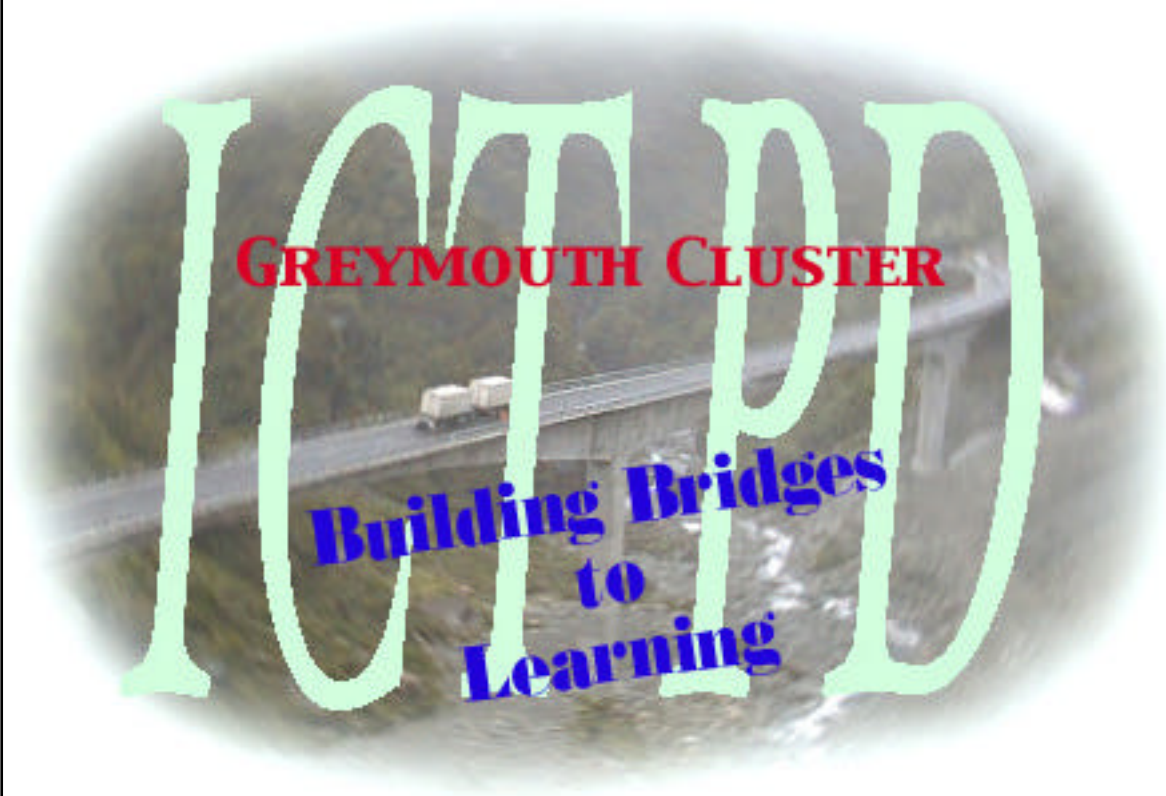



Course Booklet



**Learning
with
ICT's**



Course Booklet for the ICT PD 2000

Welcome to the 2nd year of the ICT PD.

This booklet has been put together to give you a better understanding of the course requirements and your role in it.

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Overview of the Project

Schools Report: Cobden Cluster Greymouth Cluster ICT Professional Development Programme



Key Points:

- * Paul Cathro is the Resource Teacher of Information and Communication Technology (The RTICT for short!). His role is to design workshop-training opportunities for teachers and provide follow up in school support to the teachers on the programme.
- * Jill Cogger-Mathieson is the Project Director. She has been recently appointed Principal of Cobden School.
- * The project introduces teachers to some underlying principles about the integration of ICT's into learning and teaching. The teacher is seen as a planner, questioner, modeller, participant, reinforcer, and encourager. Integration is examined and demonstrated through a constructivist approach to learning and teaching. There is a strong emphasis on the development of thinking and social skills as well as the acquisition of knowledge. Both process and product are valued.
- * While there is a planned approach to workshops and follow up support for teachers the project also works on a 'just in time' learning philosophy.

