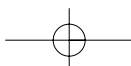
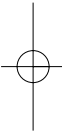
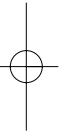
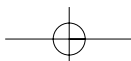


## Standards Unit

### Continuing professional development Improving teaching, training and learning

#### e-learning in business

- Continuing professional development
- Improving your skills with technology
- Using e-learning in your teaching
- Useful resources



Produced by the Standards Unit.

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Published 2006

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## 4

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## 6

## Foreword



We are committed to the following principles which underpin all our work:

- We will recognise and celebrate excellence in the post-16 sector.
- We will recognise and celebrate diversity.
- We will be open and participative in our approaches to development.
- We will recognise barriers to excellence and be supportive of those working in challenging contexts.
- We will challenge under-performance.

Success for All is a partnership between the DfES Standards Unit and the Learning and Skills Council (LSC). The Standards Unit leads on Themes 2 and 3 and the LSC on Themes 1 and 4:

- **Theme 1 – meeting needs, improving choice**
- **Theme 2 – putting teaching, training and learning at the heart of what we do**
- **Theme 3 – developing the leaders, teachers, training and support staff of the future**
- **Theme 4 – developing a framework for quality and success.**

The Standards Unit was set up in January 2003 to embed excellence in teaching, training and learning and to modernise and upgrade the sector's workforce. It acts as a catalyst, selecting priority curriculum areas for action and harnessing the work of partners to improve quality in the post-16 learning and skills sector – in FE and sixth form colleges, sixth forms in schools, work-based learning, adult and community learning and the prison service.

The Unit's teachers and trainers officials and expert practitioners seconded from colleges and other providers and the inspectorates. This core team is supported by call off consultants, whose expert knowledge enables delivery in a range of areas. The work of the central team is supported by nine regional offices who are crucial to the national dissemination of the teaching and learning resources and the delivery of step improvements across the country. The Unit selects curriculum areas because of their importance to the economy and social inclusion and because inspection outcomes show there is room for improvement.

To support the improvements required, the Standards Unit is also providing national free training in coaching for teachers and trainers who have been nominated as Subject Learning Coaches by their managers. The programme is designed to provide professional training for Subject Learning Coaches so that they can work confidently with colleagues to further improve teaching, training and learning in their subject area. It is a new and exciting programme which is being embedded through subject networks, where Subject Learning Coaches from different backgrounds meet to share best practice and develop their coaching skills.

This e-learning in business resource will be a valuable reference in subject coaching network meetings when Subject Learning Coaches are discussing business.

**Jane Williams**

Director of Teaching and Learning  
Head of the Standards Unit  
Department for Education and Skills

## 8

## Introduction



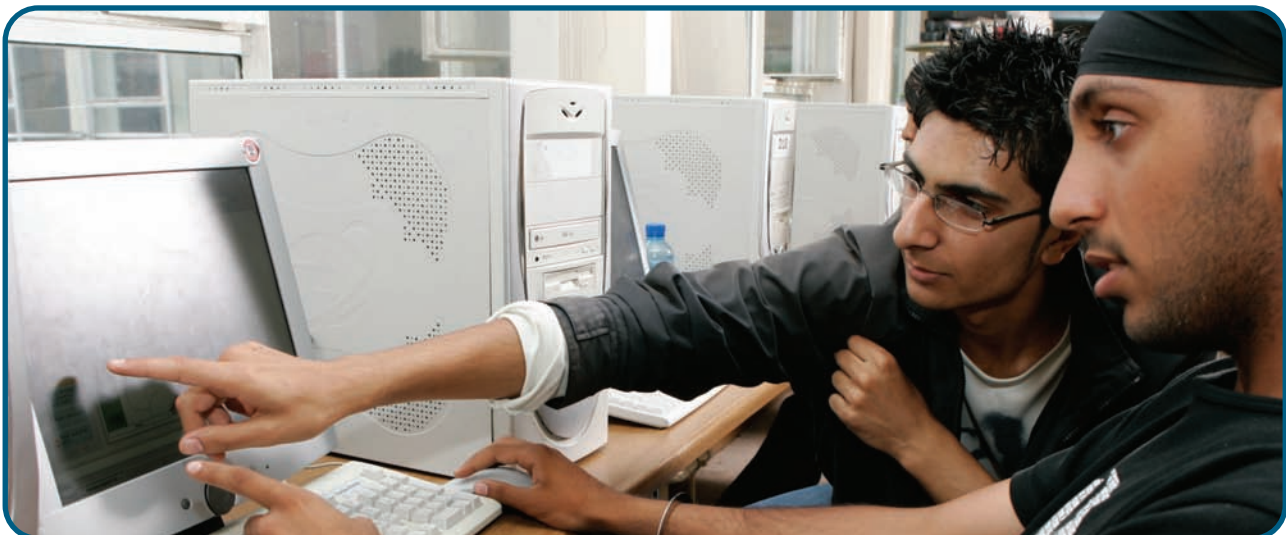
This suite of resources aims to help you to establish and share effective practice when using e-learning in business. You can use the resources to 'add value' by integrating e-learning activities into teaching and learning. Throughout the resources there are references to useful e-learning approaches and activities to enhance learning.



E-learning is another tool to support differentiation within the learning environment. The evidence suggests that unimaginative teaching strategies have failed to engage or motivate learners. It is apparent from evidence produced by the inspectorate that when e-learning is used effectively and appropriately it adds value to the learning experience.

E-learning presents an opportunity to develop teaching strategies to meet the needs of learners in college, work-based or Adult Learning. The emphasis on the vocational aspects and dynamics of the business environment within qualifications means that e-learning is more important than ever.

The wide range of abilities and experiences of learners in subject and vocational settings demands a variety of imaginative approaches to teaching, and learning. The active involvement of learners to enhance learning is critical to the overall success of the subject.





## The rationale for the resources

### The aim is to:

- promote debate about effective e-learning practice;
- share with you the materials and resources initiated and developed by learners, teachers and trainers;
- build on the strategies for differentiation;
- present the feedback these resources and strategies have generated;
- encourage assessment of where you and your organisation are placed on a spectrum of e-learning approaches;
- encourage you to adopt many of the strategies demonstrated;
- motivate you to develop these strategies further through reflection and evaluation of current practice;
- promote a foundation on which to build Continuing professional development (CPD) through approaches to CPD.

### This is achieved by:

- sharing with you a range of resources and approaches already developed and tested by teachers, trainers and learners;
- offering a suite of CPD activities, which support the development of e-learning teaching and learning strategies and skills;
- demonstrating effective e-learning showing a variety of approaches and case studies;
- helping you to improve your personal skills to deliver effective practice;
- identifying and sharing scores of business resources which can be used as supporting materials for effective practice;
- signposting and identifying other appropriate and relevant sources;
- sharing the reflections of senior managers at colleges, schools and work-based providers on the development of their e-learning strategies.

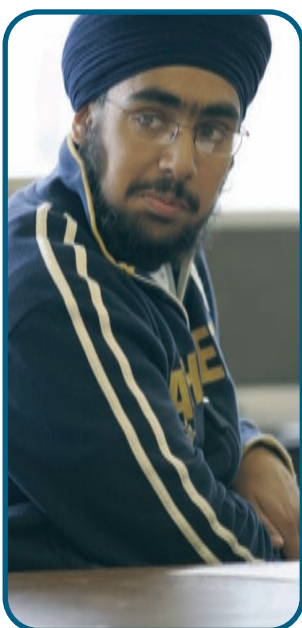


## Using the different elements of the resource



In this resource you will find materials for use with learners, teachers and trainers, and guidance for managers. The materials include the following:

- a video film on DVD;
- four CD-ROMs;
- this booklet which supports the use of the CD-ROMs.



The video on DVD offers you an opportunity to follow trial and pilot site teachers and trainers through their e-learning CPD including:

- exploration;
- innovation;
- CPD;
- reflection and review.

You may want to use the video as a stimulus for discussion with your colleagues and to give an insight into the methodologies used by other organisations.

### Resources and guides



There are four CD-ROMs to use for individual or group CPD sessions. We would advise you to start with Approaches, case studies and managers' perspectives before moving onto Improving your skills and Supporting resources for teachers and trainers.

The fourth CD-ROM contains facilitator and participants' guidance notes for a series of CPD sessions.

### CD-ROM: Approaches, case studies and managers' perspectives

This CD-ROM is designed to give teachers and trainers an introduction to the e-learning project which was the basis for these resources. This introduction focuses on the experiences of the trial and pilot project centres. Teachers and trainers from these centres share their resources, reflections and evaluations of the approaches they took with learners.

The CD-ROM contains:

- materials and video of teachers' and trainers' e-learning CPD sessions;
- materials demonstrating a variety of approaches to e-learning used by trial and pilot sites;
- learning resources used by trial and pilot sites which demonstrate their effective approaches to e-learning;
- three case studies demonstrating materials developed for e-learning and the rationale supporting each set of materials;
- learner feedback and teacher and trainer reflections;
- managers' perspectives on the development of e-learning in their own organisations.

#### **CD-ROM: E-learning activities**

This CD-ROM includes facilitators' and participants' guidance notes for a series of CPD sessions. The CPD is divided into six activities. These can be used as individual stand-alone sessions or as a suite of training activities run over a full day.

The CD-ROM contains:

- downloadable resources for sessions which can be adapted to meet the needs of your learners;
- the overview and objectives of the CPD sessions;
- materials and video of teachers' and trainers' CPD in e-learning;
- facilitator and delegates' guidance notes for the CPD sessions.





### **CD-ROM: Improving your skills**

This CD-ROM gives you the opportunity to test out your own skills in using technology and designing e-learning activities. There are tutorials to support and guide you in the development of the activities. We have set many of these activities within the business studies context and have developed the activities as full teaching sessions with session plans attached.

The CD-ROM contains:

- a diagnostic test which can be used to identify e-learning skills, knowledge and understanding;
- tutorials that support the development of ICT skills to support e-learning and case studies of teaching and learning examples;
- trial and pilot centres sharing their approaches for the development of resources;
- guidance on how to use interactive whiteboards, Virtual Learning Environments (VLEs) and learning platforms effectively.



### **CD-ROM: Supporting resources for teachers and trainers**

This CD-ROM contains a wide range of prepared business resources, which can be used for your business sessions. Within many of the resources there are opportunities to repurpose the materials to suit your learners and qualifications.

The CD-ROM contains:

- 120 resources subdivided into two sections, which identify uses of these materials within sessions.



### **CD-ROM: E-learning activities**

This CD-ROM includes facilitators' and participants' guidance notes for a series of CPD sessions. The CPD is divided into six activities. These can be used as individual stand-alone sessions or as a suite of training activities run over a full day.

**The CD-ROM contains:**

- downloadable resources for sessions which can be adapted to meet the needs of your learners;
- the overview and objectives of the CPD sessions;
- materials and video of teachers' and trainers' CPD in e-learning;
- facilitator and delegates' guidance notes for the CPD sessions.

The booklet, *Improving teaching, training and learning e-learning in business* contains:

- backgrounds and context to the development of approaches and case studies in e-learning;
- guidance notes on how to run a CPD programme in e-learning.

**Improving your skills**

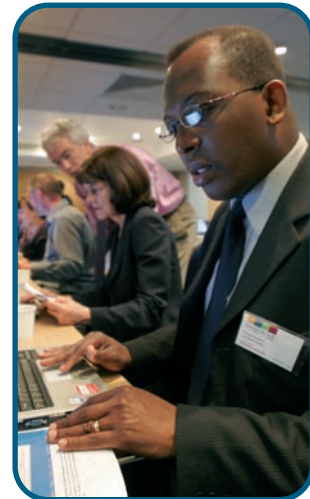
Contains:

- the objectives and instructions testing your skills;
- the context and backgrounds to the development of five tutorials (Getting started, Word, Excel, PowerPoint and the Internet);
- guidance on the use of some e-learning tools.

**Supporting resources for teachers and trainers**

Contains:

- relevant materials;
- signposting to the use and application of the materials.







