Horizon College Alkmaar Sept2007
Learning opportunities for teachers of the 'bridge generation'

2nd keynote speech

Learning opportunities for teachers of the 'bridge generation'

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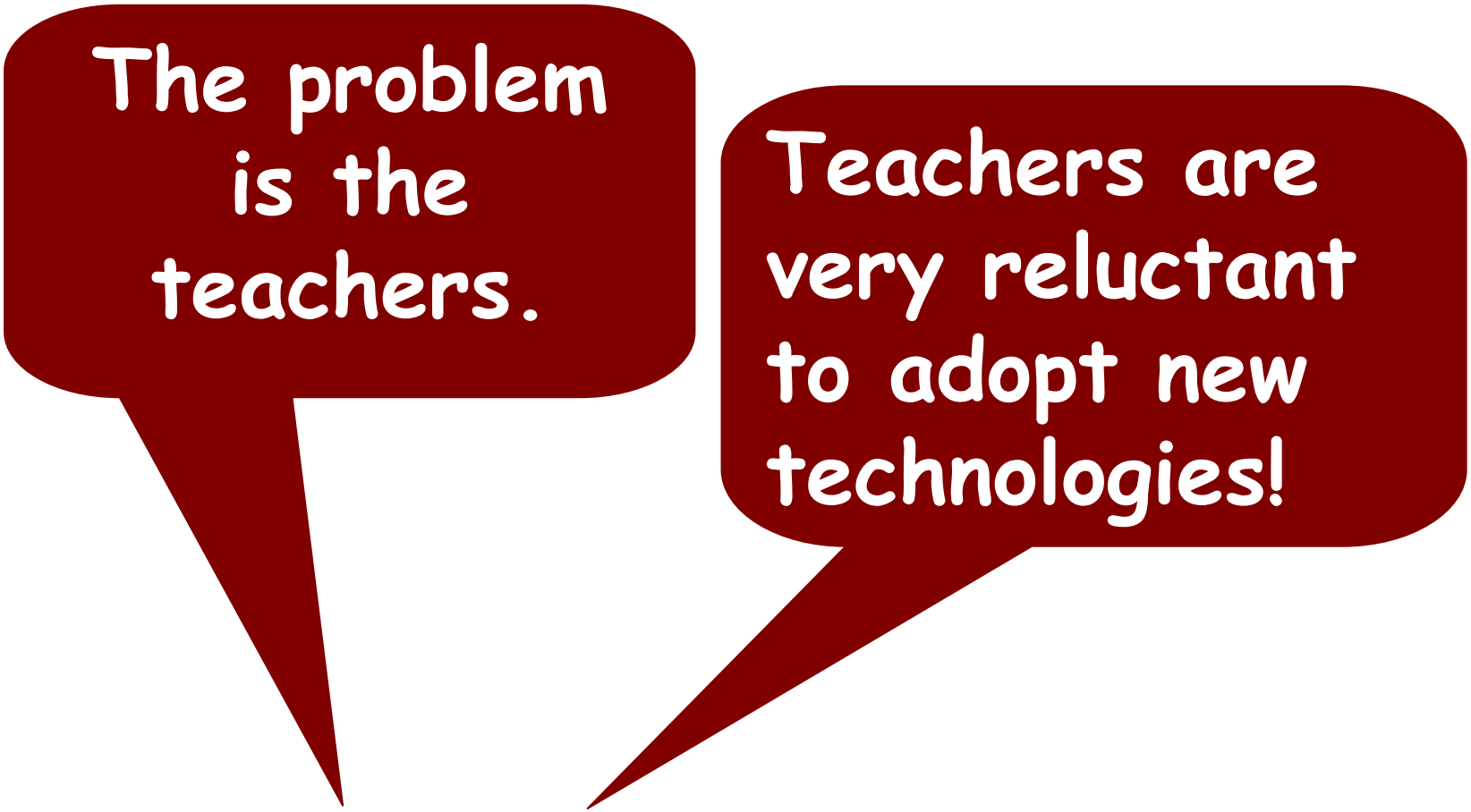
The problem is the teachers.
Teachers are very reluctant to adopt new technologies!

