Online ICT PD Options from ChCh of Ed

Why?

Teachers can gain qualification credits for professional development

- By linking into programmes teachers can gain credits towards qualifications for the professional development work they are doing in the cluster. This is particularly relevant for teachers wishing to upgrade to a Bachelor of Teaching and Learning, or to gain other Level 7 qualifications for G3+ status. Linking professional development to qualifications provides an incentive for many teachers.

Flexible programmes and resources support facilitators and lead teachers

- There is a balance between structure and flexibility as clusters can organise the implementation of their programmes to suit local contexts and needs, while selecting from a range of courses, resources and support material. Teachers have access to a well-established online learning environment, College of Education library facilities, and other resources and expertise. There is a dedicated lecturer available to support facilitators and lead teachers in each of the courses offered.

Pedagogy, thinking skills, inquiry learning and ICT skills

- The college recognises that ICT skills alone are not the answer, and all of the courses are designed to challenge beliefs about teaching and learning, explore strategies and approaches based on sound pedagogy, and help teachers to focus on students' learning through ICT.

Hugely reduced fees

- The fee structure supports clusters to get the best possible value for their money and fees for cluster-led courses are currently less than 25% of the normal enrolment cost per course, recognising that the 'teaching' or facilitation occurs within the cluster by facilitators or lead teachers.

The Courses

IC701/IC751 ICT in the teaching and learning process

- This is a core course introducing skills and concepts related to the use of computers as effective teaching/learning aids in education and allows participants to reflect and evaluate their own teaching and learning.

- The course will focus on developing an awareness of the pedagogical issues involved in the integration of ICTs into classroom practice.

- Exemplars of curriculum based activities involving a variety of ICT will be related to their associated theories of learning and relevant academic research.

- Participants will develop a comprehensive rationale for the application of ICT in the school curriculum based on the experiences and readings provided during the course.

IC751

- 👥 Members
- 👥 Info for Facilitators
- 📁 Information about requirements for IT751
- 📁 Modules
- 👥 Te Papanui Cluster
- 👥 Opawa Cluster
- 👥 Te Ihutai Cluster
- 👥 Lorraine Lowe – Te Haerenga
- 👥 Kerry Hall – Cashmere
- 📖 StudentNet Help
- 📖 Library
- 📖 Student Email

Information and Communication Technology in the Teaching and Learning Process

News

Members online: 3

Latest posts & items from this space

Since last login

Accessing Library Databases and E-journals
Julie Mackey 3 Apr 2006

There have been some issues trying to access electronic resources and I'm hoping that the document Accessing Library Databases and E-journals will help clarify the current situation.

Important Message for BTchLn Upgrade Students
Julie Mackey 5 Sep 2005

If you are not upgrading to BTchLn then read no further! For those students who are intending to count individual DipICTEd courses towards their BTchLn upgrade please read carefully.

Last year the DipICTEd courses were restructured from 17.5 credits to 15 credits to align with other qualifications within the College. This meant that a 15 credit ICT course no longer met the requirements of the BTchLn upgrade, and that students wishing to count the credits were in fact, 2.5 credits short on each course. This problem has now been resolved with the BTchLn Academic Standards Committee and students who might be disadvantaged by the change in course credits can apply to do a bridging assignment to 'make up' the difference in credit value.

Please read the document Bridging between 15 and 17.5 credits carefully. If you have any questions or wish to complete a bridging requirement for a 2005 course, then please email Julie.mackey@cce.ac.nz with the name of your course so that appropriate arrangements can be made.

📂 Completing your evidence portfolio

📄 Information

Your portfolio should be submitted for assessment on paper. You will also need to upload your assignments into the appropriate dropbox in your group area. This allows us to make an archival copy to keep and ensure that we can return your paper portfolio to intact. Within the portfolio folder you will find instructions for submitting your evidence as well as requirements for what must be included. The following is required:

1. Signed Declaration Letter from you.

2. A facilitator's letters outlining:

   - a description of what was included in the professional development, when and how the professional development was conducted, and the people who successfully completed the professional development.

   - How each learning outcome was met by the professional development One copy of this letter is sufficient for all participants and will be mailed/delivered by the facilitator to the IT751 course administrator.

