Using Technology to Enhance Learning

Ralph Cullimore, e-Learning Co-ordinator, Devon ACL, Nov ‘10

This is intended as a reference work for observers, tutors and other staff to ‘dip in to’ when searching for ways to enhance learning using technology. As such, the individual items are just suggestions and not requirements. However, tutors are expected to be using technology in their teaching is some ways, as set out in the box below (‘What all tutors are expected to do…’). The suggestions in this document are intended to help with that.

Expectations from LLUK and Ofsted

Both Ofsted and the LLUK standards expect that:

- technology is being used in teaching and learning;
- its use is appropriate, adequate and of good quality;
- learners engage with technology safely, this includes understanding and using internet safety measures.

What all tutors are expected to do - the LLUK standards:

The LLUK standards¹ include specific mentions of ‘new and emerging technologies’:

| CP 3.5 | Make appropriate use of, and promote the benefits of, new & emerging technologies. |
| DP 1.2 | Plan teaching sessions which meet the aims and needs of individual learners and groups, using a variety of resources, including new & emerging technologies. |
| EP 1.2 | Devise, select, use and appraise assessment tools, including where appropriate, those which exploit new & emerging technologies. |
| BP 3.1 | Communicate effectively and appropriately using different forms of language and media, including written, oral and non-verbal communication, and new & emerging technologies to enhance learning |

What Devon ACL as a whole is expected to be doing – Ofsted²

To achieve a ‘satisfactory’ for Quality of Provision requires that:

- Appropriate use is made of technology to support and promote learning
- This use is effective, adequate and of good quality

This is part of a broader measure; the extent to which:

- Interesting and appropriate teaching & learning methods, and resources, inspire and challenge all learners - and enable them to extend their knowledge, skills and understanding.

To achieve a ‘satisfactory’ for How safe do learners feel? requires that:

- Learners feel safe in the learning environment (whether on the provider’s premises or elsewhere), including the most vulnerable learners.
- They know how to recognise unfair, unsafe or abusive treatment by others and what action to take to protect themselves and other learners.
- They understand and use internet safety measures.

² Ofsted Inspection Handbook Jan 2010
Suggestions - how tutors can help meet expectations

This section is adapted from a June 2009 publication from LLUK, with the title:

‘Using Technology to Support Learning for Teachers, Tutors and Trainers in the Lifelong Learning Sector’.

and uses the LLUK standards (footnote 1 on previous page) as the framework on which to hang the suggestions. Each sub-section below (AS1, AS2, AS3 etc) corresponds to an individual statement in the LLUK standards.

The LLUK standards require tutors to use technology in some ways – see box on previous page - but the exact uses of technology are not specified. The suggestions below offer ideas from which to pick and choose appropriate items.

A. Tutors’ Professional values and Practice

AS1 Value all learners - their progress, development, goals, aspirations, and experience

1. Use digital methods to record progress and achievement eg cameras, video, voice recorders, blogs.
2. Use e-assessment that gives feedback in a way that learners can understand. Allow learners to revisit this feedback later, in their own time.
3. Make digital records and feedback available to the learner (eg via Moodle). Use this to help them reflect on progress so far and to set further goals.
4. “Use e-learning to reinforce your good practice – and not replace it.”

AS2 Value learning - its potential to help people (emotionally, intellectually, socially & economically) and its contribution to community sustainability

Using Moodle

1. Use discussion forums (or chat) to allow learners to compare learning and ‘network’.
2. Use blogs for reflection - if shared, these also allow peer review to help reflection.
3. Use wikis to allow collaboration on projects and documents. This can be continued outside of the class as extension and challenge.
4. See also AS5 below.

Other suggestions

5. Encourage & support learners to find online interest groups about their learning. Make sure they are e-safety aware – see www.dacl.org then ‘Are you safe online?’

AS3 Equality, diversity and inclusion

1. Make resources available on Moodle. Learners can then access them at a time & place of their choice and can also use computer-based accessibility tools, if needed.
2. Accessibility tools, including text-to-speech, speech-to-text, screen readers and voice recognition, help reduce barriers to learning. Many are built into modern operating systems and others are available for free.
3. If creating learning materials and handouts in Microsoft Office or similar software, make sure they allow accessibility. For help with this, see the TechDis toolkit on the Excellence Gateway (www.excellencegateway.org.uk then search for techdis toolkit)
4. Consider using Xerte to create resources. This is available via the DACL Moodle but requires some basic training prior to first use.

