

Trainer pack

Using ICT to support the development of English and maths skills

Module 13

Course information	Length of session: 3–5 hours, depending on activities required by participants. Trainers can customise, shorten and lengthen the session to suit the audiences and settings. The session as it stands is intended to be just over 3.5 hours long (not including breaks).
Audience	<p>Job roles:</p> <ul style="list-style-type: none"> • Work-based learning assessors and managers working in work-based learning settings; • Practitioners responsible for raising learners' English, maths, ESOL and ICT levels across the FE and skills sector; and • Managers responsible for the planning of learning programmes and for learner achievement. <p>Sector / setting: All, with the exception of organisations that do not have access to computers and the internet. See below for requirements.</p>

Notes for trainer

Terminology

Whilst this CPD focuses on functional skills (English, mathematics and ICT), participants will come from a range of backgrounds and with varying experience. You may need to spend a little time ensuring you have a shared vocabulary. In particular, several terms are in current use for describing adult literacy, language and numeracy. These include basic skills (a term still used in some settings); adult literacy, language and numeracy – variously abbreviated to LLN, ALN, ALAN; and Skills for Life. The term 'English, maths and ESOL' will replace these terms, but expect participants to use terms with which they are familiar. Note that some sources of information used in this training employ previously current terminology.

Timing of the CPD

It is acknowledged that this is a very busy CPD session as it is described here. The timings will work as shown but you may judge that the needs of participants may require that more or less time is spent on particular activities. In particular TN 4 and TN 7 include exploration of ICT resources online and could be extended if appropriate.

Trainer pack

All handouts and resources are included at the end of this document, for ease of printing / uploading. A separate participant pack is also available, if print copies of handouts are required.

Aim

To enable participants to explore and use ICT as a core means of raising learner achievement in English, maths and ICT

Outcomes

By the end of the session participants will be able to:

- Understand and explain the benefits of using ICT to support the development of individual learners;
- Identify the planning issues involved in using ICT as a core means of raising learner achievement in English and maths;
- Use individual learner aims in English and maths to carry out appropriate ICT-based activities;
- Develop an English and maths lesson plan so that the activities focus on ICT as a core teaching and learning method;
- Identify and access learning environments, delivery methods and ICT resources in the development of English and maths skills;
- Confirm increased personal confidence in the use of ICT to develop English and maths skills; and
- Commit to specific actions to develop the use of ICT in their own teaching and in the organisation.

Module overview

Activity		Content
1	Ice-breaker	Confidence assessment and small group discussion
2	Introduction	To each other and to the session.
3	ICT – what and why?	Review of ice-breaker. How can ICT be used? What is the purpose of ICT in English and maths skills development?
4	Try something new in the classroom	Card sort and online research. Participants build a session planner for ICT activities.
5	Collaborative work in English and maths	Using a shared space – how ICT applications allow learners to work dynamically together.
6	100 hours – is it enough?	How can English and maths learners develop their skills outside the formal classroom / workshop situation? Shared sites and role play.
7	What about the teachers?	How can ICT help teachers do their job? Online research.
8	Action planning	The importance of planning as an organisation and in teams. Planning issues and actions. Individual target setting using a coaching approach.
9	Reflection and review	Revisit objectives and review session.

Trainers

Trainer experience or qualifications required

- At least three years' experience of teaching adult literacy, language, numeracy and / or ICT in the FE and skills sector;
- A Certificate in Education or equivalent; and
- Specialist qualifications in teaching adult literacy, language, numeracy and / or ICT and / or working with learners with learning difficulties and/or disabilities and / or at least three years' experience of training managers and practitioners across the sector in one of the following: Skills for Life, functional skills, working with learners with learning difficulties and / or disabilities, e-learning, active learning; and
- Experience of using ICT in the classroom and for training purposes.

Reference material for trainers

Trainer notes

'Review of research and evaluation on improving adult literacy and numeracy skills' Department for Business, Innovation and Skills (BIS) December 2011 <http://www.bis.gov.uk/assets/biscore/further-education-skills/docs/r/11-1418-review-research-on-improving-adult-skills.pdf>

'What is effective practice? In ICT?' National Research and Development Centre for adult literacy and numeracy (NRDC) 2007 <http://www.nrdc.org.uk/content.asp?CategoryID=1105>

Functional skills starter kit, LSIS, 2012
Available from <http://www.excellencegateway.org.uk/node/20280>

Functional skills guide, AELP, 2012
Available from: <http://www.aelp.org.uk/news/general/details/moving-from-key-skills-to-functional-skills-a-step/>

Flexible models of delivery starter kit, LSIS <http://www.excellencegateway.org.uk/node/1157>

Resources

Resources for reference during the session

Trainer notes

'Review of research and evaluation on improving adult literacy and numeracy skills' Department for Business, Innovation and Skills (BIS) December 2011 <http://www.bis.gov.uk/assets/biscore/further-education-skills/docs/r/11-1418-review-research-on-improving-adult-skills.pdf>

'Effective teaching and learning: Using ICT', National Research and Development Centre for adult literacy and numeracy (NRDC) 2007 http://www.nrdc.org.uk/publications_details.asp?ID=87

Pre-course activity for participants

None

Useful websites

See HO 5 and HO 12

Before the session the trainer needs to:

In advance:

- Ensure that the organisation is equipped with the essential technology, ready for use in this session:
 - a) individual workstations and / or laptops;
 - b) access to the internet and, if possible, an internal VLE; and
 - c) optional mini whiteboards, voting technology, electronic tablets, etc.
- Ascertain, where possible, the level of ICT expertise in the group, and select and amend activities accordingly.
- Prepare a poster based on R 1, if used.
- Prepare cards for activities in TN 4 and TN 6. TN 4: ICT applications – descriptions of ICT applications are shown in **bold** print and learner activities in *italic* print. In R 1 they are shown with the 'correct' matches.

- Supply pre-prepared screenshots and details about Moodle, if thought necessary, for the differentiated task in the activity in TN 4.

On the day:

- Pre-load handouts HO 1- HO 14 on to the laptops for interactive work.
- Set out icebreaker handouts on tables if not offered electronically for the activity in TN 1 (HO 1).
- Prepare laptops, interactive whiteboard, computer work stations or tablets as available.
- Set up PowerPoint.

Note

As the purpose of this module is to demonstrate a range of possibilities for using ICT, it is recommended that the session is run as a series of ICT activities and entirely online, using a virtual learning environment (VLE), such as Moodle, or loading the handouts on to laptops for interactive work. This is relatively easy to arrange but will require the trainer to pre-plan with the host organisation.

An option is also given to use hard copy handouts and flipcharts if circumstances dictate.

Session plan

Aim

To enable participants to explore and use ICT as a core means of raising learner achievement in English, maths and ICT

Outcomes

By the end of the session participants will be able to:

- Understand and explain the benefits of using ICT to support the development of individual learners;

- Identify the planning issues involved in using ICT as a core means of raising learner achievement in English and maths;
- Use individual learner aims in English and maths to carry out appropriate ICT-based activities;
- Develop an English and maths lesson plan so that the activities focus on ICT as a core teaching and learning method;
- Identify and access learning environments, delivery methods and ICT resources in the development of English and maths skills;
- Confirm increased personal confidence in the use of ICT to develop English and maths skills; and
- Commit to specific actions to develop the use of ICT in their own teaching and in the organisation.

