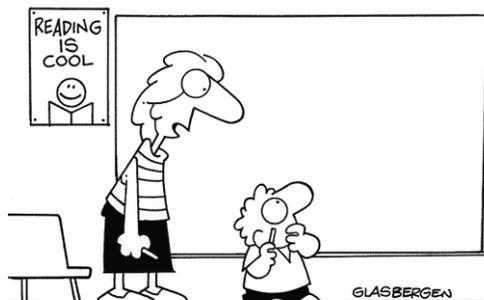


## Developing an School eLearning Strategy

Staff Development Program for



Document prepared by Peter Duffy



"There aren't any icons to click. It's a chalk board."

REF - <http://www.teachers.ab.ca/NR/rdonlyres/385202C6-0AC9-41E7-A827-40E3565B4E2E/0/23916cartoon.gif>

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Learning Designer

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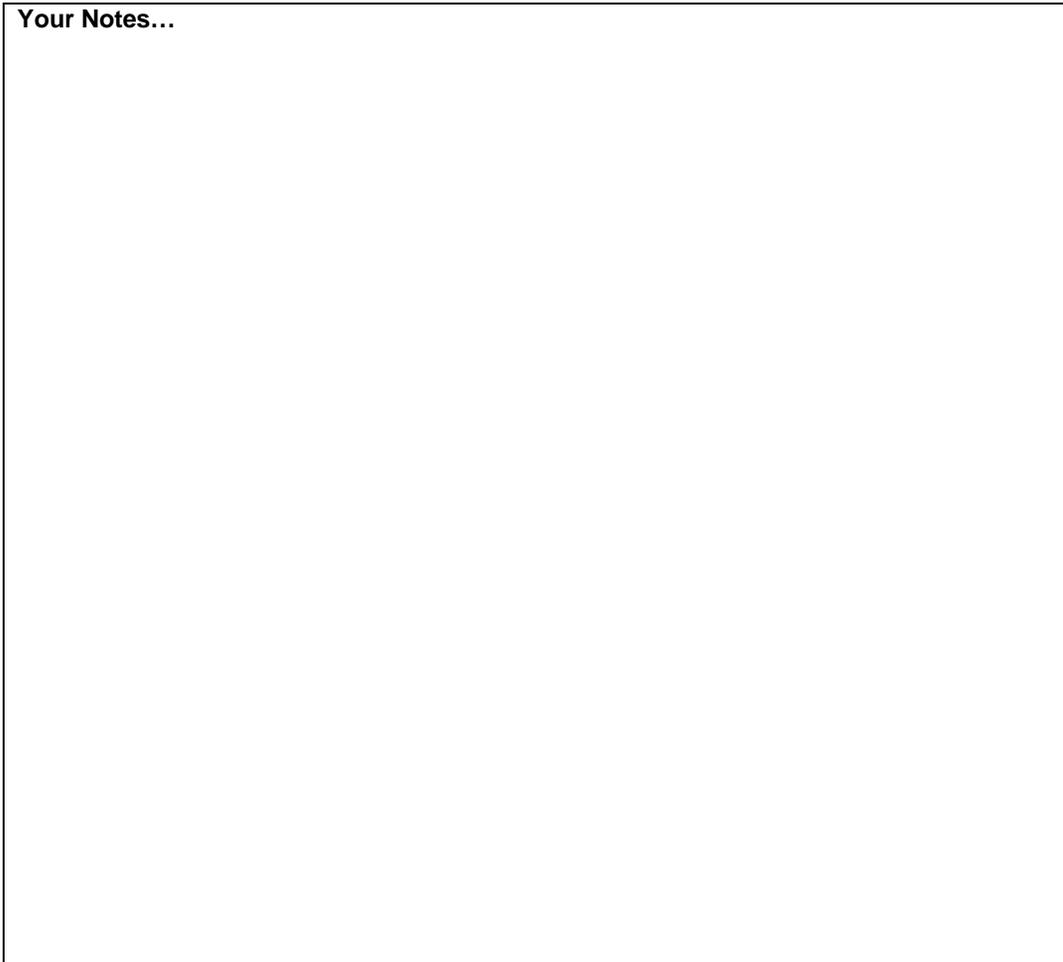
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Your Notes...



