

Learning From the Students: It's Time to Move On!

Iain Kitchener & Rita Headington

The Sixth International Blended Learning Conference 2011



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UNIVERSITY OF GREENWICH
SCHOOL OF EDUCATION AND TRAINING - ONLINE CAMPUS
EPS Year 2 (2010-11)

Course Co-ordinator: Robert Morgan
Teaching Team: Suzanne Bailey, Alison Hales, Iain Kitchener

Welcome to EPS 2

Select Your Destination

Select Submission Centre to Enter

Enter the Coffee Bar

Once you have finished your session you will need to close your web browser so that your security is reset and nobody else can access the area in your name.

SCHOOL OF EDUCATION AND TRAINING - ONLINE CAMPUS
SESSION OUTLINE
TITLE: Unit 2: How do children develop?
REASON OUTLINE: Unit 2 - How do children develop?

Unit 2: How do children develop?

Learning Outcomes

By the end of the unit students will be able to:

- Identify key aspects of children's development;
- Recognise how development impacts upon learning.

Lecture slides
How do children develop (L2) 2011.ppt

References
Bruce T and Meggit C (2008) Child Care and Education 4th edn. Hodder Arnold.
Donaldson H (1984) Children's Minds London: Fontana.
Leather N (2004) 'The Nature/Nurture Debate', in Wise D (ed) Childhood Studies
Wood D (1998) How Children Think and Learn (2nd edition). Oxford: Blackwell.

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SCHOOL OF EDUCATION AND TRAINING - ONLINE CAMPUS
English Workshops

Course Leader: Sarah Smith

Primary English

- Core.1
- Core.2
- Core.3
- PSCE
- Suggested Reading

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BA Primary Year 1

SEARCH THIS AREA

Click on a blue triangle to Expand the category and under that heading.

- 0001: Programme & Year Administration
- 0001: Core Curriculum 1 English
- 0002: Core Curriculum 1 Maths
- 0003: Core Curriculum 1 Science
- 0004: Education and Professional Studies 1
- 0005: Foundation 1
 - Introduction to Course
 - Art
 - DT
 - Geography
 - Introduction to Course
 - Slides for 1st Fdn 1 online session
 - Slides for Session 2
 - History
 - Music
 - RE
- 0006: Professional Development
- 0007: School Experience Year 1
- Old Programme Archive

Activities

Additional work with LOGO

Handwritten procedures: [View Page](#) [View Page](#)

PARAN SP To find out how the program works visit this link.

The following short video film features from the internet talk you through the basic steps involving the tutorial to use workshop and be helpful for course progress.

BASICAH BASICAH FUNCTAH

FUNCTAH FUNCTAH PENTAH

PENTAH PENTAH PENTAH

REPEATAH HELPAH REAHNE DOT

The following resources were created as part of a final year undergraduate ICT specialism project by David Moss (Now teaching at Holy Trinity School Gravesend). David explored the potential for working with Roamer with upper KS2 children and sent some of the attachments available such as sound and light sensors and motors which Roamer can be programmed to control. Here is his project summary PowerPoint and some of the video clips and audio recordings which originally were included (it would add up to 150mb if I included them all!)

Roamer.gp1 Roamer will avoid sensor attached Roamer

Roamer through maze with sound sensor [View Page](#)

Roamer drawing snake-like video [View Page](#)

*Thanks go to David for kind permission to use these resources.

ITE students at Greenwich using Beebot

Details of the ICT courses by Programme:

BA (Hons) Primary Education (Year 1)	PGCE Primary Education (Full Time)	PGCE Primary Education (Flexible)
3 Lectures (Live + PowerPoints) <ul style="list-style-type: none">Introduction to Primary ICTICT and the Current CurriculumMore than a Subject (audio recording on web page)	3 Lectures (Live + PowerPoints) <ul style="list-style-type: none">Introduction to Primary ICTICT and the Current CurriculumMore than a Subject (audio recording on web page)	3 Lectures (PowerPoints only) <ul style="list-style-type: none">Introduction to Primary ICTICT and the Current CurriculumMore than a Subject (audio recording on web page)
6 Face to face workshops: <ul style="list-style-type: none">Focus on Interactive WhiteboardsFocus on MultimediaFocus on Data HandlingFocus on ControlFocus on Online Resources and e-SafetyFocus on Interactive Whiteboards II	6 Face to face workshops: <ul style="list-style-type: none">Focus on Interactive WhiteboardsFocus on MultimediaFocus on Data HandlingFocus on ControlFocus on Online Resources and e-SafetyFocus on Interactive Whiteboards II	4 Face to face workshops: <ul style="list-style-type: none">Focus on Interactive WhiteboardsFocus on MultimediaFocus on Data HandlingFocus on Control / Online Resources and e-Safety
Additional online resource pages: <ul style="list-style-type: none">Skills Test and Additional SupportFocus on the ICT assignment (BA only)Focus on ICT and the new Primary Curriculum (under construction)	Additional online resource pages: <ul style="list-style-type: none">Skills Test and Additional SupportFocus on Early Years ICTFocus on ICT and the new Primary Curriculum (under construction)	Additional online resource pages: <ul style="list-style-type: none">Skills Test and Additional SupportFocus on Early Years ICTFocus on ICT and the new Primary CurriculumUnder construction!

TEAC 1003 Course Guide 2010 11.doc

PGCE Pages Full ICT Course Guide.doc

TEAC RECORD BOOKLET ICT 2010.doc

TEAC RECORD BOOKLET ICT 2010.doc

Course Evaluation 2010-11:
Please click to complete the ICT course evaluation: <http://www.surveymonkey.com/j/FFW8Q9Q>

Our Context

BA QTS in Primary Education

130 Year 1 students

130 Year 2 students

130 Year 3 students

- Education and Professional Studies
- Core: English, maths, science
- Foundation: A range of courses including arts, humanities and PE
- Professional Development including ICT and tutor groups
- School Experience in each year



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Where we were (2008-9)