For more links and suggestions, see www.dacl.org then ‘Accessibility and ICT’.
AS4 Reflect and evaluate your own practice and your CPD
1. Use the REfLECT online tool, from the Institute for Learning (IfL) to plan, record and assess the impact of any CPD you do.
2. Use a blog to reflect on your teaching and CPD. This could then be shared with colleagues for peer review and comment.
3. Use a voice recorder (or MP3 player, or mobile phone) to record reflection on your own practice and learning. Then include this in REfLECT, or in a blog.
4. See also AS7 below.

AS5 Collaborate with other individuals, groups and organisations
1. Use forums, blogs and wikis with your own learners (see AS2 above). Consider using these facilities to join up with other groups across the ACL Service who are doing similar things to your own.
2. For collaboration, allow learners to share files by attaching them to forum postings.

AS6 Apply agreed codes of practice and maintain a safe environment
1. Agree appropriate ‘netiquette’ rules with learners when they contribute to forums.
2. Check that anti-virus and anti-malware software is in use on computers, and that learners have appropriate measures in place at home if using home computers.
3. Check that Internet controls are in place, where appropriate, to keep learners safe.
4. Keep up to date with DACL requirements on Learner Safety and Data Protection.
5. Make sure learners practise e-safety as set out in the ‘Are you safe online?’ section of the DACL Moodle.

AS7 Improve the quality of your practice
1. Use video to record your teaching and use this to help improve your practice.
2. Use electronic voting to provide feedback from learners on a subject. This could be using the Quiz or Survey options built into Moodle, or even using a set of wireless voting handsets borrowed from DACL for the purpose. Use feedback from this to adjust your teaching (order of delivery, time spent etc)
B. Teaching and Learning

BS1  *Maintain an inclusive, equitable & motivating learning environment*

1. See AS3 for suggestions on inclusion and equality.
2. Look at the ‘Are you safe online?’ section of the DACL Moodle.
3. Use Moodle forums, wikis or blogs for learners to reflect and share ideas.
4. Make use of mobile phones and other handheld devices to give learners updates and reminders, and for learners to photograph work, make voice recordings, use the stopwatch for timing experiments and use GPS functions, amongst other things. Mobile phones are a good ‘hook’ for many difficult to reach learners.

BS2  *Apply & develop your professional skills to enable learners to achieve their goals*

1. Use PC or web-based interactive resources in class, projecting these so the whole group can get involved - or using individual laptops/PCs eg as part of a workshop.
2. Add interactivity to your own electronic resources eg to allow learners to choose their own route through a resource, or to incorporate quizzes with feedback. This can be done with documents and presentations as well as with activities on Moodle.
3. Use Hot Potatoes™ or other software to create interactive quizzes and word searches - to enable assessment and self assessment.
4. Use an Interactive whiteboard (which could be a Mimio portable device) to allow learners to participate by coming up to the board and tapping or writing.
5. Demonstrate, and support learners in the use of the Internet for research.
6. Encourage & support learners in recording your sessions using voice recorders or MP3/MP4 players so they can play them back later as revision or consolidation.
7. Record parts of learning sessions yourself and make these available for learners, eg by uploading them onto Moodle after the session has finished.
8. Capture images or video using digital and video cameras, mobile phones etc. Use these as a record of progress, or to allow shared analysis of skills and activities.
9. Stitch together images or video (eg using the software that comes with Windows such as PhotoStory or MovieMaker) to consolidate learning, to allow reflection or to develop communications and group skills.
10. If appropriate, consider the use of learners’ own portable devices including games consoles (eg Sony PSP, Nintendo DS), smart-phones, notebook computers etc. Many of these can record and play back photographs, sound and video, have wireless internet connectivity and may have ready-made educational software, eg for languages and mathematics.