## 1 PROGRAM AIMS

- To develop and enhance eLearning within the Yew Chung International School of Beijing
- To support staff in exploring eLearning ideas
- To assist staff with blended learning challenges
- To present initial eLearning ideas through informal discussion
- To discuss eLearning possibilities across the respective age groups
- To identify areas on interest / need re possibilities for further staff development and support
- To provide many Hands-On experiences for staff

## 2 PROGRAM OUTLINE

Staff Development Program in eLearning for

北京耀中國際學校  
YEW CHUNG INTERNATIONAL SCHOOL OF BEIJING  
YCIS

**TUESDAY**

Morning - (8:30 – 10:00, short 15 min break then 10.15 - 11:30) - (3hrs)

LVL - Beginner -

### 1. Rich Resources

This session explores various 'rich resources' within the broad areas of; Web, Media, and People for you to enhance the student learning experience.

Specifically presented in this seminar will be a focus on WEB rich resources such as:

The Internet archive

Shareware & open source software  
Overview of search engines  
Blogs, Wikis and FREE resources  
Discovering a student context  
  
Communities of Practice  
  
Media possibilities  
Course Management Systems – Review and Comparison  
Incorporating effective pedagogical strategies to improve learning using WEB  
Rich resources

*LUNCH*

Afternoon - (12:45 - 3:15) - (2 1/2hrs)

LVL - Advanced -

**2. Using YouTube, Video Mashups and Web 2.0 Possibilities for the classroom**

You've heard the hype – BLOGS, WIKI's , PODCASTS, SOCIAL SOFTWARE, RSS, now come and explore the educational possibilities.

E-learning as we know it has been around for ten years or so. During that time, it has emerged from being a radical idea—the effectiveness of which was yet to be proven—to something that is widely regarded as mainstream. It's the core to numerous business plans and a service offered by most schools, colleges and universities.

But now, e-learning is evolving along with the World Wide Web as a whole. It's changing based on the impact of new technology and socially structured features loosely described as Web 2.0. The key question here for this workshop is - How can the Web 2.0 tools be used effectively in teaching and learning in education?

This workshop will enable participants to understand and explore the possibilities for using Web 2.0 to enhance their students' learning experience.

Focus will be on:

What is Web 2.0?

Where can you find Web 2.0 resources?

Use of Web 2.0 in education

How is Web 2.0 currently being used in education?

Web 2.0 Case Study

AfterSchool - (3.15 – 4.15, short 15 min break then 4.30 – 6.15) - (3hrs)

LVL - Intermediate -

### 3. Digital Storytelling

Digital Storytelling is the process of using computer technology to collect, author and publish stories.

Focus will be on:

What is Digital Storytelling

Why create a Digital Story?

How to create a Digital Story

Student Digital portfolios

Digital Tools and Links

This will be a two part session; the first part of the workshop will set the scene and enable participants to explore the various concepts, uses and possibilities for Digital Storytelling in Education as well as starting to develop their own digital story;

The second part will seek to help participants contextualize the idea of Digital Storytelling within their own teaching practice and involve the creation of a Digital Story. Both sessions will involve hands-on activities.

NOTE: You will need to install Microsoft Photostory before this session - <http://www.microsoft.com/windowsxp/using/digitalphotography/photostory/default.mspx>

## WEDNESDAY

Morning - (8:30 – 10:00, short 15 min break then 10.15 - 11:30) - (3hrs)

LVL - Beginner –

### 4. Teaching Online: What does it mean?

Teaching online will be different in many ways from teaching in a more traditional learning environment. This session is first of all designed to help participants new to the flexible / blended learning environment to identify these differences and, in applying this knowledge, teach in a way that will be the most effective and valuable for students.

This session is intended to give you an overview of what teaching online means. You will consider reasons why it might be a good idea to teach online and think about issues related to online teaching.