### **Diana Laurillard**

Diana Laurillard was head of e-learning strategy at the Department for Education and Skills. She is now Chair of Learning with Digital Technologies, London Knowledge Lab, part of the Institute of Education, University of London

## What is e-learning?

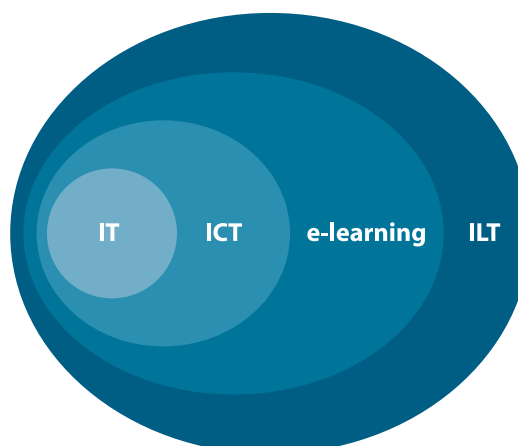
It can be difficult to define e-learning because it can mean different things to different people and digital technologies have a wide range of applications. In the end the simplest way to define it is to say, 'it is any way of using new digital technologies to support and enhance the quality of teaching and learning.'

When we are thinking about what e-learning can do, you have to envisage all of the different ways in which digital technologies can support teachers, trainers and learners and communications between learners. You have to think about the ways in which it can present information through multimedia, through text, through all sorts of different ways of giving you good quality images. It has opportunities through interactive play where the system responds to what you as a learner are doing.

There are all sorts of ways in which e-learning can add value to teaching and learning. A teacher can use an original set of slides in a different sequence or quickly alter colleagues' materials to suit their learners' needs. This gives a lot of power to teachers and trainers to enable them to experiment and to try things out to see what works and then to change things immediately. Refining and recreating approaches in light of feedback is very important for teachers. The activity can provide learners with feedback or hints or it can bring in more difficult tasks and you can personalise the learning which is one of the most powerful aspects of e-learning.

If we think about the advantages in the context of e-learning for business then we want to try and give learners a sense of what the real world is like. Sharing some examples can give an insight, for example a webcam can give you an opportunity to view, in real time, a situation such as a business meeting.

### **The LLUK definition of e-learning in post-school education and training**



|                   |  |  |
|-------------------|--|--|
| <b>e-learning</b> | <b>Electronic Learning</b>                 | <b>e-learning is learning supported or enhanced through the application of information and communications technology.</b>  |
| ILT               | Information and Learning Technologies      | This is used to refer to the use of information and communication technologies to support the core activities of educational organisations.  |
| ICT               | Information and Communication Technologies | The combination of computing and communication technologies (including computer networks and telephone systems) that connects and enables some of today's most exciting systems, for example the Internet. |
| IT                | Information Technology                     | The computer infrastructure, hardware and software used to process data and deliver information.   |

If we then think about the impact that e-learning is having on pedagogy, for example, teachers can sometimes find it difficult to motivate some learners. If we think about how learners use the current technology to play their video games or online participation activities and how motivating this is. You can bring this experience into any subject area and deliver the same stimulus for motivation.

Additionally, one of the most important values of e-learning is that it can help connect with hard to reach groups such as learners with disabilities and those with social problems.



## Where to start with e-learning?

How do you get into e-learning if you have had nothing to do with it? It is a difficult first step. Don't just leap into it. Go and see what other people are doing and ask for help. If you are starting for the first time, begin with something like email, the Internet or a CD-ROM. It doesn't matter; all you need is an insight into how this technology works. Once you have gained this familiarity then you can think about what benefits it can bring to your learners and the types of activities they would be interested in. Then you can involve your colleagues and your learners. Colleagues and learners can be co-creators in the design of materials. It helps to make your learners partners in this process.

## What is e-learning?

The debate surrounding the definition of e-learning is ongoing. However, the available definitions share some common factors:

- It involves the use of IT – the 'e' (for electronic).
- It is used as part of a developmental process.

The providers involved in the trials and pilots spent a considerable time during the CPD activities discussing what they understood by e-learning. They felt that the following definition from the DfES supported many of their findings:

**E-learning exploits interactive technologies and communication systems to improve the learning experience. It has the potential to transform the way we teach and learn across the board. It can raise standards, and widen participation in lifelong learning. It cannot replace the teachers and lecturers, but alongside existing methods it can enhance the quality and reach of their teaching.**

(Towards a united e-learning strategy, DfES, 2003)

This broad definition provides the basis for understanding the range and value of e-learning to all learners, in all circumstances, for all needs. The emphasis placed on the enhancement of teaching is particularly relevant to the findings of the pilot and trial sites.

Evidence from learners, teachers and trainers was overwhelmingly in support of the added value that e-learning can produce for a wide range of learners. Teachers and trainers in the trial and pilot sites set out to discover how they could best use e-learning to make individual learning more effective.



They tested out approaches to ensure that e-learning resources:

- allowed differentiation;
- actively engaged learners;
- produced learning outcomes for all learners;
- 'added value' to the learning compared to traditional methods of delivery.

This involved:

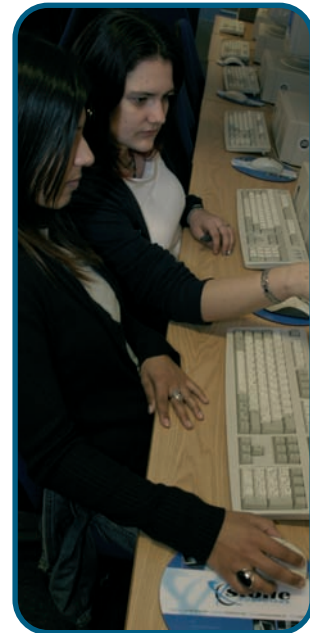
- testing and trialling materials with a variety of learners;
- measuring outcomes;
- being reflective and evaluative at each stage of the learning process;
- coaching and supporting each other in the development of their own skills;
- assessing learners' progress to give individual feedback to inform future development;
- embracing innovation and creativity;
- understanding the pedagogy associated with e-learning.

Their findings:

During the pilot it was identified that effective practice with e-learning is in fact based on the same criteria which underpin effective practice in learning generally, and it should:

- engage all learners in the learning process;
- enhance learners' skills and knowledge;
- motivate learners;
- encourage independent learning skills;
- address all learners' needs.

It is through this focus on enhancement that we begin to share the resources, objectives and reflections of learners, teachers and trainers.



## Why focus on e-learning?



The drive for continuous improvement in the post-16 sector has focused attention on the relationship between technology and its potential link with raising standards. Providers of post-16 learning are expected to establish and sustain a culture of continuous improvement to ensure that:

- all learners achieve excellence through learning;
- teaching and learning excellence is facilitated;
- learning is efficient and effective for the learner and the organisation.

The primary responsibility for achieving excellence in provision rests with the provider. Providers are required by the Learning and Skills Council (LSC) to carry out an annual self-assessment review (SAR) and agree on a development plan linked to the LSC and Jobcentre Plus requirements for providers, ensuring that the learner is at the centre of both the delivery process and the assessment of that delivery.



The Common Inspection Framework (CIF) (published by ALI and OFSTED in 2001), the Lifelong Learning UK (LLUK – formerly FENTO) Standards for Teaching and Supporting Learning (published in 1999), and The National Occupational Standards for Learning and Development (ENTO, published in 2002), recognise the importance of meeting the needs of individual learners to help them to achieve their learning goals and to support the new inspection framework.



For example, question two of the CIF asks providers to evaluate:

- how well teaching and training meet individuals' needs;
- how well learners learn and make progress.

The LLUK standards<sup>1</sup> state that teachers and trainers should:

- select appropriate teaching techniques to accommodate different styles of learning;
- use a variety of teaching methods to meet the needs of groups and individuals and to provide an environment in which all learners have the opportunity to experience success.

<sup>1</sup> Standards for Teaching and Supporting Learning (FENTO, 2001)

E-learning has enormous potential to assist in the delivery of these standards and responsibilities. However, e-learning, although recognised as useful by many providers, is not being used to its full potential.

For example:

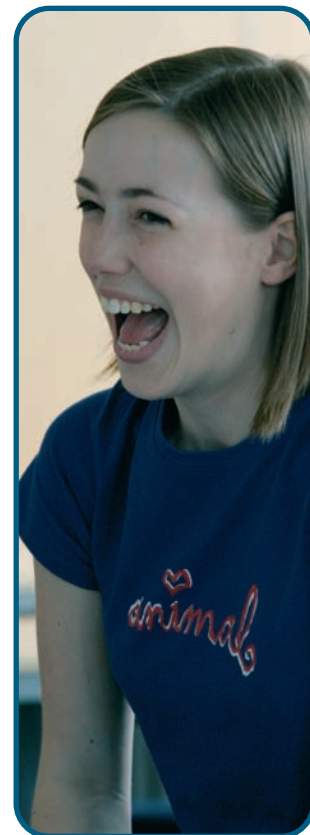
### **The inspector's view**

'There are occasions where the use of e-learning by teachers and trainers may not enhance the learning situation. It is important to recognise that unsatisfactory teaching may be indicated by excessive use of teaching methods that make too little demand on learners' initiative or ability to think for themselves.'

### **A quote from the ALI thematic report on e-learning<sup>2</sup>**

1. Much of the rhetoric that surrounds e-learning concentrates on strategies for future development but fails to address quality assurance of existing provision.
2. The frequency and effectiveness of e-learning still varies widely between types of provider. The evidence is clear - there is a need to improve standards and engage learners. E-Learning, if used appropriately, will 'increase motivation and re-energise learning, taking it from a passive experience to interactivity and engagement.'

The evidence is clear - there is a need to improve standards and engage learners. E-Learning, if used appropriately, will 'increase motivation and re-energise learning, taking it from a passive experience to interactivity and engagement.'



<sup>2</sup> E-learning: Fulfilling its potential in the adult learning sector? (ALI, March 2005)

## Working with pilot sites – developing practice



### In practice

The materials and approaches used were developed collaboratively with the trial and pilot sites. These materials were then tested across the range of trial sites with learners. Reflections and evaluations from these centres were then used to determine the 'added value' and enhancement of the e-learning activities. Whenever it was felt necessary, adjustments were made to materials in light of the feedback. Using this model meant that the needs of a wide range of learners across a broad topic base could be identified and met.



### Sharing the approach

In one of the CD-ROMs (Approaches, case studies and managers' perspectives) the approaches and case studies sections show how the trial and pilot centres tailored resources to suit the programme of study and learner needs. All of the examples represent full teaching sessions. All the resources can be downloaded or printed from the CD-ROM.





## E-learning approaches to business

This section shows how business studies providers built on existing resources by adapting or blending them with traditional approaches to meet the needs of their learners, learning environment and organisation.

The range of approaches covered by the pilot centres included the examples on the following pages:

### Active learning in finance and accounting

This session was delivered to a group of learners at A Plus, a work-based provider based in Exeter. All learners in the video were aged between 16 and 25 and were studying for the Association of Accounting Technician qualification at Foundation level. For this session the learners were demonstrating competence in invoicing and receiving payments. The session actively involved learners in a variety of activities. These included group work, use of Activote, nominated questioning, interactive whiteboard and tablet technology. As can be seen from the clips on the CD-ROM, learners were actively engaged with the use of the e-learning technology. The session plan and the resource for the session are downloadable from the CD-ROM and printable. The session plan is shown on the next pages as an example.

The screenshot displays a business finance software interface titled "QUADRANT". It features a navigation bar with tabs for "Introduction", "Concepts", and "Business Finance Tasks". Below the navigation bar, there are task indicators for "Task 1", "Task 2", "Task 3", and "Task 4", with "Task 3" currently selected. A "START AGAIN" button and a "SHOW INCORRECT" button are also visible.

The main interface is divided into two main sections: "Transactions £'s" on the left and "Categories" on the right. The "Transactions £'s" section lists various transactions with their respective amounts:

- Capital 12,000
- Carriage inwards 310
- Carriage outwards 200
- Cash at bank 482
- Closing Stock-Balance Sheet 2,946
- Closing Stock-Trading A/C 2,946
- Commission received 636
- Creditors 1,731

The "Categories" section is organized into a T-account grid with two columns: "DR £'s" (Debit) and "CR £'s" (Credit). The categories are arranged as follows:

- DR £'s:** Drawings, Assets, Expenses, Trading
- CR £'s:** Capital, Liabilities, Revenue, Trading

At the bottom of the grid, the totals for both sides are shown as "Totals £ 0".

