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onderwijs van de
Vlaamse Gemeenschap



**“e-learning: the need to
empower teachers to use ICT -
the TACCLE approach”**

“e-learning: the need to empower teachers to use ICT - the TACCLE approach”

Aqua-tnet annual event
Vilamoura
08/09/2011

Jens Vermeersch



When we look at the use of ICT in education we find a confusion in the use of terminology

eLearning, LMS, PLE, blended learning, ICT in education, e-games, learning environment,...

ICT can be used at several levels:

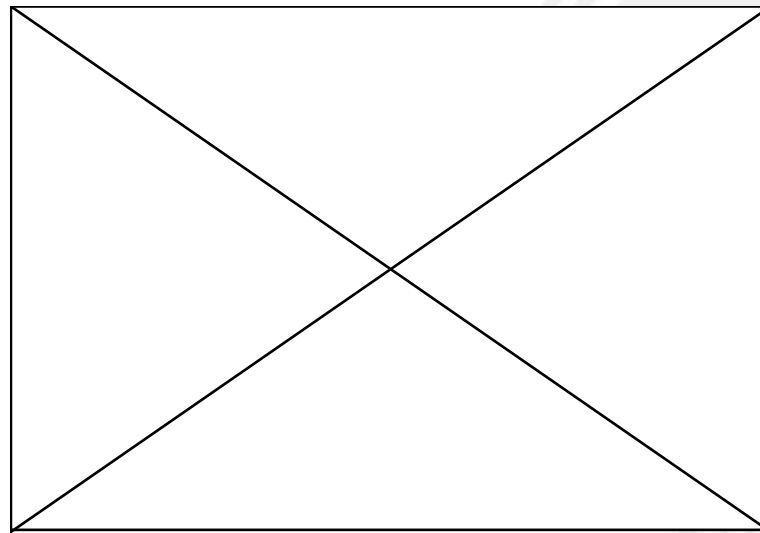
- By teachers for preparing their lessons
- For school administration and pupil follow-up
- By teachers as part of their lessons (a tool amongst others)
- For pupils to do an assignment (mostly looking up information on internet)
- As an extra dimension to traditional teaching (differentiation, inclusion, learning to learn, refreshing the curriculum already seen)
- For distance education
- For Blended learning (in adult education for example)

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Different visions on the use of ICT in education

Visions and reactions are very different: from envisaging it as having the potential to change education in a radical way to teacher wanting to stick to chalk

Enthusiasts: Graham Attwell: we are going through an industrial revolution
Need for total new approach to schools and learning. PLE is future.



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Some all too familiar problems and bad practices with ICT in education:

- Dump hardware in schools, hope for magic to happen
- Think about educational content only after you have rolled out your hardware
- Assume you can just import content from somewhere else
- Lack of evaluation of the actual impact of ICT on e-teaching and e-learning
- Lack of budget apart of the hardware
- Lack of training of teachers both initial and IST
- ...

Source: <http://blogs.worldbank.org/edutech/worst-practice>

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What is the actual situation?

Very difficult to know future look and feel of education: adaptation or revolution?? Shift of paradigm or not?

Currently and in the (near) future teacher stays crucial for inspiring pupils and student in their learning. ICT is an excellent aid for this.

Full and blended e-learning is becoming important in lifelong learning (adult education and work related training)

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“Traditional methods of teaching are often more creative than anything else, [...] The ability to stand and talk, create examples out of nothing, tell a story or explain a point of grammar, with humour, personal response and patience: all of these things are creative, while a regimented blast through a pre-determined set of sequenced slides and examples is not. The trouble with using technology is that the equipment (hardware or software) is not actually a liberation at all. Nor will it automatically motivate students. What we need to do is to find ways by which we can continue to teach in traditional ways for much of the time, while showing ourselves and our students that our use of technology can open the doors to a new, creative process. That is the challenge.”