Focus will be on:  
An overview of “what is Online Teaching”  
Why use online teaching?  
Issues in online teaching  
Are you ready for eLearning?  
Examples of online courses  
Support for teaching online

### *LUNCH*

Afternoon - (12:45 - 3:15) - (2 1/2hrs)

LVL - Advanced -

## **5. EduSim and Virtual Worlds in Education**

**EduSim** is a free opensource 3D virtual world specifically for your classroom interactive whiteboard. EduSim is a powerful way to engage your students by bringing a 3D virtual environment that allows direct haptic manipulation of the 3D virtual learning objects directly from the interactive whiteboard surface. EduSim is [extendable](#) allowing multiple classrooms to connect their interactive whiteboards for collaborative learning session.

Focus in this session will be on practical hands-on experiences using EduSim

AfterSchool - (3.15 – 4.15, short 15 min break then 4.30 – 6.15) – (3hrs)

LVL - Intermediate -

## **6. Creativity in the Active Classroom**

This seminar will focus on exploring opportunities for promoting creativity in your classroom. Participants will explore various creativity techniques as well as possible alignment with face-to-face teaching and e-Learning instructional strategies.

Focus will be on:  
What is Creativity?  
Myths about creativity  
Phases in the Creative Process  
What is an Active Classroom?  
Models for promoting creativity in education – Creativity Tools  
Creativity and e-Learning

**THURSDAY**

Morning - (8:30 – 10:00, short 15 min break then 10.15 - 11:30) - (3hrs)

LVL - Beginner -

**7. PowerFULPoint or PowerPointLESS?**

**Using PowerPoint to Facilitate Student Learning**

Teachers can be 'trapped' by an indiscriminate use of PowerPoint in their teaching, leading to glib and 'pointless' presentations rather than compelling ones that actively engage the learners.

This session looks at some common problems in the use of PowerPoint in teaching, and explores how the presentation tool can be used effectively to engage students in active learning.

*LUNCH*

Afternoon - (12:45 - 3:15) - (2 1/2hrs)

LVL - Intermediate -

**8. Get a Second Life - Using Virtual Worlds in Teaching and Learning**

This session will provide for you an opportunity to experience firsthand the possibilities of using virtual worlds (like Second Life) in education. Second Life is a 3-D virtual world entirely built and owned by its Residents. Since opening to the public in 2003, it has grown explosively and today is inhabited by over 11 million Residents from around the globe.

The session will be run partly within the virtual world of Second Life. Before the session you will need to:

1. REGISTER your avatar (person) at <http://secondlife.com/>
2. DOWNLOAD the second life software to your computer

This session will provide you with many ideas for incorporating the use of Virtual Worlds into your teaching and learning and provide a specific case of how these are already being used within education.

AfterSchool - (3.15 – 4.15) – (1hr)

LVL - ALL -

**9. Developing an eLearning Strategy for Yew Chung**

General discussion about where to from here... and possibilities to be explored

Essential areas to be address regarding the development of an eLearning strategy for Yew Chung.

