

School Trek

Evolution of a Educational Technology Philosopher (!)

<http://wikieducator.org/User:Richardnz>



Website: <http://richardnz.net/> 

Employer: Self-employed consultant

- Geologist & Geophysicist in the 70's and 80's
- Teaching since 1989
- Early developer of support websites and Online Global PD for IBO – Deputy Chief Examiner
- eLearning and Moodle Specialist 2004 – 2013
- TSS 2010 – 2013

What I want to say today

Where we've been in educational technology



Maori concept “ako”. Knowledge, learning
– reciprocal relationship teacher-learner



http://commons.wikimedia.org/wiki/File:Maori_carving.jpg
Author: <http://commons.wikimedia.org/wiki/User:Antilived>

Learner-centred teaching

- The Balance of Power
- The Function of Content
- Role of the Teacher
- The Responsibility for Learning
- The Purpose and Processes of Evaluation

Moodle and learner-centred teaching

Blog post:

<http://richardnz.net/mod/forum/discuss.php?d=101>

Instructor led



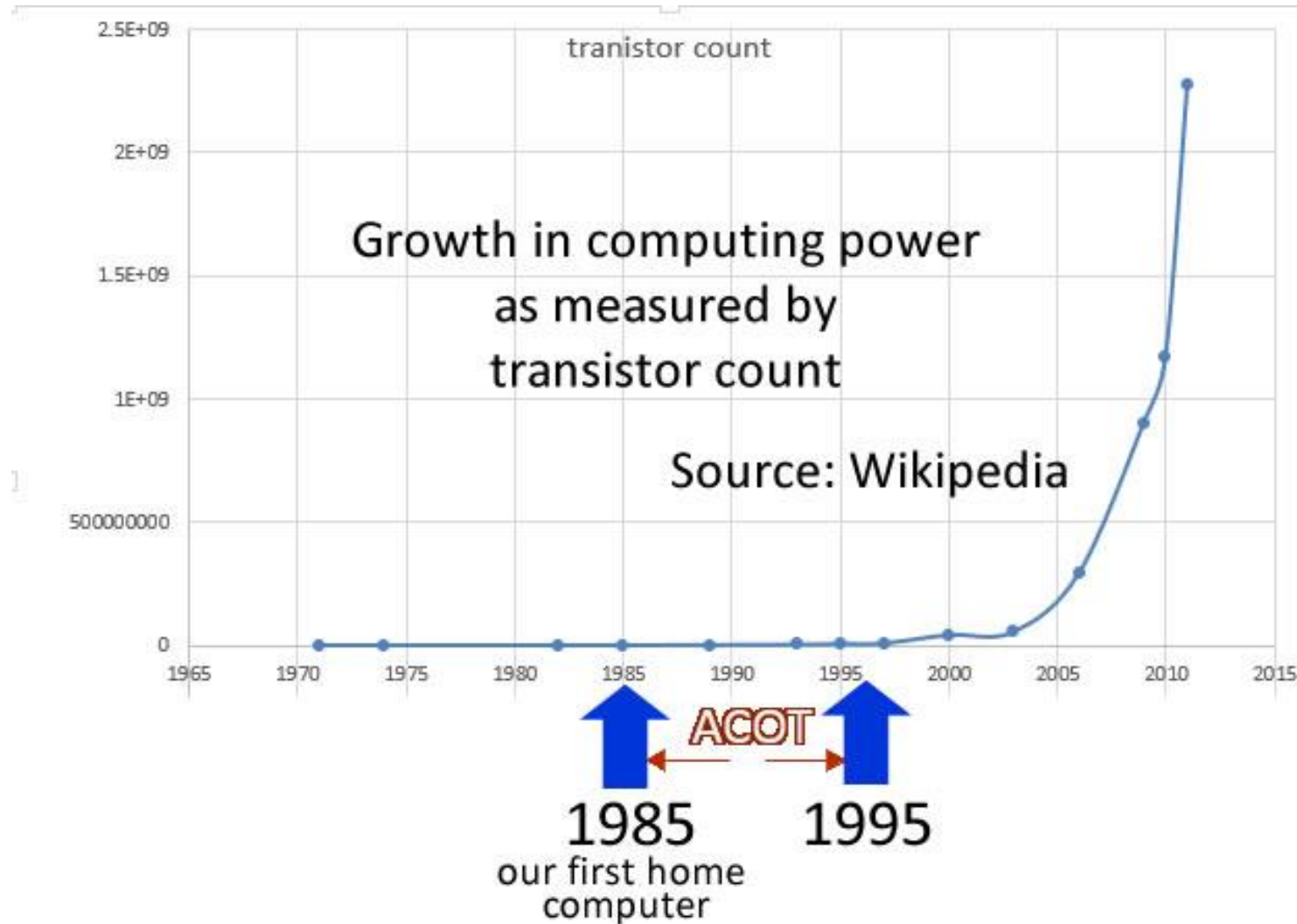
Teacher guided



Facilitator of social collaboration

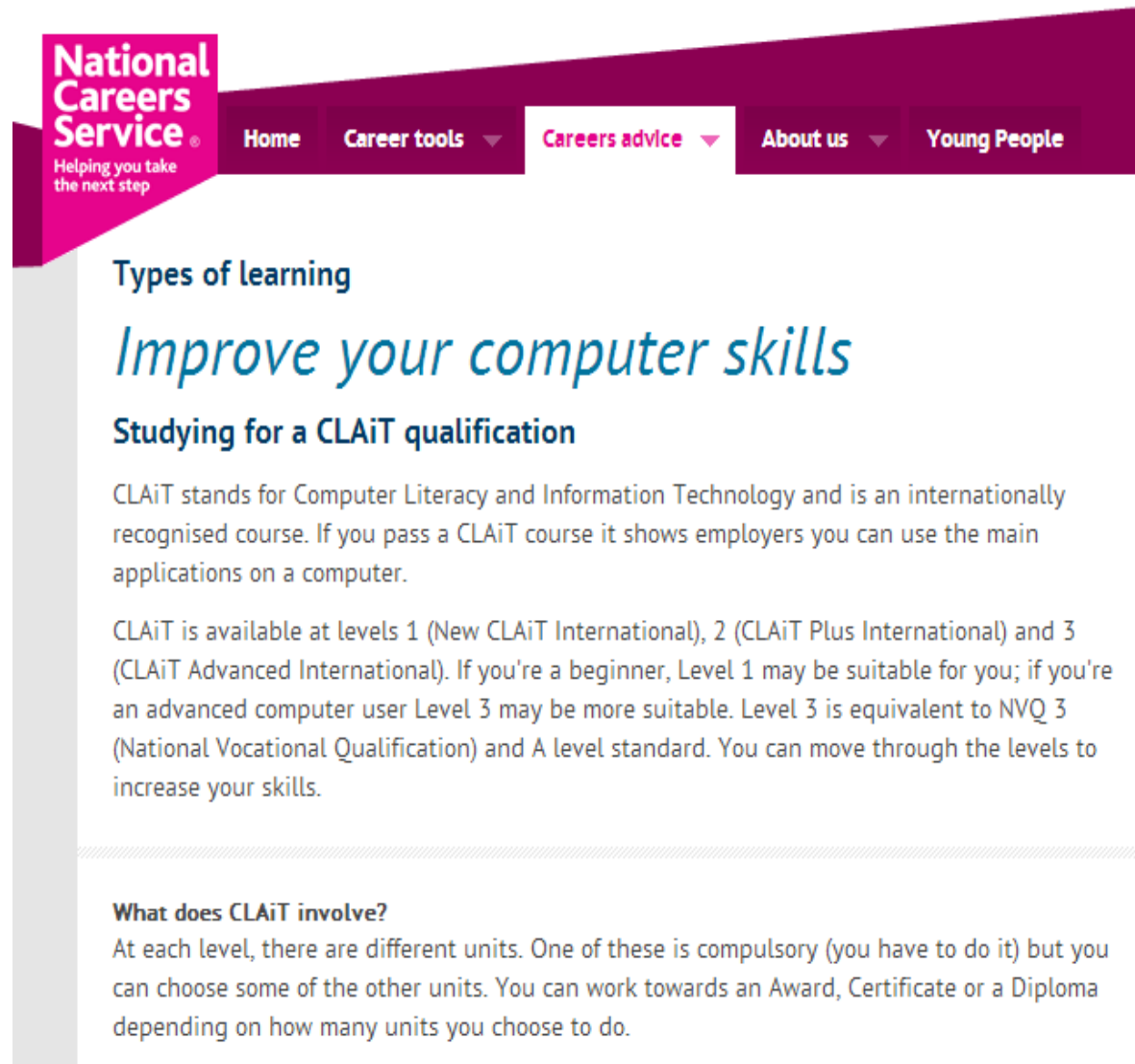
Learner-Centred Teaching, Maryellen Weimer, Jossey-Bass, 2002. ISBN 0-7879-5646-5.

From slow start to mind boggling advances



CPU	2 MHz MOS Technology 6502/6512
Storage capacity	100–800 kB (DFS) 160–1280 kB (ADFS floppy discs) 20 MB (ADFS hard disc)