*Dr Conor **GALVIN***
UCD Education Department Dublin
2002

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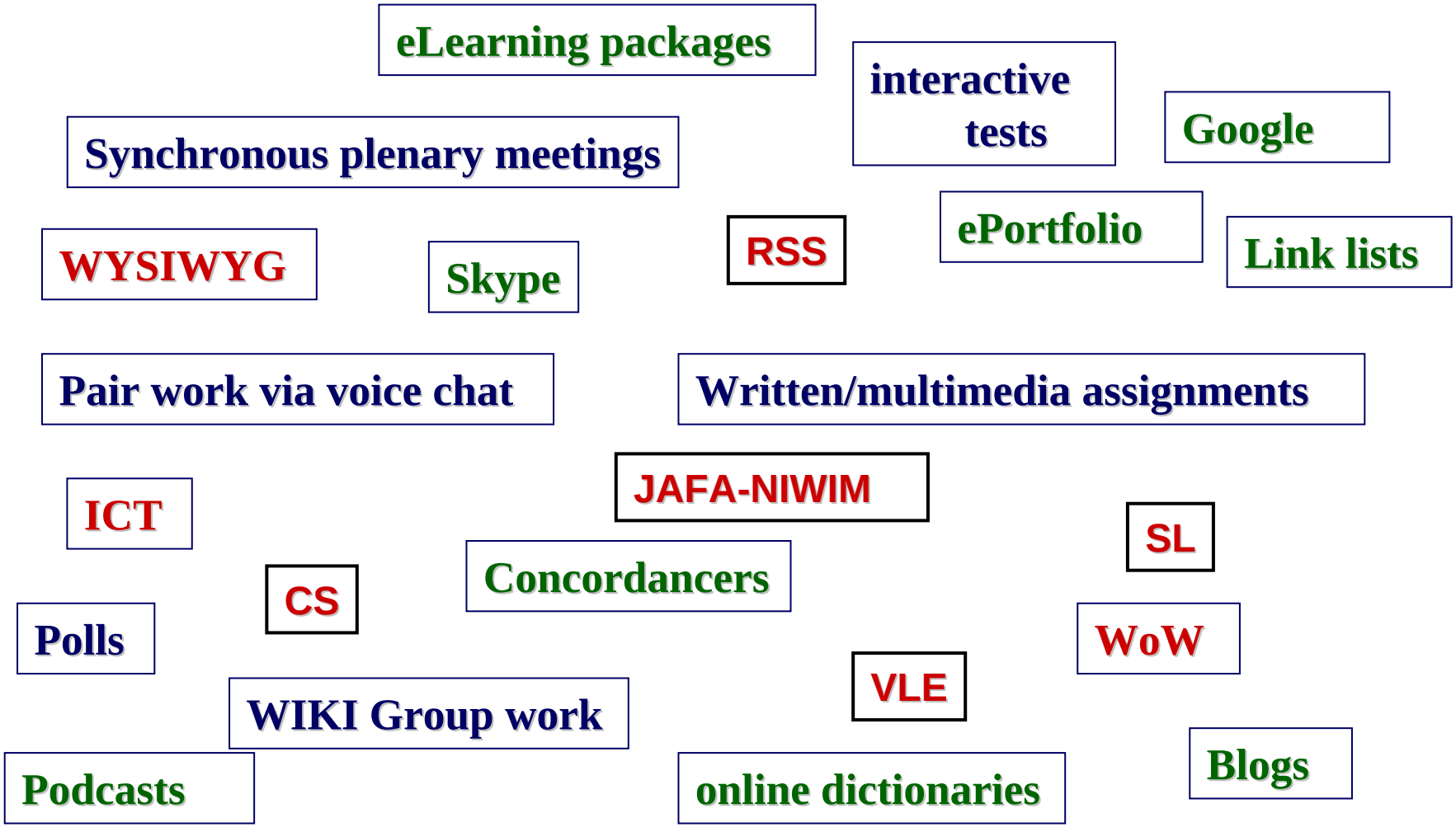


An explorer's attitude and approach.