### 3 SESSION TOPIC – DEVELOPING AN ELEARNING STRATEGY



**“Is there a file compression program that will help me squeeze 12 hours of work into an 8 hour schedule?”**

Reference – <http://www.glasbergen.com/images/k070.gif>

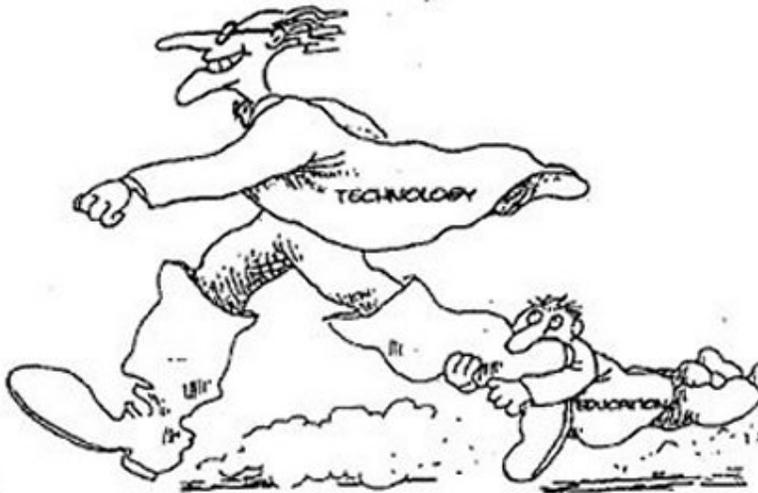
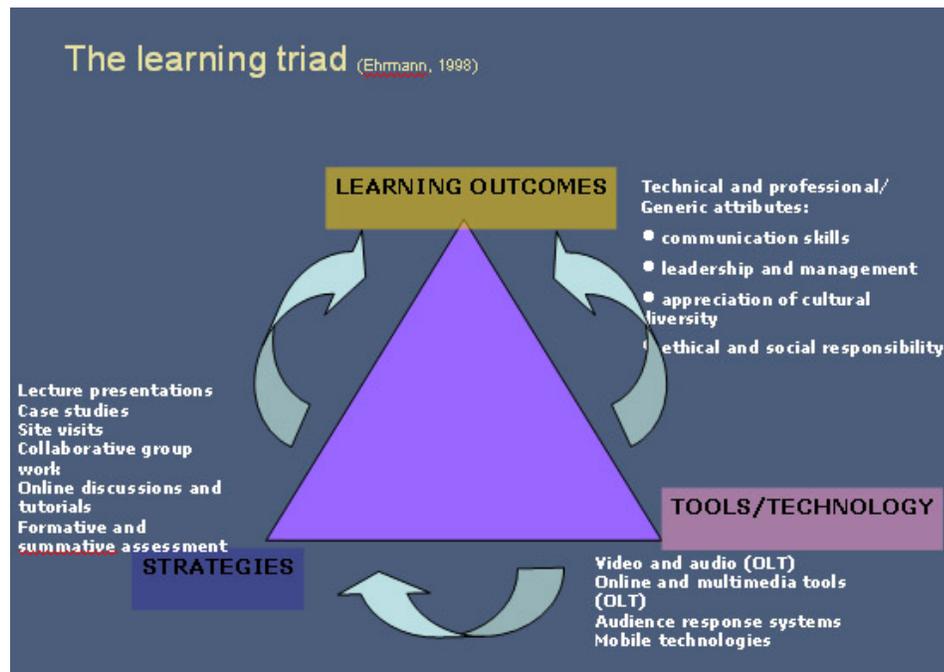


Figure: Technology and Education – source unknown

Too often technology dictates which options are available to practitioners using e-learning.

### Designing for learning

Over 21 reports have been published under the 'Designing for Learning' theme, and this article provides a brief overview of that work. A more comprehensive and detailed summary of the Designing for Learning theme outputs is also available [\[1\]](#). Alternatively, the Effective Practice with e-Learning guide provides an accessible introduction to the Designing for Learning work [\[7\]](#).



### Strategic Issues:

#### User Requirements

- + Pedagogic issues
- + Who are your users?
- + Accessibility

#### Developer / Resource Issues:

- + Build or buy?
- + VLE or integrating components
- + Interoperability
- + Quality Assurance
- + Sustainability

## Pedagogy & E-Learning

In order for e-learning to be effective:

- Need to address pedagogic issues
- Need to address students' learning styles
- Need to consider students' motivational issues
- Need to consider stage in learning
- Need to consider discipline-specific learning approaches (science different from arts subject)
- Need to consider teachers' approaches to learning

**Remember: The important part of e-learning is learning not the e-!**

## References

A full list of the reports published in this strand is available from the [JISC web site](#)

REF - <http://www.elearning.ac.uk/features/whyped>

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## Who Are Your Users?

Different categories:

- + Learners...Teachers
- + Administrators....Technologists

Members of your organisation:

- + Students....Researchers
- + Academic staff....Other staff

Remote users:

- + Visitors....Organisation partners
- + Purchasers...

Cultures

- + Home....Overseas
- + Native speakers....Non-native speakers

Special Requirements

- + Disabled

## User Requirements

Different groups have different requirements:

Learners: To learn

Teachers: To support the learning

Administrators: To support the administration of learning

Technology Support Staff: To manage the e-learning technologies (performance, security, ...)

