# Facilitating authentic e-learning for students

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# Today's session

- Organising e-learning at TCS
- Online learning communities
- Practical issues for facilitating e-learning
- Sharing student examples
- Questions and discussion

# Organising e-learning at TCS

# e-learning organisation

- Primary group of 3 teachers
- Distance education setting
- Student enrolment types – full time, part time, fee paying, gifted duals
- Wide range of needs
- Class groupings – Years 4-6, 6-7, 7-8
- Planning and team teaching

# Why e-learning?

- Establish learning communities among distance education students
- Form and maintain relationships – students, teacher, family/whanau/parents/supervisors
- Allow students to learn collaboratively
- Allows for timely interaction (feedback, feedforward)
- Enables dynamic learning opportunities

# Online learning communities

# Our learning communities

- 20-30 students per class/cohort
- Blackboard (virtual learning environment) and other web applications (eg blog, wiki)
- Active engagement
- Three forms of interaction
  - student-teacher
  - teacher-student
  - student-student
- Supportive learning environment

What does this look like in your classroom?

# Authentic learning ?

- Inquiry learning model
- ‘Just in time’ learning supported by ‘just in case’ learning
- Purposeful
- Outcome, action
- Learner centred, student input
- Metacognition

# Feedback

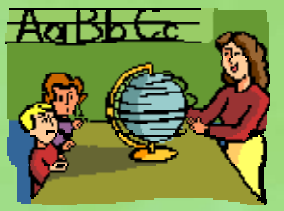
**Student**

- Given and received by students in first instance
- Guidelines and protocols for feedback

**Teacher**

- Other students can benefit from feedback to individuals
  - safe learning environment to allow this

# Role of the teacher




- Facilitator for learning
- Monitor interaction and communication
- Provide support for students
  - learning experiences
  - reference/support materials
  - technical advice, as needed
  - next learning steps

# Practical issues

# Programme design

- Full curriculum programme
- Learning path
  - inquiry – structured model
  - sequential, scaffolded learning
- Online vs offline
- Assessment points for key areas of learning

# Programme delivery

- Resource vs discourse
- Types of virtual spaces
  - blog, wiki, discussion board, web page, online form, document, template, etc
- Grouping students
- Online programme in Blackboard

# Hardware requirements

- Required
  - computer with Internet access and stable email address (Broadband or dial-up)
  - printer
- Highly recommended
  - digital camera
  - scanner
  - digital microphone

# Software our students use

- MS Office (PowerPoint, Word, Excel)
- Front Page, Dreamweaver
- Graphics programmes (Paint, Paint.net etc)

**Free applications**

- Handybits – voice recording
- Audacity – sound recording and mixing
- Photostory
- Monkey Jam, Movie Maker

# Software – things to consider

- Accessible for all students
- Cost, licensing, copyright
- Level of complexity
- Purposeful - focused on learning
- Time taken to master the software
- File size