Tech support says to first try rowing faster...
Distance Education in SP’s context

- Technology
  - Programme
  - Teaching requirements
  - Learning requirements

- Each has its own learning curve
Programme

- Establish objectives
- Develop curriculum
- Develop course materials and learning activities
- Select delivery platform that will support these teaching materials & learning activities
- Implement
- Evaluate
Technology for Teaching & Learning

- Delivery platform
  - Course Management Delivery System (CMDS)
- Authoring tools
  - Powerpoint, PenDa, MS Word, HTML tools, etc
- Collaboration tools
  - Synchronous
    - Virtual classroom: Centra, Interwise, etc
  - Asynchronous
    - Forum and chat tools
- Assessment tools
  - Respondus, Question Mark, Eclipse Crossword
  - Hot Potato,
Requirements for CMDS

- Content Management
- Assessment engine
- Communication tools
- Collaborative functionalities
- Statistics reporting
- Ease of use!!!
Requirements for Authoring tool

- Can we build on existing staff knowledge?
  - MS office, web publishing

- Does the platform support existing software tools?
Requirements for Synchronous Collaboration Tool

- Virtual classroom (VC)
- Support dial-up i.e. 56 Kbs
- Support for audio/video
- Intuitive user interface
- Support authoring tools currently being used
Criteria for Selecting Assessment tool

- Ease of use
- Allows for content creation off-line
- Ease of Integration with existing CMDS
- Support for images
- Support for Math & Scientific notation
- Enhances learning activities through the provision of feedback feature
Adoption of Technology: Life Cycle

1) Selection
2) Evaluation
3) Roll out
4) Support
5) Reflection
1) Selection:

**Answering The Whys?**

- Why the CMDS?
- Why the Virtual Classroom?
- Why the Assessment tools?
- Why supportive Authoring tools – i.e., PenDa, Respondus?
1a) Selection Criteria

- **Factors governing selection:**
  - CMDS: ease of use, cost, features
  - Virtual Classroom: complement CMDS, ease of use, bandwidth support, recording features, synchronous - replaces face-to-face meeting/s
  - PenDa: builds on existing staff knowledge and skills with Powerpoint, asynchronous, audio/video, ease of use, cost, downloadable & annotatable, excellent compression
1a) Selection Criteria

- Process is ongoing, includes:
  - reviewing new software
  - assessing building block applications for future growth
2) Formative Evaluation

- **Proof of concept**
  - CMDS: 9 to 12 months of intensive testing (first with a module, then with 2 schools, then campus wide)
  - VC: 6 to 9 months trial with IT champion
  - PenDa: about 1 month trial with IT champion & students
3) Roll-out

- Challenge:
  - Generating interest and acceptance among the staff

- Strategies employed:
  - Road shows
  - Training Support: Workshops, ILTNET academic rep. support
4) Continual Support

- Workshops (full day & half day)
  - Basic & Advance Bb Training
  - Graphics
  - Online pedagogy
  - Webpage design
  - Audio/Video
- Drop-in sessions (twice weekly)
- Blackboard one-on-one (Clinic approach)
Other Support Initiatives:

- **Rubric** (self-assessment)
- Sharing of best practices
  - Campus-wide & department level
- E-teacher award
- Individual department initiatives to identify and reward the best websites
- Basic [IT Competency Certification](#) for all staff
Our Milestones

- Movement from an in-house CMDS to a commercial product
- Establishment of ILTNET
  - Interactive Learning Technologies Network
- Introduction of a synchronous platform
Our Milestones

- Facilitating the transfer from pure text-based to media rich course materials
- Introduction of self-assessment rubric
Our Challenges

- Facilitating the transfer from pure text-based to media rich course materials
- Establishing a foundation level with respect to IT literacy among staff
- Continuing to develop/explore an online heuristic to govern online pedagogy
Our Challenges

- To encourage and support staff explorations with the technology as they push the envelope towards a “Discovery” model of online learning
- To redefine and refine the Art and Science of Teaching to reflect the place of Technology in the teaching and learning paradigm
- To ensure that technology and its application/s remain in the hands of the people it was designed to serve
Looking Ahead

- Responding to “Pull” vs “Push” technology

- Creatively **morphing** classroom pedagogy to the online environment using:
  - CMDS
  - VC
  - Authoring tools
Looking Ahead

● Finding the **balance** point

  ● New technologies
  ● Learning objects
  ● Learning Content Management
  ● Learning Management
Contact Us

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- Georgina Puah
  - gphua@sp.edu.sg
<table>
<thead>
<tr>
<th>Blackboard Component/Area</th>
<th>Score/Rank</th>
<th>What I like</th>
<th>What I need to do</th>
<th>When I need to do it</th>
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<tr>
<td><strong>Course Information</strong></td>
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<td>and helpful hints on how to tackle</td>
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Element A: IT Certification

The following Elements of competence will be met in the programme:

A. Use a range of common desktop management features
B. Produce effective IT teaching and learning resources
C. Use and manage an Internet browser
D. Publish and Manage learning materials in an online environment
E. Create and Manage Online Assessments.

The Performance Criteria and Range Statements for all Elements are documented in Appendix 1.
Element A: Range Statements

Assessment Checklist for Element A:
Use a range of common desktop management features

- The specified range of desktop shortcuts are demonstrated
- Files are expanded and collapsed
- Folders have been created and managed appropriately
- Screen size is adjusted
- Volume properties are adjusted
- The range of right click facilities are demonstrated
- Programmes are installed and deleted
- The desktop is customised

- The range of keyboard shortcuts are demonstrated
  (Ctrl+C, Ctrl+V, Ctrl+X, Ctrl+A, Ctrl+S, Ctrl+P, ALT-Tab, ALT-F4)

- The range of search and find features are demonstrated