Suggested timings are for guidance purposes only. Trainers should adapt content to meet the needs and experience levels of the participants.

TN – trainer notes HO – handout R – resources PPT – slides

Time	Content	Resources		
		No.	Style	Title
10m	TN 1. Icebreaker: matching activity	PPT 1	Slide	Session title
<i>(Total 10m)</i>	Participants in twos or threes rate their confidence in ICT.	HO 1	Handout	Confidence scale
10m	TN 2. Introduction			
	Outline the aims and objectives for the day.	PPT 2-3	Slides	Aims and outcomes
	Ask participants to introduce themselves.			
<i>(Total 20m)</i>	Introduce the reflection process and ask participants to record 'light bulb ideas' and 'questions and issues' throughout the session.	HO 2	Handout	Reflection
30m	TN 3. ICT – what and why?			
	Explore outcomes from icebreaker.	PPT 4	Slide	Activity instructions

Time	Content	Resources		
		No.	Style	Title
(Total 50m)	<p>Participants work in groups to compile:</p> <p>a) a list of ICT methods known and used</p> <p>b) reasons to use ICT.</p> <p>Show PowerPoint slides to set the context and to reinforce the reasons and potential for ICT use.</p> <p>Take feedback.</p> <p>Brief look at ICT tools and applications.</p> <p>Brief overview of blended learning.</p>	<p>R 1</p> <p>PPT 5-7</p> <p>PPT 8-10</p> <p>PPT 11</p> <p>HO 3</p> <p>HO 4</p>	<p>Resource</p> <p>Slides</p> <p>Slides</p> <p>Handouts</p> <p>Handouts</p>	<p>Glossary of ICT applications and hardware</p> <p>The research</p> <p>Why use ICT for English and maths?</p> <p>Blended learning</p> <p>ICT tools and applications</p> <p>Advantages of blended learning</p>
45m	<p>TN 4. Try something new in the classroom</p> <p>In pairs, participants devise a plan for an ICT-driven English or maths session by using cards, consulting websites and identifying new teaching and learning materials.</p>	<p>PPT 12</p> <p>R 1</p> <p>HO 5</p> <p>HO 6</p> <p>HO 7</p> <p>PPT 13</p>	<p>Slide</p> <p>Cards</p> <p>Handouts</p> <p>Handouts</p> <p>Slide</p>	<p>Activity instructions</p> <p>ICT applications</p> <p>Resources</p> <p>Sample planner</p> <p>Planning template</p> <p>Tips for using ICT in classroom</p>
25m	<p>TN 5. Collaborative work in English and maths</p> <p>Collaborative working in groups. Participants plan – and share with each other – how to use a shared space for Level 1 maths and English.</p>	<p>PPT 14</p> <p>HO 8</p> <p>HO 9</p> <p>HO 10</p>	<p>Slide</p> <p>Handouts</p> <p>Handouts</p>	<p>Activity instructions</p> <p>Planning collaborative working using ICT</p> <p>7-stage process</p>

Trainer notes

These notes are to support trainers to facilitate the different activities in the module. They are not meant to be prescriptive, and trainers can adapt the activities as needed to suit the participants. Some activities can be omitted, and others extended, according to the group.

Suggestions for **alternatives**, or for **differentiation** strategies (according to the background and experiences of participants) are given in boxes in the notes for each activity.

PowerPoint slides, resources and handouts can be adapted or omitted as needed.

The instructions for the activities are given on the PowerPoint slides. Trainers can decide to show the instructions on PowerPoint or to print off the 'instructions' slides and lay copies on tables instead or in addition.

The total running time for the session as it stands is 3.5 hours, not including breaks.

Note

This module sets out to illustrate the ways in which ICT can be used to support the development of English and maths skills, especially for functional skills. It is essential that the training session practises what it preaches and is delivered in a room with access to the appropriate technology.

TN1

Trainer notes

Time	Content	Resources		
		No.	Style	Title
10m	TN 1. Icebreaker: matching activity	PPT 1	Slide	Session title
(Total 10m)	Participants in twos or threes rate their confidence in ICT.	HO 1	Handout	Confidence scale

Purpose of the activity: This icebreaker activity is designed to engage participants as soon as they enter the room. It serves as a warm-up while waiting for latecomers but also begins the session with a focus on personal confidence in using ICT. It also gives the trainer an opportunity to begin to assess participants' skills and understanding.

Alternative

You may wish to do the introductions, aims and objectives first, before this activity.

The instructions are on the handout (**HO 1**) or an electronic version can be preloaded with a pointer for the participants to work with as soon as they arrive.

Direct participants to work stations or laptops.

Alternative

Place handouts (one per participant) on the tables before the start of the session and draw attention to them as people arrive.

The activity will allow participants to explore their issues with ICT and to discuss them with others. The handout invites them to assess their confidence a second time, at which point they can present a more realistic picture of how their confidence matches with others.

Primarily this activity provides an opportunity for participants to prepare for the session and share perceptions. It should require little intervention by the trainer and will set the style of the day whereby participants will work actively in groups.

It is also important to acknowledge, at the start, that participants in the room all have access to different levels and types of technology and that this module caters for all, even though some will be better-equipped in their organisations than others.

TN 2

Trainer notes

Time	Content	Resources		
		No.	Style	Title
10m	TN 2. Introduction			
	Outline the aims and objectives for the day.	PPT 2-3	Slides	Aims and outcomes
	Ask participants to introduce themselves.	HO 2	Handout	Reflection
(Total 20m)	Introduce the reflection process and ask participants to record 'light bulb ideas' and 'questions and issues' throughout the session.			

Purpose of the activity: to perform introductions; to confirm the aim and objectives for the session; to introduce the reflection process. It also gives the trainer a further opportunity to gauge participants' experience and expectations.

Introduction

Outline the aims and outcomes for the day, using PPT 2-3.

Aim

To enable participants to explore and use ICT as a core means of raising learner achievement in English, maths and ICT

Outcomes

By the end of the session participants will be able to:

- Understand and explain the benefits of using ICT to support the development of individual learners;
- Identify the planning issues involved in using ICT as a core means of raising learner achievement in English and maths;
- Use individual learner aims in English and maths to carry out appropriate ICT-based activities;
- Develop an English and maths lesson plan so that the activities focus on ICT as a core teaching and learning method;
- Identify and access learning environments, delivery methods and ICT resources in the development of English and maths skills;

- Confirm increased personal confidence in the use of ICT to develop English and maths skills; and
- Commit to specific actions to develop the use of ICT in their own teaching and in the organisation.

Ask participants to introduce themselves.

Introduce the reflection process (**HO 2**) and ask participants to record 'light bulb ideas' and 'questions and issues' throughout the session, using the handout provided (HO 2) or working from laptops or work stations if possible.

Ask the participants to jot down any question they hope to have answered by the end of the session on the reflection sheet (HO 2).