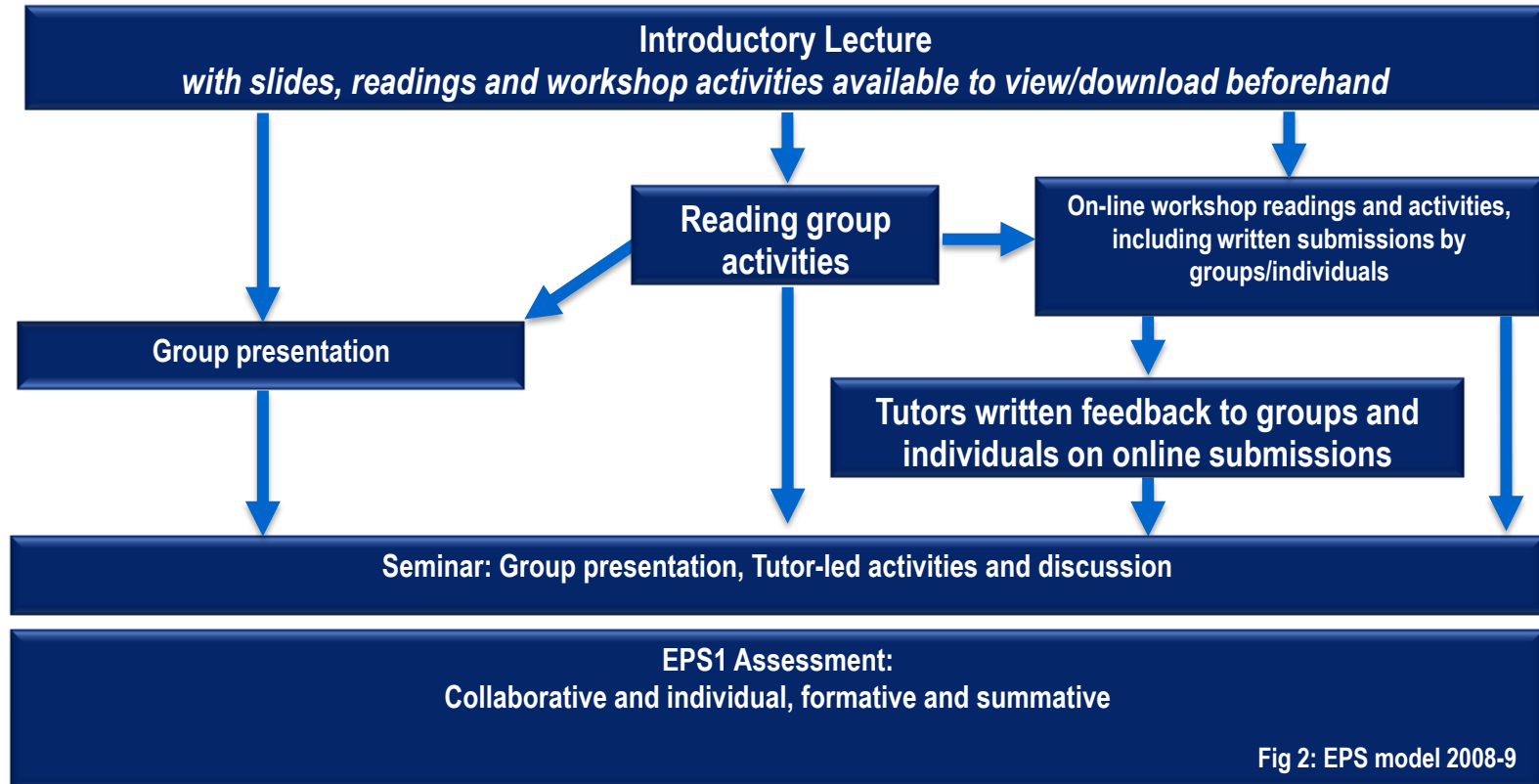
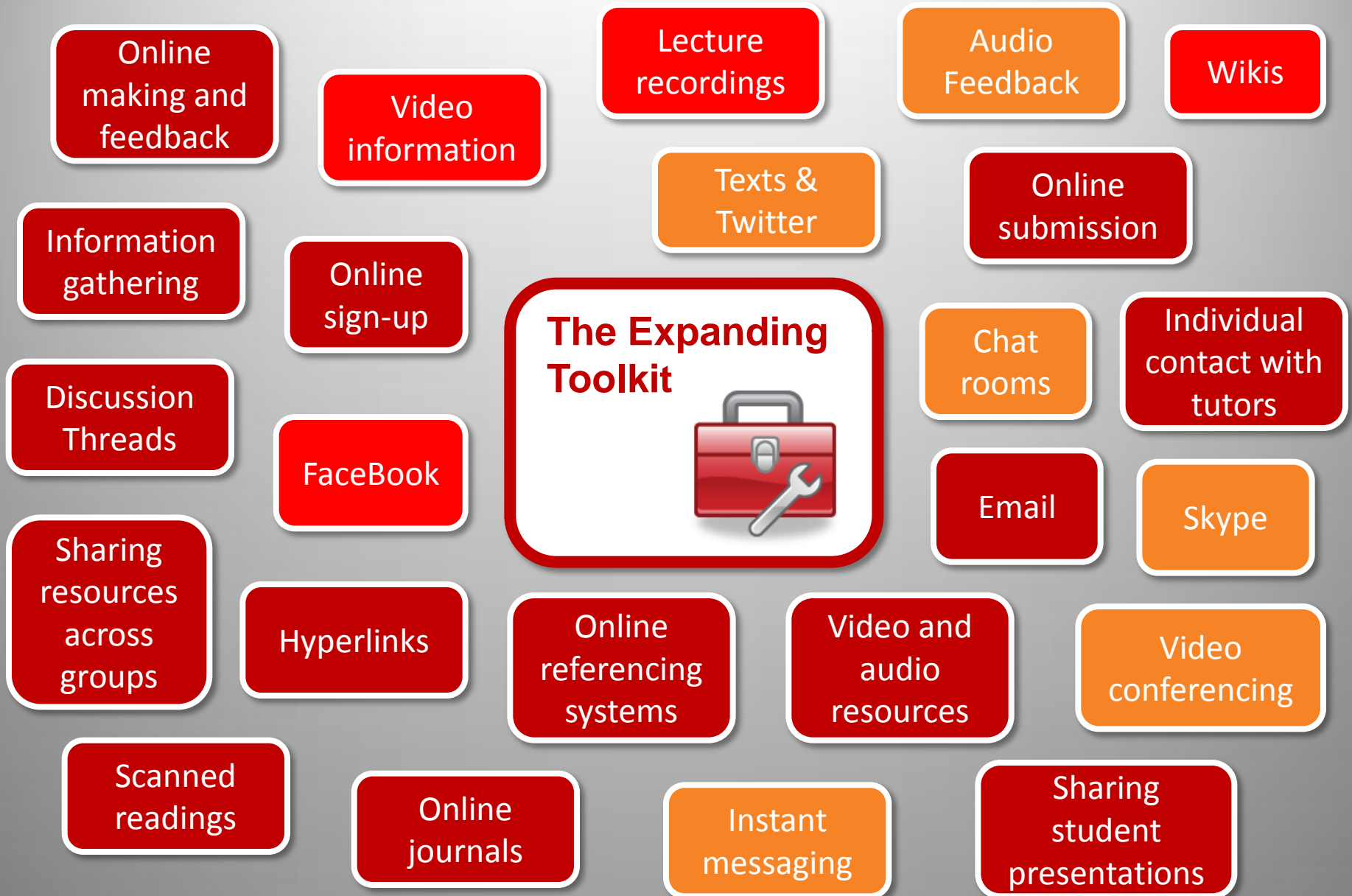


