

Understand IT

Project number: 2010-1-NO1-LEO05-01839

WP1 Deliverable 1.1 VITAE Facts Sheet



Executive Summary

Main Products / Features of the VITAE Project

- VITAE Handbook
 - Introduction to the VITAE approach, teacher competence development, game based learning and Web 2.0 and community based Mentoring,
 - Experience report from a practical implementation of the VITAE approach
 - E-learning course development pattern template,
 - VITAE-e-portfolio,
 - Analysis tool to deal with resistance to change of learning culture in educational organisations
- Model course on ICT & Mentoring consisting of 8 modules (30 hours)
- Learning outcomes based on UNESCO teacher ICT competencies
- Learning Activity Checklist

Project Scenario (a short story about a potential target group member using project results)

a) After reading the handbook a teacher plans to redesign her course to implement the VITAE approach using the model course as a source of inspiration. As part of this practice course tasks are redesigned according to the learning activity check list. Tasks, which make students aware of their personal learning environment and which turn students into mentors (e.g., students with more Twitter knowledge mentor others to use in the course context etc.) are created newly as they were not part of here course before.

b) Vocational School XY discovers the VITAE-project results and ask a course director to develop a new train-the-trainer course based on the VITAE model course to be offered as part of the course portfolio of school XY.

c) A language school decides to create a personnel development programme to be able to cope with Web 2.0 in the future. The personnel development programme will be based on the VITAE approach (including the analysis of resistance to be expected among teachers before designing finally the programme)

Lesson learned - for UnderstandIT

- using free software such as NING can create problems, when the provider is changing the service or starting to charge fees after a while
- the language barrier shall not to be underestimated for transnational exchange among learners but also teachers (as VITAE pilot courses were run in different languages no examples (student contributions) could be exchanged)
- without a critical mass and a "critical need/motivation" communities of practice are impossible to run
- comparability among pilot courses should be ensured (agreed beforehand) to allow mutual learning

Project Description

VITAE fact sheet

LEONARDO TRANSFER OF INNOVATION

The Problems

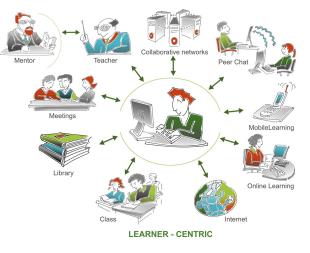
1.Socrates was right

Research into learning supports more and more the idea that we learn most effectively through dialogue. Web 2.0 tools give us the opportunity to extend that dialogue manifiold. See image.

2. Many practising teachers are afraid to try out ICT

'It's much too complicated It takes too much time They don't know how to use it They think their students know more than they do They don't have the facilities They are afraid it will not work

There is too much to learn.' (survey of teachers 2008)



3. The world has changed

Much of everyday life takes place online, via SMS and so on eg banks, tax. The VITAE Project The problem The solution The tool The future

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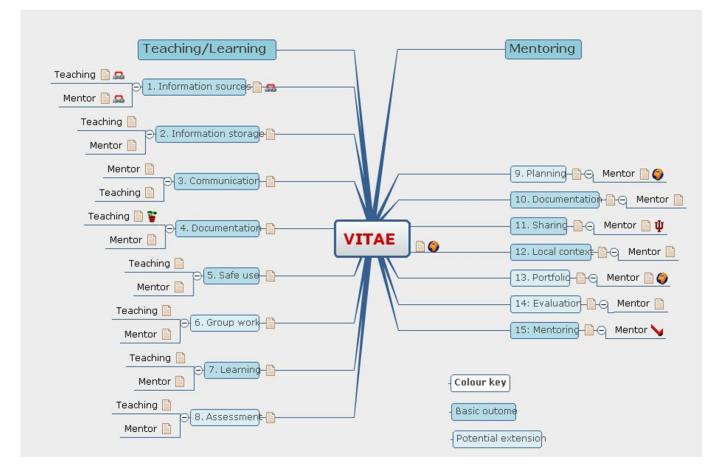
The Solution

International standards

The UNESCO teacher ICT competencies

POLICY AND VISION	TECHNOLOGY LITERACY	KNOWLEDGE DEEPENING CREATIONING
CURRICULUM AND ASSESSMENT	BASIC KNOWLEDGE	APPLICATION DE 21ST CENTURY SKILLS
PEDAGOGY	INTERGRATE TECHNOLOGY	COMPLEX PROBLEM SOLVING D SELF MANAGEMENT
ICT	BASIC TOOLS	COMPLEX TOOLS
ORGANIZATION & ADMINISTRATION	STANDARD CLASSROOM	COLLABORATIVE DE LEARNING GROUPS DE CORGANIZATIONS
TEACHER PROFESSIONAL DEVELOPMENT		AND GUIDE

The Learning Outcomes



Post course competencies

•'I WILL GO HOME AND USE SOME OF THESE TOOLS THIS AFTERNOON.'