Carrying with us the `Explorer's kit':

Curiosity

Courage

Some basic equipment

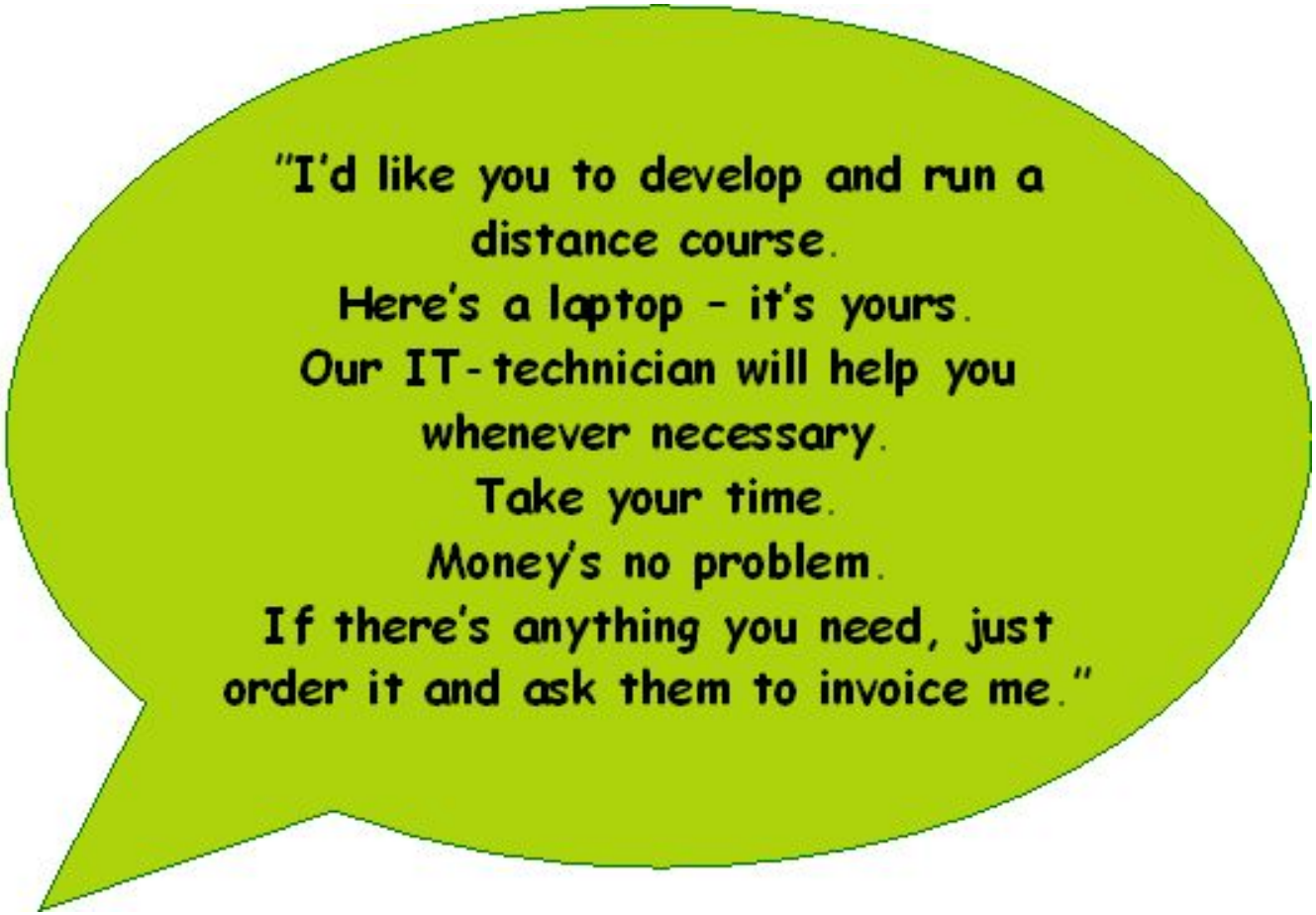
Teachers' digital competence

for example Folkuniversitetet Sweden:

Profiles for recruitment, (self-)assessment and staff development defining 3 levels of digital competence:

1. **All teachers**
2. **Teachers who wish to integrate ICT resources into their lessons or teach online courses**
3. **Online course designers**

Read more: www.folkuniversitetet.se/fortbildning


"I'd like you to develop and run a distance course.
Here's a laptop – it's yours.
Our IT-technician will help you whenever necessary.
Take your time.
Money's no problem.
If there's anything you need, just order it and ask them to invoice me."