Features of the programme:

- * Sixty two teachers from Eleven schools were trained during 1999.
- * Forty teachers from Ten schools in training during 2000. (This does not include the 25 "Rolled Off" teachers who may attend the Advanced Workshops.)
- * Teachers are identified as either elementary or advanced in their ICT capability and understanding in relation to learning and teaching.
- * Last years Advanced Group has been "Rolled Off" although may attend the Advanced Workshops and can access individual support on request.
- * Elementary Teachers attend four workshops throughout the year at either the junior or senior primary area of the school. Each workshop is Approx four hours long and can run from 2 - 6 pm (8 workshops are run throughout the year)
- * Advanced Teachers are offered up to twelve mini workshops - they pick which workshops have the most relevance to their needs. Certain Workshops may be deemed compulsory and there will be a minimum number of workshops that have to be attended. Some of these workshops will be lead by "outside" Facilitators - with specialised expertise.
- * Each teacher in the programme receives 4 x half day follow up individual support sessions.
- * The RTICT is available to do whole school sessions on request - particularly if the topic is not covered during the set workshops.

Teacher requirements:

- * Each teacher is required to complete a Facilitator Visit form at each workshop indicating his or her project for completion prior to the next workshop. It is expected that the classroom project will build upon what has been learned in the workshop although as teachers' needs are very diverse there is a degree of flexibility. The resource teacher assists teachers with the skills required to complete their projects. Assignments are set by the RTICT and must be completed by the participants. Readings are given and are expected to be read and discussed with a peer

prior to the next workshop. The readings will be reflected on during workshops.



Why ICT?

Where things are going. . .

6. It's the Law

For students attending the University of Oregon School of Law, having a computer isn't a luxury. It's a requirement.

After all, precedent indicates that students who use a computer not only learn more but also learn more efficiently. And the PowerBook G3 computers that incoming first year students will tote from class to mock trial will make it very easy for them to take notes, take tests, send and receive e-mail, access syllabi and supplemental information on the school's intranet, and conduct research on such online legal resources as the Lexis and Westlaw databases.

Moreover, according to faculty at the school, students who acquire sound computer skills are "the ones who have a leg up" on the competition when applying "to a technology savvy law firm."

<http://www.apple.com/education/hed/macsinaction/uolaw/>

ICT is

giving all students a provocative new way of learning, reading, writing, researching, and thinking through computer technology," said Mayor Giuliani at the launch of Project Smart.

Alperstein feels that having the technology available to students is a great motivating factor for learning. "It's not just the technology, but what you can ask them to do using the technology that you couldn't ask of them before," she explains. "It encourages a lot of individual learning styles, and it really

forces children to take responsibility for what they're going to learn."

Students prepare for a high tech future.

By providing access to technology, Project Smart helps New York City's kids to be prepared for success in high school and beyond. "Having access to technology isn't a luxury anymore, it's a requirement," says Alperstein. "Kids need to keep abreast of what's out there, and school should provide that opportunity." As a teacher in one of the most overcrowded districts in New York City, Alperstein believes that giving students the opportunity to become technologically literate will prevent them from getting caught in the digital divide. "Imagine not knowing how to do research on the Internet or not being familiar with the computer in this day and age," she says. "My kids not only know computers, they really want to use them. I can't have a Mac in my room and not turn it on. My kids won't allow it."

What can educators expect from their students once they get their hands on the iMac computers? With a quick, easy connection to the Internet, students can go online to do research, connect to other students around the world to share experiences via e-mail, and join online study halls to prepare for tests. In a matter of seconds, Boroughbound students can travel beyond the four walls of the classroom. They can view online art and history exhibits at the Louvre, the Vatican, and the Museum of Natural History, or tag along on a virtual expedition with archaeologists as they explore the jungles of Guatemala. With Apple's easy to use technology, it won't be long before students are building their own web sites and handing in multimedia book reports.

With the infusion of new technology in New York City public schools, teachers are changing their teaching methods. "Facilitating is the goal," says Alperstein. "Teachers are going to assist, direct, and guide. We aren't in control anymore." Cooper, a strong advocate for updating teaching methods through technology, agrees. "I don't think we're meeting the needs of students with teacher dominated instruction. I believe technology is the catalyst for change when it's taught within the context of project learning, and not just as an isolated machine."

Preparing students to live and work in the 21st century.

Some thought provoking quotes!

"If one believes that the student is ultimately the person who is in charge of his or her learning, the role of the teacher becomes more clear. Holding this view of education, the teacher's role becomes that of facilitating learning".

from "Lasting Lessons A Teacher's Guide to Reflecting on Experience", Clifford Knapp

"Technological change is not additive, it is ecological. A new technology does not merely add something, it changes everything!"

Neil Postman, *The End of Education*.

"We are what we repeatedly do.

Excellence, then, is not an act, but a habit."

Aristotle

"The empires of the future will be empires of the mind."

Winston Churchill

"The mind is like a parachute, it only works when it is open!"