If laptops, individual workstations or wireless tablets are available, introduce these and explain that the participants will be asked to work sometimes from the computers and sometimes in collaborative groups round central tables, if these are available.

TN 3

Trainer notes

Time	Content	Resources		
		No.	Style	Title
30m	TN 3. ICT – what and why?			
	Explore outcomes from icebreaker.	PPT 4	Slide	Activity instructions
	Participants work in groups to compile:	R 1	Resource	Glossary of ICT applications and hardware
	c) a list of ICT methods known and used			
	d) reasons to use ICT.			
	Show PowerPoint slides to set the context and to reinforce the reasons and potential for ICT use.	PPT 5-7	Slides	The research
	Take feedback.	PPT 8-10		Why use ICT for English and maths?
		PPT 11		Blended learning
	Brief look at ICT tools and applications.	HO 3	Handouts	ICT tools and applications
	Brief overview of blended learning.	HO 4		Advantages of blended learning
<i>(Total 50m)</i>				

Purpose of this activity: to begin to explore e-learning, blended learning and the use of ICT; to allow participants opportunities to share experience of using ICT in the classroom.

ICT – what and why?

Check that the participants were able to complete the icebreaker task. If they have not finished, give them a couple of minutes to do so. Then take a few comments as feedback:

- How confident do they feel?
- What are some of the main anxieties?

Keep this feedback short and explain that the aim will be to address some of these anxieties during the session.

Break into groups of four. Display slide **PPT 4** which explains the activity.

Allow the participants to discuss their use of ICT for 5 minutes and then to record on a flip chart or interactive tablet:

- 4 or 5 key ways in which they find ICT useful; and
- 1 or 2 main reasons for using ICT.

Ask them to feed back briefly to the whole group. Ask if there are any 'light bulb' ideas for anyone – is there any use of ICT someone hasn't thought of?

Encourage a few suggestions about the uses of ICT. For instance, call for suggestions about how it may support the learner in and outside the classroom or workshop and also ideas about why it is important in the twenty-first century to be working intensively with technology. Draw out ideas about how people use mobile phones and smartphones, MP3 players, digital cameras, messaging, sound, videos, etc. Confirm also the role of ICT in functional skills.

A list of possible ICT applications and hardware appears in **HO 3**. This can be used as a handout, for reference and later exploration, or if preferred, made into a poster and displayed for additional suggestions to be added. It is worth confirming with participants that, whilst there may be difficulties in accessing these tools, it will be worth their while exploring the possibilities. It is also acknowledged that this list is up to date at the time of writing but that new tools appear all the time.

Confirm that teachers need to ensure that any websites or other ICT resources used in the teaching of English and maths take into consideration issues of equality, diversity and inclusion.

Alternative

If appropriate and there is time, share a few experiences about the use of ICT assessment tools and add examples of these tools to the list.

Presentation

To set the context and reinforce the discussion, present the slides (**PPT 5-11**). The purpose of these is to present briefly the views of relevant research and to explore the following:

- a) Why should we use ICT in teaching and learning?
- b) Why specifically should we use ICT in teaching English and maths?
- c) How does ICT fit into the concept of blended learning?

d) Why is blended learning an essential approach for English and maths learners?

PPT 5, PPT 6 and PPT 7 summarise recent research (BIS and NRDC) on the impact of the use of ICT on literacy and numeracy (English and maths) learning. They give a sound, research-based rationale for using ICT.

PPT 8 summarises reasons why ICT should be used for teaching and learning.

PPT 9 indicates the extent to which technology is involved in everyday literacy practices.

PPT 10 indicates the extent to which technology is involved in everyday numeracy practices.

PPT 11 gives a definition of blended learning. Confirm that ICT is an essential element of blended learning. **HO 4** gives this definition and summarises the advantages of blended learning for the learner, the teacher and the organisation.

For more information on blended learning, signpost the participants to CPD *Module 7: Designing and delivering apprenticeship programmes using blended learning approaches* in the LSIS suite. <<add hyperlink>>

Briefly discuss the idea of blended learning with the group. Be aware that some participants may already have attended Module 7 of the LSIS CPD suite and there may be overlap.

Acknowledge, if the subject is raised, that teachers may initially find the management of blended learning time-consuming but that the effort is worth it, as their learners achieve, and the process is interesting and stimulating for all.

Differentiation

Even in an organisation where ICT access is limited, it is important to set the context and make clear what the goals can be. Likewise for individuals whose computer skills are limited, it is essential to set the scene. Explain that there are several different ways in which ICT can be used to develop English and maths skills as you will demonstrate with each activity.

Finally, in this activity, it is important to keep ICT in perspective and to confirm with the participants that ICT tools should only be used in conjunction with good collaborative processes and with a strong system of learner assessment, individual action planning and target setting, monitoring and review.

Draw attention to the Ofsted report on 'ICT in Schools 2008-11' <http://www.ofsted.gov.uk/resources/ict-schools-2008-11> which alerts us to:

- the pitfalls when learner use of ICT is not effectively managed; and
- the importance of assessing systematically the impact of ICT on learner achievement.

Although this report is focused on schools there are useful messages for the FE and skills sector.

It is also important to confirm that use of ICT should be complemented by active learning approaches and collaborative work in real time and space.

It must also always be purposeful in achieving the desired learning outcome.

Refer participants to their reflection sheet, **HO 2**.

TN 4

Trainer notes

Time	Content	Resources		
		No.	Style	Title
45m	TN 4. Try something new in the classroom In pairs, participants devise a plan for an ICT-driven English or maths session by using cards, consulting websites and identifying new teaching and learning materials.	PPT 12	Slide	Activity instructions
Total 1h 35m		R 1	Cards	ICT applications
		HO 5	Handouts	Resources
		HO 6		Sample planner
		HO 7		Planning template
		PPT 13	Slide	Tips for using ICT in classroom

The purpose of this activity is for the participants to explore the use of ICT in the classroom in order to:

- facilitate learner autonomy;
- fully engage learners with English and maths in class;
- realise successful learning outcomes in English and maths; and
- contribute to raised learner achievement.

Display the instructions for the activity (**PPT 12**).

Stage 1

Begin by distributing a set of cards (**R 1**) – one set per pair – which show a series of ICT applications (**bold** print) and a number of learner activities (*italic* print). Ask participants to work in pairs to match the activities, making sure that people from similar settings are paired together. The recommended matches are as shown in the layout of **R 1** but there may be other justifiable matches. The purpose is not to find a ‘correct’ match but to think about possible ICT applications to suit an activity. It should be carried out quite quickly.

Take feedback. Check how many people use Moodle (possibly the commercial product most commonly used in the sector) or another virtual learning environment (VLE) and ask those who use it to share the uses they make of it with the group. Take suggestions on other ways it could be used, such as for interactive work share, podcasts, banks of materials, quick skills practice, learner feedback. Ask for suggestions of sites regularly used by participants and display these on a flip chart on the wall.

Alternative

It would be good, if possible, to access the organisation's own Moodle / VLE and demonstrate it briefly at this point.

