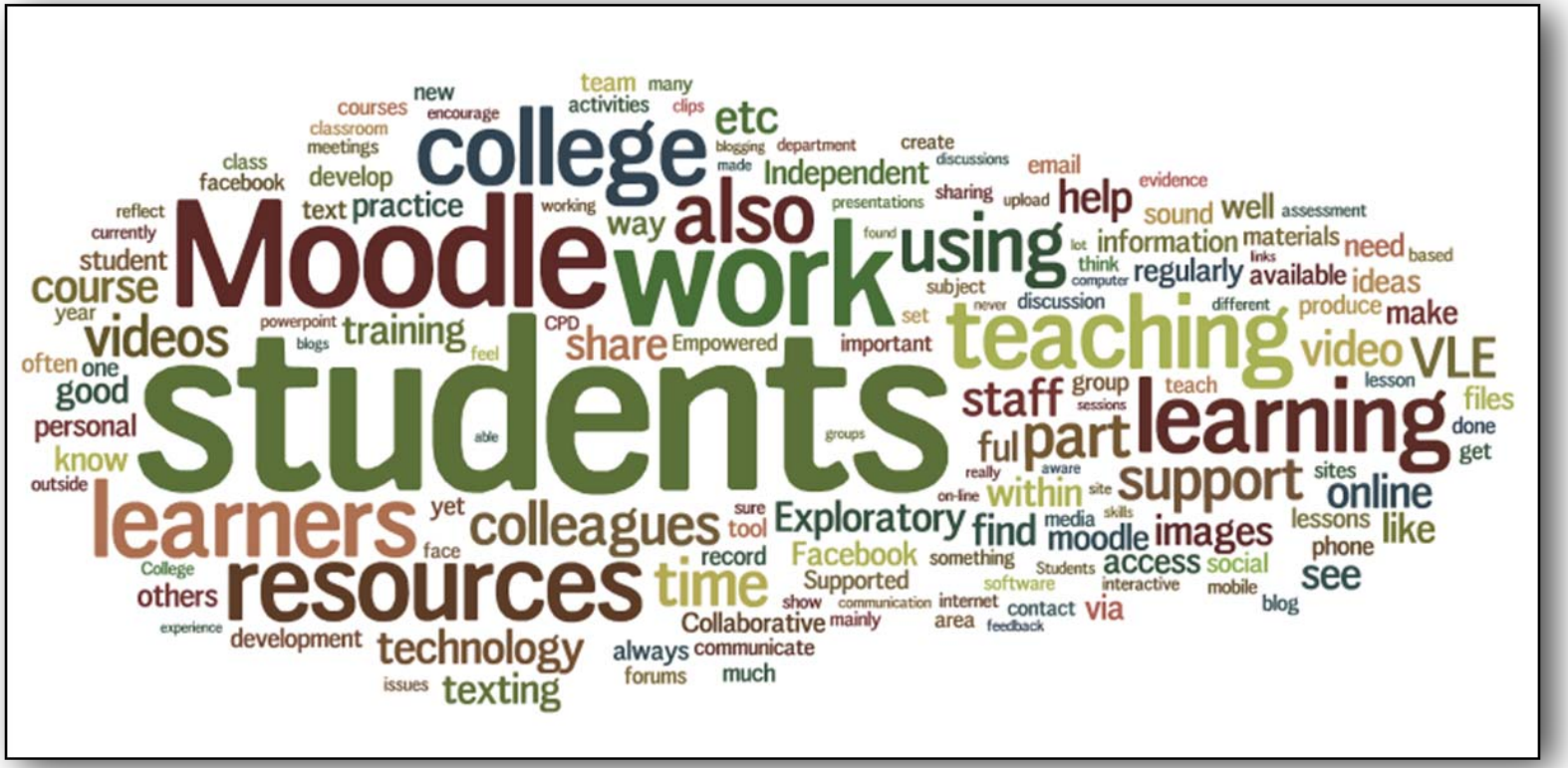
The case of the Curious & the Confident

the untold story of changing teacher attitudes to e-learning in the FE sector