BS3  *Communicate effectively & appropriately with learners to enhance learning*

1. Where learners have email accounts, and agree to be contacted this way, use email to send out information about forthcoming or previous sessions, provide feedback and keep in contact.
2. Alternatively, use a forum in Moodle, set up so that learners are automatically emailed copies of items posted there. This could be set up to allow learners to reply to the forum too, if appropriate, to allow a dialogue.
3. If using Moodle as a significant part of a course, consider using the messaging system in Moodle for short messages to one or more learners at a time.
4. Use an @dacl.org email address for your professional contacts with learners, to maintain your privacy. See [www.dacl.org](http://www.dacl.org) then ‘Checking your @dacl email’ for more details about this.
BS4  **Collaborate with colleagues to support the needs of learners**

**Using Moodle**
1. Use the appropriate ‘For tutors’ section to find and/or share good ideas and resources with colleagues eg through the discussion forums – attaching files to postings if you want to share resources.
2. Use a wiki to collaborate with colleagues on a piece of work eg developing course design or materials, scheme of work etc.
3. If several tutors are delivering the same subject, ask for a shared area in Moodle to which each can contribute some resources.

**Other suggestions**
4. Take advantage of other online systems (eg Target Skills Gold, or online tracking and ILPs) where these are available for groups of learners.

BS5  **Use a range of learning resources to support learners**

1. Look on the DACL Moodle for existing examples of good practice with technology, and links to suggested websites.
2. Look at portals or websites linked with your subject area. These may have repositories of resources that could be used as they are, or adapted for e-learning.
3. For improving your own practice, look at the Gold Dust resources for generic skills, knowledge and understanding in the lifelong learning sector.
4. Within your teaching, demonstrate targeted web searching to encourage learners to carry out their own research.
5. After using e-learning with learners, reflect on ways of improving this further.

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**C. Own Specialist Area**

CS1  **Understand & keep up-to-date with current knowledge in your own area**

1. Use the appropriate ‘For tutors’ section on the DACL Moodle to find websites with information about your specialist area. Use these websites to keep up to date both with the subject itself and with good practice in teaching and learning.
2. Look for online forums and discussion groups, both on the DACL Moodle and elsewhere, which cover your specialist area. Use these to keep up to date.
3. As part of the process of keeping up to date, look at how others are using technology in their teaching of your specialist area.
4. Consider webinars and webcasts (which involve ‘attending’ just using the Internet) and physical attendance at professional development networks, where appropriate.

CS2  **Enthuse & motivate learners in their own specialist area**

1. Use a variety of digital resources to engage & motivate learners. Include images and video items, and audio, where appropriate. Consider making these available for learners ‘any time, anywhere’ eg by making links available on Moodle.
2. Get learners to use digital and video cameras themselves as a means of engaging them with activities.
3. Consider using forums (eg on Moodle) to channel learners’ own enthusiasm, knowledge & understanding.
CS3 *Fulfill the statutory responsibilities of your area of teaching*

1. Use the appropriate ‘For tutors’ section on the DACL Moodle to find out what the statutory responsibilities are, for your specialist area.
2. The suggestions in CS1 above could also be useful here.

CS4 *Develop good practice in teaching own specialist area*

Use the suggestions in CS1 above for this.

D. Planning

**DS1 Plan activities that promote equality, support diversity & meet learning needs**

1. Identify aspects of your subject area that could be supported by technology.
2. Consider how technology could be used to meet the range of abilities & learning preferences of your learners.
3. Plan activities that use e-resources and tools to enhance learning.
4. Plan the use of technology to help meet the needs of all learners – including using it to provide flexibility and allow adjustment for individual needs.

(Essentially, DS1 is about making sure you consider the rest of this document – especially sections B, C and E – when planning courses and sessions.)

**DS2 Learner participation in the planning of learning**

1. Use a quiz, survey or forum in Moodle as a way of getting feedback from learners about how the course is going and how they would like to see it develop.
2. Use a ‘text wall’ (which accepts texts from mobile phones) for a similar purpose, or even a set of wireless voting handsets borrowed from DACL for this.
3. Use an electronic – as against paper - version of the ILP (individual learning plan) when planning individual learning with learners. Putting this online will also allow both you and the learner to access it ‘anywhere, anytime’.
4. Use mind-mapping software – either on your own or with learners - to help when planning courses or sessions.