### **Deployment Issues**

- Resourcing
- Content creation
- Training
- Sustainability
- Deployment model
- Staff acceptance

REF - <http://www.ukoln.ac.uk/web-focus/events/workshops/trieste-2004/trieste-strategy.ppt>

### **Staff Mentoring in eLearning: Creating eLearning Leaders (CeLL)**

REF - [www.sofweb.vic.edu.au/ict/pd/CeLL.htm](http://www.sofweb.vic.edu.au/ict/pd/CeLL.htm)

The Creating eLearning Leaders (CeLL) initiative is a key element of the Department of Education and Training's strategy to develop teachers' ICT skills. The initiative builds upon established infrastructure and training opportunities, and introduces new resources and partnerships for Victorian state school teachers to further develop their ICT skills, knowledge and understanding.

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### **Pedagogy, Innovation and e-Learning in Primary Schools**

A growing body of research (for example; Barker, 1999; Goodyer, 1999; Hannifin, 1999; Hayes, Schuck, Segal, Dwyer & McEwen, 2001) identifies the potential of computer-based technologies to transform pedagogy in the following ways:

- a shift from 'instructivist' to constructivist education philosophies;
- a move from teacher-centred to student-centred learning activities;
- a shift from a focus on local resources to global resources; and
- an increased complexity of tasks and use of multi-modal information.

REF – <http://www.aare.edu.au/06pap/way06728.pdf>

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### **Good practice in eLearning**

1. encourages contact between students and teachers,
2. develops reciprocity and cooperation among students,
3. encourages active learning,
4. gives prompt feedback,
5. emphasizes time on task,
6. communicates high expectations, and
7. respects diverse talents and ways of learning.

REF – Adapted from  
<http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/7priority.htm>

**Some Key Questions to consider...**REF - <http://www.horton.com/html/elbdworkshop.aspx>

- **Picking an approach.** What form of e-learning is best for my purposes: Pure or blended? Stand-alone or embedded? Synchronous or asynchronous? Learner-led, instructor-led, or facilitated? Solitary e-learners or classes of thousands?
- **Organizing the course.** How do I structure and sequence learning experiences? How do I guide e-learners without imprisoning them? How do I shape navigation to implement particular instructional strategies or achieve specific learning goals?
- **Analyzing e-learners.** What must I know about my learners before designing the course? What characteristics can spell triumph or doom for e-learning? How can I design for the specific needs of groups of e-learners?
- **Promoting collaboration.** How do I help e-learners share their thoughts, inspirations, and feelings? Where do I use e-mail, chat, instant messaging, discussion forums, audio-conferencing, and video-conferencing? How do I ensure that online behavior is professional and conducive to learning?
- **Teaching in the virtual classroom.** How do I design and deliver instructor-led e-learning? What forms of collaborative learning activities work? How do I design brainstorming sessions, role-playing activities, team-design activities, polling questions, and discussion activities?
- **Planning access and navigation.** How do I accommodate just-in-time learners accustomed to the fluent navigation provided by the Web? How do I keep e-learners from getting lost in hyperspace? How do I design menus, maps, indexes, and search mechanisms?
- **Motivating e-learners.** Why do e-learners drop out or fail to learn at their full potential? How do I get e-learners to spend the time and effort necessary to complete e-learning? How do I make learning engaging and fun? How do I convince e-learners to overlook shortcomings in my e-learning?
- **Designing the visual display.** What should screens look like? How should I design icons, buttons, and other items displayed on the screen? How should I lay out the screen? Which colors should I use? Which fonts? What is the balance between aesthetics and functionality?
- **Saying it in pictures.** How do I express complex ideas in a way befitting a visual medium such as e-learning? How do I translate words in to graphics? Which graphics are effective and which gratuitous? How do I edit graphics to ensure they work online?
- **Designing games and simulations.** Where are online simulations and games the most effective way for people to learn? How do I design simple games that are quick and inexpensive to produce? How do I ensure that games teach rather than just entertain?

GOOD RESOURCE

REF - <http://www.learningcircuits.org/2005/aug2005/devries.htm>