

'With a little Help from my Friends'

Teachers using information technology in Post Compulsory Education

Objectives .. To consider, share experience and discuss :

- How and where you learnt your IT skills
- How you apply them in supporting teaching and learning
- What opportunities for, and barriers to greater use of technology exist in Post Compulsory Education ?
- Some key pedagogical and professional development issues involved.
- Models of Initial Teacher Education and Continuing Professional Development which can be seen to work



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'the knowledge media hold the promise of delivering education and training more effectively by providing students with a much richer environment in which to learn. Whether that promise is realized depends on how the media are used' (Inglis, Ling and Joosten 2002)

'.. in the midst of such hype about cutting edge technology enhancing teaching and learning stand the practitioners, who are all too often expected to make this transition smoothly, effortlessly – and independently. The journey before them is often not of their choosing, one for which they feel ill prepared and the final destination of which remains shrouded in the mists of someone else's vision ' (le Gallais 2002)



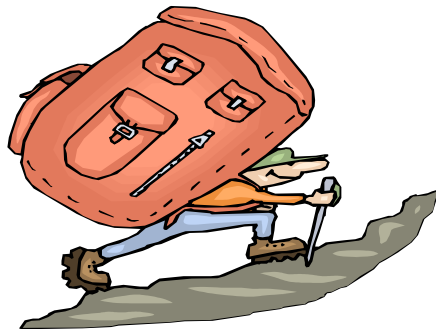
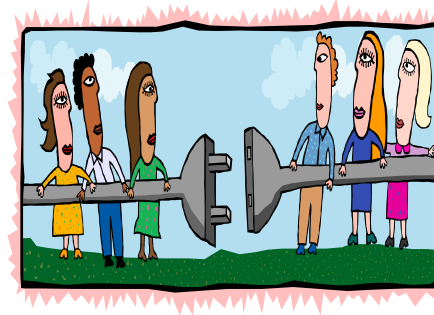
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How did you learn yours ?

How do you use them in

teaching and learning ?



What opportunities and barriers did you encounter on the way ?

What staff development have you come across which works ?



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The '**ITSLiFE**' Project **I**nformation **T**echnology **S**upporting **L**earning for **E**ducators ... Aims to :

- Audit the existing IT skills of a selection of teaching staff in post compulsory settings and how, where and when they were learnt
- Gain staff views on their experiences of working with Information Technology in supporting teaching and learning and some of the benefits and problems associated with using IT.
- Suggest ways forward in terms of initial teacher education, and professional development for the sector
- Develop research collaboration between UK Further Education Colleges, US Community Colleges, and Vocational Colleges in the Netherlands



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Research to date :

- Skill audits – of teacher trainees, teacher trainers and HE Lecturers in 4 partner FE colleges. Data from skills audits in US.
- 'Friends' workshops (Like this one – 6 to date) undertaken to discuss, examine ideas and gather further data
- Initial literature review has been undertaken and is ongoing
- Visits to 2 US Community Colleges (St Petersburg and Manatee Colleges in Florida) undertaken
- Visit to Netherlands (Aviation college in Amsterdam) scheduled for May 2004



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Further Plans :

- Approx 120 participants in US, Netherlands and four / five UK FE Colleges to take part using Managed Learning Environment
- Two on line audits of personal skills and use of IT in teaching
- Electronic journal / diary / discussion group of use of IT and impact over c. 15 weeks completed by individuals
- Preparation and launch of online audits by late 2004
- Start collection of journal data from participants by January 2005



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Key Learning Points

- Teachers' individual competence in IT in the sector is improving.
- Use of IT in teaching and learning appears to be increasing, but at a worryingly slow rate.
- Penetration of staff development in using IT into the workforce appears limited.
- Where development and support infrastructures (such as Educational Technologists) are in place progress is faster
- Speed of gains in technology appear outpaced by demands and rhetoric of e-learning
- Case for long term benefits of technology still not proven



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What practice already exists ? – Key Issues

- In the Compulsory Sector – 'the evidence ... is ambivalent about whether external imposition of standards and requirements has necessarily acted as a catalyst to 'improved performance' (Selinger and Austin 2003)

- 'to be successful and transformational, the journey needs to be a shared and sharing experience; equilibrium between the forces demanding change and the resources facilitating the change is vital, as is the correlation between high challenge and high levels of support.' (le Gallais 2002)



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What practice already exists ? – Key Issues

- 'We must not allow the technology to remove the moments of inspiration ... ICT is only another tool in the toolbox, but the lecturer is the key.. theory and practice need to be inextricably linked' (le Gallais 2002)

- 'If the Internet is an information superhighway, then teachers just might be the road-kill on the asphalt of the information superhighway. Possibly, for the first time in history, students are more adept at using the tools necessary for acquiring and transmitting knowledge than are their teachers' (Kirschner and Selinger 2003)



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Possible ways forward ?

- 'Approaches likely to be most successful are those that involve all personnel in a work group, generating an commitment to change and creating a common understanding of the directions of change and the means to attain it' (Inglis; Ling and Joosten 2002)

- 'the challenge is to apply within teacher education, the principles of effective learning as they are currently understood ... the opportunity to generate rich, complex, meaningful understandings of information .. and .. problem solving and reasoning skills, which readily transfer to other situations, and the motivation and experience to engage further in self directed learning' (Simpso and Payne 1999)



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