**DS3 Evaluate your effectiveness in planning learning**

1. Once you have put your plans into effect, use technological methods (eg a quiz, survey or forum in Moodle, a ‘text wall’, or one of the assessment techniques from section E) to see how well they have worked.
2. Use spreadsheet software to record and analyse changes that may have resulted from your planning such as improvements in results or in learner attitudes. The results can then be presented appropriately eg in graph form.
3. Use the REFLECT online tool, from the Institute for Learning (IfL) and/or your own personal blog to record, evaluate and reflect on these results. This could then be shared with other practitioners if appropriate.
E. Assessment

ES1 Design and use assessment as a tool for learning & progression

1. Create your own assessment tool using a quiz, ‘lesson’ or Xerte object in Moodle or using Hot Potatoes™ (or similar) to create drag-and-drop assessments, crosswords, word-searches etc. If run in Moodle, the results are normally automatically recorded against each learner.

2. Find ready-made electronic assessment exercises by looking in the appropriate ‘For Tutors’ section of Moodle or searching other relevant websites.

3. Use CD-based assessment exercises for off-line work, or for setting as self-assessment homework – eg maths and English computer exercises, modern language listening (in a CD player) with question sheets, sign language DVD with question sheets.

4. Take advantage of any existing DACL assessment software such Target Skills Gold for assessing numeracy and literacy.

5. Gather and share evidence for assessment electronically eg using digital cameras, camcorders and voice recorders. If available, set up an electronic portfolio for these items (eg a virtual-gallery or voice-clip-database on Moodle).

6. Use forums and wikis on Moodle to enable peer assessment. Files can be attached to forum postings so learners can share text, images and sound files - and comment on each others. Wiki entries can be edited by other learners as part of a peer assessment process (and the ‘History’ facility shows who has done what).

ES2 Assess the work of learners in a fair and equitable manner

1. Use electronic assessment exercises that can be customised by (or for) learners with differing needs including visual or hearing impairment, dyslexia etc. See AS3 in section A for additional suggestions around this.

2. Use voice recorders, camcorders and digital cameras as alternative means of capturing learner responses where appropriate – eg instead of written answers.

3. Use an electronic – as against paper - version of the ILP (individual learning plan) and ensure that learners are given the appropriate assessment arising from this.

4. Use Moodle or other ‘passworded’ electronic system to ensure that each learner takes the assessment that is appropriate to them personally.

5. Use Moodle or other electronic system to compare assessments with other tutors and for internal verification.

ES3 Learner involvement and shared responsibility in the assessment process

1. Use peer assessment via forums and wikis in Moodle.

2. Set up virtual-galleries or voice-clip-databases in Moodle and involve learners in photographing/recording and uploading their own work.

ES4 Use feedback as a tool for learning & progression

1. If using forums, wikis, virtual galleries etc for assessment, use the ‘comments’ or similar facility in each to give feedback to the individual.

2. Give feedback to the learner via an electronic version of the ILP.

3. Use ‘messaging’ facilities in Moodle to give brief feedback to individuals.

4. Use a voice-recorder or camcorder to give feedback to learners who find this preferable to written feedback. The learner can then replay the audio or video in the future as a reminder of the feedback.

5. Use electronic systems to make your own plans, results and reflections available to your peers and for internal verification. Use the feedback from this to help you with your own professional development and learning.
ES5 **Work within systems and requirements of the organisation in relation to assessment**

1. If appropriate, use an electronic – as against paper - version of the ILP.
2. Use electronic formats of other assessment tracking documents. These can more easily be shared or submitted than can paper versions.
3. If appropriate, use electronic means to comply with DACL ‘quality’ requirements on assessment of learners – for example electronically submitting work to be verified.
4. If appropriate, use electronic means to communicate results to ‘those with a legitimate interest’ eg award bodies and learners themselves.

**F. Learner Support and Progression**

**FS1** *Encourage learners to seek further learning opportunities, and to use services within the organisation*

1. Demonstrate the use of the DACL course-finder webpage (on the DCC website – also accessible via a link on the DACL Moodle) to find other courses within DACL.
2. Demonstrate other areas of the Devon County Council website to show some of the other services available both within DACL and within DCC.
3. Demonstrate the availability of other sites offering courses, both face-to-face and online if appropriate – in the same subject area and in different subjects.
4. Make available to learners (eg via Moodle, or via an emailed document) a list of web-links taking them to sites where they can find items relevant to the subject area – including topics on which they can then carry out further self-directing learning.

