

## PDA Case Study

### Enhanced Learning: Embedding a Whole Organisation Approach to E-CPD at Choices 4 All Training Project

#### Summary:

Although Choices 4 All is a small project it is committed to enhancing and developing the e-skills of staff and its learners irrespective of abilities. The project has grown and developed over the thirteen years from its inception by the case study author but the e-skills development of staff has been very mixed.

The overall aim was to enhance the quality of teaching and learning provision to ensure e-learning is embedded across all areas of training and by up-skilling staff to develop and implement the tools and technology of the e-learning strategy. To use eCPD with the organisations e-learning strategy to create a Whole Organisation Approach which involved all staff irrespective of levels of ability to identify and prioritise their own eCPD . This would create an e-learning staff development policy and strategy for existing staff and future staff development. The final aim was to develop staff skills to maximise use of voting tools and technologies to enhance the development, teaching, learning and assessment for the projects LLDD learners

#### 3. Provider profile:

<b>Name and brief description of the organisation, including provider type.</b> Choices 4 All is a Work-based learning small project, part of the Foundation Learning Pilot for Supported Employment and Independent Living
<b>Location and region.</b> Harrow, Middlesex
<b>Name and contact details of case study author</b> Rosemarie Beynon, Training & Development Manager, SLC & E-Guide <a href="mailto:rosemarie@choices4all.co.uk">rosemarie@choices4all.co.uk</a> and <a href="mailto:rosemarie@beynons.co.uk">rosemarie@beynons.co.uk</a> Work: 02084240848 . Mob: 07878186050
<b>Approximate number of staff and programme areas involved.</b> The staff consists of 2 full time teachers, one who is also an E-Guide, 2 part-time teachers, one of whom is a committed volunteer; a dedicated and successful job coach/job broker, Training & Development Manager/Teacher and PDA, CE, IT Co-ordinator/administrator and Enterprise Manager.
<b>Approximate number of learners involved.</b> 40 learners with learning difficulties and/or physically disabilities, the cohort are

adults ranging from 18 – 42.
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**4. Action plan aims:** What you hoped to achieve. This can be a bulleted list.

Objective 1:

- ❖ Provide an e-learning staff development policy and strategy
- ❖ Create an online e-questionnaire accessible for all staff irrespective of ability
- ❖ The data to assist staff to create an individualised staff development plan
- ❖ ISD to be mapped to staff CPD on MIS system and transferable for the teachers to IFL/Reflect CPD
- ❖ Coach staff to upload data on Reflect

Objective 2:

- ❖ Provide access for PowerPoint training to suit staff requirements
- ❖ Development of PowerPoint in lesson format compatible with Census software resources on Smartboard
- ❖ Census training with voting tool technologies
- ❖ Enhanced learning experience for staff and students with voting technology and Census resources
- ❖ Improved assessment and evaluation of learning experience valuable for outcome-based accountability

**5. Implementation:**

The investigation for a suitable e-questionnaire and evaluation commenced with online survey of availability by the IT co-ordinator and PDA until it was decided to use the forms originally from the E-guides training and create the questionnaire from that starting point. They needed to be accessible because it would be completely new to a couple of the teachers and all the students. Once it was system-tested then it would be established as part of the whole organisation approach.

The It Co-ordinator supported the investigation and created the questionnaire from the examples provided by me, then as the PDA I tested it first, then it was sent to all staff and their completed versions saved on system. I did need to indicate the drop menu on the second sheet which was missed because the program was new to her.

The approach used was to e-mail all staff with the questionnaire attachment with the requirement to complete, that ensure everyone had a distributed copy of their own and on staff was mentored to complete her own questionnaire and save it to his or hers personal folder, a new experience for some staff.

The questionnaire was developed in Excel which was a completely new program to one of the teachers. It included a drop-down menu on one page which enabled personal selection and creation of the individualised personal format for each staff member.

**6a. Successes:** *What went well and what critical factors underpinned these success.*

The reception of the questionnaire was predominantly a success especially by the practical teacher who was the least skilled in e-learning but was keen to complete the questionnaire and delighted to discover some items such as photography and

filming comes into e-learning and she had used photographs which gave a skill area. She in particular identified areas she wished to develop and incorporate for her learners and wanted them put into practice. We had to wait for the new laptops but she began immediately to use the new net books in the kitchen and teaching area.