Stage 2

You will now ask the participants to plan a session in which the learners work almost solely with ICT, albeit in a structured and collaborative way. Confirm the point that in functional skills a planned activity using ICT integrates English / maths skills with ICT.

Still in pairs, arrange the participants at laptops or work stations.

For this activity, they will need the following handouts, which may be hard copy but preferably in Word on a laptop:

- **HO 5** with some suggested online resources
- **HO 6** with a sample planner
- **HO 7** with a blank planning template.

Explain that this activity is designed for the participants to explore resources they haven't used before.

To do this they will need to research different sites – in particular online learning materials and Moodle if this is available. **HO 5** prompts ideas but they may also use search engines or try out some of the suggestions made by colleagues in Stage 1 of this part of the session. **HO 6** gives an exemplar planner showing activities and resources for an English-focused activity. **HO 7** is a blank template for use in the activity.

Encourage participants to be adventurous but remind them that the activity is time bound so they will expect to agree on up to six activities with only two new applications.

Note to trainer

The 90-minute sample session plan is designed to illustrate how ICT can aid learner autonomy and empowerment in the classroom. Pair work is important

as it keeps the activities dynamic and avoids the computer becoming a solitary activity; strict timings for the activities maintain pace and purpose. A timed carousel of ICT activities for learners can be similar to physical skills training (circuit training) practised in a gym. ICT applications allow for a greater range and diversity of activity within a short space of time and this speed and spontaneity of working prepares learners well for fluency in language and mental agility in mathematical thinking. During the feedback at the end of this activity, draw out ideas not only about new online resources identified but also about how these will impact on the learner.

Show **PPT 13** 'Tips for using ICT in the classroom or workshop'. You could prepare this list of tips as a handout if necessary. You might want to ask participants for other ideas for tips.

Differentiation and extension

This activity will depend on the resources available. Ideally there will be work stations for all and access to an internal VLE and the internet. Where some or all of these are missing, supply pre-prepared screenshots on cards for the participants to consult. Supply information about Moodle, if they are not using it, for the participants to consider and plan.

Where group members lack confidence with ICT, pair them with a more confident person but ensure that they take turns to sit at the computer and control mouse and keyboard.

For **extension**, some pairs may research and find more than two new applications.

Take whole group feedback at the end of this activity. Ask for a report back on:

- a) session activities and ICT applications chosen
- b) what would work well for the learners
- c) what planning needs there would be

Differentiation

If appropriate and there is time, explore with the group:

- a) the potential for Moodle – shared spaces, materials, podcasts, monitoring and review, feedback and evaluations
- b) the importance of collaborative work using ICT.

Record key points on a laptop and memory stick and give or email results to each participant.

Refer participants to their reflection sheet, **HO 2**.

TN 5

Trainer notes

Time	Content	Resources		
		No.	Style	Title
25m	TN 5. Collaborative work in English and maths Collaborative working in groups. Participants plan – and share with each other – how to use a shared space for Level 1 maths and English.	PPT 14	Slide	Activity instructions
		HO 8 HO 9	Handouts	Planning collaborative working using ICT
		HO 10		7-stage process
		HO 11		Activity instructions
<i>Total 2h)</i>				

Purpose of this activity: to explore the possibilities of collaborative learning using ICT.

Collaborative working is an essential feature of skills development in both English and Maths. Not only is it a dynamic form of communication, it also enables learners to test and amend their work in response to immediate peer feedback. It can provide the less confident learner with on-going support and has the effect of raising standards across the board as the learner develops the habit of routine checking, proof reading, re-working, re-wording and revision.

While there is much to be gained from group work in real time and space, using ICT applications to meet, consult and share work is fast becoming a standard tool in the learning process and many learners are fully at ease with the use of social media sites such as Twitter and Facebook. You may want to ask participants what they feel the benefits of this might be – refer back to **PPT 8** to support this.

You may find that some participants have already included chat rooms and shared sites as part of the previous activity and, if so, you can pick up on this.

Invite the participants to suggest ways in which learners can work collaboratively on line. Expect to hear suggestions that include Moodle, wikis, social media sites such as Face book and sites such as Edmodo and Blogger.

If there is access to Moodle in the organisation, arrange in advance with a member of the organisation (possibly a participant or a technician) briefly to demonstrate it to the group or log into <http://moodle.org/about/> and go quickly through the 'demo' procedure.

Likewise log in to a site like Edmodo <http://www.edmodo.com/home> or another that the participants would like to share.

Take ideas about how these sites could be used for English and Maths. Expect to hear suggestions that include group editing and proofreading or exchange of ideas and methods for solving a problem.

Consider how these sites can be used for collaborative assignment work, (especially for functional skills), skills practice, resources and tutor and peer feedback.

Now proceed to the activity. Divide participants into small groups and display activity instructions on **PPT 14**. Either distribute one of each handout to each group or pre-load on to the computers for interactive working on a shared space if time allows.

- **HO 8:** A collaborative process using ICT for English
- **HO 9:** A collaborative process using ICT for maths
- **HO 10:** A 7-stage plan for collaborative working using ICT
- **HO 11:** A plan for collaborative working using ICT – activity instructions.

HO 11 has the activity instructions. Ask each group to start with either English or Maths and to work out three stages of the 7-stage collaborative process described in **HO 10**, in which their learners complete the Level 1 activities shown in **HO 8** or, **HO 9**, while sharing their work online. Make sure that you have at least one group starting with maths and at least one starting with English.

Refer participants to their reflection sheet, **HO 2**.

TN 6

Trainer notes

Time	Content	Resources		
		No.	Style	Title
25m (Total 2h 25m)	TN 6. 100 hours – is it enough? Participants explore how ICT can support English and maths learners outside classroom / workshop. They use role play to identify planning implications.	PPT 15 PPT 16 R 2	Slides Cards	The research on time needed for learning Role-play scenarios

The purpose of this activity: to explore how the planned use of ICT can encourage persistence and enhance learning.

Ask for ideas about the 100-hour reference in the heading for this activity. Some participants may know this and some will be able to guess. It refers to research quoted in the recent (December 2011) BIS Research Review (Review of Research and Evaluation on Improving Adult Literacy and Numeracy Skills). The research indicates that 100 hours of instruction (i.e. guided learning hours or GLH) are required for the majority of adult learners to show educationally significant progress.

Display **PPT 15**. Ask one or two participants to contribute figures for their learners and ask what conclusions we reach about the hours needed for study by English and maths learners. Elicit ideas for remedying this deficit.

Expect to focus on:

- Most learners do not receive as many as 100 GLH per year for literacy and numeracy alone.
- To rise by one level in English or maths, most adult learners need to persist with study and practice for many hours outside the GLH quota.
- Ideally we need to support learner persistence through a 'blend' of teaching and learning methods.
- ICT provides us with a wealth of opportunities for study and practice outside the classroom / workshop in the learner's own time and at the learner's own pace.

Reinforce by showing slide **PPT 16**.

Role play

Divide the group into new pairings for role play. (It might be a good idea to encourage everyone to move at this point as an energiser.) One of the pair will be the teacher and one the learner.