Memory	16–32 kB (Model A/B) 64–128 kB (Model B+) 128 kB (Master) Plus 32–128 kB ROM, expandable to 272 kB
Display Graphics	PAL/NTSC, UHF/composite/TTL RGB 640×256, 8 colours (various framebuffer modes) 78×75, 8 colours (Teletext)

Still going – CLAiT – Computer Literacy & IT



National Careers Service
Helping you take the next step

Home Career tools ▼ Careers advice ▼ About us ▼ Young People

Types of learning

Improve your computer skills

Studying for a CLAiT qualification

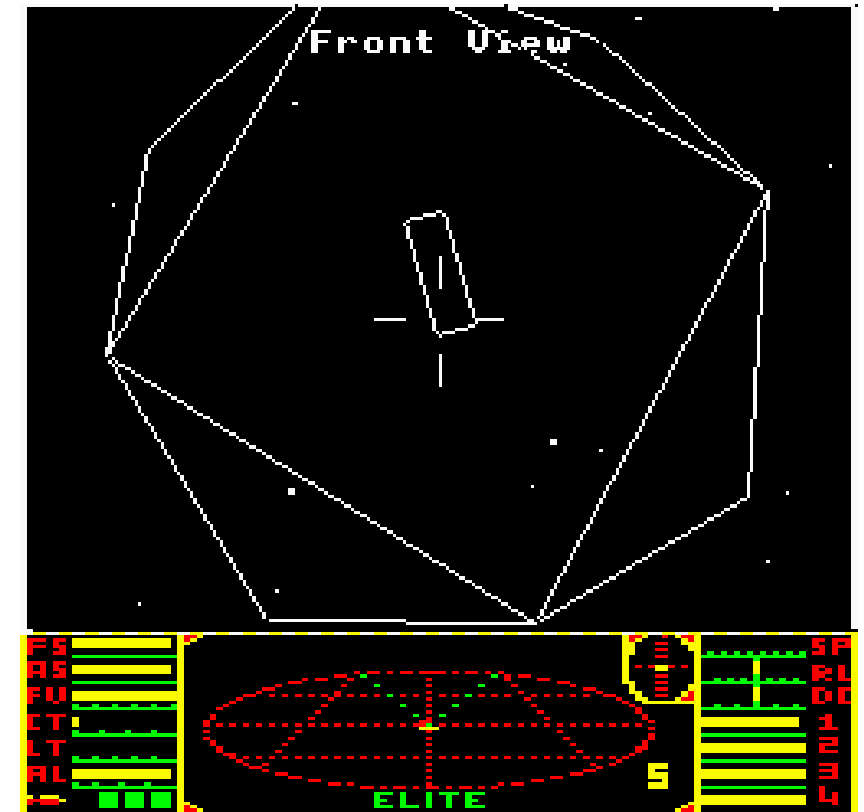
CLAiT stands for Computer Literacy and Information Technology and is an internationally recognised course. If you pass a CLAiT course it shows employers you can use the main applications on a computer.

CLAiT is available at levels 1 (New CLAiT International), 2 (CLAiT Plus International) and 3 (CLAiT Advanced International). If you're a beginner, Level 1 may be suitable for you; if you're an advanced computer user Level 3 may be more suitable. Level 3 is equivalent to NVQ 3 (National Vocational Qualification) and A level standard. You can move through the levels to increase your skills.

What does CLAiT involve?

At each level, there are different units. One of these is compulsory (you have to do it) but you can choose some of the other units. You can work towards an Award, Certificate or a Diploma depending on how many units you choose to do.