# Session plan – UNIT 1 income & receipts

## REVISION (AAT FOUNDATION)

|               |           |              |                |                                     |                               |
|---------------|-----------|--------------|----------------|-------------------------------------|-------------------------------|
| <b>Date:</b>  |           | <b>Time:</b> |                | <b>Number in Group</b>              |                               |
| <b>Venue:</b> | A+ Exeter | <b>Group</b> | AAT Foundation | <b>Workshop/D.Release/Eve.Class</b> | Workshop & Day Release groups |

### Session aims

'To provide learners with a wide range of learning opportunities and extend knowledge required for 'Recording Income and Receipts'.

| Generic learning outcomes  | Differentiated learning outcomes   | Differentiation to be achieved through:  |
|--|--|--|
| <p>All learners will be able to:</p> <ul style="list-style-type: none"> <li>list and describe the key documentation involved in business transactions;</li> <li>state the basic principles of contract law (appropriate to accounting);</li> <li>perform calculations for trade and cash discount;</li> <li>perform basic accounting transactions using double entry techniques;</li> <li>calculate VAT from given scenarios;</li> <li>demonstrate application of 'RECAL';</li> <li>post transactions to the appropriate books of prime entry (day books, cash book, and T-accounts).</li> </ul> | <p>Learners with more advanced current skills will be able to:</p> <ul style="list-style-type: none"> <li>discuss in detail the principles of contract law;</li> <li>support other learners during the dominoes and 'Quadrant' activities;</li> <li>analyse calculations for VAT activities;</li> <li>evaluate and place activities in a personal business context;</li> <li>provide detailed responses to questions set.</li> </ul> | <p>A multi-method approach will be used to reinforce learning that is a variety of e-learning methods to support the traditional 'chalk &amp; talk' approach:</p> <ul style="list-style-type: none"> <li>presentation and demonstration;</li> <li>content variety and stimulus;</li> <li>teacher or trainer-led discussion;</li> <li>questioning;</li> <li>group work/peer tutoring;</li> <li>support and guidance as required;</li> <li>'Dominoes' paper based activity;</li> <li>e-learning elements in session;</li> <li>Quadrant interactive learning object;</li> <li>e-learning through Activote activities;</li> <li>use of tablets &amp; interactive whiteboard;</li> <li>Use of VLE to support extension learning opportunities.</li> </ul> |

### Link to the previous session and notes

The Income & Receipts revision course builds on the introduction to Unit 1 ('Recording Income & Receipts') workshop as well as the Basic Book-keeping course delivered at the beginning of the accounting programme.

**Key terms**

- Double entry revision; the sales system; VAT and discounts; documentation relating to income and receipts; books of prime entry; sales (subsidiary) ledger and main; reconciliations; contract law.
- Quadrant is a downloadable paper based resource and e-learning object, developed to support this session and other finance sessions. It covers the key concepts and terms of finance, plus a series of business finance tasks. The resource will support a wide range of learners.
- Activote – is used in conjunction with a whiteboard. Learners can vote on an issue or activity and get their results on screen. Results can be analysed later to create individual learning plans.

| Time             | Key content                        | Teacher/trainer activity  | Teacher/trainer activity   | Resources   | Extension work |
|------------------|------------------------------------|---|--|---|----------------|
| Prior to session | Set up room and equipment          | Set up equipment.<br>Lecture handouts on desks  | N/A  | Tablet; projector; lecture slides; handouts; Quadrant (manual and e-learning); Dominoes (manual); Activote (manual and e-learning); whiteboard; flip chart. |                |
| 5 mins           | Introduction slide (Housekeeping)  | Explain all items on this slide – if at an external venue, find out details in advance from reception or other appropriate person | Listen   | Tablet<br>projector   |                |
| 5 mins           | Aims and objectives                | Explain session aims and objectives with learners   | Listen<br>Questioning  | Tablet/projector/<br>slides   |                |
| 10 mins          | Double entry                       | Teacher or trainer led 'brainstorm' to assess learner retention and provide starting point for recap                              | Listen<br>Assertive questioning – teacher/trainer<br><br>Teacher or trainer to confirm answers   | Tablet/projector/<br>slides<br>Whiteboard   |                |
| 15 mins          | Dominoes activity (manual version) | Group split up into small groups of three or four – dominoes activity (manual version).<br>Teacher/trainer facilitated            | Dominoes group activity<br>Peer tutoring<br><br>Teacher or trainer directed questioning<br><br>Teacher or trainer to circulate to each group while working<br><br>Group discussion | Sets of manual dominoes cards (one set per group)   |                |

| Time    | Key content   | Teacher/trainer activity   | Teacher/trainer activity  | Resources   | Homework  |
|---------|---|--|---|---|---|
| 5 mins  | Consolidation - key learning points for double entry  | Teacher/trainer to consolidate learning from dominoes, supported via use of whiteboard   | Directed questioning<br>Group discussion  | Whiteboard  | Place resources on VLE to support e-learning dominoes/matching exercise - Manual copies available                 |
| 10 mins | Quadrant activity four key sets of terms/concepts matching activity plus four finance task with data<br>Introduce | manual version of 'Quadrant'. Aim: key terms/concepts - to illustrate a learner centred approach; to assess learning and to conceptualise further i.e. to progress double entry to RECAL | Learners split into pairs<br>Complete manual 'Quadrant' activity<br>Teacher/trainer directed questioning<br>Teacher/trainer support to learners<br>Discussion | Manual version of 'Quadrant' activity – one set for each group. |   |
| 5 mins  | Feedback; reinforce learning; discuss types of accounts   | Tutor to take feedback from learners. Aim: to build on and reinforce key learning points and to introduce different types of accounts – supported via use of whiteboard                  | Directed questioning<br>Group discussion  | Whiteboard –<br>Quadrant resource                               |   |
| 5 mins  | Electronic 'Quadrant' activity  | Progress to electronic 'Quadrant' for tutor to recap and consolidate key learning points   | Class split up into pairs<br>Complete electronic 'Quadrant'<br>Teacher/trainer support to learners/directed questioning                                       | Tablet and projector.<br>Electronic 'Quadrant' activity         | Place resources on VLE to support e-learning 'Quadrant' activity (Manual copies of Quadrant activities available) |
| 15 mins | BREAK   | BREAK  | BREAK   | BREAK   | BREAK   |
| 5 mins  | The sales cycle   | An introduction to the sales cycle – tutor led.  | Listen<br>Directed questioning<br>Group discussion  | Tablet and projector<br>PowerPoint presentation                 |   |
| 5 mins  | Brainstorm activity and feedback  | Key documentation, flip charted and related to sales cycle brainstorm by learners  | Directed questions<br>discussion<br>flipchart   |   |   |



| Time    | Key content   | Teacher/trainer activity   | Teacher/trainer activity  | Resources  | Homework   |
|---------|---|--|---|--|--|
| 10 mins | VAT and discounts   | Tutor led - introduce topics using slides including worked examples  | Listen<br>Directed questioning<br>Group discussion  | Tablet and projector (PowerPoint presentation)                               |  |
| 15 mins | Feedback from learners  | Consolidation of learning through feedback from learners. Use flipchart to show the 'steps' involved                           | Learner feedback<br>Directed questioning<br>discussion  | Flipchart  |  |
| 10 mins | Activote question on discounts  | Activote question on calculation of discounts, to assess learner understanding   | Do discount calculation using calculators and then select answer using Activote handsets and directed questions   | Tablet and projector<br>Activote<br>Activote handsets (one for each student) | Complete Individual Learning Plans – extension activities based on individual Activote responses |
| 30 mins | 'Posting' techniques – posting to the day books and cash book. Posting to the main and subsidiary ledgers | Tutor directed input - posting to the day books and cash book. Posting to the main and subsidiary ledgers? Work on SLCA slides | Listen and interact as and when necessary. Individual activity (post entries to the T-accounts in the main ledger)<br>Discussion  | Tablet and projector (PowerPoint presentation)                               |  |
| 10mins  | Postings activity   | Introduce 'postings' activity  | Learners to work through 'postings' activity<br>Teacher trainer to support learners throughout activity<br>Directed questioning to learners   | Handouts – postings activity   |  |
| 20 mins | Activote questions on 'postings' Consolidate session via questioning and Recap                            | Activote question on 'postings', to measure student understanding – assess learning  | Work through questions, using calculators if necessary and then select answers using Activote handsets.<br>Directed questioning teacher trainer<br>Learner questions to teacher / trainer | Tablet and projector<br>Activote<br>Activote handsets (one for each student) | Complete Individual Learning Plans – extension activities based on individual Activote responses |
|         | END   | END  | END   | END  | END  |

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**Evaluation and comments**

**What went well?**

**What didn't work well?**

**Aspects of the session not covered:**

**Points to take forward:**

### **Marketing: market segmentation**

This session, delivered by Jan Emery at Doncaster College, was designed to give learners who attend an evening programme leading to the Institute of Marketing qualification an insight into identifying target audiences. The session includes the use of interactive whiteboards, PowerPoint with weblinks and video clips alongside traditional teaching methods. The session is both lively and interactive.

### **E-business: An insight into the success and failure of e-business**

This session was delivered by Salim at Keighley College to a group of AVCE business studies learners. This session was designed to capture the imagination of learners with little experience of e-business events. Salim takes the opportunity, with the use of a shared network, to demonstrate the impact and approaches used by e-business. Prior to the session learners are able to access a range of materials on e-business and come prepared for the session.

### **Effective use of VLEs to support distance learning**

Kingston-upon-Thames College shares its approach in the use and management of a Virtual Learning Environment. The college demonstrates the supportive use of the VLE to accompany a taught session. It shares the experiences and expectations of teachers, trainers and learners in the effective use of the VLE and demonstrates how it has enhanced learning in the classroom.



## E-learning case studies and activities



The case studies focus on pilot centres that set about creating original materials to deal with some difficult topic areas. You may find it useful to examine the methodologies which the centres used to underpin the principles in the development of these materials. Although you may not wish to develop your own materials, you may find the underlying principles useful when you purchase or test prepared commercial packages. The topics covered in this section are:



### **Accounting and finance**

Somerset College of Arts and Technology contributed to the development of the Quadrant resource. This resource offers learners an interactive approach to the development of the trial balance. Learners can make decisions about the allocation of items to the trial balance and can immediately see the impact of their decisions.

This is a powerful tool to check learning and develop understanding. This flexible resource also supports an understanding of financial concepts as well as the use of financial data.

**It covers key financial concepts and terms and meets the needs of a range of learners from entry level to working at a notional level 4.**

### **Employment rights and responsibilities**

Debbie at ETS, a work-based provider, designed a new set of e-learning resources for her business administration learners. She had considered employment rights and responsibilities to be a dry and difficult topic to teach. By using Reload Debbie was able to repurpose some existing materials and include her own activities. Reload is a downloadable resource that allowed her to repurpose these materials to make them both fun and relevant to the qualification.

## Critical Path Analysis

At Hamstead Hall School, Robin developed a new approach to teaching Critical Path Analysis. He was well aware that the topic area is a difficult one for teachers, trainers and learners who are often put off by its very title. Using an activity which takes learners through a simple planning exercise for building a community garden, learners approach the activity by experiencing it rather than being told how it works. As Robin reflects, 'by doing it this way the level of understanding is totally different. The learners can relate to it.' He then builds in a more challenging activity developed from the differentiation resources to extend and consolidate learning.



Pilot centres which developed the sessions included in this section have enhanced learning by extending the range and power of delivery using e-learning tools. By employing e-learning alongside established practice they demonstrate that this is just a tool to be used like other teaching approaches to enhance teaching and learning within a session.

To view these approaches and case studies and their associated material plus session plans, use the CD-ROM, Approaches, case studies and managers' perspectives.

### **The effective practice underpinning all of these sessions is based on some key principles:**

- Effective practice engages all learners in the learning activity and reflects the range of abilities.
- Designing learning resources involves decisions based on ensuring delivery of the learning objectives.
- Learners' needs are matched with the tools and resources available in the learning environment.
- The use of e-learning extends learning and engages learners and is not used for its own sake.

## E-learning – the key messages



The evidence generated by these sessions shows that even in the different contexts in which these case studies and approaches are set there are some key principles which foster effective e-learning.