The person playing the part of a learner chooses a real life learner he or she already knows to be the role model. The chosen learner should preferably be on the Entry 3 / Level 1 spectrum.

The person playing the teacher is given a card from a set produced from resource **R 2** and discusses with the learner how he or she may practise the skill written on the card, using ICT methods. A list of possible methods appears on the card but this is not comprehensive.

The purpose of the role play is to explore:

- a) the response of the learner to these suggestions; and
- b) the planning that needs to take place if self-paced learning is to happen.

Allow **five minutes** for the role play, then swap between the pair so the teacher becomes the learner and the learner the teacher. The new 'teacher' will receive a new card with a new scenario.

Take whole group feedback on:

- the learner's response – how it felt, the anxieties, the likelihood of persistence; and
- the teacher's response – what needs to be done to make it happen.

Build a list of the **planning issues** identified by the participants and record them on a laptop to be later emailed to participants. Expect the issues identified to include:

- learner induction
- learner individual target setting and review
- staff skills and confidence with the technology
- staff knowledge of resources
- resources available
- funding
- commitment of managers
- culture change
- teamwork
- partnerships
- good practice share and transfer.

Ask the participants to keep hold of these planning issues as you will return to them later in the session.

Differentiation

For a participant who finds the role play difficult, ask him or her to join another pair as observer and take note of any planning issues that become evident.

As an extension, participants who finish their role play can discuss and note down any particular skills they would like their learners to develop using ICT in their own time. They can then share these ideas with the group in the plenary.

Refer participants to their reflection sheet, **HO 2**.

TN 7

Trainer notes

Time	Content	Resources		
		No.	Style	Title
25m (Total 2h 50m)	TN 7. What about the teachers? Participants identify how ICT can help them do their job. They research ICT tools and equipment online.	HO 12	Handout	Useful websites

Purpose of the activity: to re-assess levels of confidence at this stage of the training and to begin action-planning.

The first part of this activity is a useful re-evaluation of confidence levels and allows participants to begin to consider what actions might need to be taken at a personal or organisational level. The second part of the activity allows participants to explore some of the ICT resource options. You may feel, depending on the ICT facilities available and the level of expertise of participants, that you should plan to give more time to this activity.

Ask participants to return to their original tables and to regroup with the people they worked with for the ice-breaker (TN 1). Ask them to revisit their confidence assessments (**HO 1**) and to discuss together whether they now feel more or less confident than they did at the beginning of the session. Ask them each to think of one action they or the organisation could take that would raise their confidence by one notch.

Give participants five minutes to agree this together. Then ask them to share the results briefly with the whole group. Categorise the actions: for instance some may come under the heading of 'training'; some under 'new resources'. Record the results on your laptop and add them to the list of planning issues already displayed from the previous activity. Reassure the participants that you will return to these issues in the following two activities.

Now ask them to work in their smaller groups to discuss and identify ways in which using ICT could help them do a better job. Give out **HO 12**. In small groups, the participants will now explore some of the sites listed (and of course any others that they know or can recommend).

Ask each group to select and record on their reflection sheet (**HO 2**), **ONE** new way in which they could enhance their English and maths teaching using ICT hardware, software or applications.

In a plenary, discuss their choices and add any planning issues to the list.

Differentiation

Participants who are already well briefed about ICT tools may be better served by taking a leadership role in this activity and helping others to research the relevant sites rather than doing so themselves. It is important to use this research activity as a chance to share knowledge and experience between participants.

In organisations where there is no link to the internet, this activity must be adapted in advance. It may be necessary to download and print website information and to provide hard copy catalogues.

Refer participants to their reflection sheet, **HO 2**.

TN 8

Trainer notes

Time	Content	Resources		
		No.	Style	Title
30m (Total 3h 20m)	TN 8. Action planning a) Participants work with a range of planning elements and issues. b) Paired coaching. Participants record 3 actions they will take away from this session to begin or progress their use of ICT in the development of English and maths skills. Display the actions.	HO 13 HO 14 PPT 17	Handout Handout Slide	Sample planning template Coaching questions Coaching tips

The purpose of this activity is to begin a planning process that will allow the organisations represented by participants to raise learner achievement in English and maths through innovative and meaningful use of ICT. This is the point when we revisit the planning issues identified earlier and recorded on the laptop. Allow no more than 15 minutes for this part of the activity.

Make sure that some or all of the following issues are included:

- learner induction
- learner initial and diagnostic assessment
- learner individual target setting and review
- learner self paced work outside the classroom
- classroom or workshop teaching and learning methods
- staff skills and confidence with new technology and applications
- resources – keeping up to date
- funding
- the role of managers
- culture change
- teamwork
- good practice share and transfer
- partnerships
- quality and performance management.

Invite participants to form pairs* and give each pair a copy of the planner **HO 13**. Ask each pair to select one planning issue from the list on the flipchart. Ensure that each pair chooses a different issue.

Ask the pair to discuss and agree three actions related to this planning issue and complete the planner. Preferably this will be done on the computer and, if possible, on a shared Moodle site, particularly if all participants are from the same organisation. If this is not possible, hard copy handouts can be used.

Ask them to complete their action plans as follows:

1. the action: what is to be done
2. an estimated date, counting from today
3. who in the organisation might do this: role title or name of person
4. what will be the result
5. how the learner, teacher and / or organisation will benefit

When they have completed the exercise, ask each pair to feed back to the whole group and display the planners if they are hard copy. Ensure that one person from each organisation represented agrees to take charge of the planners and to present them to managers as a recommendation for action.

* **Pair work** for this activity is useful when both members of the pair come from the same (or similar) institutions. If the delegates are from a range of very different organisations with different needs, individual planning may be more useful to them. The trainer should use judgement when setting up the task.

Differentiation

Participants who complete this activity quickly can **either** join and support another pair who are finding the planning challenging **or** move on to another planning element. It is possible that this way most of the listed planning issues could be given due consideration.

The next part of this activity focuses on individual action planning, using a coaching methodology. The participants work in pairs with the person next to them. Each person notes down on their reflection sheet (**HO 2**) three actions they will take away from the training and implement. They then take turns (five minutes each only) to coach one another on the implications and practicalities of the actions, using prompt questions to help them. (**HO 14**).

Remind the group that, in coaching, we help the coachee form realistic goals through questioning. The aim is to encourage the coachee to take ownership of the goals and to think through the implementation process. Usually a coach gives advice **ONLY** when it is specifically requested. Display **PPT 17** to confirm. Be aware that this methodology may not be familiar to all participants.

When the coaching is complete, ask the participants to share their actions.

With the whole group, review and highlight areas of planning that may have been omitted in the participants' selections. You can do this by checking against the list of planning issues in the teacher notes for TN 6. Ask for a show of hands from those who have committed themselves to actions in each category. As an example, you may find that there are no actions relating to funding. If this is so, ask the participants to consider a solution. For this, they may realise that they need to approach individuals not present at the training event. Aim to find volunteers from the group who will undertake to promote the action planning process to key individuals in the organisation.