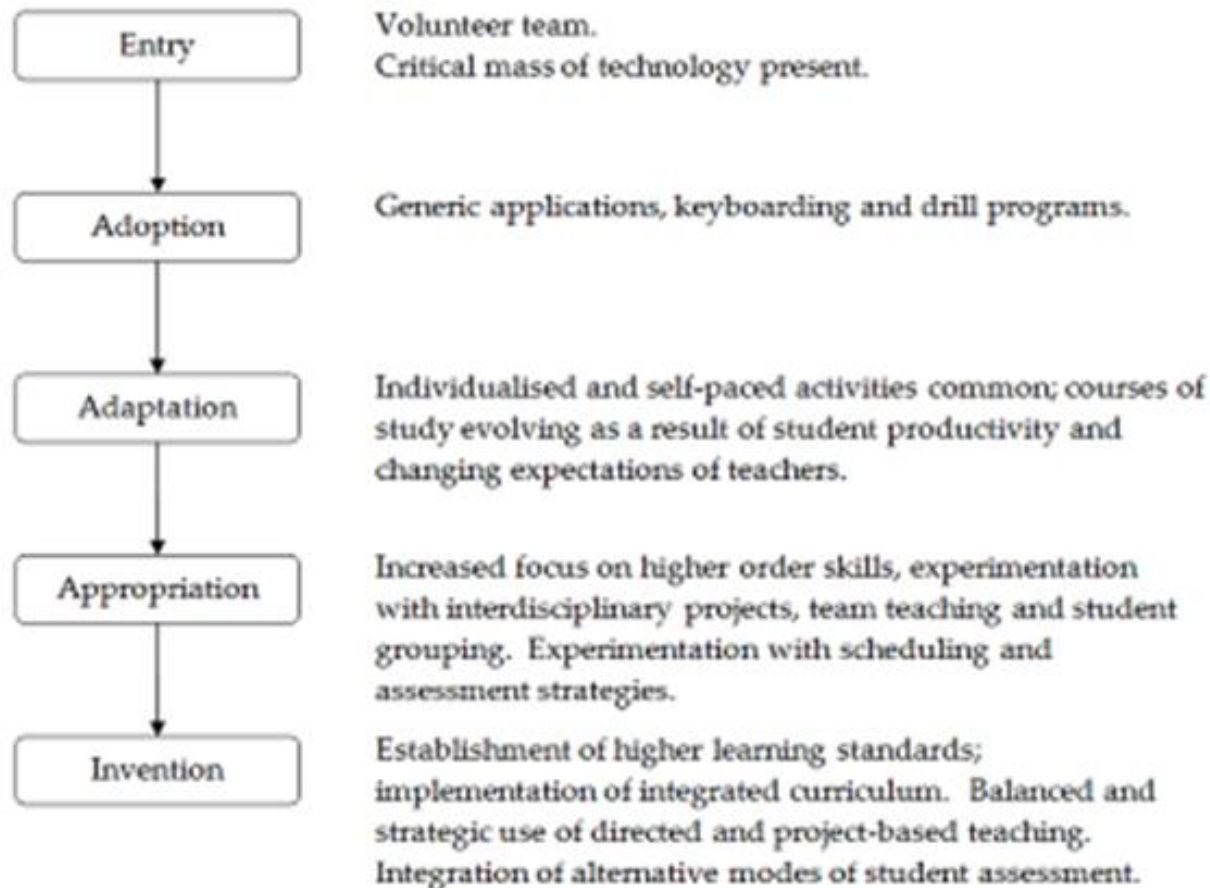
Many happy hours from
harmless to elite



With funding from Kickstarter, the
team is back together...

What we knew in 1996 – it would work

ACOT's Stages on the Road



Sandholtz, J H, C Ringstaff and D Dwyer, 1996. Teaching with Technology, Teachers College Press, New York.

- Entry
- Adoption
- Adaptation
- Appropriation
- Invention

We couldn't set them free



http://www.pikiwiki.org.il/?action=gallery&img_id=13802

Public domain



John Erikson's journey with ACOT

“First year of the project:

I lectured no more than 10 minutes in science today. For the rest of the period the kids worked on a project. What effect will this have on their learning?

Two years later:

As the kids are presenting their computer projects I'm able to allow them to assume the role of teacher and I assume the role of the student ... I kind of become the final person that can give information rather than the initial person in class”

From skills to embedded practice (sort of)



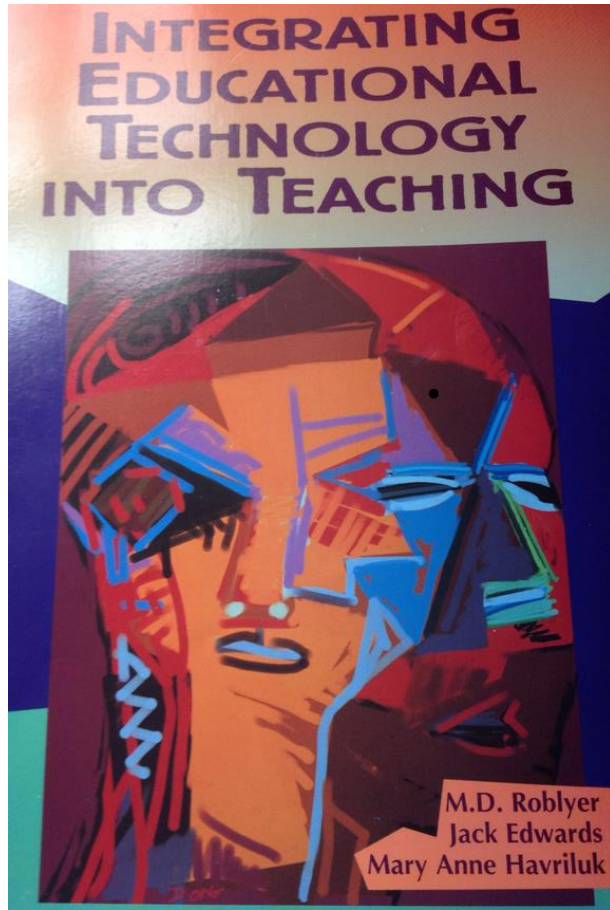
By picture man [GPL
(<http://www.gnu.org/licenses/gpl.html>)], via
Wikimedia Commons