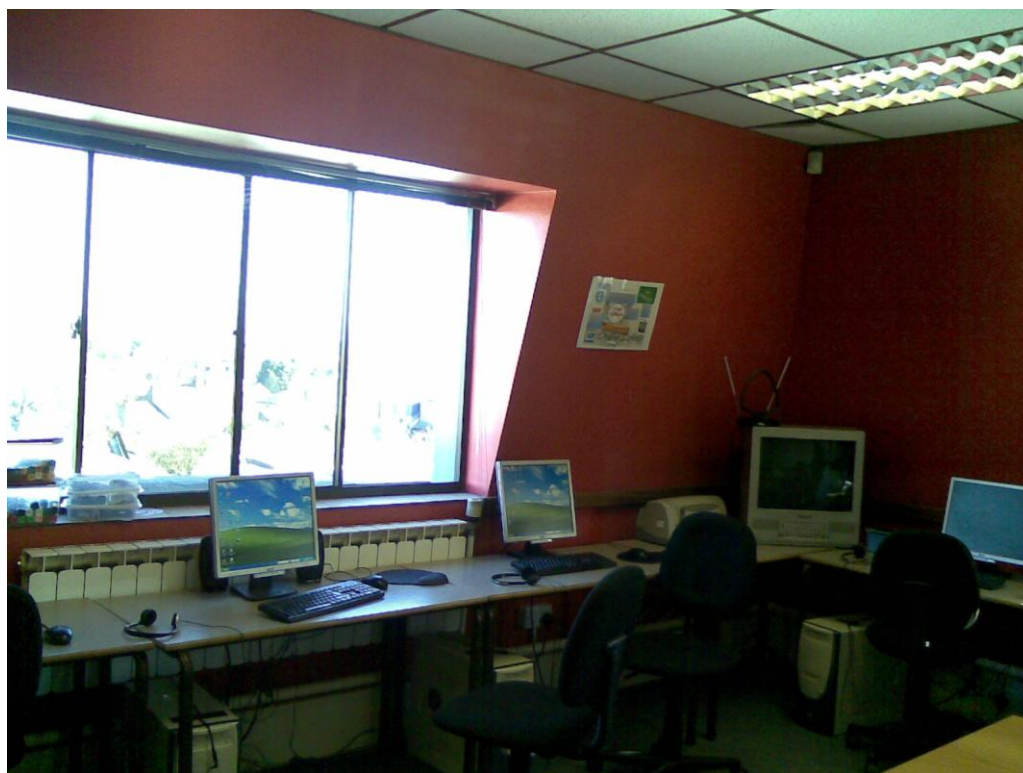
The facility doesn't have a Smartboard like the other two classrooms but we could put up the screen and connect the laptop to the projector providing interactive viewing of the new BBC Food website with videos of the recipe and then they produced some excellent chocolate muffins! The Net books are compact, with wireless plus printer access and fit easily on the smaller tables in the training area of the kitchen. She uses student peer-mentoring to support a student using the Net-book for one-to-one accessing the Food Standards Website <http://www.eatwell.gov.uk/> the site is informative and accessible for LLDD students and one of them has been learning about food-poisoning risks from inadequately cooked barbecue food!

The use of a Nintendo DS with learning to cook and Jamie Oliver software she has used for one-to-one learning for a student with multi-disabilities.

The critical factor for success here was her personal commitment to improve her skills and her total acceptance of new methodologies and technology in spite of her own disabilities as well as her determination to enhance the learning experience for her LLDD students.

The information from the questionnaire for the full time teacher and literacy specialist identified her wish to expand knowledge and use of Excel especially in maths and numeracy development for LLDD learners. She has subsequently identified, booked and attended events recently at ASCENTIS and IOE to advance her learning in this

area. She had obtained entry level specific maths software that 2 learners who are pre-entry milestones are able to use, one of them with increasing fluency who said he likes maths, which was difficult since he also has a speech impediment. She has specialised classes in the Red IT suite which have increased adding different literacy and numeracy classes which accommodate dedicated functional skills.



This IT suite also enables a more intimate staff training with hands on facility, the voting technology has been added to upgrade the interactive Smartboard, and the Smartboard enabled one-to-one PowerPoint training with the Job Broker.

