teachers have taken part in staff development events to showcase their newly acquired skills, demonstrating a range of e-learning applications. This has created a significant ‘ripple effect’ whereby other members of staff have been made more aware of the potential of e-learning and have asked for more training both for themselves and for trainees.

Evaluating resources will in itself increase teachers' understanding of e-learning. »

The tutor has a remote keyboard and mouse and the students in his class are so engaged – he almost has a problem trying to keep their enthusiasm down! They're more engaged with what they're doing – and he's doing something he probably wouldn't even have thought about a year ago.

Trainer, Tameside College.

Lessons learned

- The skills audit was of limited use. One-to-one with the ICT specialist were a more effective way of identifying individual training needs.
- Using a well-designed tool to evaluate e-resources is in itself an effective developmental activity.
- Staff training should focus not only on skills development but also on awareness-raising and discussion of the pedagogical reasons for using e-learning.
- Peer observation and team teaching are effective ways of sharing best practice and raising the profile of e-learning.
- Reviewing schemes of work was a very effective development activity for the ITT team. Detailed discussion of these, and a review of methods, resulted in the needs of all team members being identified.

What will we do next?

We will:

- amend schemes of work and lesson plans to embed e-learning in second year PGCE programmes;
- extend the use of VLEs in ITT;
- promote regular use of the resource evaluation tool by all teaching staff. This will encourage routine use of e-learning methods and help to build up a catalogue of resources;
- develop a cross-college training programme to enable staff to develop skills in use of e-learning eg using an interactive whiteboard, using a VLE.

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Case Study 1 Health and Social Care (counselling)

Case Study 2 Construction

Case Study 3 Health and Social Care

Case Study 4 Construction

Case Study 5 Skills for Life – ESOL

Case Study 6 Teacher Education

Case Study 7 Teacher Education

Case Study 8 Teacher Education



Resource catalogue



Resource catalogue screenshots



Lesson plans

Cert Ed Yr 1: Web research presentations

Cert Ed: Assessment



Synopsis of assessment lesson on use of ILT



Schemes of work

- C&G 7407: Stage 1 (extended)
- C&G 7407: Stage 1 (fast track)
- C&G 7407: Stage 2 (fast track)
- Cert Ed: EPF 212 Contextual studies
- Cert Ed: Planning and designing for learning
- Cert Ed: Planning & Managing Teaching & learning; Practical Teaching 1; Professional Development Journal
- Cert Ed: Assessing and Accrediting in Context; Practical Teaching 1; Professional Development Journal
- Cert Ed: The Learning Environment; Practical Teaching 1; Professional Development Journal

⚡ The case studies show that all three members of the ITT team now regularly use e-learning. ⚡

Resources for use with trainees



Assessment quiz

Ethics crossword

Terminology crossword



Harvard reference test



Harvard reference exercise



Spreadsheet revision test



Sine wave presentation

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The College
of West Anglia

**Professional development
journals and reflective
practice through
blended e-learning**



The College of West Anglia is one of the largest education and training providers in the Eastern Region, drawing students from Norfolk, Cambridgeshire, Suffolk, Lincolnshire and further afield. Based on three campuses – King's Lynn in Norfolk, and Milton and Wisbech in Cambridgeshire – and with local learning centres in Downham Market, Fakenham, Sheringham and Hunstanton, we offer a wide variety of courses in many areas of learning, ranging from short part-time courses to full-time degree programmes. Milton and Wisbech specialise in land-based studies.

We have more than 850 full-time and part-time staff and more than 18 000 further and higher education students, including students from more than 40 different countries.

We offer a wide range of higher education programmes, covering both academic and vocational provision including HNCs, HNDs, Foundation Degrees, and BA and BSc degrees. In teacher training, we offer a part-time BA Hons Education 'top-up' course, a part-time Certificate in Education and Postgraduate Cert Ed, and the City & Guilds 7407 Certificate in Further Education Teaching.

