

A Framework for Increasing Staff Capability for Teaching and Learning across Multiple and Diverse Educational Sectors

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Overview

- Context
- Background
- PD Frameworks
- Categorizing PD
- PD Best Practice
- Projects



Context

- About Navitas
 - Higher Education
 - Vocational and Educational Training
 - English Language Teaching
- About LTTs
 - Learning Technology Services
 - Learning and Teaching Innovation
 - IT Business System and Services
 - CADRE

Context

- Provision of professional development by Learning, Teaching and Technology Services (LTT).
 - Foundations of Teaching and Learning Online: Essential Concepts;
 - Foundations of Teaching and Learning Online: Assessment;
 - Foundations of Teaching and Learning Online: Student Engagement and Motivation;

Context

- Provision of professional development by Learning, Teaching and Technology Services (LTT).
 - Teaching and Learning Innovation Seminar Series;
 - Tech Talks Seminar Series
 - Bespoke Professional Development for Curriculum Development Projects
 - Support for Scholarship of Teaching and Learning

Background

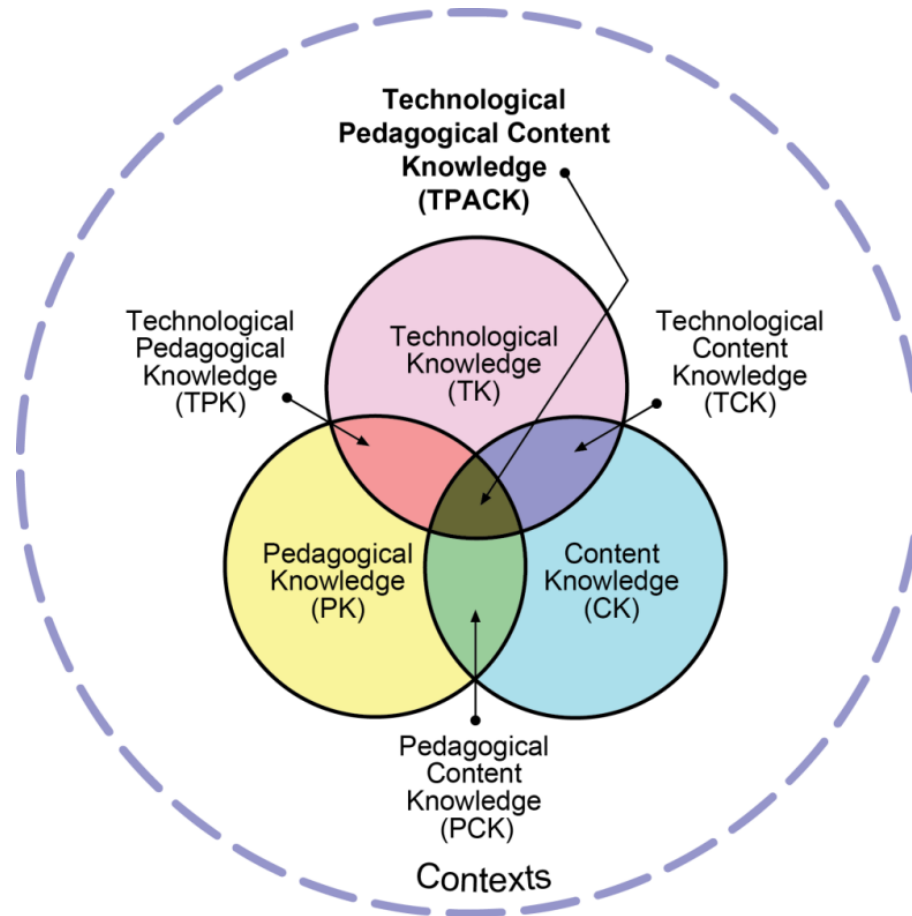
- Drivers for seeking a framework for categorizing PD offerings:
 - Make sense of this range of offerings;
 - Identify overlaps and gaps in servicing;
 - Support coherency along with innovation in future development of PD initiatives;
 - Review PD practices;
 - Presage and promote pedagogy in PD.



PD Frameworks

- The literature review:
 - Results that categorized PD in terms of the different PD approaches e.g. workshop, seminar;
 - Categorizing PD in terms of the Pedagogical Content Knowledge (PCK).
- The PCK model has been superseded by the Technological, Pedagogical, Content Knowledge (TPCK) Model.