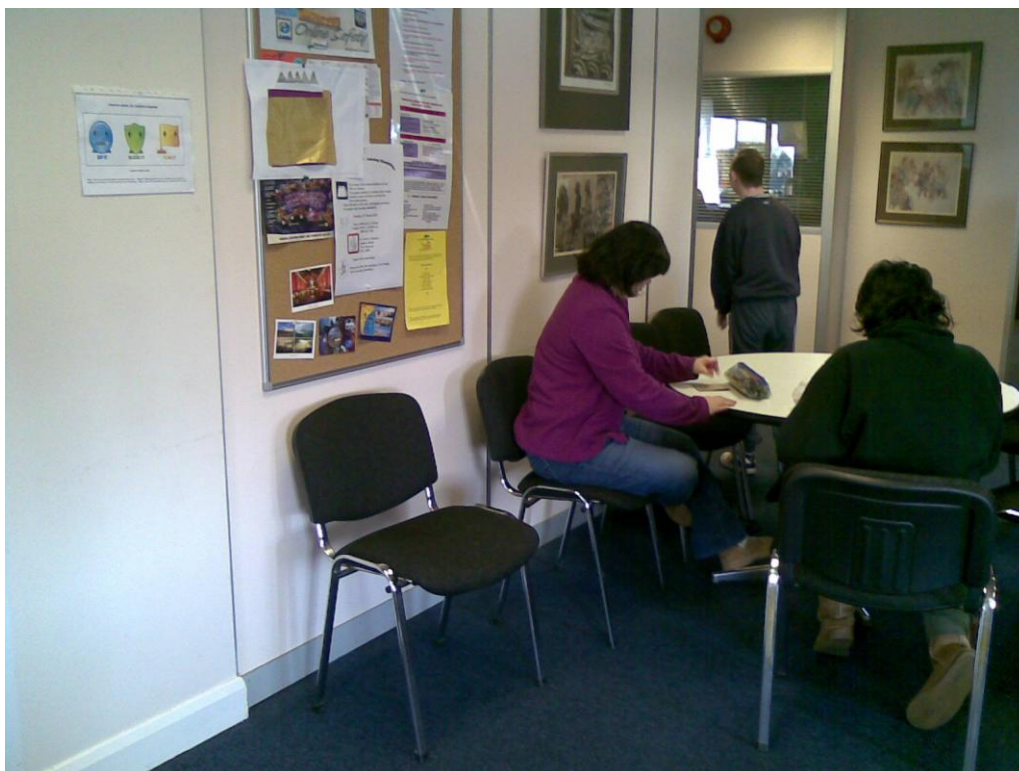
The demonstration of the Flip video and other tools on the 12<sup>th</sup> January 2010 PDA 2<sup>nd</sup> day was so impressive I bought a Flip HD while at coffee and when it arrived I installed the Flip share on the tower in the IT suite and let my students film then downloaded it for them to see. Their pleasure was overwhelming although I had to decline them doing a 'High School Musical' video!.

One of the part-time teachers says she has transferred her enhanced learning to the other colleges she teaches at in South London, which is effectively cascading learning to other teachers and students.

The critical factors for all these success have been to total commitment by each individual to use the information from the questionnaires to pursue their development. The challenge has been where there is resistance.

**6b. Challenges:** *What hurdles you faced on the way and how you attempted to address these.*

There were organisational impediments as the main hurdle because the resources to buy were identified but the money to buy them was not forthcoming, as it is I am still waiting for the organisational Flip Video to come so it was as well I bought my own one January 12<sup>th</sup>. I needed the students to practise with it and the teachers so they could see how easy it was to use, then the fun of identifying uses for its technology in teaching and learning. I would have liked a portable compact Smartboard but funds don't allow that so I have compromised with the laptop-projector-screen with a collaborative learning focus in the kitchen training area and the open zone for one-to-one or very small group with the portable screens.



The round table will seat a maximum of 8 including a teacher but we use 3-4 there and there is a photocopier in easy reach, television/DVD.

One teacher out of the four still needs to respond but there is time.

The investment of a modern faster laptop for the practical teacher to use in the kitchen and training area with access to a portable smartboard to use in there or in the open zone is in organisational hands but the compromise works for now.

Although the teachers were given details to register with the OLS and did register, not all of them are using it fully, one does need one-to-one support to use it. One tutor I don't see as she is in one day and I am off then, so we communicate by e-mail I send resource and informative links to maintain contact.

**7) Impact and outcomes:** *The impact your work has had so far on learners, staff and the organisation as a whole*

Currently of the 4 teachers and me, plus the Job broker there has been an impact, the resources we had such as the 2 Interactive Smart boards and visualisers are now really being utilised in all areas of teaching, learning and employability skills development in the job club. Two of the teachers and myself have added other dynamic aspects of multimedia to teaching and learning such as embedding YouTube videos in notebook software providing instant transition to the specific video, one of them now intersects her practical session with interactive sites learners can explore and identify dishes or recipes they would like to test. The employability club have visual examples of working in all types of jobs as well as how difficult customers can be!

The organisation as a whole has progressed its e-learning strategy for 2009-2010 with improved use of technological resources and staff development.



The practical and open area are now being utilised more fully with enhanced e-learning resources and equipment enabling person-centred learning and a dynamic environment enjoyed by the teacher and students.