Learning by Doing and Reflecting and Adapting (LDRA)

Takes you

- from training to learning
- from mastery to appropriation

Sample: A workshop at a conference

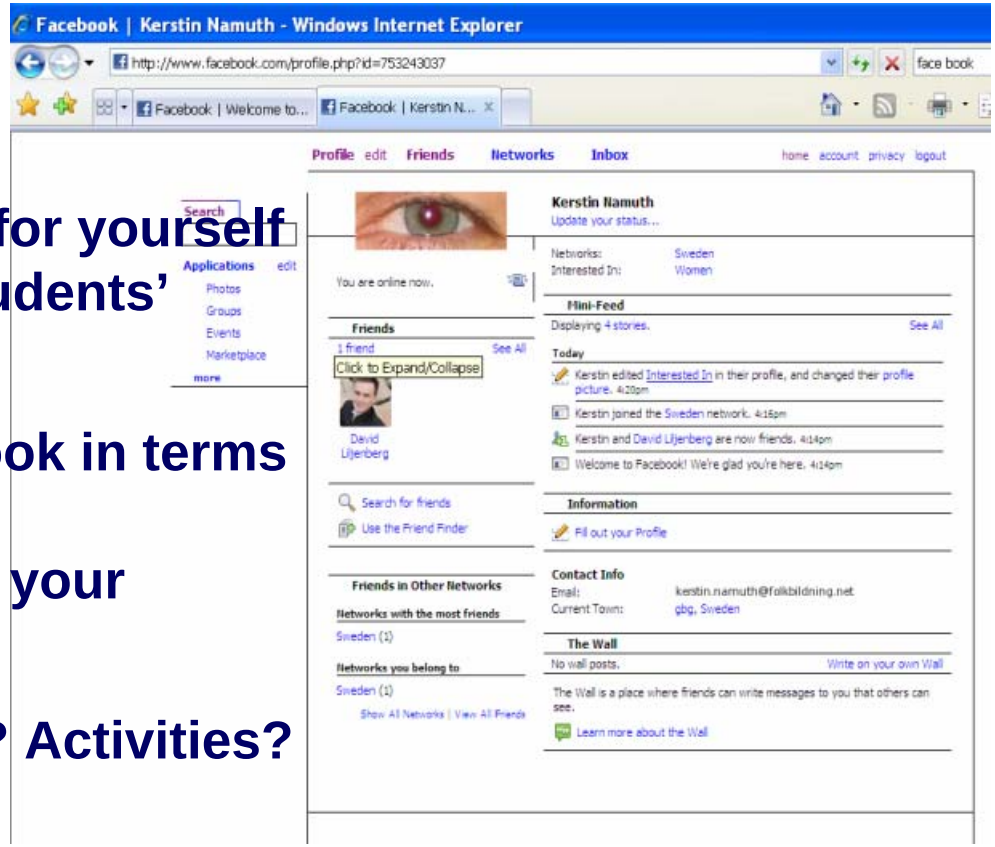
L by D: Get involved in a mobile phone discussion with a student at Horizon College.

R: What is in it in terms of language, culture and communication? How would *your* learners benefit?

A: Plan a lesson. Assessment?

>>Use it. Evaluate it.

Sample: Take learning into your own hands



L by D: Create an identity for yourself in Facebook. Find your students' pages.

R: What is there in Facebook in terms of language, culture and communication? How can your learners benefit from it?

A: Plan a unit. Resources? Activities? Assessment?

>>Use it. Evaluate it.

Sample tasks from using the POOLS materials:

LbD: Surf the POOLS website http://www.languages.dk/digital/ watch, listen and enjoy. Choose one suitable resource. Read about methods, listen to experiences.

R: Reflect: Would your students like the resource? How would they benefit from it? Where would it fit in in your course?

A: Adapt the resource to your own course/students, supplement with extra material. Build a lesson around it.

>> Try it out with your students. Evaluate and reflect. Adjust.

Sample tasks from the eurovolt training course:

L b D: Try out some webquests.

R: Reflect and discuss in a small group.

A: Find / make a webquest for your learners.

>>Try it out with your learners (or a peer group). Evaluate (with your learners), revise, share your results with us!

Read & reflect.

Meta discussion, portfolio work, tutoring.

Where do teachers find learning opportunities?

Courses that follow the LDRA approach, e.g.