3. The following assignments: Assignment 1, Assigment 2, Assignment 3 – Presentation , Assignment 3 – Essay. These assignments will need to be in your paper portfolio and also uploaded into the dropbox in your cluster group area.

📦 Declaration Letter – This letter should be signed and given to your facilitator for his/her signature. The facilitator will mail these to the College of Education

📄 Learning Outcomes/Evidence required – This is the chart that lists the learning outcomes and possible evidence for your evidence portfolio. Use this a guide – you do not need to fill it in or include it in your portfolio.

IC707 Assignment 1:   Observe your own information process

Your Name: ....

Name of information model used (or state if you've adapted one): ....

Topic: ....

Problem or issue relating to this: ....

Key Question: ....

Use as few or as many steps as you require. If you revisit steps, don't worry about rewriting common detail.
Feel free to design your own organiser if you prefer, covering the same key ideas.

Step 1 name & locations	Questions you asked yourself	What you did	Source of information	Reflection
	•	•	•	•
	•	•	•	•
Tools used (ICT & others)	Skills needed			
•	•			
•	•			

Step 2 name & locations	Questions you asked yourself	What you did	Source of information	Reflection
	•	•	•	•
	•	•	•	•
Tools used (ICT & others)	Skills needed			
•	•			
•	•			

Step 3 name & locations	Questions you asked yourself	What you did	Source of information	Reflection
	•	•	•	•
	•	•	•	•
Tools used (ICT & others)	Skills needed			
•	•			
•	•			

Step 4 name & locations	Questions you asked yourself	What you did	Source of information	Reflection
	•	•	•	•
	•	•	•	•
Tools used (ICT & others)	Skills needed			
•	•			

IC707/IC757 Information literacy through inquiry learning

- Information and communication technologies provide strategic tools to support inquiry learning and information literacy.
- This optional course aims to develop a comprehensive understanding of the principles of information processing, and the skills, strategies and techniques required to develop information literacy.
- The course also examines the changing role and functions of the school library as a learning resource centre in the digital age.

StudentNet

You're logged in as
Suzie Ashton
Hide me Logout

— Your Links —

IC707 Sem. 1 2006

- Members
- Essential Course Information
- Course outline
- Course timeline
- Important dates
- Mid course evaluation

▼ Course sessions
- Module 1
- Module 2
- Module 3
- Module 4

▼ Assignments
- Dropbox for assignments
- Task & Assignment Information

▼ Group Areas
- Group Forum - Years 0-6
- Group Forum - Years 7-13
- Discussion Area (non task)
- Useful Web links

Information Literacy through Inquiry Learning

Welcome to IC707! Feel free to contact me any time by email, phone (03-358-2416), Yahoo Messenger (madmacnz), Skype (madmacnz), or the Chat area of this site.

News

Welcome to Week 11, Module 3.3
Carol Kendall 7 May 2006

This week you look at the external support provided by the National Library and various Public Libraries. You might take a fresh look at your local Public Library as a result of this. Some of the services or ideas from these might help with your final assignment, looking at ways your own library can link up with their resources. How are those library visits going?

I hope assignment 2 is chugging along nicely for you – but don't let it take over your life!

Take care!

Email problems
Carol Kendall 6 May 2006

I think there is a problem with my Paradise email account – I am receiving some but not all emails sent to me. So, if you have sent me a message but not heard back withint 24 hours, try contacting me in another way – try carol.kendall@cce.ac.nz, or madmacnz@yahoo.co.uk (these are checked every day or two) or post me a message in one of the forum areas. I've notified Paradise but they're unaware of a problem. But I think it's the same thing as when Paradise had problems with email backlogs late last year and early this year.

More news

Members online: 2

Latest posts & items from this space

Since last login

Important dates for the next 30 days

05-06-06 – Assignment 3 due

Readings

This list is not comprehensive - let us know of other useful resources.