By the end of this session, the participants should:

1. be clear about their actions and how they will implement them;
2. be prepared to share their experiences of the training with others in the organisation;
3. be confident to promote blended learning – and the planning that accompanies it – to others in the organisation; and
4. be confident to begin an on-going process of trialling new methods of interactive teaching, learning and assessment.

Refer participants to their reflection sheet, **HO 2**.

TN 9

Trainer notes

Time	Content	Resources		
		No.	Style	Title
15m	TN 9. Reflection and review			
(Total 3h 35m)	Revisit session objectives. Ask participants to share with the group any 'light bulb' ideas. Complete review notes and evaluation forms.	PPT 18	Slide	Objectives revisited

Summarise the achievements of the session and confirm that all are purposeful about their actions.

If there are managers present, confirm how they will be instrumental in initiating or supporting ICT strategies for English and maths development in their organisation.

For teachers and trainers, encourage them to work in pairs beyond this training to support one another in developing their use of ICT.

Ask the participants to check the questions they wrote at the beginning of the session and see if they have been answered. Pick up any unanswered questions and invite answers from the group OR signpost resources and further CPD modules from the LSIS suite. Ask participants to share any significant 'light bulb' moments.

Redirect the participants to the confidence scale (**HO 1**) and ask them to reassess their confidence with ICT using the blank scale on the handout.

Revisit the objectives of the session.

Complete evaluation forms, if used.

Module 13

Using ICT to support the development of English and maths skills

Handouts

- HO 1:** Confidence assessment
- HO 2:** Reflection
- HO 3:** ICT applications and tools
- HO 4:** The advantages of blended learning
- HO 5:** Finding the ICT application / resources
- HO 6:** A session plan using ICT – example
- HO 7:** A session plan using ICT – blank proforma
- HO 8:** A collaborative process using ICT for English
- HO 9:** A collaborative process using ICT for maths
- HO 10:** A 7-stage plan for collaborative working using ICT
- HO 11:** A plan for collaborative working using ICT
- HO 12:** ICT tools for education and learning
- HO 13:** A planner for developing the use of ICT in English and maths
- HO 14:** Coaching questions

Resources

- R 1:** ICT applications – cards
- R 2:** Role-play scenario cards

HO 1

Confidence Assessment

1. Mark yourself on the confidence scale.

How confident do you feel about using ICT to support the development of English and maths skills?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Not at all confident

Fully confident

2. Now discuss with 2 OR 3 people on your table:

- a) What makes you feel confident about ICT?
- b) What worries you about ICT?
- c) What are the reasons for your score?

3. Re-score your confidence after your discussion.

How confident do you feel about using ICT to support the development of English and maths skills?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Not at all confident

Fully confident

4. Re-score your confidence at the end of today's session.

How confident do you now feel about using ICT to support the development of English and maths skills?



1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----






Not at all confident

Fully confident

HO 2

Reflection

Activity	Notes	Actions	By when?
2. Introduction	My question for the day:		
3. ICT – what and why?	 		

<p>4. Try something new in the classroom</p>	 		
<p>5. Collaborative work in English and maths</p>	 		
<p>6. 100 hours – is it enough?</p>	 		

7. What about the teachers?	 		
8. Planning implications	 		

9 Action planning	ACTION POINTS 1. 2. 3.	
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HO 3 ICT applications and tools – glossary

Here are some examples of ICT applications and tools already in use across the sector.

MS Office applications	Electronic software, such as Word, Excel, etc
VLE	Virtual Learning Environment where learners can enter a secure 'virtual classroom', e.g. Moodle, Blackboard
Websites	Online sites devoted to skills development, practice tests, games, quizzes, self-assessment
Google	Search engine and associated applications such as 'Google +' social network
Wikis	Web pages that groups can edit together, such as Wikispaces
Shared spaces	Secure sites where teachers can set up groups and load resources, e.g. Google Docs for collaborative writing
Downloadable (and up-loadable) resources	Such as skills development, practice tests, games, quizzes, self-assessment tools, texts, pictures, music
Social networks, chat rooms and blogs	Sites where learners can interact and collaborate online, such as Edmodo, Facebook, Twitter, etc
Intranet	Secure network, internal to an organisation
Smartphone apps (applications)	Mobile phone games, education, utilities, networking, music, web browser, camera, messaging, etc
Dropbox and other 'cloud' file storage sites	A service that lets you bring photos, documents, videos and files to any electronic point and share them easily
Webinars	Presentations prepared and transmitted on the web
Podcasts and Vodcasts	Audio or video files downloaded for web transmission
Blogs	Personal or group-based journals published on the internet consisting of discrete entries ('posts'). e.g. Blogger
Skype/ Google handouts	For free audio./ video-conferencing / meetings online
Mind mapping software	To develop individual or group-based electronic mind maps, e.g. 'Inspiration' or 'Freemind'

Bookmarking software	For saving and sharing good websites (e.g. Delicious)
WebQuesting software	For planning and sharing structured online research activities

And what about the hardware...?

Laptops and desktops	Computer suites and work stations
Interactive whiteboards / Smart boards	Communication and classroom management devices for teacher and learner in the classroom / workshop
Internet tablets, pads and voting technology	Interactive devices for learner involvement and communication in the classroom / workshop
Mobile phones and smart phones	Search engine and associated applications such as 'Google +' social network
MP3 players	Digital media devices for storing and playing audio video and document files
Digital cameras and video equipment, including cameras on mobile phones	Equipment for capturing visual imagery and motion
Sound and recording equipment	Tools for capturing and transmitting sound, music and the spoken word

HO 4 The advantages of blended learning

What is blended learning?

Blended learning is an approach to teaching, learning and assessment which combines and aligns:

- face-to-face, instructor-led learning;
- collaborative peer working;
- online, mobile and interactive working; and
- self-paced learning using virtual and 'real time and space' materials and resources.

Advantages for the learner

Blended learning:

- allows self-paced, self-access learning;
- enables learners to produce well presented, polished work;
- facilitates learner autonomy and collaborative learning;
- provides learning and practice opportunities at all times; and
- allows learners to use their own electronic devices in their own homes.

Advantages for the teacher

Blended learning:

- allows teachers to extend the learning experience for the learner beyond the 'classroom';
- enables them to 'manage' learning programmes and shift the emphasis from the teacher to the learner; and
- supports achievement targets by providing infinite scope for learner skills development.

Advantages for the organisation

Blended learning enables organisations to:

- plan flexible, learner-centred programmes;
- raise achievement rates because learners can study and practise skills in ways more suited to their particular lifestyles; and
- reduce the cost per hour of learners' learning time.

HO 5 Finding the ICT application / resources

Try to build up a bank of online resources for the learners to use in the classroom or workshop.

Consider how these can be used interactively or in groups.