- The eurovolt via VLE Teacher Training Course accredited by the ICC and the Austrian wba

- eurovolt modules

Take learning into your own hands:

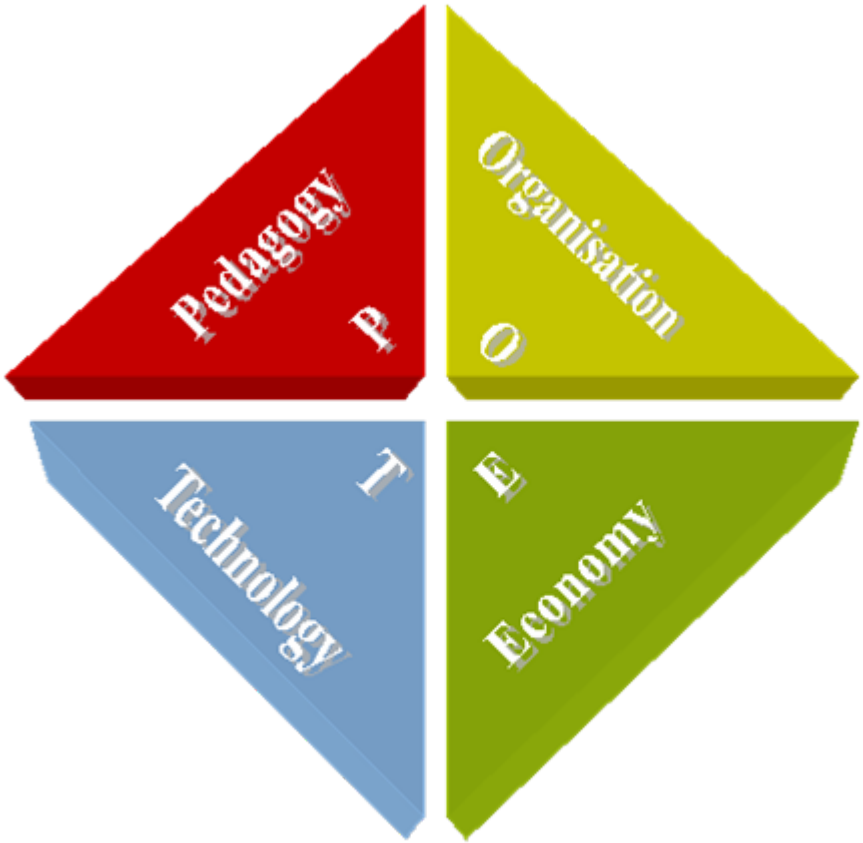
Start from a useful website and follow the LDRA-steps, e.g.

- the POOLS project (Leonardo II): http://www.languages.dk/digital/

- ICT VOLL IMPACT *(ECML)*: www.ecml.at/projects/voll

- or any other interesting site on the web

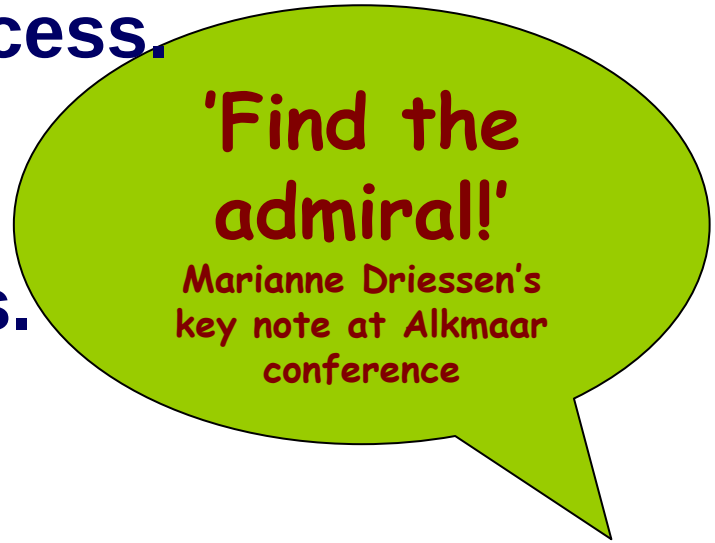
How can schools support their teachers?



Follow the POET principle!

How can organisations / schools support their teachers?

- **Make explicit the expectations, requirements – and benefits.**
- **Turn 'one-offs' into a process.**
- **Take care of the logistics.**



ICT, new media… - the teachers are really our best resource.
No wonder - they are experts in learning !

Some References

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