Fig 2: EPS model 2008-9

- Positive engagement with the course structure
- Active involvement in collaborative working
- Use of formative feedback

} Social Constructivism:
Practising what we preached.

Engaging students in learning through technology

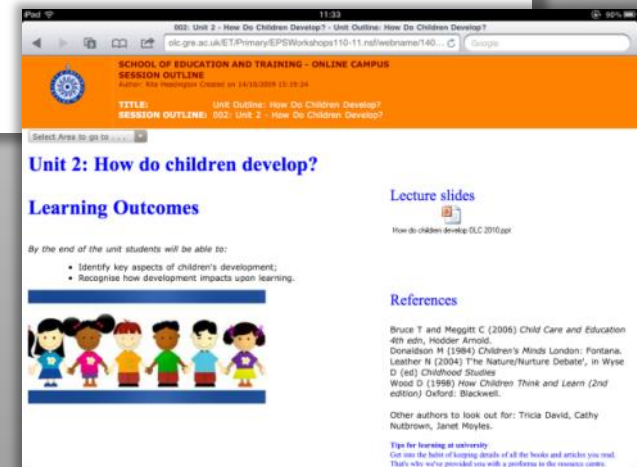


Developing self-regulated learners

Learning as a dialogic process aided through formative feedback (Laurillard, 1993; Nicol, 2010)

Blended learning approach in EPS has:

- provided support of tutors *and* peers
- built on students' prior experiences and self-reflection
- encouraged students see themselves as part of the learning process not just recipients of teaching
- empowered 'self-regulated learners' (Nicol, 2009)



The screenshot shows a mobile device displaying a web page for 'SCHOOL OF EDUCATION AND TRAINING - ONLINE CAMPUS'. The page title is 'Unit 2: How do children develop?'. It features a 'Learning Outcomes' section with a bulleted list: 'Identify key aspects of children's development;' and 'Recognise how development impacts upon learning.'. Below this is an illustration of six diverse children. To the right, there are links for 'Lecture slides' and 'References'. The references list several academic sources, including 'Child Care and Education 4th edn, Hodder Arnold', 'Children's Minds London: Fontana', 'The Nature/Nurture Debate', 'Childhood Studies', and 'How Children Think and Learn (2nd edition) Oxford: Blackwell'. At the bottom, there is a 'Tips for learning at university' section.