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The context of our Enquiry

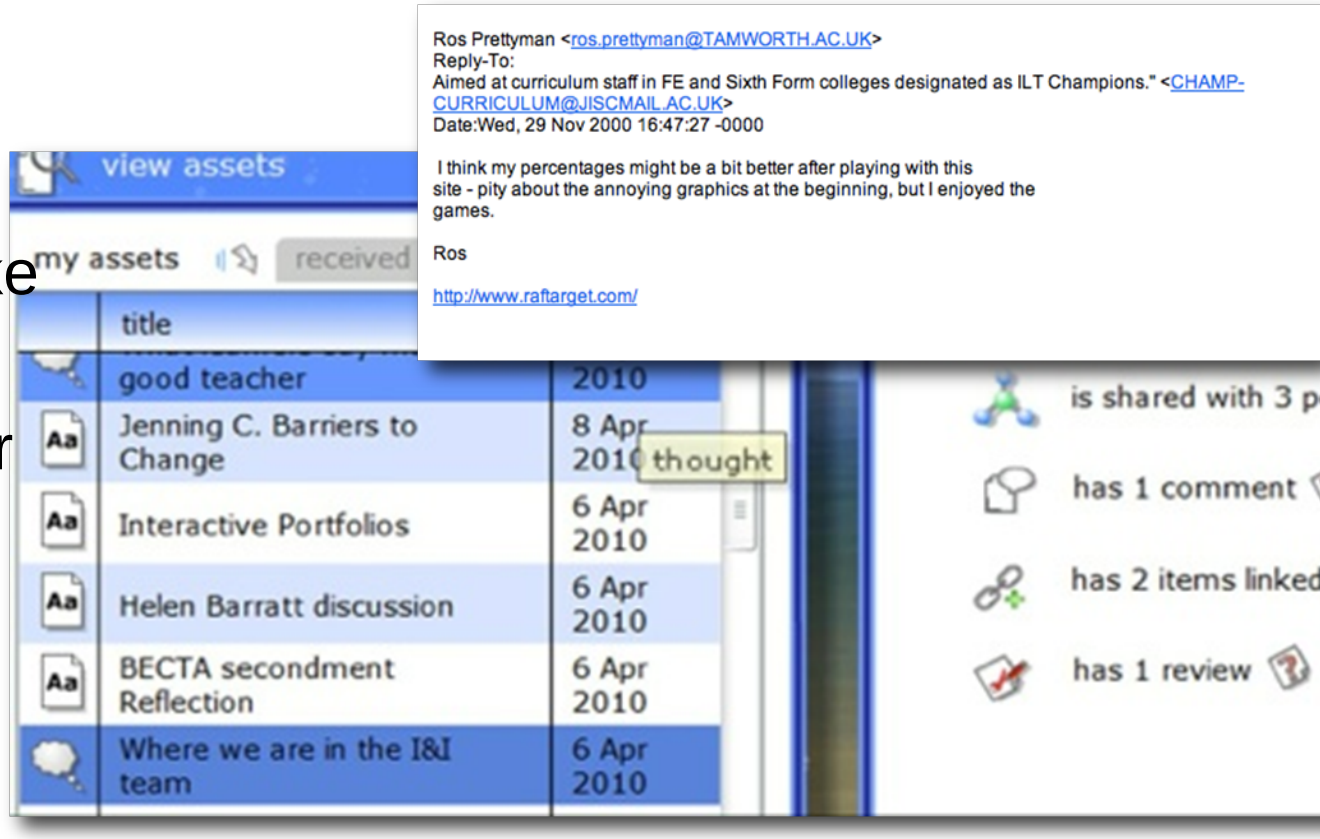
Now we are 11…..

How can we rediscover Impact?