PD Frameworks



PD Frameworks

- Given the drivers outlined earlier, the TPACK model made sense to us as a potential framework for categorizing our PD offerings.
- A review of the TPACK literature identified a number of documents that framed PD in terms of the TPACK model, including a review of 36 studies (Voogt, Fisser, Pareja Roblin, Tondeur, & van Braak, 2013) addressing strategies to develop teachers' TPACK skills

Categorizing PD

- We started to categorize our PD with reference to the TPACK framework.
- As we went through the process we realized that the framework both “worked” and “did not work”.
- For example, we could easily categorize FoLTO courses because they were based on a pedagogical approach that integrated each TPACK component.

Categorizing PD

- PD provision such as Tech Talks proved impossible to frame because the various talks were all very different emphasizing e.g. technology, technology and pedagogy, technology pedagogy and content.
- The same was true for e.g. the Innovation seminar series with the various talks having different foci.

Categorizing PD

- At this point we went back to our drivers for seeking a framework for categorizing PD offerings:
 - Make sense of this range of offerings;
 - Identify overlaps and gaps in servicing;
 - Support coherency along with innovation in future development of PD initiatives;
 - Review PD practices
 - Presage and promote pedagogy in PD

Categorizing PD

- We then reconsidered the potential utility of having a PD framework:
 - A theoretical structure consisting of a set of assumptions, principles and rules that would guide LTT in the provision of PD.
 - Not a means for categorizing PD according to its component parts.

Best Practice

- Considering the TPACK model we next asked ourselves what sort of PD we would be offering e.g. technology focussed, pedagogy focussed.
- We revisited the literature to confirm our understanding of what constitutes best practice in provision of PD for teachers.

Best Practice PD

- Broadly speaking we are seeing a shift away from formal courses that lead to the “accumulation of superficial knowledge” (de la Harpe & Mason, 2014, p.222).
- Wang et al, include active learning along with a connection to classroom work amongst the principles for effective PD (Wang, Hsu, Reeves, & Coster, 2014).

Best Practice PD

- Salmon and Wright stress the need to focus on “the learning design needs for specific units or programs of study, thus producing a more authentic and relevant experience for those taking part” (2014, p.4).
- Situated in the work environment (Jefferson & Pollock, 2014), based on active learning techniques and engaged in continuously over a significant period of time (de la Harpe & Mason, 2014; Medlock, 2013).

Best Practice

- Best practice thinking from the PD literature aligns to some degree with a rule that is utilized in business environments to understand how employees develop their knowledge and skills.



Best Practice

- The rule – known as the 70:20:10 rule – suggests that formal learning accounts for only 10% of workplace learning.
- Interaction with peers accounts for 20% of workplace learning.
- The remaining 70% of learning occurs through engaging with challenging projects / tasks.



Best Practice PD

- Whilst there seems to be little in the way of empirical evidence that the theory holds true (Jefferson & Pollock, 2014; Kajewski & Madsen, 2012), the value of thinking in these terms lies in the recognition “that employees are learning all the time—by observing, by making mistakes, through interactions with others and sometimes through formal course work” (Jefferson & Pollock, 2014).


Best Practice PD

- If we bring together the TPACK framework and the ideas around best practice PD then it could be argued that PD should be instantiated in the workplace to develop teachers' Technological, Pedagogical and Content Knowledge.



Projects

- Currently have two PD projects make use of a social learning platform – [Fuse](#) – as the online space for the delivery of PD.