### Focus on the learner

E-learning should:

- meet the needs of different learners;
- engage learners;
- be at the right level for the learner(s);
- encourage further learning;
- develop learners' skills, knowledge and understanding;
- add further value to learners' skills and knowledge (if integrated into established methods);
- challenge the learner and allow for extension opportunities;
- provide support for learners and learning when required;
- provide opportunities for learners when required;
- encourage independent learning skills;
- offer differentiated routes to learning goals;
- allow learners to take more control over the learning process.



### Focus on resources

E-learning resources should:

- complement the pedagogical approach preferred by teacher and learner;
- be accessible to all learners;
- be adaptable for all learners;
- encourage learners to take control of the resources by their interactivity;
- provide opportunities for learners to collaborate in constructive learning activities;
- provide opportunities for teachers to share and adapt content and approaches where appropriate;
- be tailored to individual course and learner requirements;
- be used in conjunction with face-to-face activities to extend, support and reinforce learning.



### Focus on the learning and teaching process

E-learning should:

- be an opportunity to practise and experiment with developing resources;
- allow the teacher to devote more time to individual learners during contact time;
- provide learning in manageable chunks;
- offer innovative ways of developing conceptual understanding;
- provide feedback to individual learners and enable their progress to be tracked;
- form part of an overall teaching and learning strategy.

### Support

Wherever possible, taught sessions using these resources were observed by a colleague from the pilot centre. After the session, the colleague provided feedback, stimulating reflection and discussion on how effective the activities had been and how the learners responded. Learners were also asked for their evaluations of the activities and to comment on their level of learning and engagement. They were asked to complete learner perception forms to formalise this feedback. Just a few comments appear below:

### E-business

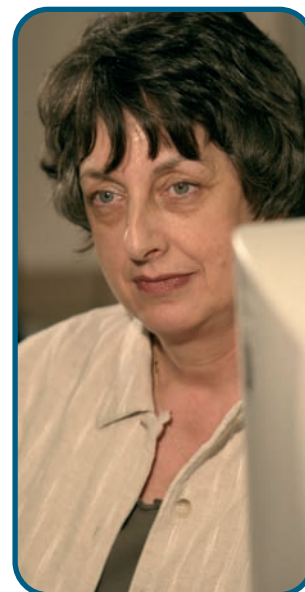
*'It helps loads. The computers and whiteboards are more helpful to me as a student, than sitting using a textbook. It's more interactive. It reacts to the decisions you make. You can put ideas forward. It makes you think and it helps you learn more.'*

(Keighley College)

All teachers and trainers involved in the pilots received individual support from a Standards Unit Consultant. They had the opportunity to:

- identify the enhancement to learning of the e-learning approach;
- test and establish the 'added value' of the e-learning activity;
- reflect and evaluate on effective practice for e-learning.

Salim Nazir, formerly at Keighley College, notes his experiences of an e-learning session:





'... the group were all engaged. Even when I used traditional teaching strategies alongside e-learning the learners were still engaged. I was able to adapt my style and approach to the needs of the learners. E-learning gave me that freedom. By using hyperlinks I was able to draw on different sources at the touch of a screen. Learners were able to support each other and give feedback on each other's decisions.'

In addition, the pilot centres had the opportunity to develop their technical skills as well as use their existing skills. Many of our pilot centres were surprised by what they already knew.

### **Accounting and finance**

'I think it's fantastic. It's easier and more interesting. Books are boring - computers are fun and they give me the opportunity to enjoy learning.'

(Havering College)



Learners reflecting on the use of Quadrant in the session:

'The learners react very well to e-learning. Learners who have normally been peripheral to the traditional activities take on an active role and are more interested in taking part so it does involve the whole group and not just a few.'



'The added value comes in the fact that the whole group are more actively involved. It allows for differentiation as learners can work at their own pace.'

(Somerset College of Art and Technology)

'The normal lesson is just the teacher talking and going through it on the board. Using the interactive Quadrant is more fun and you learn more. This is more exciting.'

'It involves the whole group and gets everyone interested in it.'

'It helps you a lot as you can look at it on the screen and you can visually remember it and it's more interactive and so you can remember it.'

Learner reflection:

'The Matching Pairs were really helpful. They were just a good way of looking at debits and credits. It was less intimidating. It was just a good way of doing it.'



'The electronic Quadrant was good as it's easy to use. You get feedback so you can see where you have made mistakes and you can think again.'

(Accountancy Plus)

### **Critical Path Analysis**

Robin Babbage at Hamstead Hall School reflected on the Critical Path Analysis session:

'Learners were able to explore the activity and test their knowledge and that process was really important to them. They could visualise at each stage of the planning process and this made it easier for them to understand. The positive feedback meant that they saw this as a good way of them learning.'

He described the opportunity to check learning:

'Using the key terms and getting them in the right order was important to the learners. They felt that they had achieved something and that's a feel good factor. It was a good resource, learners were actively enjoying it.'

Learners commented on the use of the Critical Path Analysis resource:

'I liked the activity because it was made simple; it was broken down into stages rather than giving us all the information all at once and having to write it down.'

'I enjoyed the fact that it was interactive and hands-on learning. It's better than just sitting there in normal classes.'

'I like the colour and visual stuff. It made it easier for me to understand.'

'It was simple and effective and you can use it straight away.'

When learners reflected on the opportunity to check their understanding through the key terms activity they felt that:

'The key terms were very useful as you could check your understanding and if you were unsure you could pick this up with the teacher at the end.'





## Employee rights and responsibilities

Teachers and trainers at ETS, a work based provider, commented on the use of the Reload package to personalise materials.

‘We have repackaged the resources because all the materials are not in the order we require them and so we have brought them together with our own materials to suit our learners’ needs and the qualification.’

‘E-learning’ means to us as an organisation that we can meet individual learner’s needs and make it fun and interactive.’

Debbie analysed the employer rights and responsibilities session:

‘This session on employer rights and responsibilities has been useful as a lot of learners come with prior knowledge. The resources we have developed are in bite sized chunks and learners can therefore work at their own pace and own level. You can hear them saying I know about this bit. I will move on. The important thing is they don’t get bored because the teacher or trainer is repeating something they already know. It’s personalising their learning.’

Hannah, a learner involved in the session on employer rights and responsibilities, reported that:

‘I found it easier to learn this way because it was summarised and it wasn’t full of jargon and it was easier to learn than listening to someone talk for hours on end.’

‘The fact that you could learn at your own pace; there is no pressure. You don’t have to do this in a certain time and you could look back at what you had done and go back over it. It wasn’t as though you had to read it and then you were tested and it was taken away from you. This was much better.’

### Key messages from the trial and pilot centres

Many of these key messages are included on the CD-ROMs and the DVD.

There is further information on the CD-ROMs, including the opportunity to share the experiences of providers in their quest for the ‘added value’ approach within e-learning.

## E-learning activities

This resource is designed to be used by teachers, trainers and managers for organising and facilitating continuous CPD activities. Within the e-learning activities CD-ROM are materials and resources to support CPD in e-learning.

Additional copies of the facilitator and participants' guidance documents can be printed from the e-learning activities CD-ROM.

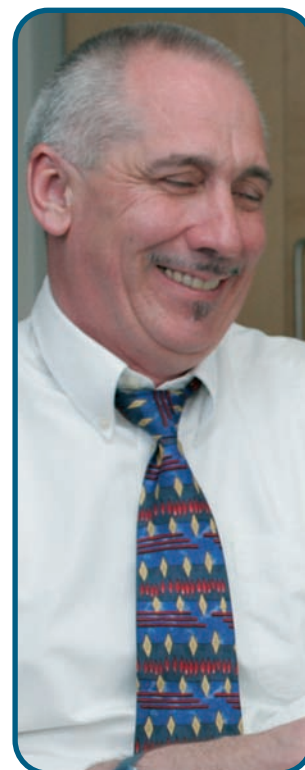
The CD-ROM, Approaches, case studies and managers' perspectives includes detailed footage of teachers and trainers at Matthew Boulton College sharing their approach to CPD in e-learning. The decisions taken by Matthew Boulton College highlight that the successful adoption of e-learning is based on an understanding of how the technology can enhance the development of learning activities and how e-learning can be effectively integrated alongside established practice to ensure that learning for all is maximised.

### **The CPD message**

The message is a simple one. The primary aim is to focus attention on the enhancement that e-learning can bring to learning. The activities reflect the 'added value' that an e-learning resource can bring to a session and its outcomes are compared to those of an established approach. To search for this effective practice, teachers and trainers must explore continually the rationale behind the approach they have adopted. They focus on the effective delivery of the learning outcomes for all learners through the e-learning mechanism. They question, reflect and evaluate the skills enhancement and the depth of learning for the learner.

### **Why focus on the 'added value'?**

The successful adoption and use of technology within centres can sometimes make providers lose sight of the fundamental principles of teaching and learning. It is very easy to focus on 'learning objects' or other materials, without first questioning the value they can bring to the learner and the learning environment. This resource recognises the power of the technology but at the same time recognises that e-learning must be managed carefully to complement the full suite of learning opportunities rather than replace them. In fact the challenge is to ensure that the technology builds on the overall learning experience rather than simply replacing something else.





**Research shows CPD is most effective when:**

- there are opportunities for reflection and discussion;
- training is followed up by actions to apply what has been learned;
- CPD encourages teachers and trainers to experiment with new ideas and approaches.

The Showers and Joyce model of CPD (see Appendix 1) illustrates these approaches.

For convenience this CPD package can be used over a series of short sessions, or through a half-day or full-day course. All the materials have been thoroughly tested by practitioners during the pilot. They can of course, be adapted, extended or used in ways that suit the needs of particular teachers and trainers.





## Moving on – What next?

After sharing these reflections and evaluations what can practitioners do next?

The e-learning strategies employed by the trial and pilot sites can be used for:

- clarifying understanding and interpretation of the definitions of what e-learning is and what it means to individuals, departments or organisation;
- supporting colleagues in the training and use of the associated equipment;
- sharing effective practice and working together to develop materials;
- encouraging each other to be innovative and take risks;
- developing clear objectives for the role of e-learning in delivery strategies;
- identifying alternatives to traditional delivery methods to ensure that the technology produces demonstrable learning outcomes to meet all learners' needs;
- exploring and harnessing the opportunities for learners to be responsible for their own learning and development.



## The overview of the activities

The six activities that form part of the continuing professional development encourage teachers and trainers to begin an e-learning journey. The materials are flexible in that some teachers and trainers may not need to undertake all of the activities as they have already made some progress on this journey. However, other teachers and trainers may benefit by progressing through the activities to build their skills and experiences. We have designed these materials so they provide this flexibility. All activities are developmental and progressive with thought-provoking activities to prompt discussion and reflection on practice.

### Overview of CPD activities

|   |   |
|---|---|
| <p><b>Activity : What is e-learning?</b></p>        | <p>The aim of this activity is to enable participants to explore and identify through discussions the role, definitions and principles of e-learning. Participants have the opportunity to draw their evidence from a series of clips on the CD-ROM. These show teachers and trainers sharing a variety of approaches to e-learning with a range of learners and providers.</p>   |
| <p><b>Activity : E-learning in practice</b></p>     | <p>Participants can consider their own experiences and skills within e-learning and how they might develop these to add value to learning. Participants have the opportunity to draw up their own personal e-learning profile.</p>  |
| <p><b>Activity : Judgements and reflections</b></p> | <p>Adding 'real' value through e-learning is a key focus and message of this activity. Participants can identify and judge the incremental value of e-learning activity compared to established teaching approaches.</p>  |
| <p><b>Activity : Evaluations of e-learning</b></p>  | <p>This is an opportunity to develop further the 'added value' focus for e-learning. Participants have the opportunity to investigate the application and development of e-learning tools to support effective practice in the teaching environment. The aim is to encourage an investigation into the range and nature of the skills used by the learner in the e-learning activity and to produce further insights into the e-learning tools and their application in achieving effective learning outcomes for all learners.</p> |

|   |  |
|---|--|
| <b>Activity : Effective feedback</b>            | <p>The aims of this set of tasks are to review the importance of feedback to learners and consider what makes feedback effective. Research indicates that regular and effective feedback is a key factor in promoting learning. The activity also introduces the idea of extrinsic and intrinsic feedback and focuses particularly on how effective feedback can be built into independent interactive learning resources.</p> |
| <b>Activity : Design an e-learning activity</b> | <p>This provides an opportunity for participants to apply what they have learned from earlier activities - or their prior experience - and design a learning activity that incorporates an aspect of e-learning. They are asked to identify explicitly how e-learning adds value to the activity.</p>  |



## Improving your ICT and e-learning skills



The aim of this section is to help teachers and trainers to establish and share effective practice when using e-learning in business. The focus of the linked CD-ROM is skills development and its application for effective teaching and learning strategies. It includes a set of activities to identify current skills and the potential areas for development of these skills.