What should staff development look like

The rise of the reflective practitioner

The emergence of the Web 2.0 practitioner



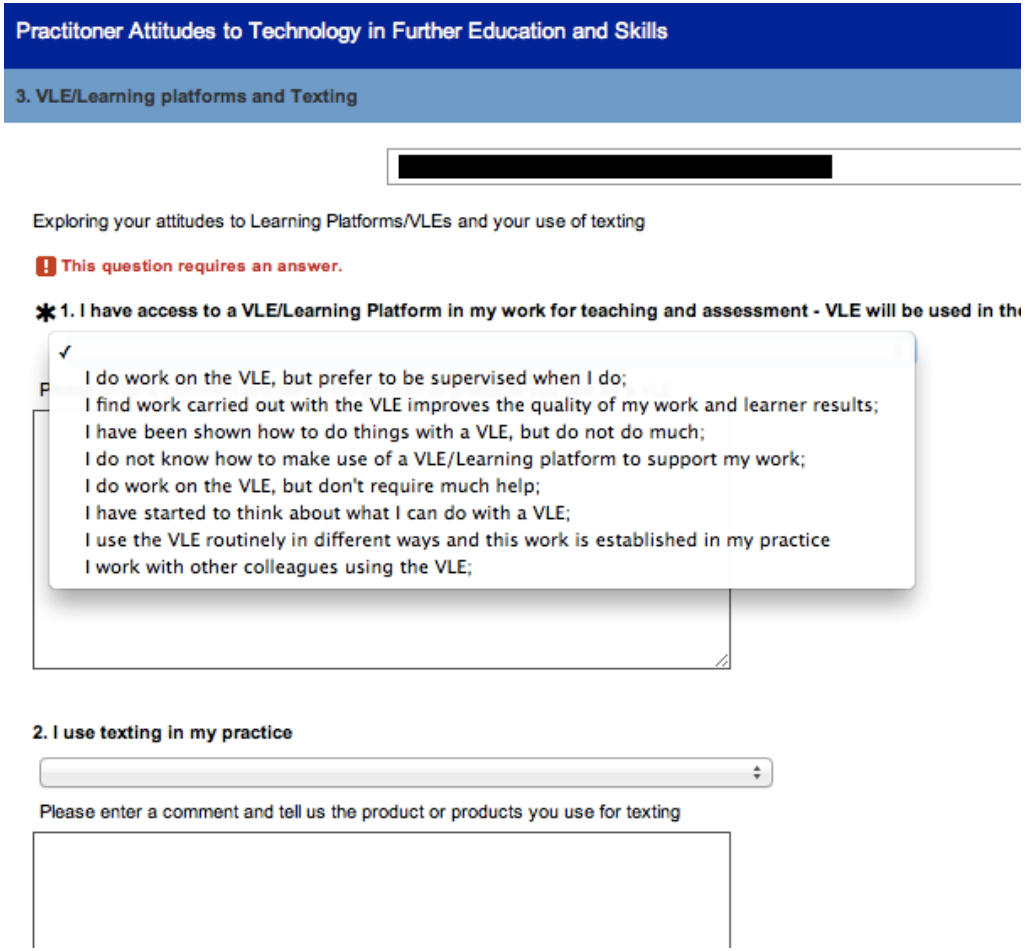
The Survey structure

The Matrix

Looking at technology in action

Emotive responses led to free responses

700 stories, stories for which learning and teaching in the daily experience of practitioners is the primary focus and stimulus. 240,000 words of which 93,000 is free response



http://www.surveymonkey.com/s/thanet-lsis-survey

Findings

Over 90% of tutors see Moodle as normal practice

Teachers are natural explorers rather than being passive in receiving guidance by others

Describe responses in terms of teaching and learning rather than the virtue of the technologies themselves

The challenge of fitting the familiar to the particular Social software to learning application

The possibility of personal learning space to support this evolution

Transformation and Impact

- **Teachers are doing new things in new ways**
- **Impact is assessed by technological stealth**
- **We are now considering Impact as input (change over time) and output (benefit over turbulence)**
- **The shock of the new and subsumation**

A tapestry of technologies

"Letting a hundred flowers blossom and a hundred schools of thought contend is the policy for promoting progress in the arts and the sciences and a flourishing socialist culture in our land."

