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<td><strong>Author(s)</strong></td>
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<tr>
<td><strong>Citation</strong></td>
<td>HKU SPACE Teacher Forum 2 - IT as a Lever for Change in Teaching and Learning, The University of Hong Kong, Hong Kong, 26 July 2003.</td>
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<tr>
<td><strong>Issued Date</strong></td>
<td>2003</td>
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<tr>
<td><strong>URL</strong></td>
<td><a href="http://hdl.handle.net/10722/44062">http://hdl.handle.net/10722/44062</a></td>
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IT as a Lever for Change in Teaching and Learning

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Overview

• This presentation will focus on the exciting use of e-learning and how it can become a lever for change in teaching and learning.
• What are the conditions necessary for the benefits of e-learning to be realized?
• What components are necessary to create a suitable e-learning environment?
• What skills do educators need to build suitable e-learning environments?
• These questions will be addressed through:
  1. Examples of e-learning environments that Hong Kong teachers have created will be provided, as will innovations that can help lever change, especially as was noted during SARS.
  2. Findings from an international comparative study of innovative pedagogical practices using ICT.
• Participants will be encouraged to share their own e-learning experiences and contribute to the discussion of e-learning as a lever for change.
Challenges ahead of Us
Strategic challenges ahead of us

Three Educational Issues
- Curriculum
- Access to bandwidth
- Access to content

Three Policy Issues
- ICT in the classroom
- Access to new technologies
- School Connectivity

Research
- Teacher Competencies
- School Infrastructure

Learning Management
- Educational Content
- Access to bandwidth

Dealing with key market players

Dr Martyn Forrest
Opening Speech
ACEC'2002
## Shifting Paradigms or Levers for Change

<table>
<thead>
<tr>
<th>Old paradigm</th>
<th>New paradigm</th>
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<tbody>
<tr>
<td>Knowledge is presented objectively to students.</td>
<td>Knowledge is constructed by each individual according to his or her context, but involving others.</td>
</tr>
<tr>
<td>Students study at an educational institution, isolated from the wider community.</td>
<td>Students study wherever it is most convenient: home, work, or in the community.</td>
</tr>
<tr>
<td>The education process is timetabled by an institution and controlled by a teacher.</td>
<td>Learning is accomplished at a time and a place that is convenient to the learner.</td>
</tr>
<tr>
<td>Students are largely dependent on their institution to guide them through their study.</td>
<td>Students are independent and enjoy greater choice when they study.</td>
</tr>
<tr>
<td>Face-to-face teacher/student interaction predominates.</td>
<td>Technologically mediated forms of communication predominate.</td>
</tr>
<tr>
<td>Learners and educators are print oriented.</td>
<td>Learners and educators are multimedia literate.</td>
</tr>
<tr>
<td>Learning in isolation</td>
<td>Learning occurs with others</td>
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</table>
IT as a Lever for Change in Teaching and Learning

E-learning
What is E-learning?

Electronic learning or e-learning can be technology-enhanced learning and/or technology-delivered learning. 

What do you believe constitutes good e-learning?

There are many factors that can influence the e-learning experience:

- Infrastructure.
- Quality of content and assessment.
- Quality of learner support systems.
- Assumptions made by learners and facilitators about the learning experience itself.
- Educational design.
- Peer support networks for learners and facilitators.

• Careful design of quality online learning materials along with learner support and learner activity will encourage deep and more meaningful e-learning.
IT as a Lever for Change in Teaching and Learning:

Designing e-learning environments
Teacher-Directed Learning Environment

Content/syllabus → Objectives + Educator → Student → Product → Assessment

Technology
The Learning Community

UNIVERSITY
- Lecturer expertise

SCHOOLS
- Reciprocity schools & university

TECHNOLOGY
- email
- WWW- resources, lists, chat grps
- ILN, WEBCT etc
- Databases
- Network/organisations

LIBRARIES
- information
- electronic services
- databases

PEERS
- variety/degrees of knowledge

FAMILIES
- support and encouragement
Technology *drives* the model, assessment *drives* the learning

Mediated Learner Approach (MLA)

The Learning Community

Educator

Content/Syllabus + Objectives

Outcomes/attributes + Learner focused

Product (real world)

Final Assessment

Educators

peers

Ongoing assessment
Peer, self, others feedback

opportunities to demonstrate

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Linking Learning with Assessment

Assessment drives is the vehicle for Construction

is demonstrated through enables the outcome of

Learning Interaction
Using Learner Management Systems
Peer feedback

Individual Account of learning

Peer feedback

Group Product

shared data

Final product

Individual’s data
Teacher built e-learning environments

- **Green Picnic**

- **Fractions**
  - http://tiger.hkuspace.org/~bed01g20

- **Statistics**
  - http://www.hkedcity.net/ihouse_tools/ihouse.php?id=ma7749&pa=ma7749&pa=

