
e-Learning Modules for Initial Teacher Training

Module User Guide

Contents

Introduction	2
Module 1: Professional Standards and Practice	3
Module 2: Assessment for Learning	4
Module 3: Equality and Diversity	6
Module 4: Resources	7
Module 5: Managing the Learning Environment	8
Module 6: Professionalism	9

Introduction

The vision of the module design was to replace passive e-learning through a developmental approach which seeks to enhance the student experience through the application of technology enhanced learning underpinned by an effective pedagogical rationale.

Six modules have been produced for use in initial teacher training and certificate in education courses which bring together action and task based e-learning which feeds into a range of technology enhanced tools underpinned by a clear educational rationale.

The aim is to engage students in active, challenging and engaging e-learning using realistic, real-world, scenario and action based e-learning, underpinned by the development of enquiry, problem solving and team working skills.

Module Design

The e-learning modules are designed to implement action based learning to engage and immerse learners in an underlying, investigative storyline leading to problem solving activities that encourage the application of analytical, evaluative, creative and critical thinking skills.

The modules offer learners and teachers a highly interactive and engaging learning and teaching environment that is imperative in open and distance educational settings. The scenario-based learning can be used for teaching of any kind of subject matter, at any level of education and training and via any delivery mode.

In addition this approach enables a range of technological tools to be seamlessly integrated into the e-learning at appropriate times all underpinned by a clear learning rationale. The guided and strategic use of tools such as blogs, wikis, e-portfolios, discussion boards and live chat to underpin the modules at appropriate times combine educationally effective e-learning approaches and use of technology to properly enhance learning.

Whilst this project is situated in the area of teacher training the approach, where technology is driven by teaching and learning underpinned by relevant theory, is universal and can be applied in any curriculum area the presentation will explain the process and demonstrate completed outputs from the project.

Preparing learners to use the materials

It is recommended that you provide an orientation to each module in a practical, face-to-face session with learners. Using a Module is not about leaving learners alone to learn for themselves, but about using a medium as part of an overall teaching delivery strategy.

Beside the resources that are located in the Module, it is highly recommended that you refer your learners to a range of other resources including textbooks, websites, video etc.

The modules are all produced in standards compliant HTML and will embed into any virtual learning environment. They are best viewed in a late edition browser preferably Google Chrome.

Module 1: Professional Standards and Practice

Scenario

Trainee teachers are often surprised at the level of responsibility they have towards their students and the high level of importance placed upon safeguarding by their employers. This module provides an opportunity for trainees to experience for themselves what can go wrong when policies and procedures are not fully understood or followed and the implications this may have for their students, their organisations and ultimately for themselves.

Preparing your learners to use the materials

For some trainees this may be their first experience of e-learning and in particular taking part in on-line collaboration, whether that is the use of discussion boards, blogs or wikis. You may wish to spend some time introducing the trainees to these and ensure they are confident in being able to make full use of these tools.

Resources

To help the trainees experience a real-life scenario we have introduced a range of video, podcast and documentation for them to study. The attention of the trainees should be drawn to the various documents as they play a significant part in the module.

Teacher's role

It is hoped that this module will help you to introduce your trainees to the importance of safeguarding using an interactive and engaging approach. The final task of the module requires each team of Inspectors to submit a report to the Lead Inspector (yourself), you may also wish them to present their findings to their peers. This will lead to an informed and high level debate on the judgement of the individual teams. If you wish your trainees to use the blogs and wikis you will need to set these up – guidance on how to do this is provided with the User Guide.

Note

This module incorporates one aspect which does not appear in the remaining five modules.

1. **The CriteriaTab:** This can be used as part of the assessment criteria if you wish. Depending upon the programme you are delivering you may wish to create your own assessment criteria for this or for any of the other five modules. The rubric used as an example in this module was created using **Rubistar** an intuitive and free piece of software. You can access the software at: <http://rubistar.4teachers.org/>

Module 2: Assessment for Learning

Scenario

In this module learners are tasked with taking on the role of a training consultant to advise an employer on how effective their current training provision is and to recommend any changes they think appropriate.