**FS2** *Provide support for learners within the boundaries of the teacher role*

1. Use a forum in Moodle where learners can post questions and you (or other learners) can respond.
2. If appropriate, give out your @dacl.org email address for learners to contact you. Be explicit with learners about the boundaries – eg what you are and are not able or willing to do in terms of response time & the nature of the requests you can accept.

**FS3** *Maintain own professional knowledge in order to provide information on opportunities for progression in own specialist area*

Use the suggestions within **CS1** earlier in this document, but using them particularly with a focus on progression opportunities for learners.

**FS4** *Multi-agency approach to supporting development & progression for learners*

1. Use webpages within DCC and DACL sites to find information about specialist services available for learners.
2. Use forums, email and other electronic means to liaise with others within DACL and DCC about specialist services available for learners. This could include the various forms of Information, Advice and Guidance (IAG) available for learners.
Appendix One – Examples of e-learning from DACL observations

This appendix shows a selection of simple practical examples from DACL observations in the period Sept 09 – April 10. Although broken down into subjects (Art & Craft, MFL etc) many of the examples are of general relevance so it is worth looking in all sections and not just those for the subject you are teaching or observing.

### Art & Craft

<table>
<thead>
<tr>
<th>Method</th>
<th>Description</th>
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<tbody>
<tr>
<td>Watercolour and Inks for Beginners</td>
<td>Learners used the computer in the room to conduct research on artists; as a result of this some of the learners are planning to visit the Anish Kapoor exhibition. Learners use a digital camera to record progress of work for portfolios.</td>
</tr>
<tr>
<td>Floral design Wedding skills</td>
<td>Digital cameras are used by tutor and learners to record step by step processes. Tutor makes reference to websites which will enable learners to complete research required, including those showing popular floral designs.</td>
</tr>
<tr>
<td>Sculpture for beginners</td>
<td>The tutor used a laptop &amp; projector to show images from exhibitions, and the tutor’s own work. Learners use the internet to research work of other artists &amp; to find source material.</td>
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<tr>
<td>Beaded Jewellery L1</td>
<td>Learners observed in the computer suite looking at websites that show short videos of jewellery-making techniques. Learners were helping each other with ICT skills and the tutor gave support as and when learners requested. Session was planned so that learners had to complete some research - the tutor has suggested sites that they should look at to see a range of jewellery making skills. Learners were able to lead the activity, confidently surfing the Internet and sharing with others the information that they found.</td>
</tr>
<tr>
<td>Warm Glass Panel C&amp;G L2</td>
<td>The tutor used a laptop, with learners gathered round, to demonstrate how to research information on the internet with regard to other artists’ work. Learners were very attentive and asked relevant questions. One learner was reassured by the tutor that he would work with her on the laptop as she had not used the internet. Excellent encouragement to learners to use the laptop for research, tutor explaining that he will create an individual file for each learner to keep their images in and later for these to be used to complete their portfolios.</td>
</tr>
<tr>
<td>Drawing with pastels beginners</td>
<td>No use of ILT observed in the classroom, but the tutor uses email to stay in contact with the learners and also emails handouts and lesson plans to them. Some learners had started the course late, these had been emailed all the lesson plans &amp; handouts from the sessions missed.</td>
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<tr>
<td>Botanical drawing in colour for beginners</td>
<td>The learners are able to use the skills that they are developing outside the classroom. For example developing their artwork on their computers at home to produce other products or scan images at home and print out on to watercolour paper. Learners are also asked to research source materials on the internet and bring their findings in to class. There is innovative use of IT to develop learners’ design skills. Learners have taken botanical drawings &amp; paintings and produced cards, wrapping paper &amp; gift tags. They have used computers to blow up images, repeat patterns by scanning images into the computer and taking pictures on memory sticks to a local photo-printer (Staples) where they have been printed out on A3 sheet as wrapping paper. Learners share ideas and information with the rest of the group, for example how to save pictures on to a memory stick or disk and take them to a shop to have images printed out.</td>
</tr>
<tr>
<td>Ceramics for beginners</td>
<td>No ILT in the classroom but learners discuss buying a pottery wheel on eBay and are researching makers on the internet and printing out pictures at home to put in their portfolios. This was given out as a homework where learners were required to research the processes involved in making slab pots. One learner is hoping to learn how to make lamp bases and add this design to an internet business she has and is being given guidance with this from the tutor.</td>
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### MFL