St Julian's School, Portugal
12th century palacette

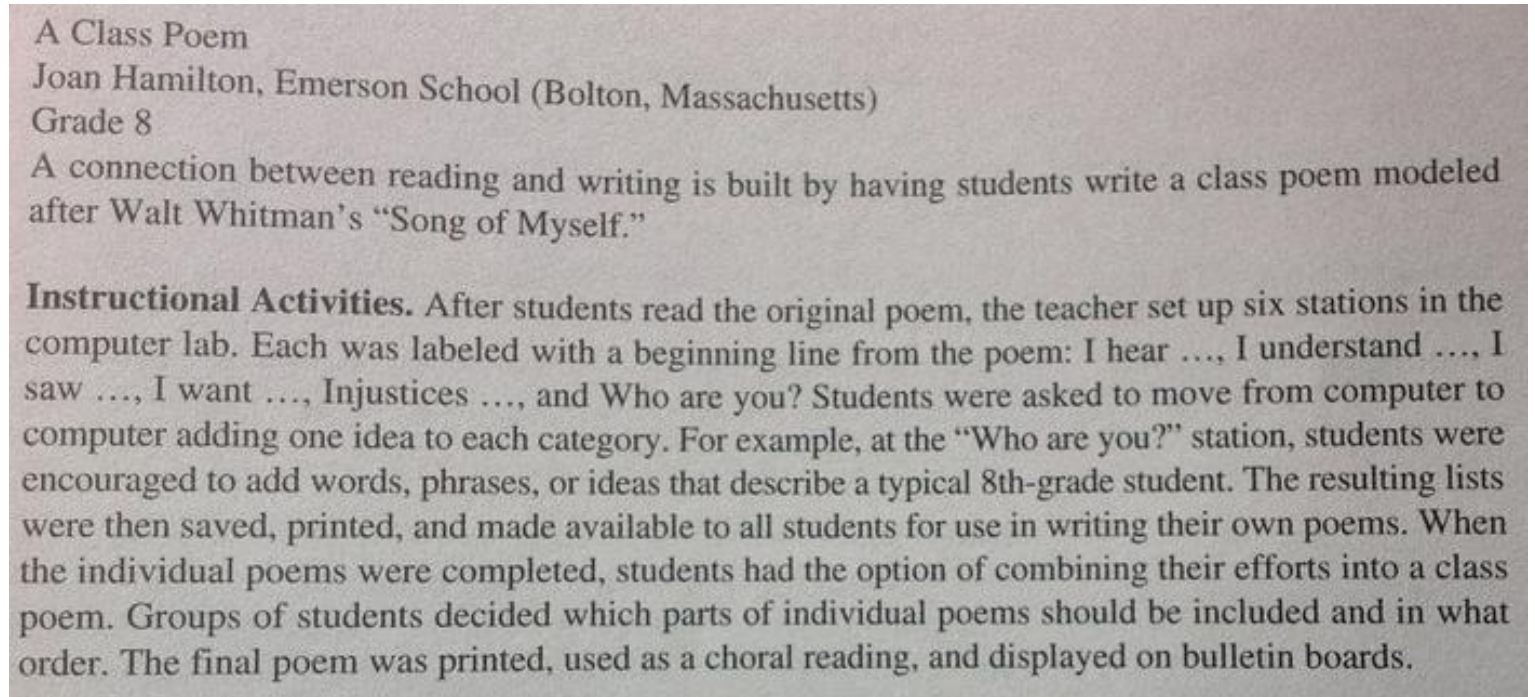
Computer lab was up here (nice)



Except that technology was still in the driving seat...



Prentice Hall, New Jersey, 1997.
ISBN: 0-02-402608-5



Put this one in the *"Seemed like a good idea at the time"* box.

Noughties – our Asia Pacific decade...



To the Gold Coast

The Southport School (TSS)



From my mid 90's thesis

In a detailed case study of the use of computers in a US High School, Schofield found that “computers were actually very little used” and identified the major barriers as:

- a) teacher mistrust in the “value” of computers in education
- b) disruption of “normal” classroom organisation
- c) lack of familiarity and initial training of teachers
- d) ongoing training needs
- e) threat to teacher authority (via lack of competence)
- f) computer anxiety

Schofield, J, 1995, *Computers and Classroom Culture*, Cambridge University Press, New York

Moodle/Mahara added as a strategic priority

1. Maintain our strong academic ethos and further develop our learning enabling IT systems and Learning Management system 'learning@tss'.
2. Create and implement a world-class Years 7 to 9 'Learning to Lead' program aimed at developing our boys' academic abilities, 21st century leadership skills and intelligent dispositions. This program will include positive psychology courses, thinking skills, Habits of Mind and the Chinese living, language and culture program.
3. Implement the recently developed and piloted Model of the Ideal TSS Teacher to invest in our staff and to continue to build TSS as a 'learning organisation where all staff seek feedback, reflect on practice and are continually learning.
4. Maintain TSS as a school for Boarders, with a continued strong commitment to Country Boarding.
5. Construct the three stages of the Academic and Leadership Centres, including the Leadership Centre, Year 7 Transition Centre, Creative Visual Arts Centre, Lecture Theatre, staff facilities and learning spaces for Drama and Robotics.

Details can be found at:

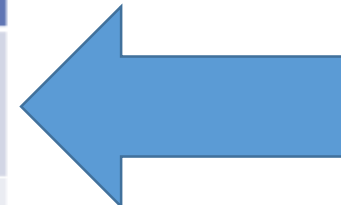
<http://richardnz.net/mod/forum/discuss.php?d=100>

The journey



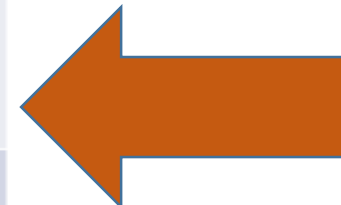
Highlights on the road

	Moodle 1.9, Mahara 1.2 moderate take up.
2010	eLearning Coordinator appointed – “work with the willing”
2011 Year of eLearning	<ul style="list-style-type: none">• Courses auto-created from SMS• Switch to Moodle 2 – very early adopters• Strong focus on “internal marketing” and PL
2012 eLearning Leaders	<ul style="list-style-type: none">• eLearning leaders in faculties• Push to PL delivered by staff• Mahara 1.5 – greater use across the school• More emphasis on pedagogical change (Pedagogical framework)
2013 BYOD & Audit	<ul style="list-style-type: none">• BYOD, mobile Moodle 2.4 and <u>Mahara 1.6</u>• Moodle and Innovation (Action Research)• Full Moodle course/teacher audit started• Transition from eLearning Director to internal capability



The iPad Trial

“Jo was right”



Boys begin to bring devices out of choice.

Pedagogical Framework - 2012

Browseable Online Document, Posters for classrooms

The Teaching@TSS Framework

This is the big picture of our Teaching@TSS framework. Based around the work of [Ken Robinson](#), the [Queensland Curriculum Framework](#), various [thinking skills](#), and tools, the [Values of Mind of Art Space](#) is adapted to TSS. [Mindful Classroom](#), [Inspection That Works](#), and [Learning@TSS](#) for Middle Makers synthesize.

You may also [journal the program](#) in order to read sections, organized by ending date.