- **Water Rockets**
  - http://mryung.ofhk.net/rocket/index.htm

- **Hong Kong under Japanese Occupation**
Helping Teachers with Curriculum Reform

http://web.hku.hk/~h0197727/mite6201/
Linking to Resources
http://www.hkedcity.net/
This is a pilot project launched by the Standing Committee on Language Education and Research (SCOLAR) and sponsored by the Language Fund to encourage greater use of the medium of television in the teaching and learning of English in secondary schools. It comprises: (a) the broadcasting of two teenage English television programmes titled "Road Scholars" and "Lizzie McGuire" on the TVB Pearl, and (b) the development of teaching and learning materials and activities based on the two television programmes.
IT as a Lever for Change in Teaching and Learning:

E-learning & SARS
E-learning & SARS

Three Observations:

1. Conditions necessary for taking advantage of IT:
   * readiness
   * conception of e-learning

2. A paradigm shift in e-learning is necessary

3. A need for technology-innovation:
   e-learning platforms that would support collaborative inquiry
E-learning & SARS – what happened?

Class suspension & IT

Universities:

HKU
- http://www.hku.hk/cgi-bin/sars/message_announcement.pl

And similarly for other universities

Schools:
- http://ihouse.hkedcity.net/~sp1400/elearn.htm
E-learning & SARS – what happened?

Support from within the education community for the community

- HKU: “Inter-disciplinary Self-Learning Platform”
  http://www.hku.hk/gened/withu/

- CUHK: “Web-based Support for Primary and Secondary Students”
  http://www.fed.cuhk.edu.hk/prisecstudent/html

- Hong Kong EdCity I-classroom “Learning and Teaching Strategies and Resources on ‘Atypical Pneumonia’”
  http://www.hkedcity.net/project/cdi/index_eng.html
E-learning & SARS – what kinds of learning & teaching took place?

- Video conferencing?
- Webcast/chat room?
- Web forum/discussion?

Most popular:
- Repository of notes & ppt
- Delivery of instructions on homework
- Posting of assignments by students
Using E-learning during SARS: Observation 1

IT readiness

• Both teachers & students involvement must have used e-learning before

• Communication platforms & mode of learning & teaching used must have been already set up and used before

• SARS has promoted more extensive uses of IT where it has already taken root

• *IT can increase momentum, not create it!*
Using E-learning during SARS: Observation 2

Conception of e-learning

• The usage is generally very traditional
• IT platforms as communal space for disseminating what is most important in teaching and learning
• Common use of IT tools: listen to teacher explanation, download course materials and submit assignment

Do such uses of IT in learning Help to prepare students for lifelong learning?
Conditions necessary to take advantage of IT during SARS:

• Readiness
• Conception of learning & teaching – & elearning

*IT can only be a lever for improvement and innovation, not a catalyst!*
A Paradigm shift in e-learning?

• Some students’ general opinions on the replacement of face-to-face classroom interaction by learning through IT during the outbreak of SARS:

  “Too many assignments!”

  “I miss my fellow classmates!”

→ Can technology contribute to learning differently?
Peer Tutoring Project

The Plan

Objectives

- Challenges of the 21st Century
- The impact of knowledge society on education
- How to join knowledge building
- Setting of PTP

Schedule

- Important dates of PTP
- Consultation hours
Collaborative inquiry-based learning using Knowledge Forum

Knowledge Forum is a computer-supported communal database that furnishes knowledge building and management tools for collaborative inquiry.

Pre-SARS:
Project-based learning (Peer Tutoring Project in July-October 2002)

Post-SARS:
1. International interchange (Hong Kong Toronto Collaboration in March 2003- present): discussion on relationship with parents, cultural similarities and differences for teenagers and the outbreak of SARS
2. Assessment for better learning: students to revise at home and to design the most innovative ways of assessing deep learning
Much needed technology innovation: pedagogically sound e-Learning platforms

• Existing e-learning platform mostly traditional: teacher-centered and learning-resource centered, focusing on delivery, drill & assessment
• Current eLearning platforms are suited for instruction centered and knowledge centred education
• Education Reform emphasizes on ‘Life-long Learning’
• Life-long learning requires collaborative learning skills, problem-solving techniques and inquiry skills
• Current e-learning platforms cannot support this change effectively – we need innovation in e-learning platforms!
E-learning –

a lever for education innovations

To summarize:
1. Conditions necessary for taking advantage of IT:
   * readiness
   * conception of e-learning
2. A paradigm shift in e-learning is necessary
3. A need for technology-innovation:
   e-learning platforms that would support collaborative inquiry
IT as a Lever for Change in Teaching and Learning:

SITES M2: an international comparative case study of innovative pedagogical practices using technology
Emerging pedagogical paradigm

Second International Information Technology in Education Study conducted under the auspices of International Association for the Evaluation of Educational Achievement

http://sitesdatabase.cite.hku.hk/online/index.asp
Innovation & the future of schooling

Why introduce ICT into the curriculum?