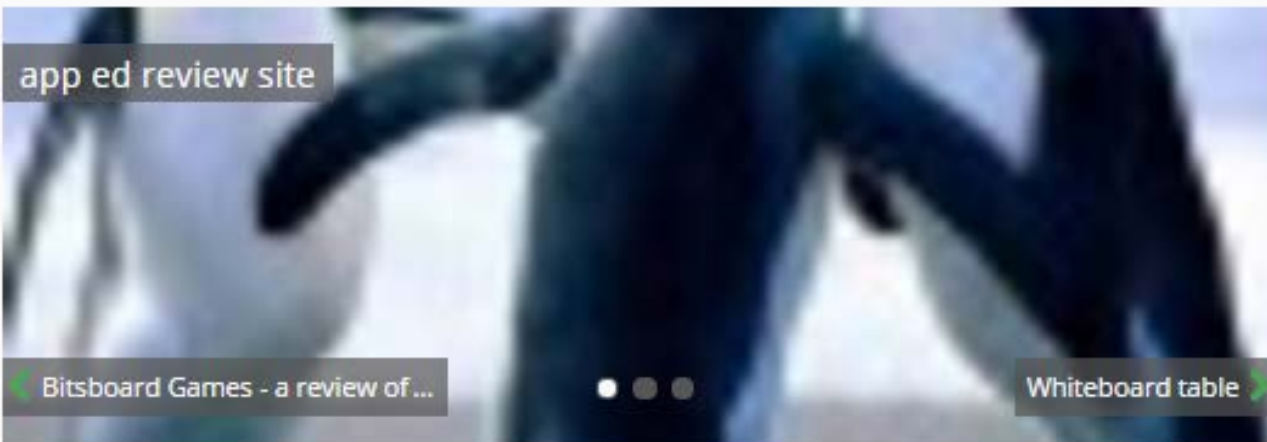
fuse

Fuse is an exciting new communication, learning and collaboration platform that is easy to use and allows anyone to create, share and access knowledge.

- ▶▶ Quickly and easily contribute your expertise and share it with others
- ▶▶ Get instant access to the information you need to do your job well
- ▶▶ Get recognition for the contributions that you make
- ▶▶ Communicate across all levels of your organisation

Projects

- Fuse supports the delivery of structured / formal PD experiences e.g. video content, short answer questions, multiple choice questions.
- User progress can be tracked and reported using backend reporting functionality.
- Good for reporting on required PD in the context of e.g. government contracts.



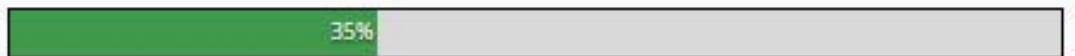
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FUSE Module 5 DL Guide

5.1 Overview of AMEP DL



Overview of AMEP DL Program

5.2 The DL client



Have you seen our video

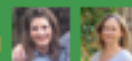
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Begin assessment

Conversation



DL Module Guide

▶ [FUSE Module 5 DL Guide](#)

5.1 Overview of AMEP DL



Overview of AMEP DL Program - (6:56)



5.2 The DL client



Have you seen our video yet?



5.2.2 Scenarios



5.4 Resources



5.5 Assessment



End of module self-checklist

5.5 Assessment Comprehension assessment : Question 1 of 1



Q: Which Key Performance Indicator relates to the Settlement course?

B *I* U **☰** **☷** A- **A-** **D**

 Upload

Complete course

Projects

- Formal PD is not the main focus of the Fuse platform.
- Fuse was developed in terms of the 70:20:10 principle outlined earlier in this paper with the core idea being that informal learning that occurs as part of the work flow can be shared and built upon in the Fuse environment.

Projects

- Fuse also facilitates informal social and collaborative learning.
- Learners can upload content – videos, audio, documents, images etc. – as well as share links to content on the Internet.
- Users can also create screen casts from within the application which can be shared by other users.


Show: **All** Questions Videos Links Files


 Teaching first, technology second



 iPad apps for Pre-SWE



 Connect Apple TV hardware



 Connecting Apple TV to your WiFi




 Distributed leaders



 Bloom's taxonomy should start with...



 A framework and lesson/project ideas...



 teaching with mobile devices - action...



 Bitsboard Games - a review of the games...



 How to use Bitsboard classes






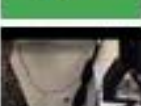


 ISTEP2015_OECD-background-report



 Bitsboard App Tutorial



-  Would you like to enable widgets for this instance?
-  FUSE Module 5 DL Guide
-  IT input in our English Colleges
-  Student digital experience
-  Teaching first, technology second
-  How to use the class roll
-  We can change the login page for this instance to make it...
-  Connect Apple TV hardware

[View all](#)

[View all](#)

Conclusions

- We can:
 - Conceptualize and represent our PD offerings;
 - Focus more clearly on developing PD in terms of best practice principles; and
 - Provide the Fuse environment as a place where teachers can engage in formal and informal PD.

Conclusions

- Evaluating the impact of PD has been consistently problematic.
- A paucity of studies showing that formal PD changes classroom practices.
- Does a 70: 20: 10 approach open up new ways for thinking about impact measurements?

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