[illegible]

Bloom's

Strategies

QLD
CCE's

Tools, tech
& non-tech

Classroom Practice

HoM

Culmination of previous
years themes

Ties it all together:

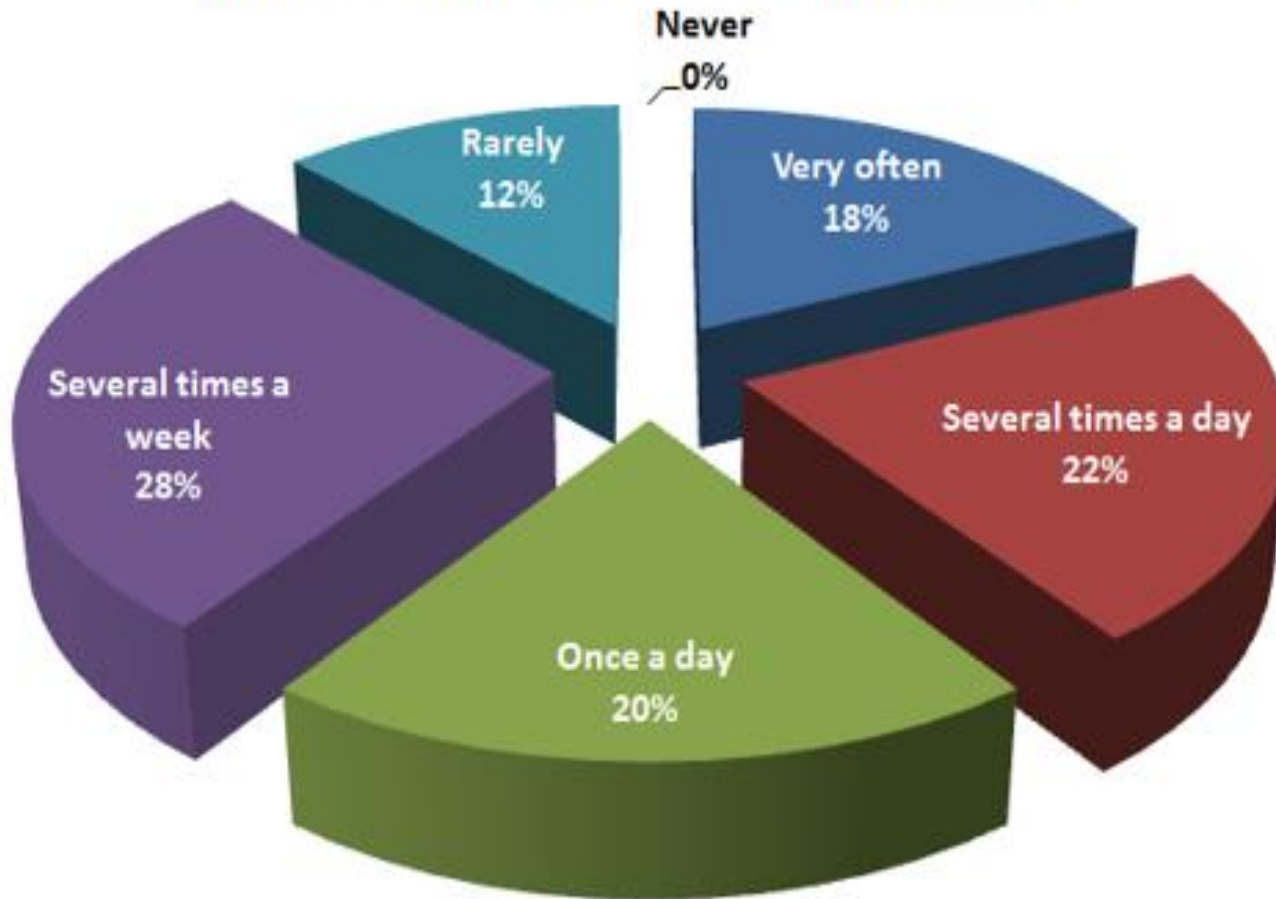
- Habits of Mind
- McRel
- Frangenheim

Our own work on tools for iPad, PC and non-technical tools

Incorporated into our curriculum planning system (Atlas)

The results

How often do you use Learning@TSS?



"It's on Moodle"

Was heard frequently

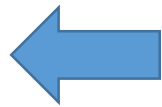
These were the main uses specified:

- Checking on homework to be done (66%)
- Uploading/completing homework (65%)
- Doing other work set by the teacher (60%)
- Looking for resources (58%)

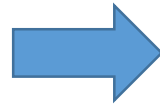
Stages of Tech Adoption

ACOT (Sandholtz et al)

- Entry
- Adoption
- Adaptation
- Appropriation
- Invention



TSS in
2012



SAMR (Ruben R Pantedura)

- Substitution
- Augmentation
- Modification
- Redefinition

What they thought...

Student:

"I believe that Learning@TSS is an extremely useful tool for uploading assignments and homework. It also lets me communicate to my classmates about work."

Teacher:

"And with the webcam, every time I've used webcam, I've had feedback from either a boy or a parent saying, "Thank you," or "Great." It was good to get that. Also with Moodle, the same. You get this feedback saying, "Oh, it's great to know what the boys are going to be doing." And when you put examples in, an exemplary piece of work, they know exactly what the expectations are.

It's a marvellous tool for learning."

BoysY8EnglishClip-large



Year 8 reflections on using forums
Gold Coast

“I think it was fun because we were learning while we were doing assessment”

“Teaches us the good virtues of teamwork”

“We post a draft and get immediate feedback, not like, a week later”



Student reflections on constructive criticism online.

01:26

Mahara

The screenshot shows a Mahara user profile for 'PLin'. At the top, there are navigation links: 'Login as [redacted]', 'Account settings', 'Send message', and 'Request friendship'. The profile is divided into several sections:

- About PLin:** A short bio stating 'This is the profile page for [redacted]. Believe it.' and a paragraph about PLin's involvement in T.S.S. and GAT.
- The G-Log:** A section titled 'Duffor GAT: It's great. Really.' with a sub-header 'Positive Psychology'. It contains two paragraphs of text about a meeting with Mr. Wain, the school headmaster, discussing positive psychology and strengths.
- Shameless Self Promotion:** A section featuring a video player with a red 'RAGE' logo and a play button. Below the video is a 'Random' button.
- Play it:** A section with the text 'I enjoy being blatantly honest.'
- Blue's Friends:** A section showing a grid of profile pictures of friends, including 'AlexisGamer', 'Rubbly', and 'Alexis102'. Below the grid is a '1 Friends' label.
- Blue's Wall:** A section for posting comments, with a text area and a 'Post' button. It includes a character count and a link to 'Learn more'.





Student:

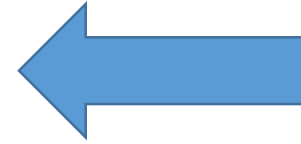
“Now, Mahara was really good. It was like a social networking site but solely for our classroom. We could really engage with each other and comment on each other's posts and have a look at what other people are doing and their perspectives on certain issues. So, I found that to be really interesting. “

Angela Foulds-Cook Year 10 optional course
– they keep a Digital Journal in Mahara

Mahara integrates well with Moodle

Semester 1 CHARACTERISATION Rotation 3 (8A and 8D)

-  Learning About the Elements of Drama
-  8D Assessment Task Sheet Ms Francis
-  8D Submit your Mahara Page with Profile and Short Film Ms Francis
-  8A Submit your Mahara Page with Profile and Short Film Ms Miller



Mahara Pages as assignments

mahara 8D Drama by [redacted] [Back](#)