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<th>Language</th>
<th>Level</th>
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<tbody>
<tr>
<td>French</td>
<td>Beginners</td>
<td>The tutor used a laptop during the session to project phrases on to the wall for learners to practise, and at the end of the session for a recap activity. A previous session had included a French version of the quiz game “Who wants to be a Millionaire?” where the tutor had devised appropriate questions using a template from the internet.</td>
</tr>
<tr>
<td>French</td>
<td>Beginners</td>
<td>Tutor gave learners a link to a recommended languages website (Linguascope) where they can practise the particular topic of the session (L’emploi) at home. Two learners who were going to be absent for the next 2 weeks exchanged email addresses with the tutor and a fellow learner so they could keep up to date with work.</td>
</tr>
<tr>
<td>Spanish</td>
<td>Beginners</td>
<td>Learners supplement class work by completing homework activities and accessing appropriate language websites - and contact the tutor by email in basic Spanish. One learner also reports regularly listening to the news in Spanish on the internet.</td>
</tr>
<tr>
<td>German</td>
<td>Improvers</td>
<td>The tutor used IT in her session to access topical material from the Internet for discussion with the learners (eg an article on Housing in Germany). Some learners access language websites from home - the tutor has given learners a list of useful websites and a link for accessing German TV via the internet. The tutor has booked the computer room for the next session to support learners in using the internet for language study.</td>
</tr>
<tr>
<td>Spanish</td>
<td>Beginners</td>
<td>A video clip from BBC’s ‘España Viva’ resource was used to reinforce the topic.</td>
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<tr>
<td>Italian</td>
<td>Beginners</td>
<td>Learners are able to contact the tutor by email, and report doing so. Tutor sends work to learners by email when they are unable to attend a session. Learners listen to audio files at home to support their learning. Learners report accessing BBC websites to supplement their study.</td>
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### ESOL

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<th>Language</th>
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<tr>
<td>ESOL</td>
<td>Learners use ILT to access websites and news reports for current affairs discussion, then present their ideas and opinions. BBC World service recordings were used on the pros and cons of living in London. Learners were set research on a range of web sites, to look at what support is available for people on Volunteering work in the UK.</td>
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<tr>
<td>ESOL</td>
<td>Laptop, digital voice recorder and cameras in use during this session. Mobile phones had been used in previous sessions. Learners using ILT extensively at home. They are given websites, DVDs and are set individual tasks both for ‘homework’ and in the classroom.</td>
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<tr>
<td>ESOL</td>
<td>Two learners were practising for their C&amp;G presentations, with the tutor recording this using a voice recorder, and timing the presentations. In a previous session, the tutor had recorded and timed a group debate on ‘Do we spend too much at Christmas?’ In other sessions learners have been involved in web research. Digital voice recorders, data projector, mobile phones and laptop/computers available and frequently used, in class and at home.</td>
</tr>
<tr>
<td>ESOL</td>
<td>One learner was practising pronunciation on a laptop, using an audio/visual comparison programme, eg ship and sheep. Initially she was supported by the tutor and when confident, could practise her pronunciation independently. The Level 1 learners listened to a recorded interview on a laptop and critiqued the interviewee’s responses in a pair, with the help of the support transcript.</td>
</tr>
<tr>
<td>ESOL</td>
<td>The tutor uses the computers to play voice recordings for listening activities. Learners have access to computers and a laptop in the classroom and were developing their ICT skills. Learners have DVDs to use on computers at home, for homework. They are issued with a list of useful websites and set homework which is completed using the web.</td>
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**Initial Teacher Training (ITT)**

**CTLLS**
- Initial assessment for the unit had involved use of a mimio interactive whiteboard by the learners, to present information.
- Video used constructively to record each learner as they gave their presentation.
- This is used for self-reflection which is recorded in learners' reflective journal.
- Learners are supported through email contact with tutor and through Moodle, which the tutor also uses for access to further resources.
- C&G SmartScreen web portal used by learners to access resources & information.