BigSix	Mike Eisenberg	Loertscher & Woolls reading (in course book), and http://www.big6.com
		Or the Super3 for younger students at http://www.climbinghill.com/super3/super3.html and http://www.big6.com/showarticle.php?id=109
		And http://www.Big6.com/showarticle.php?id=87 which compares several models alongside each other
Information seeking	Carol Kuhlthau	Loertscher & Woolls reading (in course book)
Information Process	Dept of Educ, NSW	http://www.schools.nsw.edu.au/schoollibraries/pdf/infoskills.pdf
		(note, 'assessing' has now been replaced by 'evaluating' as the final step)
Thinking wheel	Lane Clark	Locke reading (in course book)
INFORMED	Derek Wenmouth et al	http://www.globalnet.org.nz/teachers/informed.shtml
SAUCE	Trevor Bond	Bond (2001) reading (in course book), and http://www.tki.org.nz/r/ict/ictpd/learnatschool/index_e.php
Research Cycle	Jamie McKenzie	http://questioning.org/Q6/research.html
Living Heritage		http://www.livingheritage.org.nz/started/inquirylearn.shtml

NB – Blooms Taxonomy is NOT an information model **J**

Course requirement Assignment 1

Due 20 March

Compare and contrast the models listed above, and others that you have come across. You do not need to hand this part in – the investigation is purely for you to get a grip on the various models.

Now choose a model that suits your personal style and process, adapt a model, or write yet another one! You will be using this model to conduct your research for this assignment.

Download the two documents for this Assignment from the *Tasks & Assignments* area:

- Assignment 1 Instructions.doc

- Assignment 1 Organiser.doc

Carry out the personal inquiry using an information model, and put your completed organiser in the dropbox by the due date.

IC707 Sem. 1 2006 » Group Forum – Years 0–6 » Course tasks and discussions »

Course tasks and discussions Home – Display for printing

New thread: Subject = Task 5 (Week 6 Module 2.2) Is it authentic? So what?

Posted by: Carol Kendall on *18-02-06* at 21:25	Formal Task
Subject: Task 5 (Week 6 Module 2.2) Is it authentic? So what?	Post # 67200

Reply to this message with your comments about how you found this activity AND your response to one of the questions listed on the task sheet.

Status: ▶

Reply

Posted by: Alison Twentyman on *29-03-06* at 14:45	Formal Task
Subject: Re: Task 5 (Week 6 Module 2.2) Is it authentic? So what?	Post # 70217

The teachers in my syndicate had a very interesting discussion about how authentic the topics were.

Basically we decided that authenticity is important. If a student has created a poster that is shoved on the wall for 1 month and then taken down to go home doesn't mean it was meaningful. Sometimes much learning takes place with not concrete outcome. Instead children have a wealth of experiences and have gained knowledge about things that concern them.

Schools often have cycles of curriculum content. We felt that it was because of these cycles that we had to work harder at making the learning meaningful for children. It is really difficult to run with the energy current issues, which are relevant and interesting to children, produce if it doesn't fit into your long term plan. Teachers said they felt guilty if they deviated from their long term plan. They felt they were letting the team down if they didn't cover everything. Also they are concerned about ERO cross checking that everything is covered.

It was great to have a discussion about this issue and we have all decided to check the relevance of our inquiries by getting the children to analyse what they have discovered and to decide how it help them to make the connections between home and school. We keep bringing the children back to the proverb; Learning is not for school but for life.

Essential Questions – What Are They?

An **Essential Question** is one that:

- Is derived from our "wonderings".

- Is a "big" question that is **authentic**, a real **issue**, **problem** or **question** for people in the world, for your community, or your students.

- Can be broken down into smaller questions.

- Involves the use of multi-levels of questions all through the process of answering.

- Is open-ended, divergent.

- Involves cognitive dissonance.

- Involves life-long questions.

- Is relevant to learners.

- Allows students to explore their connections with the world.

- Is interesting, puzzling, compelling, challenging, provocative, controversial, fun.
- Challenges the imagination in different ways.
- Begs to be answered.
- Does not have a single "right" answer.
- Can be viewed from multiple perspectives.
- Has answers that are hard to measure.
- Requires a decision, or a plan of action – re-creating, inventing, thinking, not just answering.
- Links to other essential questions.
- Is deep, cannot be covered by skimming over it. "Instead of merely 'covering' material, students UNcover and REcover important ideas in context."(Grant Wiggins).
- Covers a great deal of content when fully explored – an interdisciplinary approach.
- Involves the use of higher level thinking (eg Bloom's/Anderson's Taxonomy).