A copiable page for Year 8 Drama Students

Personal details

Name: John Nonga Cope
Age: 28
Gender: Male
Nationality: Italian Spanish
Home Town: Gold Coast
Current Location: Gold Coast
Languages: Italian Spanish
Relationship Status: Taken
Family Members: Members


Education & Employment

Education (Secondary / Post School / Course Major Subject): Use to go to UCLA College.
Work Experience: Miami Heat
Current Employer: NBA

Deep and Meaningful

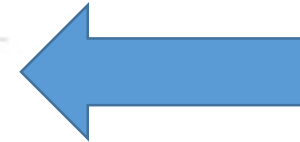
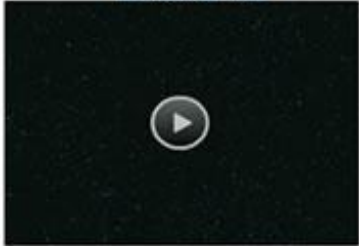
Religion: Christian
Political Views: Don't have any
People who inspire you (add WHY): LeBron James because he can get over the hate.
Greatest Achievement: Basketball captain in year 7
Greatest Fear: None
What is the most important thing in your life? Basketball
What clothing do you wear frequently? Swag
What object (prop) is important to you? Everything

Sample Profile Image



Embedded media

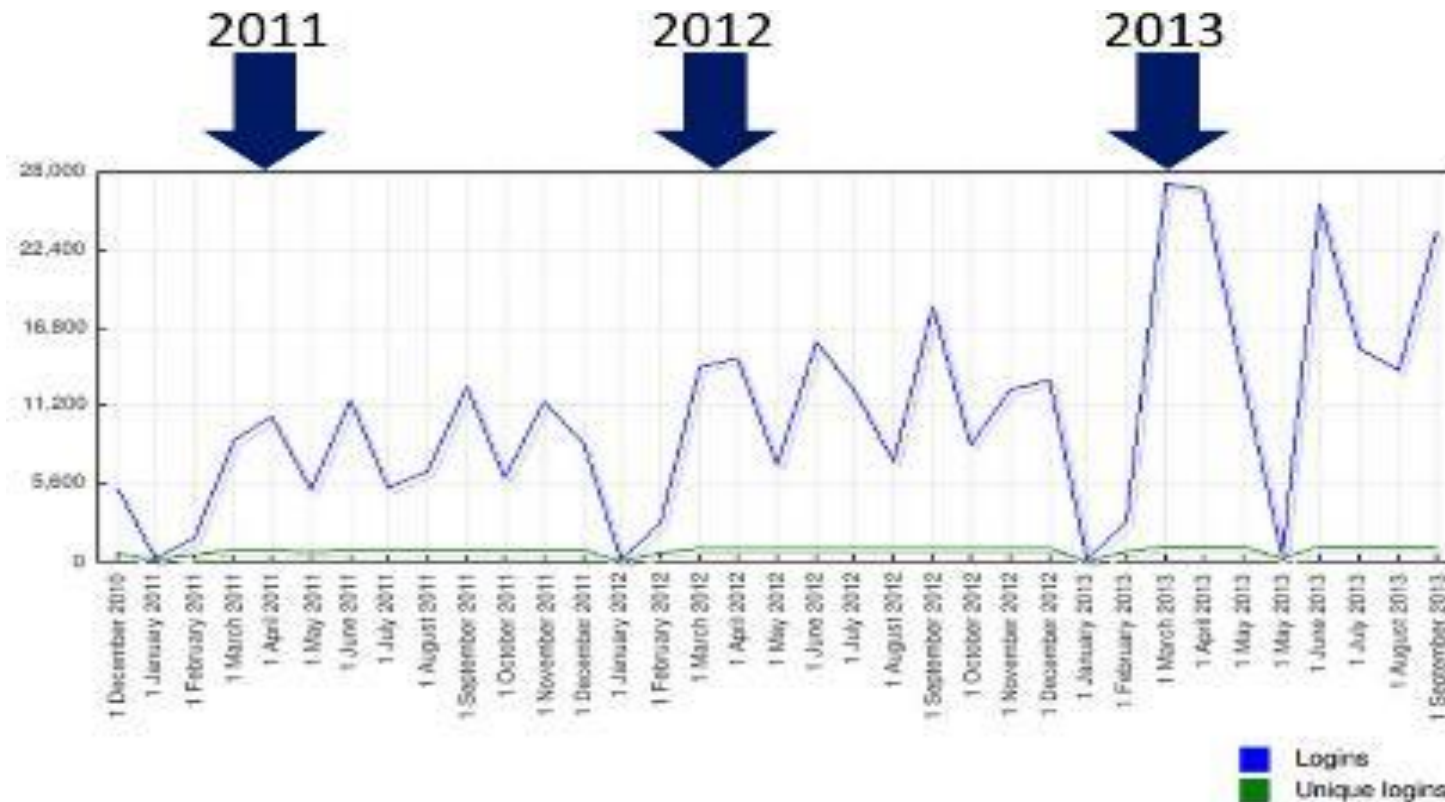
Isaac Cocco video: 1.m4v



Pages as rich resources

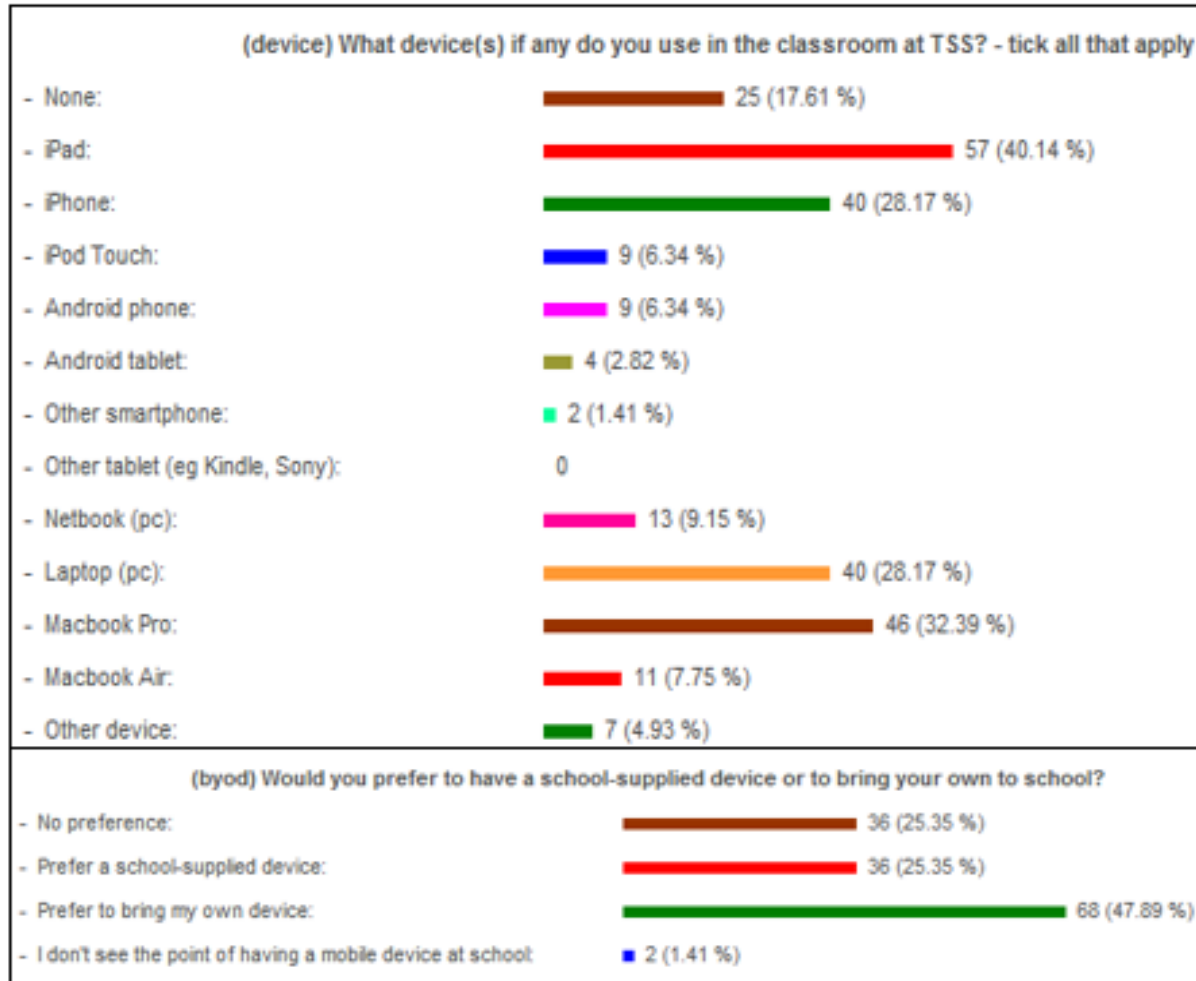
Export options from Moodle
Boys can take assignments to it
Parents can see pages

Working together we can make a change



This represents a year on year increase of 83%.

The Road to BYOD



- iPads and Netbooks trialled in 2011
- 2 cohorts funded by DER in 2012 (Rudd Money)
- Y9 – iPads, Y12 – netbooks
- BYOD 2013 hardly any iPads or netbooks loaned out
- Labs cut back 75% but 250k AUD spent on network upgrades

What BYOD means to me



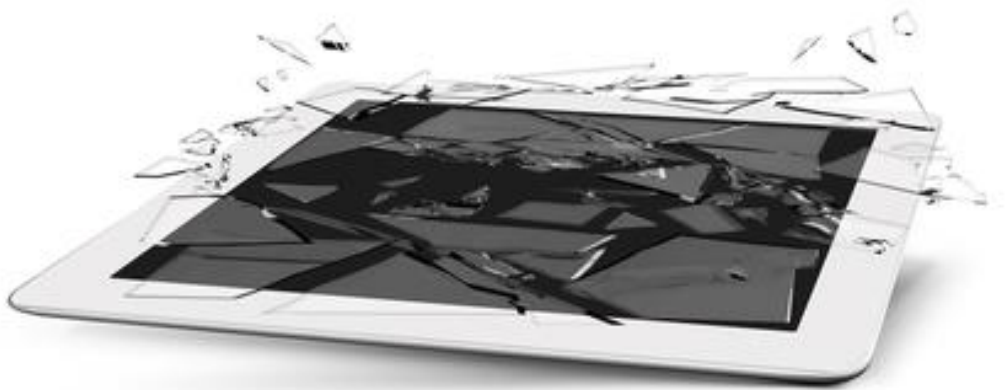
Interviewer: What about devices? How do you find that? Have you found it easier than, say, working in a computer lab, or?

Y9 student: Yeah, much easier because you can direct yourself by yourself. You can start research on your own. You don't have to use a computer that everyone else is using. If you have your own device, you probably know it better as well.

Interviewer: Okay. So you can make more use of it.

BYOD

School devices are far more likely to be mistreated, forgotten and misused.



BYOD with a school specified device is not BYOD at all but a 1 to 1 program!

Opinion...

Own the device, own the learning

Moodle/Mahara support Autonomy

- The gradebook
- Completion status