Result

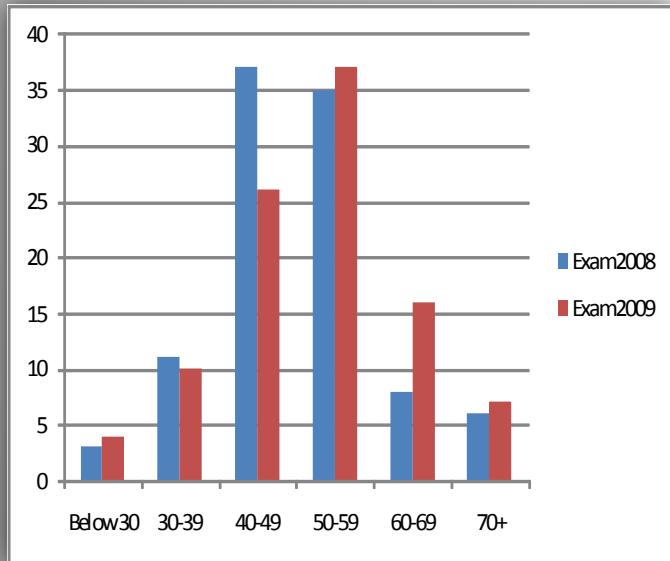
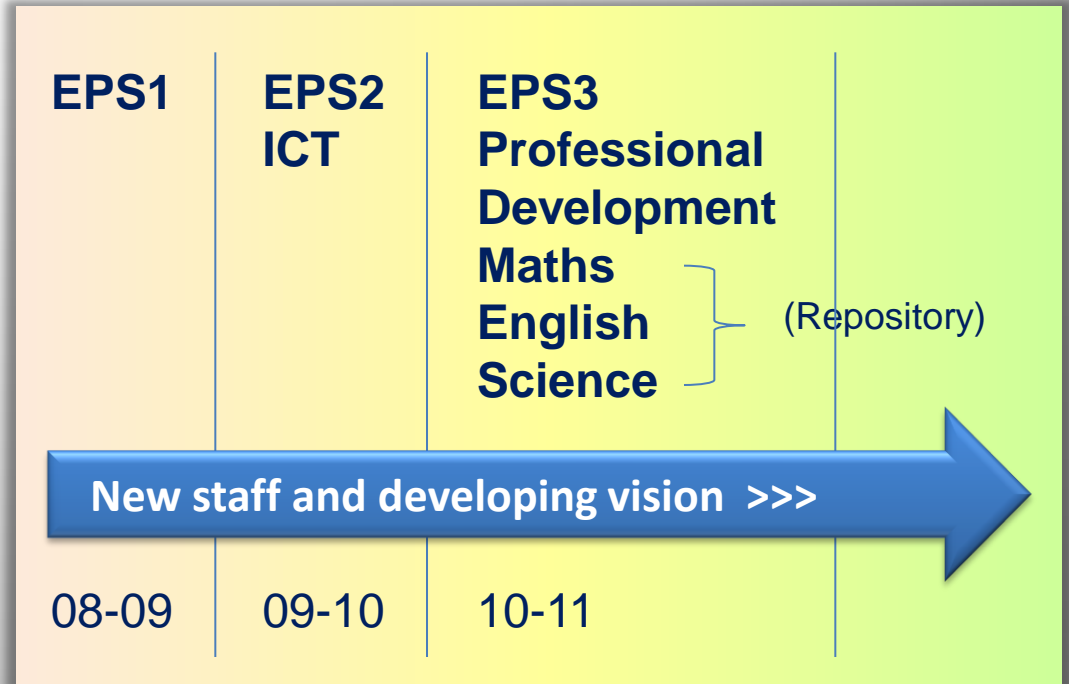


Fig 4: Examination results by % in Course A (2008) and Course B (2009)



ICT and EPS courses have raised student expectations for / of blended learning and driven colleagues forward...

Evidence:

Student rep meetings; Course review comments; Science FB page; ICT listen again online. Difficulty with course comparisons. An increase from 75% - 85% Good/Outstanding grades on the Year 3 school experience.