Preparing your learners to use the materials

Prior to working through the module trainees should have a thorough knowledge and understanding of theories and principles of assessment including initial, diagnostic, formative and summative assessment in teaching and learning. They should be familiar with different forms of assessment tools as well as the importance of validity, reliability and sufficiency.

Resources

To help the trainees experience a real-life scenario we have introduced a range of podcasts which follow the experience of three students throughout their food hygiene course. The trainees also have access to an Induction Handbook as well as the Course Workbook (the trainees have access to Day 1 only, however they can assume that the remainder of the Course Workbook follows the same format).

Teacher's role

Depending upon which qualification your trainees are studying you will of course wish to focus on specific aspects of teaching, learning and assessment. You will note that differentiation and equality and diversity also play a part in the module and you may wish to draw particular attention to these issues or you may wish to see if the trainees pick up on these issues themselves. There are many ways in which the current training programme could be improved and the level of detail you wish your trainees to feedback will very much depend on how you intend to use the module eg to meet specific assessment criteria or more of a classroom discussion task.

Note: Attached to this module is a Pedagogical Pattern Collector (PPC), a web based tool, which is an output from an ESRC---EPSRC funded research project . We have used the PPC as an example to show how it could be used to plan this Assessment for Learning module and as an opportunity for you to demonstrate the tool to your trainees.

The PPC is a lesson planning tool and much more, the user can use the tool to help them plan inclusive lessons by having the opportunity to;

- A) Automatically analyse the categorisation of the types of learning undertaken by their students, ie
 - *Read, watch, listen*
 - *Investigate/inquire*

- *Discuss*
- *Practice*
- *Share/collaborate*
- *Produce*

B) The PPC also allows the user to analyse their lesson plan to show the amount of time the students are required to work with and without the teacher being present and much more.

Once the user has created a lesson plan they can be saved and easily adapted to plan for future lessons, they can be shared with other teachers to use as they are or to adapt and ultimately the tool can be used to plan lessons ensuring the user is using a range of effective and appropriate teaching learning techniques to engage and motivate students and encourage independence.

It is often pointed out to trainees that they do not set tasks which are challenging enough for their students and that they need to step back and allow their students to learn independently, this is an effective tool which will help them to overcome these issues and to improve their practice.

Please follow this link to find out more about the PPC and to access the easy to follow user guide <http://www.ld-grid.org/resources/tools/pedagogical-pattern-collector>

Module 3: Equality and Diversity

Outline – This module takes place in a college and is focused around a group of lecturers begin briefed by the college principal to draw up a plan for a Taster Day for a group of local schoolchildren. The Taster Day does not focus on any particular subject area but rather a taste of what it is like to be a student. As the module progresses the trainees are informed that there will be children attending the Taster Day with specific learning needs and they are required to rethink their original plan.

Preparing the learners to use the materials – Prior to working through the module trainees should have a knowledge and understanding of how to plan appropriate, effective, coherent and inclusive programmes that promote equality and engage with diversity. They should be able to plan a session which meets the aims and needs of individual learners and groups using a variety of teaching and learning strategies.

Resources – The trainees are provided with a brief introduction to some of the schoolchildren and an outline of their individual learning need. They also have access to some podcasts and emails which have been provided by experts in the college as to how best meet these learning needs. The information provided by these experts is adequate to assist the trainees in planning the session however it is also expected that the trainees will bring with them their own experiences and also carry out further research within their groups.

Teacher's role – As indicated above, the trainees are provided with only a brief introduction to the schoolchildren. The trainees should be encouraged to build upon these profiles and to add depth to the profiles in any way they wish. This will help to bring the module to life and to provide for a variety of session plans for the Taster Day.

Module 4: Resources

Outline – In this module the trainees take on the role of judges in evaluating how effective certain resources are and justifying which resource should win the award of ‘Resource of the Year’.

Preparing the learners to use the materials

It is expected that the trainees will have used a variety of teaching and learning resources as part of their own practice and if this is limited then it is expected that they will have experienced a variety of resources as part of their own course of study. It may be that the trainees set up an on-line discussion board to post their views – this will help them to understand the value of one of the resources as well as enabling trainees to take part in discussion away from the classroom.