Students
Moodle
Resources
College
Learning

The centrality of the values of teaching & learning
The uniqueness of each learning journey

Gestalt or insight approach

The skills and knowledge demonstrated by our sample has not emerged from systematic use of technology following training, but the insightful use of technology to solve particular problems emerging in the interaction with learners and sometimes colleagues. This understanding is supplemented by their experiences as users of technology in their personal lives as much as by training.

The fragmentary and possibly chaotic appearance of this technology tapestry is managed by adhering to common values of what constitutes effective teaching.

The Meta-skills

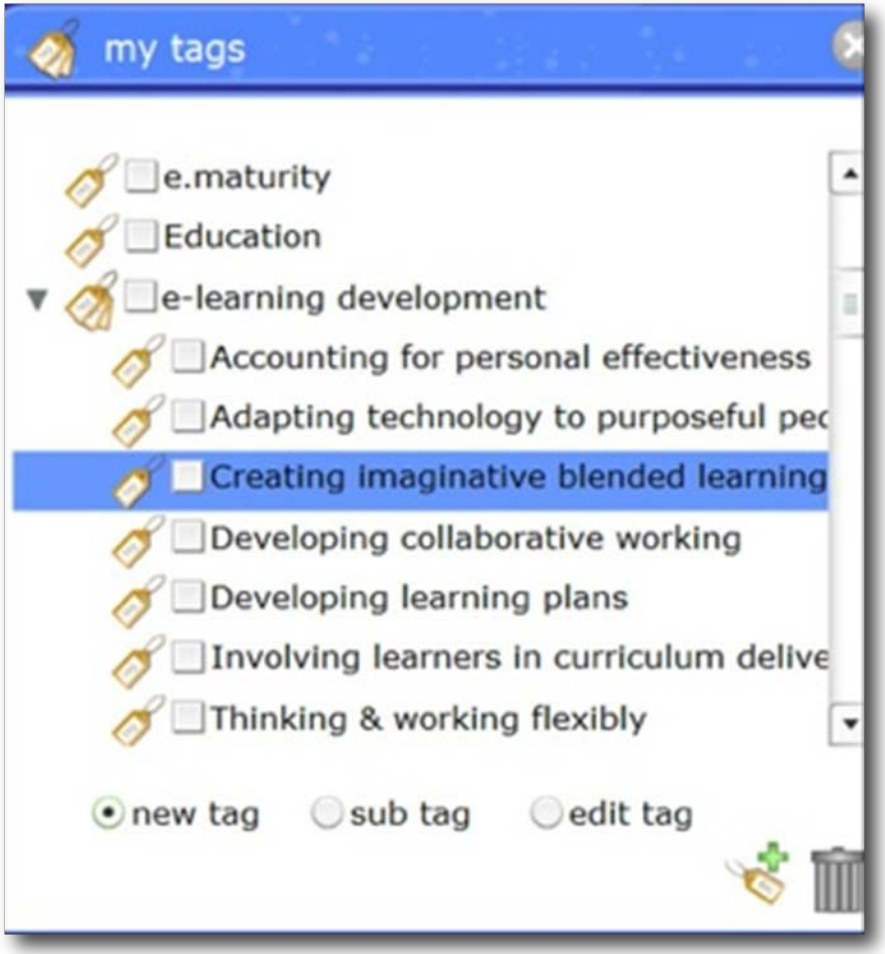
A set of higher level thinking skills that defines approach