Anon



Important Dates

Workshop Dates

Elementary Workshops

	<i>Junior</i>	<i>Senior</i>
<i>Workshop 1</i>	<i>13th March</i>	<i>14th March</i>
<i>Publishing Programmes - basic skill development</i>		
<i>Workshop 2</i>	<i>22nd May</i>	<i>23rd May</i>
<i>Engaged Learning - audio conferencing & Information presentation</i>		
<i>Workshop 3</i>	<i>26th July</i>	<i>27th July</i>
<i>Unit Planning for Engaged Learning with ICT - Skills</i>		
<i>Workshop 4</i>	<i>11th Sept</i>	<i>12th Sept</i>
<i>Thinking Skills - The Six Thinking Hats</i>		

Advanced Workshops

- Workshop 1, 2, & 3*** ***20th, 21st (Reflective Practice) & 22nd March (E-mail)***
- Workshop 4, 5, & 6*** ***29th, (Intranets and networking) 30th, (Spreadsheets) 31st May (Sunshine Online)***
- Workshop 7, 8, & 9*** ***31st July, (Webpages) 1st, (Video) & 2nd August (Digital Camera)***
- Workshop 10, 11, & 12*** ***18th, (Use of Scanners) 19th, (Internet) & 20 September (Examples of good practise)***

All workshops are to be held at Cobden School and are from 3:30PM till 6:00PM (with one exception the Elementary Workshops No.2 which go from 2:00PM till 6:00PM)

I would hope that all Major Assignments would be in to me by the 20th October and your requirements and involvement would be finished by the 15th November.

Assignment Requirements

This is an important part of the course. The Ministry expects that the teachers involved in the Project complete assignments. The assignments serve a number of functions

1. They provide useful resources that Ministry will distribute via the TKI Web Site.
2. They give valuable practice at incorporating ICT's into your teaching and Learning Programme.
3. They give the RTICT an insight as to your needs and strengths.

ICT Major Assignment

I require - **A unit plan completed on the computer** - possibly utilising one of my templates that I have shared with you or one that you have made yourselves. If you don't have one then please ask around at school or E-mail me and I can get one to you.

It Must Include.

- 1 - Copies of resources gleaned from the net - ie.
 - pictures downloaded
 - Text resources as computer files
 - Web pages downloaded or "Copied text"
 - URL's (Addresses) of web sites used
- 2 - Integration of ICT's into the classroom programme - (how you've used the computer in the classroom) eg Kidpix, Word etc.
- 3 - And finally Some of the "Product" that your pupils have produced - in particular the "electronic" variety but other forms will be fine too! Digital Pictures of the children in action or of their "Product" would be greatly appreciated!



Please note that the skills necessary to complete this assignment will be covered in the workshops and opportunities to work on the assignments will be given during the workshops. If you miss a workshop or have forgotten how to do something then just get in touch and I'll try to help you out.

Please supply me with a disk or disks holding the information - Your name and school must be clearly visible on the disk.

If you can have this ready to share with us at a workshop - then great!

However this assignment will not be due until the 20th October 2000. This assignment is a prerequisite for further involvement with the project for next year. The assignment is seen as an ongoing project and should be started as soon as possible. Please make use of the RTICT to help with your assignments.



Pictures of children may be displayed by TKI - please be prepared to seek permission from their care-givers if need be.

Reflective Journal

A "Reflective Journal" needs to be kept to record the new skills and educational practices that you have covered. It should be noted that those new skills can be gained from me or another source such as colleagues, your own "play or practice" that you do, and from sharing work that you have done with other classes or staff. This log could also include how you are implementing the new skills into the classroom and could also cover how it has worked (or failed - heaven forbid!). It could lead to a system of monitoring the implementation of ICT into the classroom - you or I could see the "product" from Children being shared regularly - at a Staff Meeting for example. This would also be a good forum for you to air their views of ICT - how they value it for themselves or general thoughts about how it applies to teaching and learning. You are responsible to E-mail these reflections to me as it would keep me in touch with what you are doing for your own learning (when I'm not there) and help me to pinpoint areas you need or feel you need to cover.

I will endeavour to respond to as many of your reflections as is possible to offer support and encouragement. These reflections and responses will be put into a Database.



Readings

A series of readings will be handed out and you are expected to have read, shared and have formed an opinion on the content of the readings by the next Workshop.

We will discuss and or have activities based on those readings. Hopefully those readings will be stimulating and enjoyable.

Some you may find challenging!

It is always good to be challenged on your understandings and educative practice as it affirms the good things we are doing and shapes our programmes for the better.