Students Directing Change

I have found the EPS1 course to be very effective. The three components of the lecture, online submissions and seminars really secured my knowledge by repeating and revising the area three times.

EPS1 Evaluation 2010-11

I felt like I had support with EPS 24/7

EPS1 2008-9

Not so (stimulating) in EPS 3 - more stimulating in Year 1 & 2

EPS3 Evaluation 2010-11

we received feedback the day before the second optional submission was due in. Therefore, I felt it was not beneficial to hand in a second submission if it was not going to be marked in an appropriate time scale.

EPS1 Evaluation 2010-11

Students find the layout etc on the Core units on the OLC confusing. It was asked whether the model could be used from EPS as this appeared clearer and easier to follow in terms of online activities, references etc.

Y2 Reps 2010-11

The directed activities allow me to reflect on the lectures and I then find the seminars can help me to clarify anything that I didn't quite understand.

EPS2 Evaluation 2010-11

40 /45 respondents in ICT were positive about other courses using blended learning.

ICT Evaluation 2009-10

Problems and limitations!

Limitations of the online environment:

- No inbuilt wiki
- ‘Clunky’ discussion forums
- External ‘sign up’ resource includes advertising

Human Limitations:

- Speed and quality of formative feedback
- Staff navigation of online environment problematic → disengagement
- View that online work requires less time than face to face → reduced hours
- Ongoing need for staff development