*Julian Morgan, CIRCE course 2010 (www.circe.eu)
European School Karlsruhe*

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Policy makers want to go further and rethink 21st century education

EU Policy "Member states should ... mainstream eLearning in national policies for the modernisation of education and training, including in curricula, assessment of learning outcomes and the professional development of teachers and trainers"

OECD warns however:

“no correlation as yet found between ICT use and educational attainment”

(New Millenium Learners)

Source:

<http://www.oecd.org/dataoecd/39/51/40554230.pdf>

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Needs of teachers today

Some of the main findings from the 2011 Eurydice report “Key data on learning and Innovation through ICT at School in Europe”

- ICT is widely promoted by central authorities as a tool for teaching and learning but large implementation gap remains (especially for MST and languages)
- ICT is often recommended for ASSESSING COMPETENCES but steering documents rarely indicate how it should be applied
- Teachers usually acquire ICT teaching skills through their initial education but further professional development is less common
- No great disparity between schools in availability of ICT equipment but a lack of educational software and support staff still affect the instruction

Source: http://eacea.ec.europa.eu/education/eurydice/documents/key_data_series/129EN.pdf

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Conclusions of the TACCLE survey (2008)

“This was never intended to be a scientific survey but rather a survey to find out if the need of our target groups in the countries of the partners coincided with the aims of the TACCLE project. [...]

From the results of the survey it is quite clear that using ICT is limited to the use of Word and PowerPoint for a considerable amount of teachers. Apparently there is a need for training teacher how to integrate ICT in their lessons. The didactic use of electronic learning environments is only part of this. We should keep this in mind when we develop our materials: they should also be useful for teachers who want to integrate ICT in their lessons outside open learning environments. The use of e-portfolio's is still very limited and only a small amount of teachers would like to learn more about them.

The use of web 2.0 is for teachers still the big unknown. Even the use of a Wiki is still quite limited. We should also take into consideration that we should explain the potential use of web 2.0 applications for education. Even more so as it seems that in some cases Learning Environments are evolving from closed application with an educational institution towards more open personal learning environments”

http://www.tacple.eu/component/option,com_docman/task,doc_download/gid,2/Itemid,99999999/lang,en/

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Shortcomings 'traditional' eLearning

A number of very common shortcomings according to Clive Shepherd:

- It fails to engage and inspire.
- It is over-long and information heavy.
- It is insufficiently relevant to employees' jobs.
- It provides inadequate opportunities for collaboration with peers.
- It fails to provide the learner with opportunities for personal support.
- In the way it is applied, it repeats many of the mistakes of the classroom courses it replaces [...] We need less courses and more resources.
- It is designed and developed without consultation with learners or learners' managers and is not continuously enhanced and improved in response to feedback from these stakeholders.
- At a time when there are so many interesting ways in which online media *can* be employed (as video, podcasts, mobile apps, 3D environments, games and sims), it remains dull and uni-dimensional.
- The end result is that e-learning is neither as popular nor as effective as it should be.

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Alternative eLearning (Clive Shepherd)

With alt-e-learning, the lengthy, interactive tutorial will be only one of many options available. The emphasis in terms of content will shift instead to tightly-focused, highly-modular media objects that can be employed on both a 'push' basis (as elements in top-down learning interventions) and 'pull' (accessed on-demand). ... The objects will be accessible on all sorts of devices (often as mobile apps) and come in many forms:

- short how-to videos
- podcasts (especially interviews and discussions)
- screencasts that demonstrate software tasks
- easy-to-learn but hard-to-master games
- engaging quizzes
- decision aids
- visually-rich slide shows with narration or big, bold text statements
- highly-adaptive tutorials, that feel more like coaching sessions than instructional materials
- case studies and scenarios
- drill and practice exercises for those skills that can be honed on a computer
- exploratory 3D objects and environments
- interactive timelines and maps
- polls and surveys

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Importantly, this content will often be integrated with a wide variety of collaborative online experiences:

- 1-2-1 coaching and support
- research assignments using the World Wide Web or an organisation's intranet (learners can present their research with a live online presentations or packaged as videos, podcasts, etc)
- collaborative content creation using wikis and other tools
- online discussions using forums and blogs
- live online lessons and discussions

Alt-e-learning provides an online experience that mirrors how we use technology outside work, which your typical traditional tutorial certainly does not. It also blends seamlessly with face-to-face activities and offline media such as print. Many of the elements of alt-e-learning will already be available to you or can be put in place at low cost and without heavy reliance on outside specialists. And because alt-e-learning is so modular, the elements are easy to re-use, enhance and maintain.