Resources – The trainees have access to ten resources, along with the rationale from each competitor as to why they consider their resource is a contender for the Award. Some of the resources are very simple in design and development whilst others are more complex. The trainees are also provided with a ‘Judge’s Guide’ to help them to consider some specific criteria. The trainees should be encouraged to consider using one or more of these resources with their own students and to seek feedback from their students on how effective they found the resource in helping them to learn.

Teacher’s role – Whilst the trainees are provided with a ‘Judge’s Guide’, it is ultimately their decision as to which resource they consider to be awarded ‘Resource of the Year’. This module will be more effective if the trainees are working in small groups as this will lead to debate on the merits of each resource and ultimately having evaluated each resource each group will need to come to an agreed judgement and to be able to justify their choice.

You will note that in addition to making a judgement the trainees are required to produce a poster setting out the reasons why they consider the particular resource a worthy winner. This has been included as part of their task as an opportunity for trainees to work with each other to share ideas and to help each other develop their IT skills.

Module 5: Managing the Learning Environment

Outline – There is wealth of advice and literature on how best to manage the learning environment, whether that is a classroom, outreach centre or workplace and yet it is possibly still the most difficult aspect of their training for any trainee teacher. Trainees often struggle with difficult situations and are reluctant to ask for support. In this module, we have decided to involve the mentors of the trainees as well as their colleagues. It is hoped this will open up debate within the staffroom and encourage trainees to discuss their own concerns.

Preparing the learners to use the materials – Trainees should understand that this is not solely about managing the behavior of their learners but rather managing situations which they may feel are outside of their control. The trainees have a choice of selecting three situations they wish to discuss with their mentor and with their colleagues. They may decide to choose a situation with which they are familiar or decide to select one which they have not yet come across but may do so in the future.

Resources – There are five situations which each reflect some aspect of managing the learning environment. We have tried to draw upon those issues which can cause disruption not only for the teacher but also other students in the class, the issues we have included can relate to most learning environments no matter where they take place or what type of students the trainees are teaching.

Teacher's role – This is an opportunity for the mentors and/or colleagues to take an active part in the preparation of the trainees for their future careers. It is recognition that they have a wealth of experience which is valued and which can be shared with the rest of the class. When the trainees do share their strategies with the whole class it is about listening, reflecting and being respectful of the views of others. It is important that the mentors and colleagues do not feel that their strategies will be judged, but rather look on this as an opportunity to open debate and to learn from each other.

Module 6: Professionalism

Outline – The final module takes the trainees away from the world of education and into the world of the media in order to enable them to reflect on ‘professionalism’ in the wider sense. Whilst the trainees can easily seek out the dictionary definition of the word ‘professionalism’ it does not help them to understand which qualities and characteristics are important or how to become a professional themselves. Is being a professional all about a mindset, is it about the level of training or qualifications achieved or is about much more? This is what the trainees are expected to find out and by taking them away from education we think it will provide for a richer experience and hopefully a better understanding of what it takes to be a professional.

Preparing the learners to use the materials – In its simplest form, most trainees will be able to provide you with their own definition or perception of what it is to be a professional. Indeed, many trainees will consider themselves to be a ‘dual professional’ – a professional in their subject specialism and also a professional teacher. Yet other trainees will continue to see themselves as professionals in their subject specialism and find it difficult to accept that they are also a professional teacher. You may wish to discuss the concept of dual professionalism with your trainees prior to introducing the module or you may consider that it is not necessary at this stage.

Resources – There are links to six individuals with diverse jobs/professions and the trainees are expected to use these scenarios as a starting point in debating what it is that makes up a professional. However, in order to meet the brief for this module they will also be expected to undertake further independent research.

Teacher’s role – There have been many changes, particularly recently, to regulations in relation to initial teacher training and the professionalism of teachers and trainers, the question as to whether or not teaching and training in the Lifelong Learning Sector is a profession is a cause of great debate. As their tutor, you may wish to highlight some of the changes to the sector in this regard prior to the trainees undertaking the module or you may wish the module to be the introduction to this debate.

The trainees are required to complete the task by producing a 1000 word article for publication in a newspaper, as part of the module we have provided guidelines for them on how to best complete this task. Once again, it is hoped that the IT and editing skills demonstrated as part of this module will be skills they can use to improve their own practice.