**PTLLS**
- Laptop and projector used for presentations.
- Learners have been given a list of useful websites and have been asked to visit particular websites and report back to peers.
- The course has its own Moodle area and information is provided via this.
- Forum postings are automatically emailed out to learners to keep them up to date.
- The standard ITT support materials and resources are all available on-line.

**ICT**

**Website design 1**
- Each learner's own practice assignments are saved on the system and learners can revisit their own work as they progress.
- The tutor had chosen free software to use to create the website & to edit the images used for it. This allows learners to download it for use at home without incurring the cost of commercial software.
- All learners have been using the resources on Moodle outside of the taught sessions to consolidate their learning.
- The tutor has placed a range of resources on Moodle for learners to access, including handouts, data files, copies of the presentations used in each session & homework for the half-term break.

**Family Learning**

**Early Start**
- Learners showed photographs from a previous session which they had taken and printed themselves, using the camera & printer provided by the tutor.
- Excellent use of PowerPoint for the Schema training.
- Use of internet research was evident in worksheets in the scrap books/ folders.
- Learners working on accreditation were due to take a literacy assessment supplied to them by the tutors on a CD, which allows greater flexibility than paper format.

**Animation**
- The tutor had used the internet to expand her own knowledge on what was a new subject for her to be teaching.
- Over the course of six sessions, learners had each produced their own animated film, using the digi blue cameras & software, and took great pride in the end results.
- All had increased their ICT skills and felt more confident about using the school's computers - and animation software – as a result. Learners had backed up their own work on USB 'pen' drives.

**Family Literacy**
- Digital cameras had been used during the course to produce an annotated photo-record of a visit to a National Trust property.

**Literacy**
- One learner was set a target that involved replying to a text message – the tutor sent her the appropriate text and the learner then replied in the format required. The learner needed additional help but was pleased to achieve this by the end of the session.

**Other**

**BSL** (British Sign Language)
- The tutors showed a YouTube vide of a trainer ‘signing’ and used this to point out particular elements of BSL to reinforce the learning. The link to this will be emailed to learners to revisit outside of class time.
- The tutors also played a DVD recording of a learner and a tutor signing in a near-perfect BSL 203 assessment. Learners are currently working towards the 203 so this allowed tutors to draw attention to important points.
Counselling Skills

Before the main session started learners were issued with a CD provided by the examination body (CPCAB) which will support them in their learning and portfolio writing. The tutor also gave details of the ‘Counselling channel’ and YouTube which have good case studies to look at and reminded learners of the CPCAB website.

Nutrition, Performance & Healthy Eating

Relevant web (and other ICT) resources were used extensively by learners throughout the course to access research, charts, calculations etc for case studies. They had all undertaken case studies independently outside the classroom activity. Learners were supported and encouraged to use ILT resources, and to practise & apply skills and knowledge in their daily lives and wider community activity.

Innovative practice - English with Computers

**Background:** The learners have a range of difficulties, from acute dyslexia to Asperger’s syndrome. Although based in a computer suite, this is not a computer course but is concerned with developing Literacy skills. The tutor uses innovative teaching methods and activities connected with ILT.

The session began with an activity which fully engaged all learners – the creation of a colourful ‘word bubble’ of words, using an internet site designed for this purpose (Wordle). Learners were all encouraged to participate, adding words concerning a topic covered the previous week. This acted as a recap and all learners were actively engaged and came to the front of the room to type in word(s) to be displayed on the interactive whiteboard.

Learners were then engaged in a further kinaesthetic activity and worked together to select word cards from a wall to work out how to construct writing. There was some debate over the use of mobile phones and the definition of ‘text’. In previous sessions the tutor had used digital cameras with the learners and the tutor’s expertise with both the ILT and the Literacy element of the course was evident. The learners were carefully supported in their use of ILT both by peers and by the tutor and learning support assistant. The nature of the group and the way the tutor led the learning meant that inclusive learning was embedded within the whole session.

The tutor went on to use Moodle to continue work from a previous session - in which learners had been writing about themselves in a brief profile - and coached them in using a forum on Moodle to share thoughts (the course has its own private Moodle area).

The link to the learners’ everyday lives was considered as learners spoke of using e-mail accounts at home as a result of learning about setting up an email account and writing e-mails, in a previous session. Some learners have also communicated in chat rooms outside of class time.