**8) Lessons learnt:** *This can be a bulleted list that captures what you have learnt so far in your role as a PDA. Try to include points that will help to develop the practice of others.*

- To improve staff eCPD it is necessary to identify what, when and where staff require improvement
- Staff must be motivated to improve their e-skills, because it is difficult to introduce change with reluctant or resistant staff

- Staff who are personally motivated by whatever means are more co-operative towards change
- Sometimes change can start small as in an online questionnaire which brings immediate personal information, not apparent organisational
- There needs to be an awareness that some improvement is likely to bring additional cost implications; once people abandon traditional older tools newer faster becomes more desirable and necessary

*For example, in hindsight what might you have done differently and why?*

- Arranged to buy the identified equipment when selected, there would have been cost savings and the extended delay now would have been avoided
- Time was not allotted sufficiently for one-to-one training of staff within working hours
- Delegation of training to utilise the e-guide and her skills to support additional one-to-one cascade training could have been better implemented.



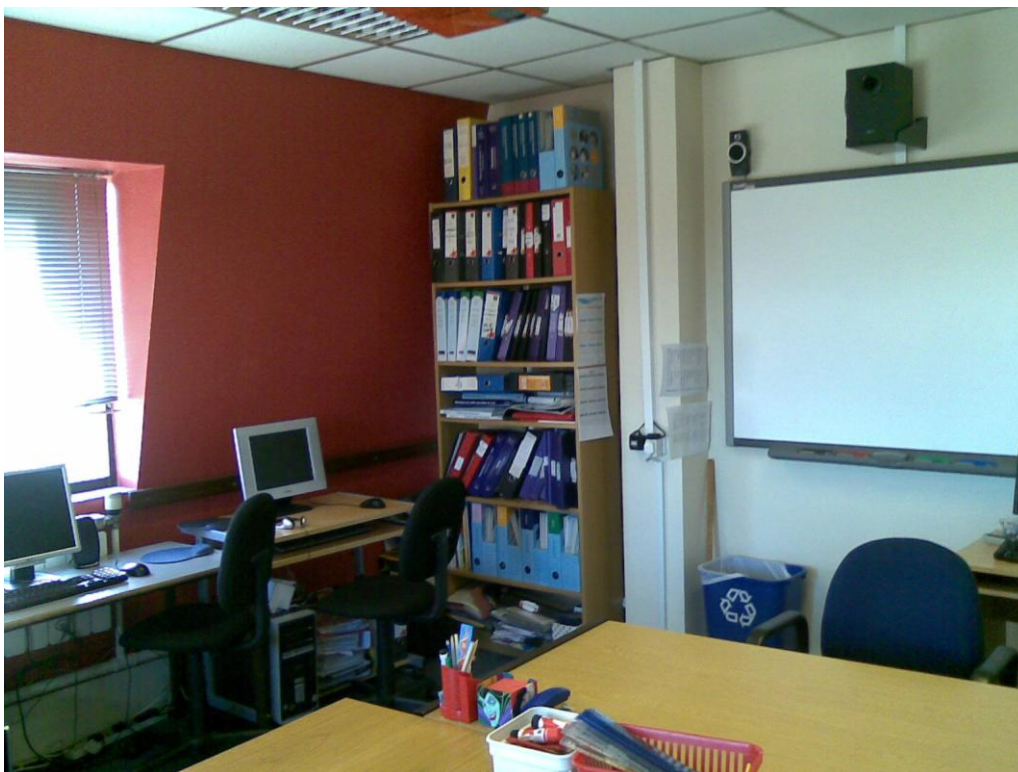
**9. Next steps, ensuring sustainability:** *Capture where you are now and where you will be focusing your energies next to ensure that the momentum of your work is sustained.*

We are underway and have completed objective 1 for the Action plan and started on objective 2 but this time will utilise the skills of our e-guide to assist in the PowerPoint training because she is also able to overlap for time with the other full time teacher.

In order to progress for the next stage confidence in initially using PowerPoint, then creating lessons in PowerPoint will be the priority for training development; in order to progress to using voting tool technologies comfortably in lessons.

#### **10. Final comment from your senior manager.**

Sustaining change means the organisational change agents must be motivated to want change, support and motivate change. That means increasing change agents, up-skilling them, if they are an e-guide, then develop PDA and so on. The sustainability can be maintained but they can fuel progress and change.



Enjoy learning, enjoy e-learning.

In conclusion have been asked to deliver a presentation to JISC on how I have used technology to enhance learning for my students and the emphasis is on their achievement and not on the technology itself. I think this confirms the eCPD training for continuing professional development as a fundamental core of pedagogic practice.

**Rosemarie Beynon Training & Development Manager/PDA/SLC Choices 4 All**