The project was managed in association with Isle College, Wisbech.

The College of West Anglia (with Isle College)

Professional development journals and reflective practice through blended e-learning

⚡ A critical success factor was the involvement of the senior management team from the beginning of the project. ”

- **Coaching/mentoring**
- **CPD**
- **Models of effective practice**
- **Online teaching and learning**
- **Reflective practice**
- **Widening participation**

The challenge

- We were aware that there was scope to develop the role of e-learning in our teacher training programmes.
- We recognised and wished to enhance the value of reflective practice in teaching and teacher training. City & Guilds unit U107 (Self-evaluation) focuses on reflective practice. All trainees had completed this unit during the first semester (September 2004 - January 2005) using a traditional paper-based professional development journal (PDJ).

Our response

We decided to:

- develop and introduce blended e-learning for a group of trainees on the City & Guilds 7407 course;
- extend, enhance and embed our trainees' use of reflective practice, using an online professional development journal.

What we did

We:

- designed the project round an established group of 47 trainees engaged in Part 2 of a City & Guilds 7407 programme. The group was made up of two cohorts, one based at the college main site, the other at a local RAF station.
- introduced the trainees to the concept and practicalities of writing a PDJ on-line at the beginning of semester 2 (January 2005 – June 2005). They were shown how to access WebCT (a proprietary VLE) and enter the PDJ. Instructions were also available on WebCT in a text and video version, which trainees could access to reinforce the trainer-led session. In addition, the trainees had to complete five questions about reflective practice, in order to gain entry to their PDJ. Thereafter, trainees accessed and interacted with the system via a web-browser and made all entries directly onto WebCT. Feedback and assessment from the trainer were provided online. All records were held securely on the college's central server.

“ A critical success factor was the early decision to use the lowest possible level of technology. ”

- arranged that, once logged onto WebCT, trainees could also access resources relating to the City & Guilds 7407 course. These included the course timetable, which had links to session information and support material (e.g. PowerPoint presentations given by the tutors, handouts, unit information) and the course handbook, which contained all the City & Guilds guidelines and appeal procedures. Trainees could email each other and the tutor could send emails to the whole cohort on pre-set dates if required.
- encouraged the trainees, at the start of the course, to complete an IT diagnostic test to assess the implications for staff when integrating information and learning technologies into the teaching and learning environment.

What difference did it make?

- The project has been very successful in meeting its aims. The most positive points have been the simplicity of the online system, the fact that it has proved itself secure and robust, and the fact that both tutors and learners have found it easy to use.
- The majority of learners interviewed found the system far more convenient and effective than the paper-based version of the PDJ and, after some initial resistance, became more confident in using e-learning.
- The fact that the system requires learners to use WebCT to access their PDJ has encouraged them to use the VLE to access more information. This in turn has encouraged the course director to post more course material on to WebCT.
- An unforeseen benefit of this has been the reduced amount of photocopying used for the ITT course, which has meant that more money has been channelled into buying other resources.
- The two tutors involved in the project were very positive in their evaluation of the online PDJ. They found that they could manage their time more effectively, checking the PDJs in the morning and responding to any immediate need. This meant that their responses were more rapid and therefore more relevant to the learner, which helped to improve the learner/tutor relationship.

The online journal is on the college intranet and tutor support for the reflective logs is almost instantaneous. Tutors can comment within hours, if not minutes, of them being posted. A person reflecting on a difficult lesson that morning could post their reflection during the day or evening and by the next day, well before the next session with that group, the tutor will have given relevant feedback.

Tutor, College of West Anglia

One-to-one tutorials became more relevant as they were set in the context of the dialogue from the PDJ.

Lessons learned

- Have a VLE that is simple to access and use.
- Establish a set of protocols at the beginning of the course eg the number of postings expected, the expected length and content of postings, the length of time before a reply can be expected.
- Allocate time to instruct trainees in how to access the PDJ.
- Make sure that trainees have both the time and the necessary access to computers to write their PDJ online.
- Make sure you have effective support from your senior management team.