- Self-access/self-directed courses
- Ties in with our BYOD program – my device, my learning.

The screenshot displays the Moodle interface. The top section shows the 'Gradebook' for 'Year 10 Biology'. It lists various activities and their scores. Below this, a 'Course completion status' pop-up window is visible, showing the student's progress.

Activity	Score	Grade
Genetics Test	100.00	A
Genetics and Muscle Systems	98.00	A
Drugs	75.00	B
Unit 1 & 2	80.00	A
Chapter 4: Food and Digestion Paper 2	80.00	A
Chapter 6: Food and Digestion Paper 1	80.00	A
Unit 3 & 4	80.00	A
Chapter 5: Respiration Test	80.00	A
Chapter 6: Circulation Test	75.00	B
Chapter 10: Diseases and the Immune Response	80.00	A
Knowledge & Understanding	80.00	A
Unit 5	80.00	A
Unit 6: The Human System	80.00	A

Course completion status

Status: In progress

Any criteria below are required:

Required criteria	Status
Dependencies completed	0 of 1
Activities completed	3 of 11

[More details](#)

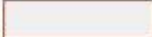
“There was a thing in English that I wasn't really understanding and it was dialog and I was able to just watch the narrated PowerPoint over and over until I eventually understood it.” TSS student Y9.

A Different Dynamic

Dear Dr. Margerison and 

At the start of my horror story, my character is alone and feels uneasy as he lays in his bed at night.

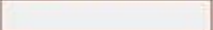
I personally think that the reason why making the character feel alone is because it makes the reader think. 'Is there a man behind the door!' 'I was alone, or was I!' It creates a great feeling of tension and suspense.

Thanks for reading my post, 


Student initiates a discussion

[Show parent](#) | [Edit](#) | [Split](#) | [Delete](#) | [Reply](#) | [Export to portfolio](#)



Re: Final Question for Discussion on Horror
by  - Monday, 13 May 2013, 8:48 PM

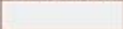
**Can take to Mahara
as a personal record**



That is very true  That's exactly what came to the top of my head when I read the question for the first time. You also explained it very well. Thumbs Up!!! I really like the way you how you wrote the phrases 'Is there a man behind the door!' 'I was alone, or was I!' Keep up the excellent discussion.