- Involves students working collaboratively to solve it, perhaps specialising in some aspects and sharing ideas in a jigsaw approach.
- Can be investigated by all students, learning at their own level.
- Begins with the student's own knowledge and level of understanding, and is supported by the teacher as coach providing appropriate scaffolding to help understanding, use suitable tools, and create solutions.
- Needs a variety of information sources, and tools to help provide answers.
- Involves students making up their own mind, and communicating their views creatively to a real audience.
- Is feasible to be tackled within an appropriate time frame.

Dropbox for assignments

Submit your tasks or assignments here. While you can only access your work, your tutor can view all offerings

Submit a new file

Brief description: eg. Assignment One, part a.	
File:	Choose File no file selected
File type:	Word PowerPoint Excel HTML If you select 'Other' as the file type, please check with your lecturer first that you are submitting a file format that they can open.
	I declare that all material submitted by me for this assessment, unless acknowledged from another source, is original work, completed by myself alone, or, where permitted, by a group of students including myself, as instructed in the assessment. Where this is a group assessment, I further declare that there has been equivalent contribution by all members of the group. Submit

IC702/IC752Policy, planning and professional development: managing ICT in education.

- This course is also available to clusters but is more suited to lead teachers, facilitators, principals and project directors.

- It looks at the current strategies and initiatives in the education sector, school planning and effective professional development, and participants conduct an action research project related to professional development

✓ Rubric for School Profile Assignment

	Resubmit	Pass	Distinction
School Profile Template	Information is missing for one or more of the following categories, (and no valid reason given for omission): • Demographics • Infrastructure • Capability • Planning and administration	✓ Entries are made under all categories indicating a considered assessment of the ICT use in the school. Comments demonstrate a general understanding of ICT resources and their use in the school.	Detailed entries are made under all categories. Analytical comments indicate a thorough understanding of the ICT resources and their use in the school.
SWOT Analysis (as presented in the content of the presentation)	The SWOT analysis is superficial or does not relate to the School Profile Template information.	✓ The content of the four SWOT areas demonstrates that analysis of the School Profile Template has occurred. The items in the SWOT analysis provide evidence of critical thinking about the profile data.	The four categories of the SWOT analysis are detailed and insightful. There is evidence that consideration has been given to external documents and sources and/or that the analysis goes beyond the immediately obvious to a careful evaluation of ICT in the school.
Summary of SWOT	The summary is missing, superficial or incomplete.	The summary draws together the main points of the four SWOT analysis categories and makes some valid comment.	✓ The summary synthesises the detail of the four SWOT categories and makes a reasoned conclusion or evaluative statement.
Possible Action Research Topic	A topic is not identified.	✓ A topic which arises from the SWOT analysis is identified.	The topic is suitable for an action research project.

School Profile Assignment

Your name: Suzie Ashton

Demographics

Roll	380
Decile	9
No. of full time teachers	17
Brief description	urban contributing school

Infrastructure

Item	Data/ Comment
Platform and operating system	Mac OS 10.3 and 9
Number of computers used in the school and their processor size	30 at approx 500MH (some variations)
Physical location of computers	classrooms/suites/admin
Connection to the Internet	ADSL

IC708/IC758 Producing and integrating effective resources into the classroom

- This course is designed for teachers who wish to improve their ability to produce effective teaching resources using computer applications and to understand how this knowledge can facilitate students' learning.

- Concepts and practical elements of word processing, desktop publishing, and graphic design are incorporated into printed materials and multi-media presentations to create resources with visual impact and sound instructional design.

- Course participants will use these skills to develop curriculum based resources, engage in independent inquiry to research implications for integrating computer resources into the classroom, and will debate these issues in classroom discussions.

IC758 »

📁 **Assignments**

📄 [Keeping track of your tasks and assignments](#)

📝 **Reflections – there are three!**
Although the Reflection Assignment below is I
is included there. Read it in Week 1 as your f

📄 [Assignment 1 Word Processing](#)

📄 [Assignment 2 Inspiration Mindmap](#)

📁 [Assignment 3 Research](#)

📄 [Assignment 4 Desktop Publishing](#)

📄 [Assignment 5a Presentation Planning](#)

📄 [Assignment 5b Presentation](#)

📄 [Assignment 6 Reflection](#)

1 Word Processing

To do the activities you will need to refer topage 88 of your course book: "Introduction to Microsoft Word". Compl
exercises 5–10.