### Why are new skills essential?

Learners learn more effectively if they can interact with learning materials, for example, by using diagrammatic information that they can create or alter, extend or complete. The Internet gives learners access to information on a global scale, so that they can do more complex research activities, and use purpose-built online resources to learn in their own time and at their own pace.

If the materials they use are tailored to their individual needs, they will feel supported and encouraged to learn more; learning has to be an engaging and motivational experience. Teachers and trainers must be able to support new kinds of learning.



### CD-ROM – Improving your skills

As noted the CD-ROM includes:

- trial and pilot centres sharing their approaches for the development of resources;
- guidance on how to use interactive whiteboards, VLEs and learning platforms effectively;
- a diagnostic test which can be used to highlight current skills and areas for development;
- learning activities and tutorials that develop the application of skills for teaching and training.

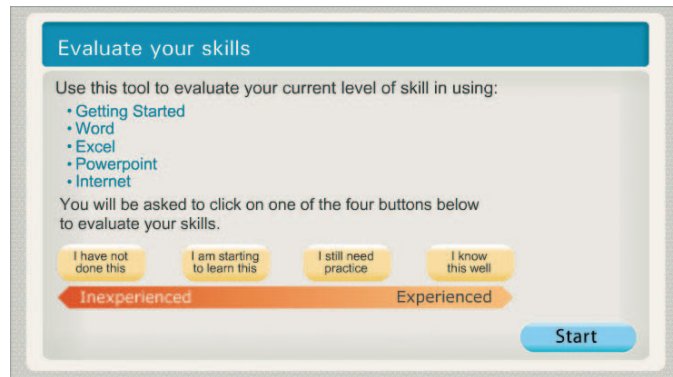
The resource has been designed to enable the identification of:

- individual and organisational stages of e-learning development;
- goals relating to e-learning;
- how to make this happen.

## The diagnostic tool

The diagnostic tool can be used to:

- analyse the current position in terms of technical skills and to assess the level of competence within this skill;
- apply the skills to develop activities which improve learner engagement;
- recognise the added value, which these activities bring to teaching and learning.



This tool has been designed to be set within a business studies context. The diagnostic questions are linked to a series of tutorials identifying the type of technical skills a teacher or trainer would need when designing a simple e-learning activity.

For this activity we have concentrated on the following areas for skills development:

### **Getting started**

### **Microsoft Word**

### **Microsoft Excel**

### **Microsoft PowerPoint**

### **Internet**

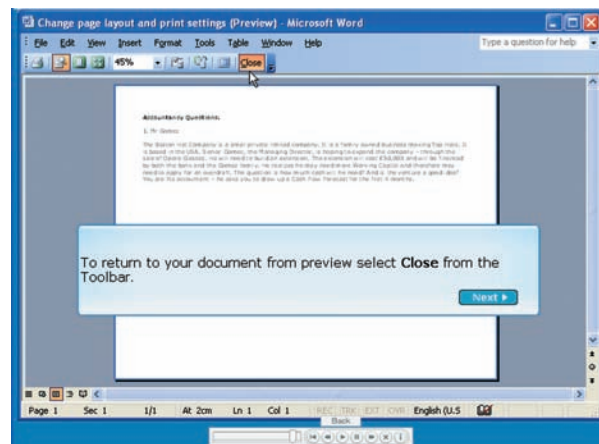
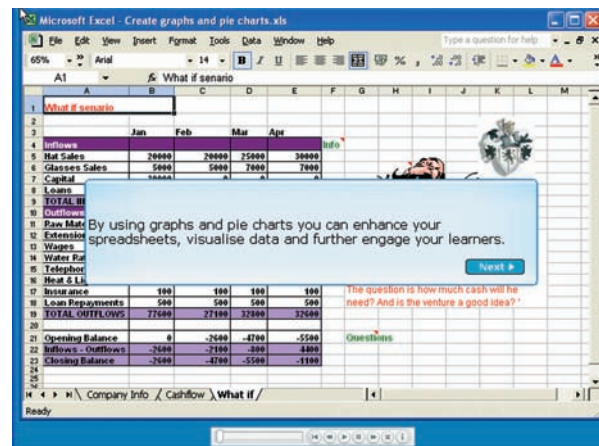
# The diagnostic tool and tutorials

Many software products are available for use by teachers, trainers and organisations. Research with the pilot centres has identified the most commonly available products that are used; these are explored in the diagnostic and tutorial activity.



The diagnostic and tutorial activity can be used in the following ways:

- It can be used as a stand-alone self-assessment activity. An individual teacher and trainer may wish to work through the activity to assess their own levels of competence and to plan for individual CPD.
- It can be used in conjunction with the tutorials for teachers and trainers to investigate the skills required to create e-learning activities set in the context of business.
- Before working through the diagnostic tool a teacher or trainer may first wish to think about their e-learning profile and the types of approaches they use. They may then want to assess their levels of competence in using the specific software products.
- The activities may be used by, for example, a team or department head to develop a skills audit which maps the range and mix of skills within a group. By recognising this profile a manager may use the information to form the basis of a skills development programme where teachers and trainers can support and coach each other in specific areas.

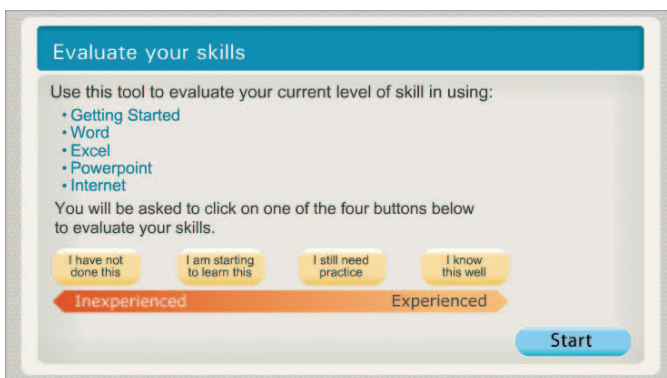


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The diagnostic tool will help to identify strengths and provide tutorials to develop skills further.

There are five sections in the diagnostic tool, Getting Started, Microsoft Word, Microsoft Excel, Microsoft PowerPoint and the Internet. Each section asks a series of questions; for example, one of the questions on 'Getting Started' asks 'How good are you at changing page layout and print settings?' There are four options to select ranging from inexperienced (I have not done this) to experienced (I know it well).

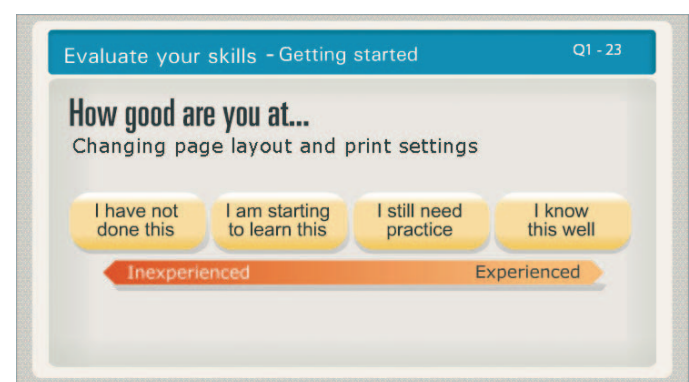
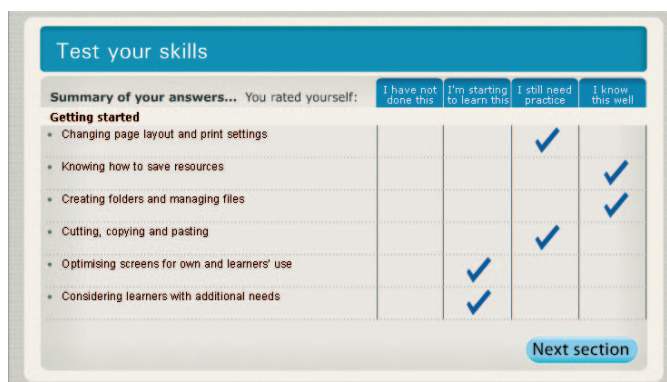
Users can print out a summary of answers and also amend any of their responses. The summary at the end provides a visual presentation of current



skills set before continuing to the next section of questions.

Once users have completed all the sections, they are given a summary of all responses. Responses can be amended and the summary printed. There is also the option to watch tutorials in each section to consolidate knowledge of the topic or improve skills.

The tutorials are animations, which provide instructions on how to complete tasks, be it changing page layout in Microsoft Word or using formulae in Microsoft Excel. The tutorial is adapted so that users can go at their own pace, giving time to absorb the instructions before watching a demonstration.



# Using the tutorials and diagnostic

## A guide to using the tutorials and diagnostic tool

### Step 1

- Identify your skill levels within the diagnostic tool.
- Identify the areas of skill to develop.

### Step 2

- Use the tutorials to support development.
- The on-screen demonstrations show the skills needed.

### Step 3

- Once users are content with their level of skills development, they can follow the tutorial case study and build personal e-learning activities. The scenarios and activities can be used to establish the context for an activity.

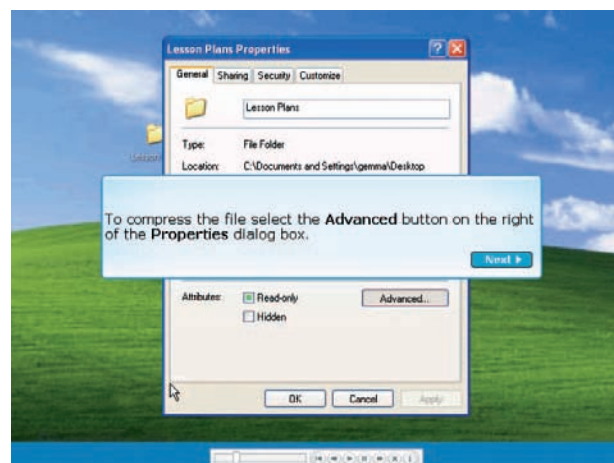


The tutorials cover the following applications:

## Getting started

This tutorial develops your skills in the following:

- Change page layout and print settings.
- How to save resources.
- Create folders and manage files.
- Cut, copy and paste.
- Optimise screen for learners' use.
- Consider learners with additional needs.
- Compressing files.





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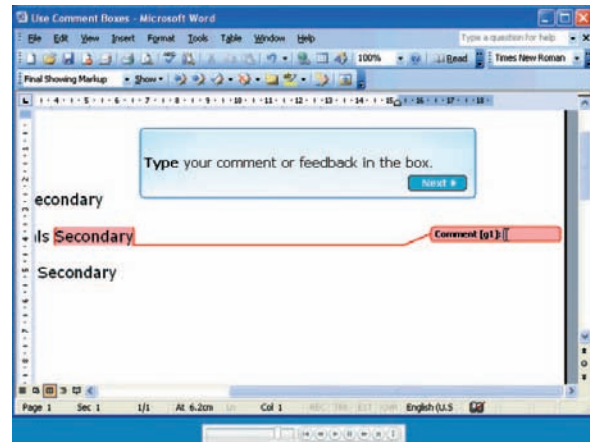
## Word

This tutorial will develop the following skills:

- Create resources using images.
- Create a drag and drop resource.
- Import graphs, spreadsheets and data.
- Use comment and drop down boxes.
- Use templates to create different types of resources.

### The tutorial case study: Word

This session is designed to create effective e-learning activities where users can practise these skills effectively in the context of a business studies resource. The activities identified are set within the context of learners developing an awareness and understanding of the primary, secondary and tertiary sectors.