Positive reinforcement from peers

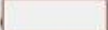
[Show parent](#) | [Edit](#) | [Split](#) | [Delete](#) | [Reply](#) | [Export to portfolio](#)




Re: Final Question for Discussion on Horror
by  - Tuesday, 14 May 2013, 7:07 AM

 I really like the way how you say your character feels **uneasy** when he lays in his bed. This is a great word choice but why does he feel 'uneasy' ?

Comment builds and promotes reflection

 I thought that your last paragraph was really good. I believe that the point you brought up about your character being able to find the true meaning of life is a very valid point. I think this is how authors are most effectively able to reach the readers deepest fears that we were talking about at the start of this assesment. To answer the question you opposed I would say what I find scary is apart from the loneliness during the story I would say the unknown or unexpected happening to the character especially if he is confronted by this alone. This is what I am trying to develop in my story to make it even more scarier.

I like how you are opposing a question as well . Keep this up.



**Others contribute and the
class builds collective knowledge.
70 posts just in this thread.**

"It's a very different process to what we may previously have experienced with handing in homework to a teacher in a linear A to B and then teacher back to student, B to A dynamic." TSS Teacher.

This is from my colleague Dr Jill Margerison

4 Principles of Blended Learning

<http://blogs.kqed.org/mindshift/2013/08/four-essential-principles-of-blended-learning/>

- 1. EVERY SCHOOL NEEDS A VISION**
- 2. ONE SIZE DOES NOT FIT ALL.**
- 3. DON'T LET SOFTWARE DICTATE LEARNING GOALS**
- 4. SUPPORT TEACHERS AND INCLUDE THEM IN THE DECISION-MAKING
PROCESS**

In Transition

Social learning for
students - **more PL**
required

Resources for students - **completed**

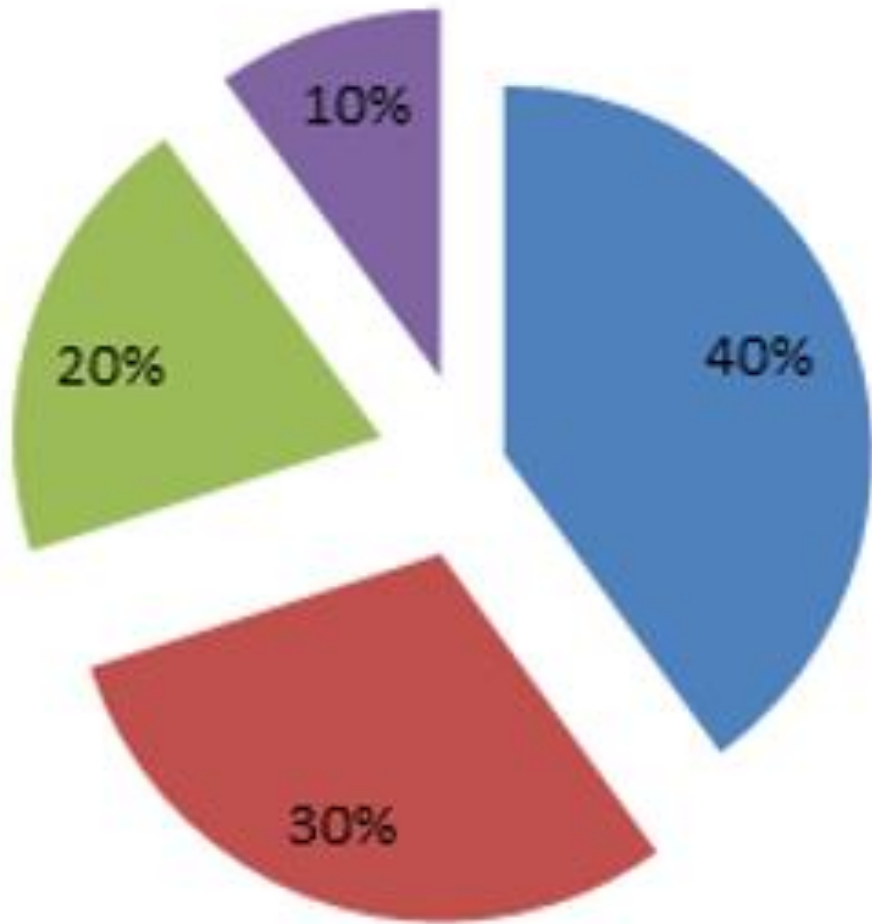
Web pages,
journals, teacher
reflective practice -
growing organically

Moodle

Mahara

Learning@TSS

Audit



Level	Descriptor
1	Mostly for content management – resources like word docs and PowerPoints
2	Resources plus some interactivity such as a quiz, forum or glossary
3	Some degree of social learning is evident – peer reflections in forums, multiple activities, use of Mahara ePortfolio where appropriate
4	Moodle Advisors – able to manage enrolments, categories, course settings, Gradebook, rubrics. Good working knowledge of Mahara.

The Concept of Ako

<http://tereomaori.tki.org.nz/Curriculum-guidelines/Teaching-and-learning-te-reo-Maori/Aspects-of-planning/The-concept-of-ako>



Ako

The concept of ako

The concept of ako describes a teaching and learning relationship, where the educator is also learning from the student and where educators' practices are informed by the latest research and are both deliberate and reflective. Ako is grounded in the principle of reciprocity and also recognises that the learner and whānau cannot be separated.

Ka Hikitia, 2008, p.20

“There is more in you than you know”

"I regard it as the foremost task of education to insure the survival of these qualities: an enterprising curiosity, an undefeatable spirit, tenacity in pursuit, readiness for sensible self denial, and above all, compassion."

Kurt Hahn 1886 - 1974

Eye to the future

Activity monitoring

First name / Surname	ID number	Email address	Tips for writing a great ...	Slideshare link - Speech ...	Turn it in details	War Diary of a French ... 18 March 2013	Experiences of War	Experiences of War - Week 7/8	Term 1	Wednesday Week 5 Writing ...	Persuasive Speech Practice	Poetic Devices Revision	Poetic Devices Quiz Friday ...	List 2 Spelling	Online Quizzes for ...
[REDACTED]	110284	110284@student.tss.qld.edu.au	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
[REDACTED]	111373	111373@student.tss.qld.edu.au	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
[REDACTED]	106849	106849@student.tss.qld.edu.au	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
[REDACTED]	109928	109928@student.tss.qld.edu.au	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
[REDACTED]	109524	109524@student.tss.qld.edu.au	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
[REDACTED]	109552	109552@student.tss.qld.edu.au	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

At a glance - who has viewed or completed which resources and activities

Detailed data (big data) on each and every student, where they are, what they've done and what they need next.

This example is from my colleague Paula Henry.

The Changing Role of Secondary Education

Where we've been

- Test centred
- Text centred
- Teacher centred
- Age-based schooling
- Control of content

What we need

- Better assessment methods
- More audio and video
- Student centred
- Needs based schooling
- Open content

Thank you