Based in teaching not technology

Universal application in teaching

Captured as soft skills through tagged text

Values not Quantum



Combining Staff Development and CPD

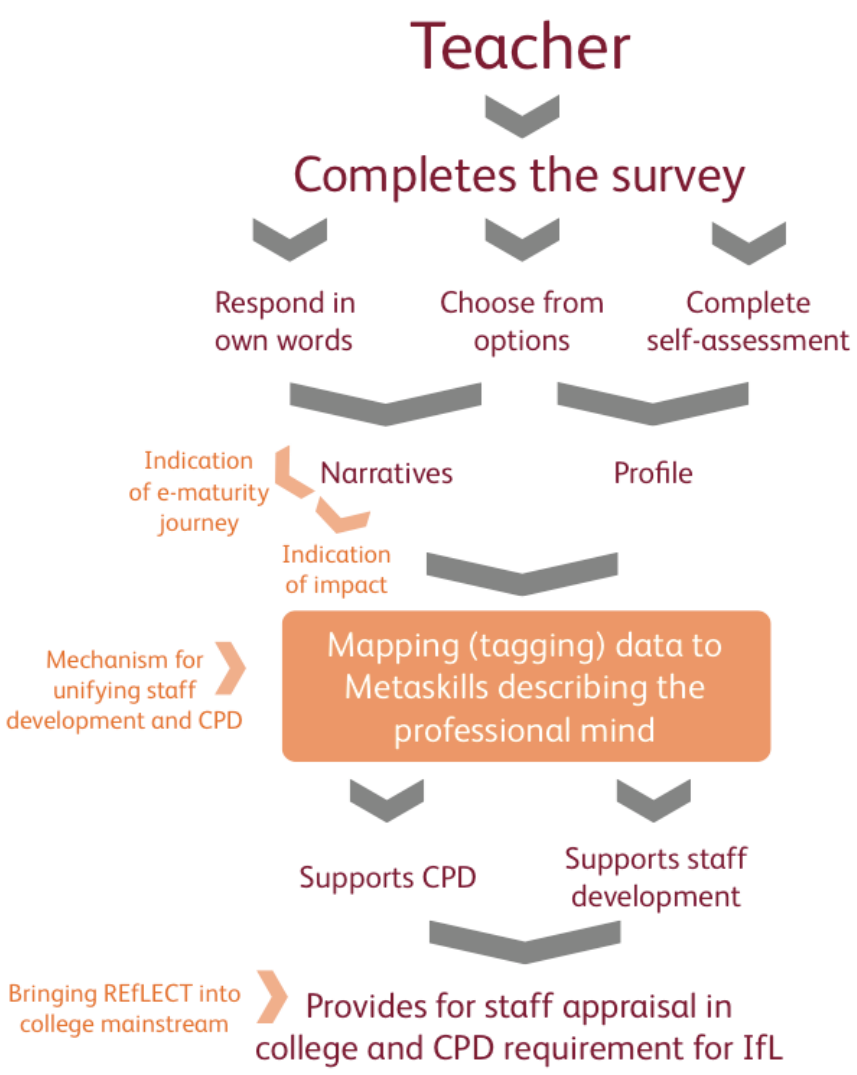
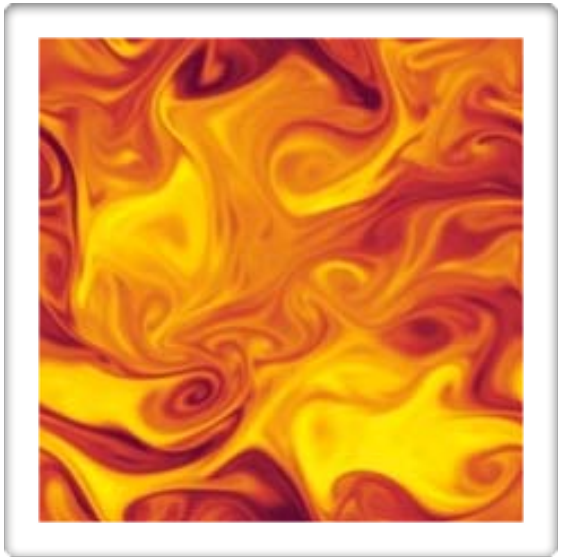