What will we do next?

We will:

- use the online PDJ for the new cohort of City & Guilds 7407 students.
- introduce the online PDJ to the Postgraduate Certificate in Education and BA Hons in Education.
- aim to use the online PDJ as the medium to produce the 'professional development record or log in which each trainee will be responsible for updating their log, in discussion with their teacher training team' that is required by the new Initial Teacher Training standards.

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Technical guide to creating PDJ in WebCT



ILT strategy at the College of West Anglia

Resources for use with trainees



Protocols for the Professional Development Journal



Introducing WebCT and the PDJ



Introducing WebCT and the PDJ



Introduction to online PDJ



Downloading the PDJ



How to make a journal entry



How to make a journal entry



How to make a journal entry



How to read a journal entry



How to reply to a journal entry



Enabling reflection



Searching discussions in WebCT

“ I’ve enjoyed it (writing an on-line PDJ) and it makes me feel I have a personal tutor. ”

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Weymouth College

**Teacher training for
the future; e-learning
in the present**



Weymouth College is a medium-sized general further education college in South Dorset. There are more than 7 000 students from Dorset, the south west of England and the rest of the UK as well as from overseas. Our stonemasonry courses (CoVE status) attract students from as far away as Australia.

The college offers a diverse range of courses on an impressive campus. New buildings provide purpose-designed facilities for stonemasonry, construction, engineering, care, catering, hairdressing and beauty, and art and design. Other curriculum areas such as media and performing arts have moved into remodelled and refurbished accommodation. The college includes a sixth form centre that serves three large local secondary schools.

The college offers the Bath Spa University PGCE/Certificate in Education. This was the focus of the project.

Weymouth College

Teacher training for the future; e-learning in the present

⚡ The College Teaching and Learning Strategy includes demanding targets for e-learning and blended learning. ⚡

- **Assessment**
- **Classroom management**
- **Course design**
- **Online teaching and learning**

The challenge

We knew that we needed to:

- improve the skills of teacher trainers and trainees on the Cert Ed course in developing and using e-resources to support learning;
- encourage and enable trainees to integrate e-learning into their delivery, thus increasing flexibility and variety to meet the needs of a wide range of learners;
- learn how to make best use of the 45 Promethean interactive whiteboards the college has installed in classrooms in the last year;
- learn how to make best use of the virtual learning environment (Moodle) that is being introduced.

Our response

We decided to:

- carry out before-and-after skills audits of staff and trainees;
- develop a range of e-learning resources for 'Classroom management' and 'Harvard referencing', two areas for which trainees most often request help.

What we did

We:

- carried out an online audit to establish the initial e-learning skills of trainees and staff.
- trained staff to develop their e-learning skills and to create e-learning materials focused on Module 4 from Year One of the PGCE course and Module 10 from Year Two. In Module 4, 'Teaching Methods and Learning Resources', trainees are taught some e-learning skills, e.g. the use of interactive white boards and the quiz tool 'Hot Potatoes'. Module 10 is a work-based project; we had planned to organise trainees into discussion groups on the VLE to support each other throughout their research. However, a problem with an upgrade to the VLE meant that trainees experienced difficulties with access, so the online discussion forum was replaced with class-based face-to-face support groups.

It is important to emphasise that materials are transferable.

- developed two related sets of e-learning materials about classroom management: 'Classroom Management' and 'Motivation';
- developed e-learning materials about Harvard referencing;
- produced a short set of quizzes and a presentation about 'Learning Theories';
- disseminated the materials and project findings to partner colleges. We did this before the materials were completely finished, but they were well received.
- carried out a final skills audit of staff and trainees to measure distance travelled.

What difference did it make?