Source: <http://onlignment.com/2010/12/towards-an-alternative-e-learning/>

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Conclusion:

teachers need to be better trained and empowered in the use of ICT both to integrate it in their traditional lessons and to create real e-learning (and every gradation in between). They need to know what is possible (and what is not) with new hardware and software which keeps appearing (and disappearing) such as Ipad and Android, interactive white board, social media, QR codes, educational games, e-Portfolio's etc...

Resources with good practices and interesting ways to use ICT already exist such as <http://edte.ch/blog/interesting-ways/> for example or repositories such as www.klascement.eu

But there is a lack of a coherent approach. That is why we came up with TACCLE

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Handbook Taccle

- Practical approach (not a theoretical approach, favouring pupil or teacher driven education...)
- Written for the average user (basic skills ICT, not for computer expert)
- Not necessary to use the book in a linear way
- Useful for everyone in education wanting to use ICT (from simple ICT application to e-learning)

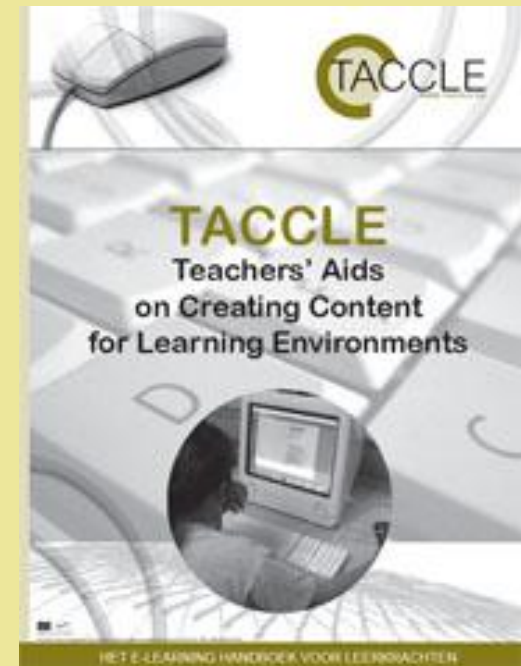
Handbook Tacple

3 major parts

Part 1: practical tool for teacher starting with e-learning

Part 2: pedagogical approaches to e-learning

Part 3: tools for more advanced e-learning



Taccle: outcomes

Website www.taccle.eu

- Practical information
- News
- Downloads
- Wiki with content book (not being used!)

Free, but registration required -> 3320 registrations in 2 years
Collection of user data is essential for an effective valorisation

In-service training Taccle

IST courses of 1 week – at least one course offered every year

Fourth course is organised in Ancona (IT) 15-22 April 2012

Deadline for grant applications: 16 September!

Grants for teachers in compulsory education, adult education and teacher training higher education

Have a look at the flyer: <http://tinyurl.com/taccle12flyer>

Contact me for more information !



TACCLE **TACCLE2**

WWW.TACCLE.EU

Feed-back from TACCLE users: “great but how do I apply this to my subject matter?”

-> TACCLE2 will try and take care of this by focussing on ICT and eLearning in and for:

- Primary education
- Humanities
- MST
- Arts and culture
- Civic education

Comenius multilateral project grant from EU:
TACCLE2 starts November 1st for a 3 year period

Questions?

GO! Internationalisation

Some project results:

- **CIRCE:** www.circe.eu
- **TACCLE:** www.tacple.eu
- **HEREDUC:** www.hereduc.net
- **I AM L³:** www.odlexpert.net
- **SYNEVA:** www.syneva.net
- **SEE A Game:** www.seeagame.eu
- **HISS:** <http://www.hisstoolbox.eu>

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