• About ICT - as a subject of study
• With ICT - make learning more effective
• Through ICT - new goals & new processes in education for the information society/knowledge economy

Education & societal change:

Apprenticeship → standardized production
→ produce knowledge workers
21\textsuperscript{st} century competencies?

- Premise: new abilities needed for the knowledge society

- Lifelong learning ability – ability to face new challenges, tackle & refine problems, seek new information, learn new knowledge and skills to solve new problems or seek new ways of solving old problems

- Ability to use ICT for all facets of life, for work or leisure, professional or social purposes
New Learning goals require new pedagogical practices

“The traditional classroom …… is singularly ill suited to producing lifelong learners: Right now, you’ve got 30 little workers who come into a room, sit in rows, follow instructions from a boss, and can’t talk to one another. School is the last time they’ll ever see that model.”

(Corcoran, 1993)
SITES M2 – innovative pedagogical practices using technology (IPPUTs)

Selection criteria:

• In which technology plays a substantial role

• evidence of significant changes in roles of teachers and students, the goals of the curriculum, assessment practices, and/or the educational materials or infrastructure

• shows evidence of measurable positive student outcomes

• sustainable and transferable
SITES M2 - “Innovative” as locally defined

• Promote active and independent learning
• Competencies and technological skills to search for, organize, and analyze information, and communicate and express their ideas
• Collaborative, project-based learning involving complex, extended, real-world-like problems
• Individualized, customized instruction
• Address issues of equity, incl. gender, ethnic, geographic or socioeconomic
• “Break down the walls” of the classroom: time, space, who participates in teaching
• Improve social cohesiveness and understanding
IPPUTs: Pedagogical characteristics

• extended learning task over a period of months
• deeply engaging, personally meaningful/relevant for learners
• involvement of significant others outside of the classroom in the learning process
• availability of suitable facilitation.
SITES M2 Data

174 Cases Reports
28 participating countries

Australia  Italy  Russia
Canada  Japan  Singapore
Chile  Korea  Slovakia
Denmark  Latvia  Slovenia
Finland  Lithuania  South Africa
France  Netherlands  Spain Catalonia
Hong Kong  Norway  Taiwan
Indonesia  Philippines  Thailand
Israel  Portugal  UK

USA
Focus of Analysis

How do we compare innovations?

<table>
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<td></td>
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<tr>
<td>New</td>
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6 dimensions of comparison

- Goals
- Teacher’s Role
- Students’ Role
- ICT used
- Manifestation of Learning Outcome
- Connectedness
6 dimensions to compare innovativeness

1. Goals

Subject-based knowledge  Higher Order Thinking  Ability to function effectively as members of a learning community

2. Teacher’s Role (Belief towards teaching and learning)

Transmitter of information and evaluator of learning  Design learning tasks; provide resource for learning  Coach to establish and support the development of learning communities

3. Students’ Role

Follow instructions  Determine learning strategies and schedule  Develop own learning goals, learning strategy, self monitor & evaluate contribute to communal knowledge building

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6 dimensions to compare innovativeness

4. ICT used

No ICT used

- General software for classroom presentation

Sophisticated technology tailored for specific educational purposes

5. Manifestation of Learning Outcome

Unidimensional

- Multiple ways to assess learning outcomes

Multidimensional; knowledge, skills, abilities and attitudes operating in concert for complex problem solving

6. Connectedness

Standalone classroom

- Partial involvement of outsiders

Multiple ways of involving outsiders in the curriculum process
Some observations

- The 6 dimensions are not mutually independent
- The extent of innovativeness along the 6 dimensions could be very different
- The teacher’s role may not be innovative at all for some of the cases
- **Teacher’s roles is a focal dimension** as it orchestrates the other dimensions
- Where the teacher’s role remained traditional, **the innovations along other dimensions also created new demands on the teacher**
To sum up ...

• Irrespective of whether there were substantial changes in the pedagogical roles played by the teacher, the teacher had to innovate at a professional level to meet new challenges in order to realize the classroom innovation.

• Teachers had to engage in lifelong learning & work collaboratively with other teachers.
Innovative Classroom Practices and the Teacher of the Future

It is through pedagogical innovations that the teaching profession renews and recreates itself into a variety of education professionals in the 21st century.
And for those wishing to learn more please join us at the
Information Session for MSc[ITE] & PCAdvEdStud - Responding to Change in Education: IT as a Lever for Innovation
Date: 06 September 2003
Time: 2:30pm - 4:00pm
Venue: Rm 101, Runme Shaw Building, The University of Hong Kong
Speaker: Dr. Bob Fox