The project ran from January to June, so it was perhaps optimistic to expect that skills, materials and learning resources could be developed in time for the current year's trainees to benefit fully. However, future trainees and their students will benefit from the materials developed and from the enhanced skills of the teacher training team.

The results of the final skills audit showed that:

- nearly 50% of trainees registered improvements in e-learning, with more than 10% registering improvements in:
 - 'finding opportunities to use e-learning in teaching sessions';
 - 'using a data projector';
 - 'using the internet when teaching';
 - 'trainees using technology in your sessions';
- for 'Using interactive whiteboards', there was a small decrease in those rating themselves as 'intermediate' and a small increase in 'advanced' ratings;
- 'Creating quizzes' and 'Creating exercises' both showed more than 20% stating that they had improved.

Undertaking this project has been a valuable exercise. The skills of both trainers and trainees have improved, and the resources can be reused and developed further over time.

During the project, the project manager changed role and now has responsibility for the management of e-learning across the college.

The advantage of this project is that it's not just about what we're doing at Weymouth, it's what the other colleges are doing. I know there will be eight other projects I can go to and freely use their materials. At the moment there's plenty of subject-specific material out there, but very little for teacher-trainers.

Tutor, Weymouth College

⌞ The amount of time and skill needed to produce resources such as videos should not be underestimated. ⌞

Lessons learned

- The amount of time and skill needed to produce resources such as videos should not be underestimated.
- It is unrealistic to expect teachers to develop the skills necessary to shoot and edit films for e-resources, although the other skills developed in producing presentations (e.g. setting up and managing online discussions, e-flip charts and quiz tools) are valuable on a day-to-day basis. The more advanced skills should be provided by technical staff.
- Time taken to develop skills in producing quiz tools and other e-learning resources needs to be accounted for in some way.
- These skills must be practised regularly.
- Technology can let you down – have a contingency plan.
- There is still a major training need for most e-learning skills.

What will we do next?

We will:

- use the skills and resources we have developed with teacher trainees in the future, and with staff currently in the college;
- disseminate the finished materials to partner colleges.

What's on the CD?

Reports



Project report



Summary report



Interview with project manager

Resources for use with trainers



Overview for using the resources



Schemes of work

Cert Ed; Modules 1 to 6

Cert Ed (intermediate) weeks 16 to 27



Lesson plans

Cert Ed Yr 1: Classroom management

Cert Ed: Learning styles; learning theories

Cert Ed yr 1: Motivation



Trainer's notes on materials for Harvard referencing



Trainer's notes on materials for learning theories

Resources for use with trainees



Classroom management: video



Classroom management: quiz



Classroom management: presentation



Classroom management: case study



Harvard referencing



Harvard referencing exercise



Learning theories presentation



Learning theory crossword



Behaviourism exercise



Humanistic psychology exercise



Neobehaviourism exercise



Learning theory 'Who's who?' exercise



Presentation about motivation



Theories of motivation



Motivation quiz

↳ This was a successful project with real, tangible and positive outcomes both for trainers and for trainees. ↴

Contact

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Appendix 1 Focus and themes

Barnsley College

Project title

An online network for e-learning skills development and support
Coaching/mentoring

Focus

- Coaching/mentoring
- CPD
- Models of effective practice
- Observation
- Online teaching and learning
- Reflective practice
- Subject-specific support

Themes

- Creating a coherent e-learning support network for developing the skills of teacher trainers, trainees, and subject mentors.
- Creating a community in which e-learning pedagogy is integrated into teacher training courses and e-confident teacher trainers present e-learning as commonplace.

Bradford College

Project title

Integration of e-learning into a PCET teacher training programme

Focus

- Assessment
- Coaching/mentoring
- Online teaching and learning

Themes

- Delivering a blended Postgraduate Certificate in Post-Compulsory Education and Training (PCET) course in Initial Teacher Training (ITT), using face-to-face and online teaching/learning methodologies.
- Developing e-tutoring and e-moderating skills.