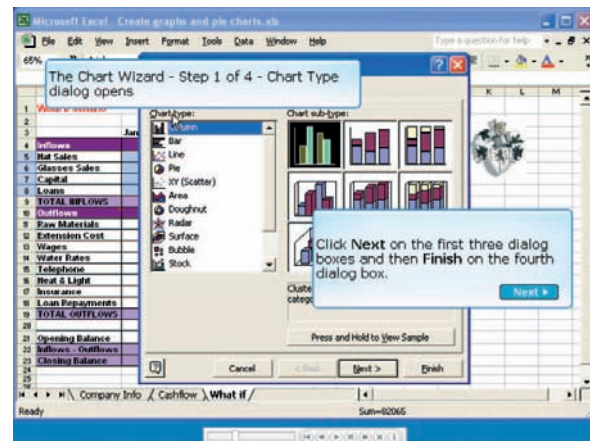
## Excel

This tutorial will develop the following skills:

- Making and creating model spreadsheets.
- Create graphs and pie charts.
- Import text and pictures.

### The tutorial case study: Excel

This session is designed to create effective e-learning in the application and management of cash flow forecasts. Users can practise these skills effectively in the context of a business resource. The activities identified encourage learners to appreciate the role of the cash flow forecast and its impact on the financial management of a business.





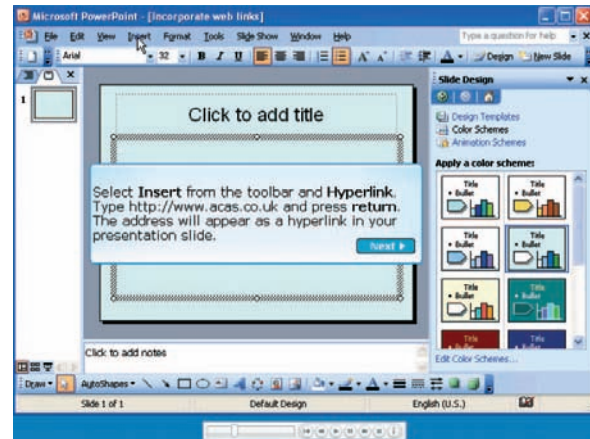
## PowerPoint

This tutorial will develop the following skills:

- Create PowerPoint introduction.
- Print slides.
- Incorporate web links.
- Incorporate video and audio files.
- Use interactive elements.

### The tutorial case study: PowerPoint

To practise these skills effectively and in the context of a business studies resource we have designed a session which creates effective e-learning in business administration. The activity creates an interactive resource which demonstrates employment rights and responsibilities using up-to-date employment legislation.



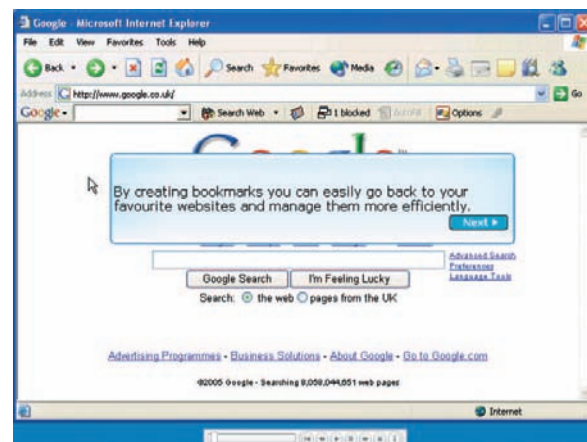
## Internet

This tutorial will develop the following skills:

- Use simple and advanced search facilities.
- Bookmark and organise favourites.
- Create hyperlinks from resources.
- Search text for keywords and copy and paste.

### The tutorial case study - Internet

This session is designed to create effective e-learning in a marketing topic. Users can practise these skills effectively in the context of a business studies resource. The activity asks learners to undertake a role to research and identify classifications on the Internet. This information is used to develop advice and feedback on the search and its value to a role-play scenario.



## E-learning tools and effective practice



### **Sharing the practice developed by our pilot sites**

Teachers and trainers within the trial and pilot sites developed a greater awareness of e-learning and its role within the business environment. The case studies and approaches on the CD-ROM have the capacity to both inspire and challenge. Each organisation has its own story to share. Their solutions and contexts do not suit all situations but the key to their experience is the demonstration of effective methods and outcomes. They do not advocate e-learning above traditional methods; what they do advocate is the reflections on what they have found to be effective practice in business. These observations and outcomes are supported by the learners who undertook these activities and who fed back on their learning experiences. In this way the aim of the resource is to give others an insight into the benefits identified by these organisations.



### **Effective use of PowerPoint and interactive whiteboards**

The focus is on evaluations and reflections from the trial and pilot sites on the effective use of PowerPoint as a tool for learning. The investigation within the evaluations of e-learning section of the CD-ROM e-learning activities, which is in the pack. Through CPD, providers have been encouraged to identify how they could improve exemplar sessions to ensure learners are active and not passive.



### **Effective use of VLEs in supporting learners**

Kingston College shares its approaches to the use and management of a Virtual Learning Environment or VLE. The college demonstrates the supportive use of the VLE as part of a taught session. It shares both the experiences and expectations of teachers, trainers and learners in the effective use of the VLE and demonstrates how it has enhanced learning in the classroom.

## Active learning approaches

Anne Sykes at Dewsbury College focused her attention on the design and development of a range of paper-based activities, which engage learners. The approaches she demonstrates were the starting point for the development of her e-learning activities. Getting learners actively involved was an important focus of Anne's approaches in the classroom and she reflects, 'if learners are involved then they are both motivated and learning'.



## Assessment, accessibility and e-learning

Assessment and e-learning features at various points in the resource. Through the CPD materials, case studies and approaches, opportunities are identified for assessment and to evaluate the effectiveness of the assessment. Learners are encouraged to reflect and evaluate the types of feedback they receive when undertaking assessments through e-learning activities.



## Reload

There are many resources currently available for business studies practitioners on a range of websites. Over 100 resources suitable for business are available on the Supporting resources for teachers and trainers CD-ROM. Not all of these resources are suitable for all learners at all levels; many of the resources would need repurposing to suit an individual learner's needs. Activities can be added to tailor the materials to suit the programme of study for specific groups of learners.

On this CD-ROM, Debbie at ETS, a work-based learning organisation, shares her approaches to using Reload for business administration learners.



Further case studies on the CD-ROM **Approaches, case studies and managers' perspectives**, share the experiences of the trial and pilot centres. They include:

- teachers and trainers at A Plus, a work-based provider sharing approaches to finance and accounting;
- Jan at Doncaster College sharing a session on market segmentation;
- Salim using the latest materials in an e-business session;
- teachers and trainers at Somerset College of Arts and Technology using Quadrant, a financial tool;
- Kingston College Teachers and trainers offering an insight into the effective use of a VLE to support distance learners;
- Debbie at ETS, introducing interactivity into employment rights and responsibilities;
- Robin at Hamstead Hall School sharing an approach to Critical Path Analysis.



## CD-ROM loading instructions and minimum specification

### **Loading instructions:**

Insert the disc into the CD-ROM drive.

The first page on the CD-ROM should launch automatically.

If it does not launch automatically:

1. Launch your web browser.
2. From your web browser, select Open File from the File menu. Select your CD-ROM drive, then select the file called index.htm.

### **Minimum Specification:**

This CD-ROM has been created in HTML and may be used on Windows XP or Windows 98 (or above). The CD-ROM will run on a minimum; 24 speed CD-ROM drive with 128Mb of RAM, 16 bit soundcard, Internet Explorer 5.0 and Netscape 6.0 (or above).

It is recommended that Macintosh OS X users transfer all files from the CD-ROM to their computer hard disc to play the Flash video.

### **Flash player and playing video:**

The CD-ROM uses Macromedia Flash Player 7 as a video player. This is likely to be installed on your computer already. To install Flash Player 7 from the CD-ROM browse to the 'Flash\_plugin' folder select 'Mac' or 'PC' and double-click the installer. Flash Player 7 is also available on the Macromedia website. Go to [www.macromedia.co.uk](http://www.macromedia.co.uk) to download.

## Introduction to the resource

This resource is to support practitioners in the further development of their ILT skills and to signpost existing resources which can be integrated into teaching and learning lessons, used as independent learning materials or developed as additional support materials.

It is our intention to share with you as many resources as possible. The CD-ROM in this pack gives you access to 120 resources and materials designed for business and associated topic areas.

### **The structure of the CD-ROM**

The resources on the CD-ROM are divided into three main categories:

- Business management and finance resources.
- Business administration resources.
- Key skills resources.

When accessed the main categories are divided into associated resources and a brief overview of these resources follows.



# Business management and finance resources

This section of the CD-ROM gives an insight into business organisation structures and the dynamics of the business environment. It will develop the learner's awareness of the inter-relatedness and key responsibilities of the business functions.

There are over 45 resources which you can use in your session as additional support materials or to support independent learning.

Under this category the following sub-sections are available:

- Introduction to business.
- Customers and location.
- Human resources.
- E-business.
- Marketing.
- Business case studies.



## Introduction to business

### Costs and revenue

This unit of learning material explains what costs and revenues are, describes the types of costs businesses have, and how to calculate total costs and total revenues.

### Profit and loss

This unit of learning material explains how to define profit and how to calculate profit and loss and understand how a spreadsheet can be used to make this calculation.

### Payment methods

This unit of learning material explains how to assess the advantages and disadvantages of different payment methods for customers and businesses.

### Competition

This unit of learning material explains how to describe the relationship between competition and profit, identify different competitive situations, how large businesses can set prices and the effect this has.



### **Identifying stakeholders**

This unit of learning material explains how to identify the most common stakeholders in a business, and how to explain the ways in which stakeholders are important to the success of a business.

### **Industrial sectors**

This unit of learning material explains how to identify examples of businesses in each of the three main sectors of the economy, identify the main industries within the service sector, and how to compare the importance of sectors over time.

### **Inflation and unemployment**

This unit of learning material explains how to identify the effects of inflation, the causes of unemployment and how government strategies try to combat inflation and unemployment.

### **Ownership**

This unit of learning material explains how to distinguish between common forms of business ownership, distinguish between limited and unlimited liability and how to recognise the key advantages and disadvantages of different forms of business ownership.

### **Departments in business**

This learning unit allows learners to move around a business clicking on each of the departments to find out what sort of tasks they typically undertake. There is also a quiz for the learner to check their understanding. In this quiz they take the role of a receptionist, directing incoming calls to the correct department by selecting buttons on a large on-screen telephone. To provide maximum flexibility in how this learning unit is used the learner can use it in two ways: The learner can work through the information on each department and then look at the quiz. Or, they can go straight to the quiz and access the information on each department only if they have difficulty answering a question. There is an Information button on each quiz question allowing them to do this.

### **Investigating business – Quiz**

A learning object designed for Level 1 students. It takes the form of a 20-question quiz covering a range of business related topics including business location, customer trends, marketing and e-commerce. Feedback is provided on the learner response to each individual question, and a final score is given on completion of the quiz. The learning object may be used as part of a group classroom activity, or as part of the individual study programme of the learner. The content of the object has been designed to apply equally to the English (Level 1) and Scottish (Access Level 3 and Intermediate Level 1) curricula.



### **Legislation 1**

A learning object designed for Level 1 students which covers some of the key concepts of health and safety legislation. Specifically, the learning object discusses the hazards and risks encountered in the workplace and the roles of employer and employee as defined in key statutes. The learning object may be used as part of a group classroom activity, or as part of the individual study programme of the learner. The content of the object has been designed to apply equally to the English (Level 1) and Scottish (Access Level 3 and Intermediate Level 1) curricula.

### **Legislation 2**

A learning object designed for Level 2 students which covers some of the key concepts of health and safety legislation. Specifically, the learning object discusses the hazards and risks encountered in the workplace and the roles of employer and employee as defined in key statutes. It also introduces the PUWER regulations. The learning object may be used as part of a group classroom activity, or as part of the individual study programme of the learner. The content of the object has been designed to apply equally to the English (Level 2) and Scottish (Intermediate Level 1 and Level 2) curricula.

### **Organisational structure**

A learning object designed for Level 2 students which aims to describe to learners the different types or organisational structure that exist within businesses. It also outlines the manner in which organisational structures develop. The learning object considers flat, hierarchical and matrix structures and considers the different ways in which organisations choose to group their activities. The learning object may be used as part of a group classroom activity, or as part of the individual study programme of the learner. The content of the object has been designed to apply equally to the English (Level 2) and Scottish (Intermediate Level 1 and Level 2) curricula.