Mapping Radical Change in 5 Years

Face
to
face



2007

All face to
face

All
repository

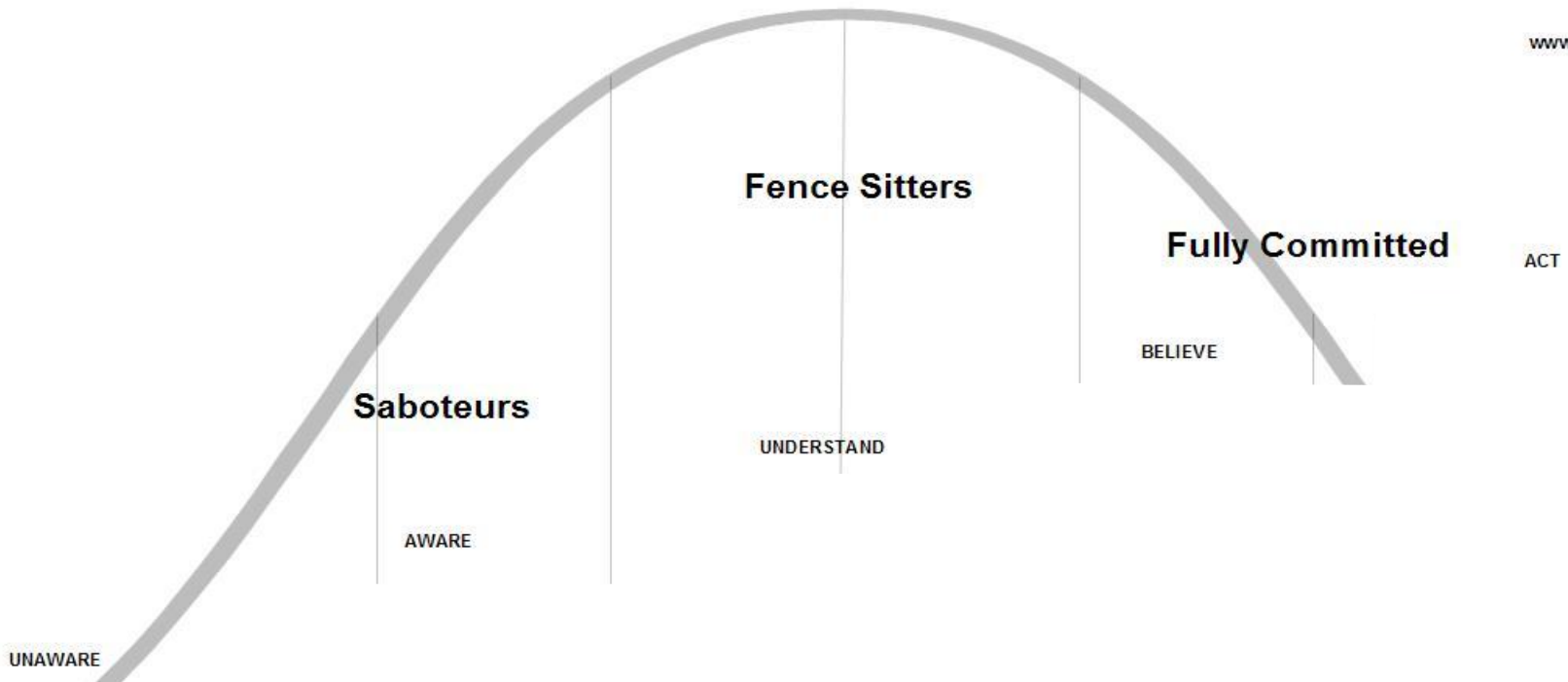
Largely
repository

pushed by
students

Science areas
including FB

Some
repository

Minimal
repository



Source <http://www.shmula.com/turnaround-and-change-management-do-not-waste-a-good-crisis/1466/>

“There is evidence that the use of (such) media changes the roles of learners considerably (McConnell 2005). For example, expertise need no longer be ‘handed out’ by the teacher from the front of the class, but can be contributed more equitably.”

From: Beetham in Beetham and Sharpe (eds) (2007:37)

It's time to move on!

Drivers:

- Student voice and expectations
- Course evaluations / SEEL
- School ICT Strategy
- Changes in staffing – ‘fully committed’
- University adoption of Moodle



Plans for 2011:

- Introduction of Moodle as new VLE
- Pedagogically driven model
- Extend BL environment and practice to the other subject areas of the curriculum
- Extend features from the toolkit and make use of integrated tools
- Increased use of video casts; audio feedback; PRS, text and twitter during lectures

References

- Beetham, H. and Sharpe, R. (eds) (2007) *Rethinking Pedagogy for a Digital Age: Designing and Delivering E-learning*, Abingdon: Routledge.
- Laurillard, D. (1993) *Rethinking University Teaching: A framework for the effective use of information technology*, London: Routledge.
- Nicol, D. (2010) 'From monologue to dialogue: improving written feedback in mass higher education' in *Assessment and Evaluation in Higher Education*. 35: 5, 501 - 517.
- Nicol, D. (2009) 'Assessment for learner self-regulation: enhancing achievement in the first year using learning technologies', *Assessment & Evaluation in Higher Education*, 34:3, 335 — 352.
- Shmula (2009) Turnaround and Change Management: Do Not Waste a Good Crisis. Available at: <http://www.shmula.com/turnaround-and-change-management-do-not-waste-a-good-crisis/1466/> (Accessed: 10 June 2011)
- Ryan, M. (2008) *Student Experience of e-Learning (SEEL)*, London: University of Greenwich.
- University of Greenwich *Student Experience of e-Learning Laboratory*. Available at: <http://www.Gre.ac.uk/research/seel> (Accessed: 10 June 2011)

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The collage displays several screenshots from the University of Greenwich's online learning platform. The top-left screenshot shows the 'Welcome to EPS 2' page for the 'EPS Year 2 (2010-11)' course, listing the course coordinator Robert Morgan and the teaching team. The top-middle screenshot shows a 'Unit 2: How do children develop?' page with 'Learning Outcomes' and 'Lecture slides'. The top-right screenshot shows the 'English Workshops' page for 'Primary English', listing 'Core 1', 'Core 2', 'Core 3', and 'FACE'. The bottom-left screenshot shows a '75 SERVICES TO' page with a photo of students and a list of activities. The bottom-middle screenshot shows the 'BA Primary Year 1' page with a list of modules. The bottom-right screenshot shows a 'Details of the ICT courses by Programme' page, listing 'BA (Hons) Primary Education', 'PGCE Primary Education (Full Time)', and 'PGCE Primary Education (Flexible)', each with a list of modules and additional resources.