Moodle

<http://moodle.org/>

A free web application that educators can use to create effective online learning sites

Blackboard

<http://www.blackboard.com/>

An online learning environment with special provision for engaging non-traditional learners, mobile learning, virtual classrooms and more

The LSIS Excellence Gateway

<http://www.excellencegateway.org.uk/>

This is the leading online service for the FE and skills sector in England. It offers resources, support and advice. Look especially for online materials:

- Resources including the online versions of the Skills for Life teaching and learning materials and the materials for embedded learning
<http://rwp.excellencegateway.org.uk/>
- Resources for functional skills <http://tlp.excellencegateway.org.uk/tlp/fs/fs-resources/index.php> and foundation learning
<http://www.excellencegateway.org.uk/node/475>
- A range of interactive resources, including the 'Gold Dust' resources
<http://tlp.excellencegateway.org.uk/tlp/cetts/golddust/index.html>
- The literacy, language and numeracy starter kits
<http://www.excellencegateway.org.uk/node/1150>
- The English, maths and ESOL main menu page
<http://www.excellencegateway.org.uk/node/18272>

Move On

<http://www.move-on.org.uk/>

English and Maths resources for teachers, learners and providers

BBC Skillswise

<http://www.bbc.co.uk/skillswise/>

Online and paper-based resources aimed at learners working towards Level 1

Skilled to Go Toolkit webpage

http://www.oft.gov.uk/oft_at_work/partnership_working/consumer-alliance/resources/toolkitfront/toolkittitle/table1

A range of every day life scenarios that enhance literacy and numeracy skills

Skills workshop

<http://www.skillsworkshop.org/numeracy>

Online resources, developed by teachers

Wedigtv

<http://www.wedigtv.com/>

Interactive website for fun with words and numbers. You have to log in.

Skills for Families

<http://skillsforfamilies.excellencegateway.org.uk/>

Schemes of work, lesson plans and resources

National Learning Network

<http://www.nln.ac.uk/support/help.asp?p=Start>

Free downloadable materials

Key Skills 4 U

<http://www.excellencegateway.org.uk/keyskills4u>

e-learning resources and practice tests

ESL Games

<http://www.eslgamesworld.com/Games.html>

A variety of interactive games and exercises for English as a second language , including: Snakes and Ladders, Hangman, Spelling games, Wheel of Fortune, TV Games(Betting Game), Mazes, Memory Games, Matching exercises, Sequencing exercises, Picture Quizzes, Designed fro children.

Brain Games

www.braingames.org.uk/

English and maths games that function as a large sporting competition. You are able to compete against the clock or each other in events designed to test your English and Maths skills. All progress is saved and you can check your score, performance over time and ranking, as well as compare performances in head to head challenges against your 'training buddies': friends that you have invited to compete against you within the resource.

SEN teacher

<http://www.senteacher.org/Print/Maths/>

Free teaching resources for maths

What can you add to this list of resource?

HO 6 A session plan using ICT - exemplar

90 MINUTE SESSION PLAN

Maths or English

English

Activity type *Replying to an email at work*
1

Level

Time	Activity	Learning outcome	Resources	Notes
5 mins	<i>Activity instructions</i>	<i>Begin activity</i>	<i>Laptop or work station: Moodle</i>	<i>Work in pairs</i>
10 mins	<i>Skills games</i>	<i>Write good compound sentences</i>	<i>BBC Skillswise</i>	<i>Take turns</i>
10 mins	<i>Read email</i>	<i>Read for gist Read for detail</i>	<i>Move On</i>	<i>Read and answer questions together in pairs</i>
10 mins	<i>Spelling game</i>	<i>Spell words relating to work</i>	<i>Podcast with supporting multiple choice on Moodle</i>	<i>Compete for best score and fastest time</i>
10 mins	<i>Plan email</i>	<i>Plan structure of short email</i>	<i>Writing Frames – Word resource adapted from Skills for Life Network writing frames</i>	<i>Discuss in pairs</i>
10 mins	<i>Draft email</i>	<i>Draft writing</i>	<i>Word document</i>	<i>Discuss and agree wording in pairs</i>
5 mins	<i>Check grammar, spelling etc.</i>	<i>Proofread and revise draft</i>	<i>Word document, use of Word tools</i>	<i>Discuss and agree revisions in pairs</i>
10 mins	<i>Write and share email</i>	<i>Write and send short email</i>	<i>Email connection</i>	<i>Send emails to network address for all members of the group to read and discuss differences / similarities</i>
10 mins	<i>Rewrite and present email</i>	<i>Produce final written copy</i>	<i>Interactive whiteboard</i>	<i>Teacher displays</i>

				<i>samples for group plenary</i>
<i>10 mins</i>	<i>Evaluation</i>	<i>Review of progress; lessons learnt</i>	<i>Evaluation process on Moodle</i>	<i>Evaluation form on Moodle followed by whole class discussion and feedback</i>

HO 7 A session plan using ICT – blank

SESSION PLAN Maths or English

Activity type

Level

Time	Activity	Learning outcome	Resources	Notes

HO 8 A collaborative process using ICT for English

In groups of 3 or 4, consider how your learners could make good use of shared space online to complete the following Level 1 assignment.

Sample assignment: English

You are going to write to write a Personal Profile that you can attach to **any** job application.

This profile will describe your skills, qualities, attributes and personality traits. Your profile should be informative and make the most of your positive features.

You should include:

- an introduction, setting out the reason(s) for writing;
- a section describing your skills, qualities, personality traits and attributes and why they could be of benefit to a company; and
- a conclusion that summarises your main points.

Write your letter in a style and format that is suitable for your audience.

You will be assessed on:

- presenting your work clearly and in a logical sequence;
- including relevant information and a suitable amount of detail;
- well structured with sentences and paragraphs;
- accurate spelling;
- correct use of punctuation; and
- correct use of grammar.

HO 9 A collaborative process using ICT for maths

In groups of 3 or 4, consider how your learners could make good use of shared space online to complete the following Level 1 assignment.

Sample assignment: maths

Task 1 Travelling by train

Ron wants to travel from Stockport to Eastbourne to visit a friend.

He wants to travel on Friday 26th June, returning on **the following Friday**.

He also wants to arrive in Eastbourne **no later than 3pm** and to arrive back in Stockport **no later than 7.30pm**.

He looks at the journey by train first.

The table shows the journey times when travelling by train.

TRAIN TIMES

Outward journey: Friday 26 June			
Depart Stockport	10:04	10:23	10:42
Arrive Eastbourne	14:15	14:44	15:04
Journey length	4 hrs 11 mins	4 hrs 21 mins	4 hrs 22 mins
Return journey: Friday			
Depart Eastbourne	14:31	15:00	15:31
Arrive Stockport	18:37	19:18	19:36

1. What date does Ron travel back on?
2. If Ron catches the 14:31 **from** Eastbourne, is this longer or shorter than the mean journey **to** Eastbourne? Show all your working.

HO 10 A 7-stage plan for collaborative working using ICT

Now, in your group, you are going to collaborate with other groups to produce 3 stages of a plan. You can do this on a shared space electronically or you can simulate the process by completing the blank template (HO 11)

First here is an example of how a plan for your maths or English task might develop in stages.