The learners were encouraged to use Moodle, and a range of other ILT resources, to support their learning - both in the classroom and in their daily lives at home.
Appendix Two – Snapshot of e-learning in Devon ACL as at April ‘10

The data below comes from observations carried out by the then Team Leaders in the period Sept 09 – April 10. It is not fully comprehensive but offers a useful snapshot.

<table>
<thead>
<tr>
<th></th>
<th>Art &amp; Craft</th>
<th>Family Learning</th>
<th>MFL</th>
<th>Humanities</th>
<th>ESOL</th>
<th>Literacy</th>
<th>PTTLS/CTTLS</th>
<th>ICT</th>
<th>Comp Th &amp; Health</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Number of observations</td>
<td>55</td>
<td>23</td>
<td>18</td>
<td>16</td>
<td>14</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>144</td>
</tr>
<tr>
<td>b No ICT/e-learning mentioned (not even website recommendations)</td>
<td>2</td>
<td>8</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>c Websites recommended by tutor</td>
<td>18</td>
<td>11</td>
<td>12</td>
<td>9</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>62</td>
</tr>
<tr>
<td>d Laptop (or PC) used in session</td>
<td>11</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>9</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>0</td>
<td>38</td>
</tr>
<tr>
<td>e Other e-learning equipment used (voice rec, camera, projector etc)</td>
<td>27</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>8</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>54</td>
</tr>
<tr>
<td>f Learner use of e-learning between sessions (mentioned but not obsvd)</td>
<td>30</td>
<td>0</td>
<td>9</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>57</td>
</tr>
<tr>
<td>g Planned use of ICT suite mentioned eg on SoW for earlier/later sessions</td>
<td>3</td>
<td>5</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>13</td>
</tr>
<tr>
<td>h Additional info (see below)</td>
<td>7</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

Specific additional information for each subject area - correlates to row (h) above

**Art & Craft**
1. In (d), about half of the mentions are of learners using the laptop for research during obs
2. In (e), almost all mentions are of digital camera use, for recording progress
3. In (f), most mentions are of using Internet to research materials, artworks, artists etc
4. In (f), 4 obs mention learners using own design software at home, bringing in results
5. Actual use of ICT suite during session (for research,) appears in 1 obs
6. Use of FaceBook by learners to keep in touch with each other is mentioned in 1 obs
7. Good practice model – see Mary Maguire, 12.11.09

**Family Learning**
1. In (e), 2 of the 3 mentions are Animation classes using ‘digi-blue’ cameras and software
2. Evidence of ICT/elearning in previous sessions appears in a further 4 obs
3. Interesting practice – use of text message to learner’s mobile, and reply, for literacy – see Alan White, 19.03.10

**MFL**
1. In (f), most mentions are of using BBC or other language site, but 4 include use of email in target language between tutor and learner
2. Two obs specifically mention use of topic material from Internet in class

**Humanities**
1. In (e), the 2 mentions are both for playing DVD (through laptop, I think) in class
2. In (f), 2 of the 3 are specifically for word-processing at home – creative writing
ESOL
1. In (e), most of the mentions include the use of digital voice recorder
2. The ESOL obs indicated a generally high level of ILT/e-learning within sessions

Literacy
1. Inspirational practice – see Caroline Gale, 20.11.09 (‘English with Computers’)

PTLLS/CTLLS (Initial Teacher Training)
1. These obs indicated a generally high level of ILT/e-learning within and between sessions with use of Moodle and the C&G ‘Smartscreen’ site.

ICT
1. These sessions all use ICT equipment and e-learning in a broader sense.
2. In (f), the 3 obs NOT using e-learning between sessions were all beginners courses

Cautionary Note on Observation table

1. The data above was extracted from observations carried out by Team Leaders in the Autumn 09 & Spring 10 terms and only includes those actually held ‘on the system’ in April ‘10. As such it only represents a proportion of all observations.
2. There were NO observations on the system for Numeracy or ILLS at that date so none are included here.
3. Observers varied in the attention they paid to e-learning so the figures, whilst indicative, should be treated with caution. In particular, the absence of mentions of various types of e-learning in some observations may be due to the observer not recording them, rather than to none actually taking place.