### **Investigating business**

This 20-minute learning unit invites the learner to look at business related issues in the context of a small business, Dogfish Records. The case studies are highly interactive and use a 'virtual' Personal Digital Assistant (PDA) for learners to obtain information about the company, and reply to emails that they receive on it, concerning business related matters. The use of the PDA in the case study reflects the move by Dogfish Records to become an e-business. The case study explores this theme in a number of business related areas. The case study explores customer trends, marketing, business location issues and e-commerce.

### **Ownership**

A learning object designed for Level 2 students. It aims to introduce learners to varying ways in which businesses are owned. The learning object outlines the differences between sole trader businesses, partnerships, limited companies and franchise organisations. It considers the advantages and disadvantages of each type of business. The learning object may be used as part of a group classroom activity, or as part of the individual study programme of the learner. The content of the object has been designed to apply equally to the English (Level 2) and Scottish (Intermediate Level 1 and Level 2) curricula.

## **Customers and location**

### **Consumer needs**

This resource explains the importance and role of the customer in an organisational setting. It develops opportunities for discussion and frameworks to recognise the needs of the customer.

### **Improving customer service**

This resource recognises the importance of evaluating the service provided to customers. Using a range of tools and techniques this develops opportunities for discussion on the continual development of procedures delivering service.

### **Consumer protection**

This resource explains how to name the key consumer protection laws, how to outline the purpose of the key consumer protection laws and how to describe ways of dealing with common consumer problems.

### **Customer and community**

This resource explains how to outline the aims and scope of customer relations activity and community relations activity.

### **Environmental issues and pressure groups**

This resource explains how to describe the main environmental issues for businesses, how to outline the aims of an environmental pressure groups and how to describe their tactics.

### **Location of business**

This resource explains how to identify factors that will influence the location of a business, list factors that have affected the location of businesses in the past and present, and how to choose suitable locations for a particular business.

### **Consumer trends**

This resource aims to describe to learners a range of consumer trends, what affects such trends and why businesses need to understand them. It considers how political decisions, economic, social and technological factors affect consumer trends. It places particular emphasis on the way in which technology, and in particular e-commerce, has affected consumer trends in recent years.

### **External influences**

This resource aims to describe to learners the external influences that affect the decisions made by businesses, and help them to appreciate how these influences impact on business. It considers the political, economic, social, technological, environmental and legal influences that affect how a business operates. It also discusses how society and lifestyle have an impact on business.





### **Location**

This resource aims to describe to learners the importance of choosing the right location for a business and explain why location is so important. The learning object considers the impact of the business requirements, the available locations and legal issues on the choice of location for a business.

## **Human resources**

### **Motivation**

This resource explains how to describe the main motivation theories, describe what businesses do to motivate employees and list the factors that motivate people at work.

### **Training and promotion**

This resource explains how to outline types of training and how it is organised, the reasons for, and benefits of, promoting employees and how to explain why training is important for employers and employees.

### **Employers and employees**

This resource explains how to list types of employer/employee disputes, identify the role of trade unions and explain remedies for disputes.

### **Appraisal**

This resource aims to introduce learners to the concept of appraisal in the workplace, and explains how they can get the most out of their own appraisal. The learning object outlines how best to prepare for appraisal, how to evaluate individual strengths and weaknesses and what to do after the appraisal discussion has taken place.

### **Equal opportunities**

This resource aims to introduce learners to the concept of equal opportunities and how the law protects all employees, and helps the learner to identify discrimination. The learning object introduces the key statutes that provide the legal framework within which equal opportunities in the workplace operate. It specifically looks at harassment, disability, pregnancy, maternity and victimisation.



### **Getting a job**

This resource takes the form of a 20-question quiz covering a range of health and safety related topics. Feedback is provided on the learner's response to each individual question, and a final score is given on completion of the quiz.



### **Interviews 1**

This resource aims to prepare the learner for interview, and explain how interviews work. It outlines different ways in which candidates can prepare themselves for interview, including thinking ahead about some of the questions that they are likely to be asked. It also contains an exercise on questions that the interviewee should consider asking.

### **Interviews 2**

This resource aims to prepare the learner for interview, and explain how interviews work. The learning object outlines why interviews are held, and looks at the advantages and disadvantages of interview as a recruitment technique. It also contains information on the importance of body language at interview, and information on equal opportunities legislation as it affects the recruitment process.

### **Job applications**

This resource aims to help the learner define their own qualities and skills, and explains how to apply for jobs in a variety of different ways. The object invites the learner to assess themselves and explore how they can best present themselves to a prospective employer. It introduces the learner to a range of different methods of applying for a job.

### **Job descriptions**

This resource aims to help the learner distinguish between job descriptions and person specifications, and understand the differences and uses of both.



## E-business

### Websites for business

This resource explains how to describe the key components of website design, list the main purposes of business websites and the steps involved in building a website.

### E-business

This resource explains how to outline the main principles of e-business and the features of good e-business practice.

### Success or failure

This resource explains how to outline the ways in which e-businesses try to ensure that they make a profit and how to recognise the reasons for e-business successes and failures.

### Communications technology

This resource explains how businesses can use the Internet to interact with customers and for gathering information and for research, and explains how email is used in business.

## Marketing

### What is SWOT?

This session introduces and explains what a SWOT analysis is, by examining each objective and providing background information on each point. Interim and summative assessments are included to test that learning has taken place. A glossary is included for some of the terms used.

### What is PEST?

This session introduces and explains what a PEST analysis is, by examining each objective and providing background information on each factor. Interim and summative assessments are included to test that learning has taken place. A glossary is included for some of the terms used.

### **What is market research?**

This resource explains how to describe market research, how to research effectively, how to identify the advantages and disadvantages of different market research methods, and how to recognise the difference between primary and secondary research.

### **Carrying out research**

This resource explains how to identify ways in which market research can help businesses make decisions, identify good practice in questioning techniques and how to outline what is involved in carrying out good market research.

### **Acting on findings**

This resource explains how to describe the role of forecasting in business, how to outline ways in which consumer and competitor intelligence is gathered and used.

### **Maintaining the company image**

This resource explains what is meant by maintaining the company image and asks the learner to consider how an employee's behaviour might impact on a caller/visitor's image of a company. Learners are shown different situations and asked how they might respond and how certain responses might affect the company's image. These situations include responding to a request when you are busy, receiving a call from a customer that an order has not arrived and handling a potentially unreasonable request.





## Case studies

### **Legoland SWOT analysis**

This session looks in depth at the children's amusement park, Legoland Windsor, UK. This case study of a visitor built attraction is delivered as an overview in the first instance. The following activity allows the learner to access information in more depth and to complete an online SWOT analysis of this attraction. A model answer is provided, allowing the learner to check information. A fun summative assessment in the form of a rich picture exercise ends the session. A glossary is included for some of the terms used.

### **Cairngorm mountain attraction PEST**

This session looks in depth at the Cairngorm Mountain attraction in Scotland. This case study of a visitor built/natural attraction is delivered as an overview. The following activity allows the student to access information in more depth and to complete an online PEST analysis of this attraction. A model answer is provided, allowing the student to check information. A fun summative assessment in the form of a rich picture exercise ends the session. A glossary is included for some of the terms used.

### **Visitor attraction SWOT**

The start of this session allows the learner to examine what a SWOT analysis is, before moving on to examine a visitor attraction through a SWOT analysis and exploring if factors are strengths, weaknesses, opportunities or threats. This is examined by breaking down each component of the analysis and identifying how strengths and weaknesses are related to internal factors, and opportunities and threats are linked to external factors. Further analysis is illustrated through examples of conversion strategies which examine how weaknesses are converted to strengths, threats and strengths are converted into opportunities. A glossary is included for some of the terms used.

# Business administration resources

The resources in this section of the CD-ROM give an insight into the important practices and procedures within the administrative function. They highlight the processes of managing and controlling the central support function of an organisation. They will help clarify the significant role administrative support has in effective organisations. In addition they will clearly lay out the core responsibilities covered by the office administration functions.

There are over 50 resources you can use in your sessions and are divided into the following sections:

- Managing information.
- Office applications and ergonomics.
- Scheduling.
- People.

## Managing information

### Managing information

This resource explains how to describe some of the things a word processing package can do. It lists features of a computerised database and explains how to outline three main principles of the Data Protection Act.

### Finding resources

This resource begins with a tutorial section showing the learner the different types of resources available. The learner can then practise choosing the right resource to use to find out specific information. To enliven this task and engage the learner it is presented as a card game. There is a dealer and the learner is playing against two opponents in turn. If they answer correctly then they take a chip from the opponent. The number of chips they win determines their score. There are two levels which the learner can choose from.

### **Incoming mail**

This resource asks the learner to have a go at processing the incoming mail for a fictional company, Kool-Clothes Mail Order Ltd. It starts with some knowledge screens which cover such issues as: date stamping mail, how to deal with enclosures, the procedure to follow if remittances are received and what to do if you receive a suspicious parcel. The learner is then asked to identify how they would process seven items that the company receives in the post. Full feedback is given to the learner on their choices before they move on to the next question.

### **Interpreting correction signs**

This resource allows a learner to practise interpreting correction signs to make proofreading amendments to a draft letter. A cartoon strip sets the scene: a couple has returned from a weekend away and they are writing a letter of complaint to their hotel. The draft letter has been proofread and there are 15 corrections to make. Through a series of questions the learner is asked to interpret the correction signs to make the changes needed. By the end of the series of questions the learner has changed the draft document into a letter ready to send. They are then given an opportunity to view it and see the outcome of the complaint.

### **Introduction to correction signs**

This resource introduces the learner to correction signs through a tabbed information screen. They are then given a series of sentences and have to identify which correction sign to use. The learner can refer back to the Information screen at any time.

### **Postal service quiz**

This resource contains 25 questions that will test the learner's knowledge of identifying the right postal service to use to send a number of different letters and parcels in the UK and overseas. It will also test the learner's knowledge on compensation for lost or damaged parcels. The quiz is in the form of a jigsaw with each piece corresponding to a question. The questions are in one of these three areas: Sending mail in the UK, Sending mail Overseas and Compensation.



# Office applications and ergonomics

## **Organising an office (accessible version)**

By the end of this resource learners will be able to answer some questions about an office layout considering individual requirements and office ergonomics.

## **Design a layout**

This is an activity where the learner can have a go at arranging the layout of an office. There are some questions towards the end of this unit to help consolidate learning.

## **Office design**

In this resource learners will have a look at different types of offices and meet the staff members who work in them. The staff also give their opinions about working there.

## **Hazards and risks**

This resource covers some of the key hazards and risks encountered in an office environment. It defines hazards and risks, helps learners to identify hazards and reduce risks. It specifically looks at the responsibilities of the individual in terms of workplace health and safety.

## **Hazards and risks 2**

This resource specifically looks at the responsibilities of the individual in terms of workplace health and safety and looks at long term hazards such as upper limb disorders.

### **Hazards and risks in the office**

This resource uses an activity-based approach to address health and safety issues in a fun and interactive way. It explores an office and identifies the risks and hazards present. The learner is asked to identify the areas in an office environment that are covered by Health and Safety Regulations and answer a question about each area.

### **Hazards and risks quiz**

This resource takes the form of a 20-question quiz covering a range of health and safety related topics. Feedback is provided on the learner response to each individual question, and a final score is given on completion of the quiz.

### **Meet the fax**

This resource allows the learner to explore the main functions and features of a fax machine. To do this the learner can move freely between questions, knowledge screens, examples, top tips and animations/illustrative graphics. A quick self-test at the end allows the learner to check that they have viewed and understood all the information.

### **Meet the franking machine**

This resource allows the learner to explore the main functions and features of a franking machine. To do this the learner can move freely between questions, knowledge screens, examples, top tips and animations/illustrative graphics. A quick self-test at the end allows the learner to check that they have viewed and understood all the information.

## **Scheduling**

### **Juggling demand**

This resource uses a virtual scenario approach, asking the learner to assist an inexperienced receptionist to prioritise the tasks she is being asked to do by other members of staff. The outcomes of each decision are shown and if they choose wrongly they are shown what should have been done. To help them complete the task the learner can select an on-screen helper of their choice. There is a summary at the end.