A final 7-stage plan for collaborative working using ICT might consider:

Stage	Learner activity
1.	Problem solving – what is the task and what does the learner have to do? <i>Here the learner will enter ideas into the shared space about what needs to be done and what skills are required.</i>
2.	1st step workings <i>This can involve maths workings or, for English, brainstormed plans for writing.</i>
3.	2nd step workings <i>This can involve next stage maths workings or, for English, placing in logical order the brainstormed content of the last stage.</i>
4.	3rd step workings <i>This can involve next stage maths workings or, for English, writing in good sentences and paragraphs.</i>
5.	1st draft answer(s) <i>This allows each learner to place a first draft on the shared space.</i>
6.	Proof reading and checking <i>This enables cross-reference and checking between learners.</i>
7.	Final answer(s) – OWNERSHIP <i>This is the point at which the learner feels proud of the final result and takes ownership.</i>

HO 11 A plan for collaborative working using ICT

A. Complete 3 stages of a plan for collaborative working.

B. Work collaboratively yourselves to complete the plan.

In the plan, you will record some of your discussion about the maths or English problem you have just considered. Ideally you will use a shared space to do this or you can use the hard copy handout. For instance, how might the learners start? Enter, in box 1 of the blank table below your group's ideas for how the learners might begin this task, using a shared blog or chat room. Consider:

- What can they write in the shared space?
- How can this be used as part of a sharing process?

Then, when you have done this, pass your plan to another group (A) and receive another plan from a second group (B). You can pass your plans electronically or manually, depending on the method you are using.

In the plan that has been passed to you, look at what Group A have written for **stage 1** and add any additional suggestions to theirs, if you have any.

Move on to **stage 2** of the plan you now have. Record what the learners will do next and pass on and receive your plans as before.

Complete **3 stages** in all.

Three stages of a plan

Stage	Learner activity
1.	
2.	
3.	

HO 12 ICT tools for education and learning

The LSIS Excellence Gateway

<http://www.excellencegateway.org.uk/>

This is the leading online service for the FE and skills sector in England. It offers resources, support and advice.

For example, click on 'Teaching and learning' > 'Research and effective practice' > 'Case studies on good e-practice' then look for 'Barnsley College'.

<http://www.excellencegateway.org.uk/node/3645>

Top 10 ICT tools for education

www.youtube.com/watch?v=627P3WYaU-o

ICT education tools for the twenty-first century

C4LPT

<http://c4lpt.co.uk/top-100-tools-for-learning-2011/>

The top 100 tools

Promethean

<http://www.prometheanworld.com/en-us/education/products/interactive-displays>

Twenty-first century product details such as the ActivBoard

JISC

<http://www.jisc.ac.uk/whatwedo.aspx>

JISC is funded by the UK HE and FE funding bodies to provide world-class leadership in the innovative use of ICT to support education and research. It offers e-learning programmes, frameworks and tools.

Blogger

<https://accounts.google.com/ServiceLogin?service=blogger&passive=1209600&continue=http://www.blogger.com/home&followup=http://www.blogger.com/home<mpl=sart#s01> A secure networking website with a wealth of resources

Edmodo

www.edmodo.com

A secure networking website offering a wealth of ideas and resources

Blended learning

http://www.grayharriman.com/blended_learning.htm

Blended learning categories and e-learning resources

Moodle

<http://moodle.org/>

A free web application that educators can use to create effective online learning sites

Blackboard

<http://www.blackboard.com/>

An online learning environment with special provision for engaging non-traditional learners, mobile learning, virtual classrooms and more

Tribal's Digital Learning Studio

<http://www.m-learning.org/case-studies/foyer-lifeskills>

Free advice, help and information on mobile learning

And the research:

'ICT and Adult Literacy and Numeracy', National Research and Development Centre for adult literacy and numeracy (NRDC), 2004

<http://www.nrdc.org.uk/content.asp?CategoryID=440&ArticleID=365>

'What is effective practice? In ICT?' National Research and Development Centre for adult literacy and numeracy (NRDC) 2007

<http://www.nrdc.org.uk/content.asp?CategoryID=1105>

HO 13 A planner for developing the use of ICT in English and maths

Action plan for developing the use of ICT in English and maths				
Planning Element				
.....				
Action	By when	Who?	Intended outcome	Predicted impact

HO 14

Coaching questions

These questions can be used as a tool to help you coach and support each other in the action planning process.

What is your first objective?

- What do you want to achieve?
- What impact will this have on your learners, yourself, other staff, your organisation?
- When would you like to achieve this by?

Progress to date

- How far have you begun this process already?
- What have been your achievements so far?
- Are there any barriers hindering your progress?

Moving forward

- What action could you take?
- What else could you do?

Action

- What will you actually be able to do?
- How will you do this?
- By when?
- Who do you need to help you?

R 1 ICT applications

Learner activities

ICT applications

<i>Find out what they are being asked to do today and devise a plan of activities</i>	Consulting secure 'classroom' on VLE for instructions for the lesson
<i>Develop a new skill</i>	Skills-building on a website, such as how to multiply sums of money or write a short paragraph
<i>Practise an established skill</i>	Practice tests and interactive skills games, such as rounding up money or spelling
<i>Work out what skills and information are needed for a piece of work and plan</i>	Planning models and templates, such as mind maps in Word and apps on a SMARTphone or tablet
<i>Produce a piece of work involving maths or English</i>	'Office' applications, such as Word and Excel documents

<i>Check, proofread, revise piece of work</i>	Skills checks, such as Spell-check and calculators; work sharing
<i>Evaluate the success of the activity</i>	Evaluation and review process on VLE or voting technology
<i>Develop confidence in using maths and English and ICT to solve problems</i>	Having another go; revisiting games and tests, applying skills to produce documents
<i>Listen to top tips from the teacher before completing a maths or English task</i>	Listening to a podcast from the teacher
<i>Work with others on a group assignment</i>	Collaborating with others on a shared site, such as Edmodo or the VLE

R 2 Role-play scenario cards

<p>Practise constructing compound sentences</p> <ul style="list-style-type: none">• Use a website such as Move On• Use a blogging site with 2 or 3 fellow learners• Use practice materials on the VLE• Use games and quizzes• Text fellow learners• Find examples of good sentences online and save in a file• Use Skype to communicate with fellow learners• Plan email contact with tutor	<p>Practise spelling 30 words you've used at work</p> <ul style="list-style-type: none">• Use a website such as Move On• Use a blogging site with 2 or 3 fellow learners to test each other• Use practice materials on the VLE• Use spelling games and quizzes• Type words into a file and check with spelling tool• Use Skype to listen to fellow learners and compete to spell• Plan email contact with tutor
<p>Practise working out areas of rectangles</p> <ul style="list-style-type: none">• Use a website such as Move On• Use a blogging site with 2 or 3 fellow learners to test each other and try out methods• Use practice materials on the VLE• Use games and quizzes• Text fellow learners• Keep examples of worked examples and save in a Word file• Use Skype to communicate with fellow learners• Plan email contact with tutor	<p>Practise multiplying fractions</p> <ul style="list-style-type: none">• Use a website such as Move On• Use a blogging site with 2 or 3 fellow learners• Use practice materials on the VLE• Use games and quizzes• Text fellow learners• Find examples of good sentences online and save in a file• Use Skype to communicate with fellow learners• Plan email contact with tutor