Table of Metaskills

	Higher Level Thinking	Description
1	**Drive** to think & work flexibly	The ability to use technology in different ways than originally covered in training or the Manual. Making technology bring learning to life. Personalising learning through the use of technology
2	**Ability** to adapt technology to purposeful pedagogy	The ability to make technology genuinely contribute to learning for learners rather than seeing technology as an end in itself. This includes widening participation, increasing retention, particularly amongst hard-to-reach learners
3	**Vision** to create imaginative blended learning design	Learning and demonstrating the skill of redesigning teaching and learning by blending in technology to other forms and methods of teaching and learning. This refers to skills developed through practice and engagement with peers and learners rather than in formal sessions or using formal learning resources
4	**Curiosity** to involve learners in curriculum delivery & design	The Learner Voice. Involving learners in the design and personalising of learning. Student e-learning monitors in classes. Involving learners in the experience of learning in the widest sense
5	**Imagination** to develop future learning plans	Using technology in helping learners to develop management of their own journey, to account for their learning and plan future learning. Improving the tutorial process, making learning more relevant to the needs of each individual learner
6	**Desire** to account for personal and purposeful effectiveness	Using technology to develop the skills of reflective thinking. Capturing ideas and themes to inform teacher learning journeys through personal learning space. Developing professional accountability
7	**Capacity** to develop collaborative and cooperative working	To look across and out of the organisation to work with and for others. An open mindedness. Working adaptively to accommodate the ideas of others. Assimilation of the best ideas

Transformation

Don’t fear fragmentation & turbulence. Fixity and Statis stifles initiative



A new approach to assessing impact?

Train to take the low hanging fruit

Train to pedagogical purpose

Build on confidence not processes that date rapidly

Develop the enquiring teacher through communities of like minds

Teachers own the management of their own development

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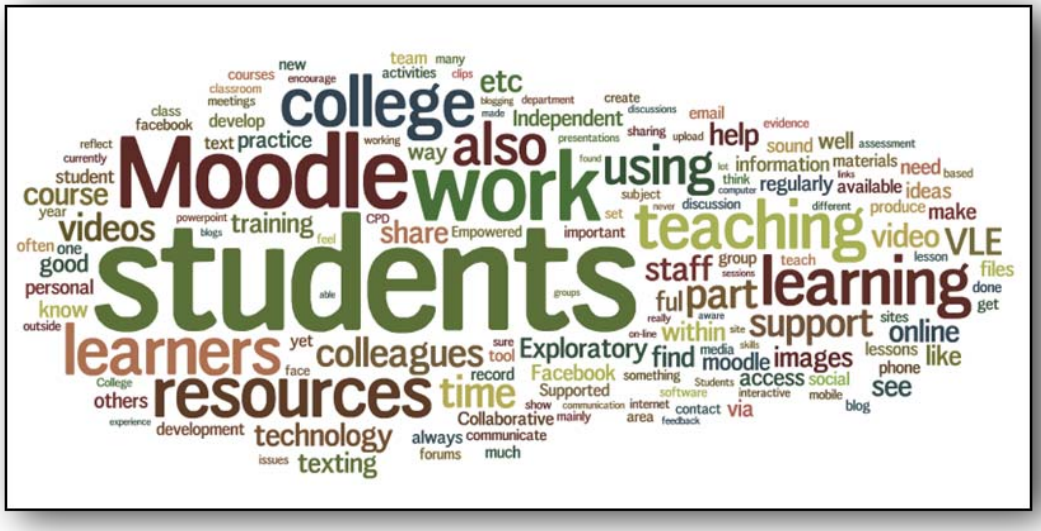

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