TIP: Avoid placing a graphic in the middle of a paragraph – this makes it difficult for the reader who has to "skip" over the picture to continue reading. Try to place the graphic to one side, or to choose the Top and Bottom text wrap option.

1. Exercise 5: AutoCorrect
2. Exercise 6: Inserting a graphic. If you are using XP, please use this file [for exercise 6.](#) (If you want to find more about graphics, feel free to read the notes in the PowerPoint part of your course book You will fin some information on page 23, 24 and 25) **NB** The exercise in the book is missing a paragraph space add another enter between paragraphs (or use the paragraph spacing feature on the Format menu).
3. Exercise 7: WordArt
4. Exercise 8: Copy and Paste
5. Exercise 9: Cut and Paste
6. Exercise 10: Drag and drop

2 Visit some websites with [cool activities](#) relating to the exercises. You can use these in your class or adapt it to suit you. You do not have to report back on this.

3 Reading

Read the article in your course book "**Technology: to use or infuse**" by Nancy Sulla, page 11.

4 Reflection

See the [Reflection Assignment](#)for more details of the reflective requirements for the course.

(a) In your own online reflection space identify some of your personal beliefs about learning – choose *one* of the following starters or write one of your own:

❖ I believe that learning should be….

Part One

Describe how the mind map activity will fit into your classroom. Prepare a word processed document that you can upload (Remember to put your name on the document ☺.)

Complete the following:

- Curriculum area.

- Topic

- Target group (Who are the students? What are their needs?)

- The goals with this resource: (Introduction to topic, revision, consolidation, research starter, etc)

- How will you use this mind map with your class?

- Learning outcomes to be achieved through the mind map activity: *After completing this mind map activity students s*
    1.

    2.

    3. etc

Part Two

Create your mind map resource using the following criteria.

Criteria

- A mind map relating to curriculum content.

- A main idea with at least three sub ideas hanging from the main idea and another set of sub ideas hanging from the seco

- Sub ideas for the students to complete.

- A link to at least one relevant website.

The Delivery

Working with Facilitator

- The college's key way of working with clusters is to enter into a memorandum of understanding in which the cluster facilitator is given the responsibility for adapting the course content to fit with the planned professional development programme for the cluster. The professional development is then implemented by the facilitator over an extended period (February-October, or July-May), and teachers compile a portfolio of evidence which is assessed by College lecturers to gain credits towards qualifications. However, there are other ways of delivering the courses.

	Fully Online	**Cluster Based**	**Hybrid Online and Cluster**
Taught by	College tutors via web-based course	Cluster facilitators (supported by CCE course director)	Usually College tutors (but please talk to us)
Course length	Semester 1: February-June Or Semester 2: July-November	Extended period: February-October Or July-May	Usually one semester
Delivery	Fully online with course discussions, shared areas, readings, etc	Fully flexible to fit cluster ICT PD programme	Mainly online with two face-to-face workshops to suit cluster timetable
2006 Cost	$433.00	$100	$433.00

	Fully Online	**Cluster Based**	**Hybrid Online and Cluster**
Resources	Course books Fully supported by online website and weekly interactive sessions	Course books included in the above cost. Access to fully developed online website, with flexible	Course books Fully developed online website and tailored interaction to suit cluster
Assessment	Assignments marked by College tutor	Portfolios compiled by teachers with facilitator's direction and submitted to CCE for assessment	Assignments marked by College tutor

	Fully Online	**Cluster Based**	**Hybrid Online and Cluster**
Student Services	All enrolments are entitled to full student privileges – access to StudentNet (the online learning management system) and email, CCE and Canterbury University Libraries (including distance education services), Students' Association, Disability Support etc.		
Course credit	15 credits (can negotiate bridging credits for BTchLn 17.5 credit courses)		
Credit towards	GDipICTEd Graduate Certificate in Online Teaching and Learning (IC701/IC751 only) Bachelor's Upgrade (IC751 and IC752 also lead into Master's courses).		