After the course you will be able to:

Help your students to think about and document their learning through e-portfolios

Help your students both to learn from and inform others

through digital tools.

Help your students take advantage of the digital material already available or available through personal digital communication

Increase differentiation in

your teaching

Experiment with a digitalized teaching session

Help colleagues in their digital experiments

Person Profile

You should consider the VITAE course if you

Can find your way round the major word processing and presentation programs

Regularly use the Internet as a

source of information for your teaching

Are beginning to be overwhelmed by the pace of new developments in your subject

Need to implement eportfolios Need more differentiation in the classroom

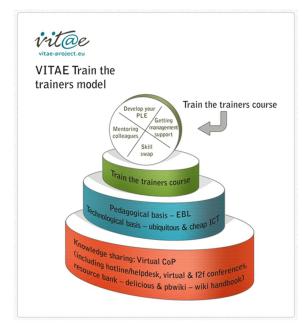
Want to try out at least one digitalized teaching session

are willing to teach and learn from your colleagues who may be in your institution or in another.

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A Combined ICT & Mentoring model presented through an intercultural learning metaphor

MYSPACE





'I NEED TO
WORK MORE
WITH THESE
TOOLS AND
BECOME MORE
CONFIDENT IN
THEIR USE
BEFORE I TRY TO
SHARE WITH
COLLEAGUES. '

One model for the 30 hour course

Blended

- 2 weeks online
- 2 days face to face
- 5 weeks online

1. The way we do things round here	reflection on current practices, identify personal learning network
2. Our values and beliefs about teaching & learning	reflection on good teaching & effective learning
3. Preparing for the journey: camera, diary and vaccinations	starting an e-portfolio and completing a competence assessment
4. Key learning situations Let us try a few of their 'dishes' and 'customs', the new surroundings	 a. How could I access and provide information? (wiki, blog, people) b. How could I manage informationmore efficiently? (RSS, aggregators, iGoogle) c. How could I document my learning? (blog, wiki, video, podcast, e-portfolio) d. Exploring the learning process (PLE network & e-portfolio, the experience of being a digital learner, group processes) e. professional development (mentoring, pd assessment & planningtool) f. Choosing the best tool for the job
5. What do I want to take home with me? (and what do I need to do to make sure that I will take it with me)	transform a teaching session so that it makes optimal use of digital resources using the VITAE learning activity checklist template .
6. Culture clashes	critical incidents – case studies
 Speaking with the digital natives - How they do things over there 	reflecting on examples of good practice by contacting teachers with prior experience
 Telling the folks back home, helping them prepare for the journey 	sharing your experience with peers, mentoring



VITAE

It's all about learning, the rest is technology

LEONARDO TRANSFER OF INNOVATION

The Tool: Learning Activity Checklist

1. Final product:

2. Learning outcomes: What will your students be able to do as a result of the learning activity?

- 3. Challenge: What are the compelling (because personally relevant) questions students will be asked to address?
- 4. Authenticity: The final product reflects what people might actually do in the real world (the experience- based learning model or EBAM).

5. High level thinking: Which critical or creative thinking skills, decision-making, scientific inquiry or problem solving are required of the students by this task? (ref Bloom's taxonomy)

List or describe activities that support the selected Bloom's levels:

Knowledge / Analysis / Comprehension / Synthesis / Applicaton / Evaluation

6. Technology: what is needed for the execution of this task?

7. Can this product be made without using the above technology? If yes, then consider removing ICT use for this learning activity.

8. Level of ICT integration of this learning activity according to Salmon's 5-step model (consider achieving a progression of the 5 levels over the long term)

Access and motivation • Information exchange • Development Online socialization • Knowledge construction

9. Differentiated instruction: Teaching is significantly and clearly tailored to learning readiness, cultural back ground, interests, talents and learning profile of each student.

10. Resources needed:

11. Activity timing:

12. Feasibility: How much time needs to be spent on this task? A rough guide (weeks or lessons) will help you decide if the effort is in proportion to the anticipated learning outcome(s).

13. How are you going to assess whether the students have achieved the learning outcomes for this activity?

14. Reliability: Does the proposed assessment allow you to measure the success of the learning activity across different student groups?

Anchor activities Tiered instruction Learning centers Adjusted questions Personal agendas Compacted curriculum Flexible grouping Learning contracts Graphic organisers Exit cards Interest based investigations Administrative information

15. Institution:

16. Course:

17. Subject:

18. Validity: Which part of the curriculum does this activity cover?

19. Topic/skill:

The Future: Coaching rather than mentoring

At a post project meeting in December 2009, the project consortium recommended to adopt coaching rather than mentoring for more targeted and shortterm results.

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