Greenwich Community College

Project title

Embedding e-learning in initial teacher training

Focus

- Course Design
- CPD
- Models of effective practice
- Online teaching and learning

Themes

- Blended learning, using workshops and the VLE.
- Re-designing the delivery of City and Guilds Stage 1 7407, Units 104 and 105, using e-learning.

Kingston College

(with Royal Borough of Kingston-upon-Thames Adult Education Service)

Project title

Using e-learning to support teaching observation and subject mentoring Assessment

Focus

- Assessment
- Coaching/mentoring
- CPD
- Models of effective practice
- Observation
- Online teaching and learning
- Subject-specific support

Themes

- Creating a digitised repository of exemplar teaching practice.
- Peer observation and video capture of classroom sessions by trainee teachers.
- Observation of trainee teachers by subject specialist mentors, with online feedback.

South Birmingham College

Project title

A teacher training subject gateway

Focus

- Assessment
- Coaching/mentoring
- CPD
- Observation
- Online teaching and learning

Themes

- Developing and making available an Initial Teacher Training Subject Gateway.
- Creating learning objects for use by teacher trainers.

City of Sunderland Consortium

(Sunderland College, Gateshead College, South Tyneside College, Newcastle College, Tynemouth College, North Tyneside College and Sunderland University).

Project title

An introductory e-learning unit for initial teacher training

Focus

- Course Design
- CPD
- Online teaching and learning
- Widening participation

Themes

- Mapping CPD programmes to LLUK ILT standards.
- Mapping schemes of work (SOW) to evaluated learning materials.
- Designing a unit of study for Information Technology Qualification.
- Developing e-learning resources.

Tameside College

Project title

Embedding e-learning pedagogy in initial teacher training

Focus

- Coaching/mentoring
- CPD
- Online teaching and learning
- Reflective practice

Themes

- Embedding e-learning in first year of PGCE programme.
- Adapting teaching and learning materials to deliver revised schemes.
- Developing skills of trainers and trainees.

The College of West Anglia

(with Isle College)

Project title

Professional development journals and reflective practice through blended e-learning

Focus

- Coaching/mentoring
- CPD
- Models of effective practice
- Online teaching and learning
- Reflective practice
- Widening participation

Themes

- Development and introduction of blended e-learning to a cohort of Initial Teacher Trainees.
- Extending, enhancing and embedding reflective practice, using an online professional development journal.

Weymouth College

Project title

Teacher training for the future; e-learning in the present

Focus

- Assessment
- Classroom management
- Course design
- Online teaching and learning

Themes

- Creating e-learning resources and materials linked to PGCE modules.

Appendix 2 Projects and themes

Institution	Project title	Assessment	Classroom management	Coaching/mentoring	Course design
Barnsley College	An online network for e-learning skills development and support			✓	
Bradford College	Integration of e-learning into a PCET teacher training programme	✓		✓	
Greenwich Community College	Embedding e-learning in initial teacher training				✓
Kingston College	Using e-learning to support teaching observation and subject mentoring	✓		✓	
South Birmingham College	A teacher training subject gateway	✓		✓	
City of Sunderland consortium	An introductory e-learning unit for initial teacher training				✓
Tameside College	Embedding e-learning pedagogy in initial teacher training			✓	
The College of West Anglia (with Isle College)	Professional development journals and reflective practice through blended e-learning			✓	
Weymouth College	Teacher training for the future; e-learning in the present	✓	✓		✓

CPD	Models of effective practice	Observation	Online teaching and learning	Reflective practice	Subject-specific support	Widening participation
✓	✓	✓	✓	✓	✓	
			✓			
✓	✓		✓			
✓	✓	✓	✓		✓	
✓		✓	✓			
✓			✓			✓
✓			✓	✓		
✓	✓		✓	✓		✓
			✓			

Appendix 3 Glossary

ALI	Adult Learning Inspectorate. www.ali.gov.uk
APEL	Accreditation of Prior Experiential Learning.
Blackboard	Proprietary VLE. www.blackboard.com
Blended learning	Learning that uses a combination of methods, particularly including e-learning and face-to-face interaction.
Cert Ed	Certificate in Education. Non-subject-specific qualification that gives qualified teacher status.
CoVE	Centre of Vocational Excellence.
CPD	Continuing Professional Development.
DART Maths	Interactive diagnostic assessment and remediation tool published by Heinemann. www.dartmaths.co.uk
DfES	Department for Education and Skills. www.dfes.gov.uk
Digitalbrain	Proprietary VLE. http://corporate.digitalbrain.com
e-learning	Electronic learning. The process of learning online, especially via the internet and email.
e-skills UK	SSC responsible for IT and telecoms sector. www.e-skills.com
FENC	Further Education National Consortium. www.fenc.org.uk
FENTO	Further Education National Training Organisation. Superseded by LLUK (qv).
Ferl	Originally, an acronym for 'Further Education Resources for Learning'. Now used as a brand name. http://ferl.becta.org.uk
Foundation degree	Level 5 vocational qualification, designed by employers in association with HEIs, which combines study with hands-on work experience. www.fdf.ac.uk
FPP	Ferl Practitioner Programme. http://ferl.becta.org.uk
HEI	Higher Education Institution.
HLSI	Now the YH Learning Repository. www.yhlearning.org.uk

HNC	Higher National Certificate. Vocationally oriented qualification, often studied part-time. Equivalent level to first two years of an honours degree.
HND	Higher National Diploma. Vocationally oriented qualification, usually studied full-time over two years or part-time over three years. Equivalent level to first two years of an honours degree.
Hot Potatoes	Software which can be used to create interactive web-based exercises. www.halfbakedsoftware.com
ICT	Information and Communication Technology.
ILT	Information and Learning Technology.
ITT	Initial Teacher Training.
ITQ	Information Technology Qualification. NVQ for IT users, developed by e-skills UK (qv).
JISC	Joint Information Systems Committee. www.jisc.ac.uk
LeTTOL	Learning To Teach Online. www.webarchitects.co.uk/projects/lettol
LLUK	Lifelong Learning UK. SSC responsible for the professional development of all those working in libraries, archives and information services, work-based learning, higher education, further education and community learning and development. www.lluk.org.uk
LSDA	Learning and Skills Development Agency. See LSN.
LSN	Learning and Skills Network. Since April 2006, programmes, research, training and consultancy projects formerly carried out by LSDA (Learning and Skills Development Agency) have been delivered by LSN (Learning and Skills Network). www.lsneducation.org.uk
Moodle	Free open-source course-management system (VLE). http://moodle.org
NLN	National Learning Network. National partnership programme designed to increase the uptake of Information Learning Technology (ILT) across the learning and skills sector in England. www.nln.ac.uk
NVQ	National Vocational Qualification.
Ofsted	Office for Standards in Education. www.ofsted.gov.uk
OWL	Object Warehouse for Learning. http://owl-elearning.ac.uk

PCET	Post-Compulsory Education and Training.
PDJ	Professional Development Journal.
PGCE	Postgraduate Certificate in Education. Non-subject-specific qualification that gives qualified teacher status to graduates.
QTLS	Qualified Teacher Learning and Skills. From September 2007, all new entrants to further education teaching will be expected to be working towards this new award.
QUILT	Quality in Information and Learning Technology. National staff development programme formerly managed by LSDA (qv).
SSC	Sector Skills Council. SSCs are independent, employer-led UK-wide organisations licensed by the Secretary of State for Education and Skills to tackle the skills and productivity needs of their sector. www.ssda.org.uk
TESOL	Teacher of English as a Second or Other Language.
TwILT	Teaching with Information and Learning Technology.
VLE	Virtual Learning Environment.
WebCT	Proprietary VLE. www.webct.com