### **Scheduling activities**

This resource uses an activity-based approach, asking the learner to take the role of a Personal Assistant. The task is to schedule a day of appointments for a busy executive called Pippa Morgan. The learner is given her existing schedule and then receives requests for meetings that are needed, or changes to existing arrangements. These come in the form of answer phone messages, emails, requests from Pippa herself or from other PAs. The learner has the opportunity to keep amending the schedule until they are successful. Pippa then gives feedback on how impressed she is or not! A model answer with rationale is also provided for them to compare their ideas against.

### **Scheduling appointments**

This resource uses an activity-based approach, asking the learner to schedule a day of appointments for a busy dentist. The learner is given the existing schedule and then receives nine telephone calls from patients asking them to either cancel or schedule an appointment. The goal for the learner is to give each patient who calls a timeslot at a time that is convenient for them. The learner can experiment with different timeslots for each patient until they are confident that they have the correct schedule. A model answer with rationale is also provided for them to compare their ideas against.

### **Stock control**

This resource addresses how to strike a healthy balance between having too little, and too much stock in a stockroom. There is a short series of knowledge screens and a quiz to allow the learner to check their understanding. The six quiz questions ask the learner to apply their newly acquired knowledge to a series of practical situations.

### **Stock distribution and ordering**

This is a tutorial-based resource which uses a small case study to take the learner through the process of distribution and ordering. Using a menu structure the learner selects each step of the process to learn about what is involved. They can also view the relevant forms. The learner is asked to interpret information on the forms as part of the case study.

### **Storage of stock**

This is an activity asking the learner to have a go at storing a delivery of stock in a graphical on-screen stockroom. There are some simple guidelines to follow and the learner can move items around until they are happy with their choices. The learner can compare their final layout to a model answer with rationale. The model answer is only one way to store the stock. The learner should be encouraged to try as many different layouts as possible.

## **People**

### **Dealing with visitors 1**

This resource uses a virtual scenario approach, asking the learner to assist an inexperienced receptionist deal with a visitor. To do this, the learner is presented with a number of decision points where they have to decide on the correct course of action. The learner will then see the outcomes of their choices – good or bad and will receive feedback. They will also be told what the right decision should have been.

### **Dealing with visitors 2**

This resource uses a virtual scenario approach, asking the learner to assist an inexperienced receptionist deal with a visitor who has a problem with an appointment. To do this, the learner is presented with a number of decision points where they have to decide on the correct course of action. The learner will then see the outcomes of their choices – good or bad and will receive feedback. They will also be told what the right decision should have been.

### **Dealing with visitors 3**

This resource is split into two micro units. The first is a short tutorial section giving the learner an awareness of some of the issues people with a physical impairment have to face in their daily lives. The second part of the unit is much larger and uses the virtual scenario approach, asking the learner to assist an inexperienced receptionist deal with a visitor who is hearing impaired and a wheelchair user. To do this, the learner is presented with a number of decision points where they have to decide on the correct course of action. The learner will then see the outcomes of their choices – good or bad and will receive feedback. They will also be told what the right decision should have been.

#### **Dealing with an angry visitor**

This learning unit uses a virtual scenario approach, asking the learner to assist an inexperienced receptionist to deal with an angry visitor. To do this, the learner is presented with a number of decision points where they have to decide on the correct course of action. The learner will then see the outcomes of their choices – good or bad and will receive feedback. They will also be told what the right decision should have been. The company policy on dealing with visitors is available to learners, which may help them in their decisions.

#### **What having a visual impairment really means**

This section gives the learner an awareness of some of the issues people with a physical impairment have to face in their daily lives. Quick activities for the learner to try to help consolidate this.

#### **Telephone calls lesson 1**

This resource uses a virtual scenario approach, asking the learner to assist an inexperienced receptionist to deal with a lengthy telephone call. To do this, the learner is presented with a number of decision points where they have to decide on the correct course of action. The learner will then see the outcomes of their choices – good or bad and will receive feedback. They will also be told what the right decision should have been.

## Key Skills resources

This section on the CD-ROM gives an insight into business organisations, structures and the dynamics of the business environment. It will develop awareness of the interrelatedness and key responsibilities of the business functions. In particular, this section draws on the expertise of the marketing function to demonstrate the role of functional responsibility. It demonstrates the tools and techniques of marketing and the impact the function has on the business organisation as an entity.

There are over 20 resources which are divided into the following sections:

- Communications.
- Information and communications technology.

## Communications

### **Face-to-face communication**

This resource explains how to outline the three steps of dealing with customers, describes the importance of listening, and explains what impact body language can have in face-to-face communication.

### **The communication process**

This resource explains how to describe the communication process, identify appropriate communication methods for business and how to identify problems in the communication process.

### **Written communication**

This resource explains how to identify the most important types of written communication used in business, choose the best way to communicate different types of information and explains how images can be used in business communication.

### **Delivering a presentation and tutorial**

This resource asks a series of questions and offers advice on how best to deliver a successful presentation with confidence and style.



### **Group discussions**

This resource is designed to help develop skills in taking part in group discussions. It addresses the requirements of the Key Skills Level 3 Communications Standards in group discussions and invites you to consider your own strengths and weaknesses.

### **Essay writing**

This series of screens is designed to help develop skills in essay writing. It looks at the structure of essays, and how to edit and redraft them.

### **Letters and memos**

This series of screens is designed to help develop skills in letter writing and memo writing. It looks at both formal and informal letters, and explains how to structure letters, and offers the opportunity to comment on sample letters.

### **Preparing your portfolio**

This series of screens focuses on what needs to be included in a portfolio and how to keep track of evidence as it's created. It analyses the Key Skills Standard for Level 3 Communications to check exactly how much evidence you need to generate.

### **Reading extended text**

This resource offers advice on how to read extended text.

## **Information and communications technology**

### **Building a portfolio**

This section offers advice about how to design a major task.

### **How software can be used**

Introduction to why different types of software are used.

### **The Wood Company information**

Introduction to a real-life scenario: The Wood Company.

### **Welcome to IT**

An introduction to Key Skills Information Technology Level 3: - The importance of information for decision making - An overview of the Key Skills Standard - Introduction to real-life scenario: The Wood Company.

### **What can you do?**

These screens present four checklists to take stock of IT skills.

### **The Wood Company databases**

A series of tasks that involves setting up a database and producing three reports from that data.

### **The Wood Company spreadsheets**

This resource presents a challenge: to create a spreadsheet to meet the needs of The Wood Company.

### **The Wood Company graphs**

A series of tasks that involves generating a bar chart and a pie chart from a spreadsheet that has already been created.

### **The Wood Company word processing**

A series of tasks in using word processing software to produce draft and final reports, which involves setting up a table, using standard features for page layout, and techniques such as cut and paste.

# What is e-learning? (The DVD)



## About the DVD

The 'What is e-learning?' DVD offers an insight into approaches to effective e-learning. The film is divided into the following sections:

### Introduction

- What is e-learning and how do you recognise good practice?

### Why adopt e-learning?

- Feedback from the pilot centres and how they are developing e-learning strategies within their organisations.

### E-learning sessions

- Highlighting how the materials have been used and the experiences from selected pilot centre.

### Implementing e-learning

- Some of the questions posed and topics discussed in this section are:
  - Where to start?
  - How do you get going?
  - Making the first steps.
  - Benchmarking and information gathering.

The DVD can be played on a normal DVD player or a computer with a DVD drive and associated software. You can play the whole film or choose to play each of the sections by selecting them from the menu on the opening screen.

## Next steps



Users of this resource have been able to share the perspectives and practices of trial and pilot sites, and have been able to recognise the benefits that technology can bring to teaching and learning. Users have begun to reflect on and evaluate effective practice with e-learning.

The next step is to use the CPD activities and:

- clarify understanding and interpretation of the definitions of what e-learning is and what it means to individuals, departments and organisations;
- develop a vision of where a department or organisation could be with e-learning;
- identify what effective e-learning means to teachers, trainers and learners;
- recognise alternatives to traditional delivery methods to ensure the technology produces demonstrable learning outcomes to meet all learners' needs.

However, e-learning is still evolving and the views and practices, which have been developed, will evolve further. Those involved in teaching and learning will question current practice and push further to produce 'added value' to the learning experience. The process is one of continuous improvement through reflection and evaluation of current practice.

# Glossary of terms

## Terms relating to e-learning

### Accessibility

The degree to which computers are usable by (or available to) users with visual, hearing or mobility needs. Accessibility examples include the ability to change font sizes, alter colour schemes, increase contrast and include audio as an option on websites.

### Asynchronous learning

Learning opportunities and support that do not have to be accessed at fixed times. Interaction between tutors and learners occurs intermittently with a time delay.

### AUP

Acceptable use policy. A good practice guide making users of IT systems within educational organisations aware of their legal obligations regarding the use of technology including the Internet and VLEs.

### Authoring tool

Any software that is used to produce content for publishing on the web or on a CD-ROM.

### Becta

The British Educational Communications and Technology Agency is the Government's lead agency on the use of ICT/ILT in education.

### Blended learning

Describes combinations of face-to-face and technology-based learning.

### Blogs

Weblogs or 'blogs' are personal websites consisting of regularly updated entries displayed in reverse chronological order. They read like a diary or journal, but with the most recent entry at the top.

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## **Broadband link**

A high-speed communications link that allows large amounts of data such as video files or music to be transferred quickly between computers.

## **Browsers**

A piece of software designed primarily for viewing web pages available on the Internet.

## **Bulletin board**

A forum on the Internet or an intranet, where users can leave messages for other users to read and respond. (See also discussion board).

## **CBT**

Computer-based training. A term used, particularly in the context of work-based skills learning, to describe teaching and learning, which uses a computer as the instructional implementation medium.

## **CD-ROM**

Compact disc read-only memory. A computer storage medium suited to store large amounts of information such as graphics, sound or video. The disc is 'read' by laser and the contents cannot be altered by the user.

## **Chat**

Live (real-time), instant messaging online. Once a chat has been initiated, either user can type text and it will appear on the other user's monitor. Chat happens in virtual chat rooms, which have a topic or subject area.

## **Conferencing software**

Software that enables users connected to the system to take part in a virtual conference from any location. The software can enable users to view text messages within an electronic discussion group. Conferencing software can include audio and visual communication between users.

## **CMS**

Content Management System. A system used to manage the publication of content on a website.



**Collaboration technology**

Software, platforms, or services that enable people at different locations to communicate and work with each other in a secure, self-contained environment.

**Courseware**

Computer software and associated materials designed for educational or training purposes.

**Data projector**

A projector that connects to a computer, then magnifies and projects the contents of the monitor directly onto a screen.

**DfES e-strategy**

'Harnessing Technology: Transforming learning and children's services' is the title of the strategy published in 2005 which sets out aims for the use of digital and interactive technologies within all areas of education and children's services.

**Digital camera**

A camera that captures images electronically and stores them as digital files. These can then be downloaded onto a computer for viewing, manipulating and printing.

**Discussion board**

A forum on the Internet or an intranet where users can leave messages for other users to read and respond. (See also bulletin board.)

**Electronic whiteboard**

A whiteboard connected to a computer, and which displays the contents of the computer monitor, but also has the facility for users to edit and save the content displayed, using either a special pen or by touching the screen with a finger or hand.

**E-learning**

E-learning is learning, supported or enhanced through the application of information and communications technology.

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## **E-portfolio**

E-portfolios include software or systems that support assessment and evidence collection, and may include an electronic record of lifelong learning achievements compiled by a learner.

## **Facilitative tools**

Electronic applications used in online courses as part of course implementation. Examples are mailing lists, chat programs, streamed audio, streamed video and webpages.

## **Firewall**

Software designed to prevent unauthorised access to private data on a network by potentially malicious users. It can also provide some measure of protection against computer viruses.

## **Flash/Flash Player**

Software for the development and viewing of animation and other interactive elements.

## **Granularity**

The level of the smallest piece or 'chunk' of learning content in e-learning materials. Chunks may be combined to create a coherent piece of learning content.

## **Hot potatoes**

The software, which enables the creation of various kinds of interactive exercises for the web.

## **ICT**

Information and Communication Technology. The combination of computers and communications technologies including the networking together of computers.

## **ILT**

Information and Learning Technology. Supporting and delivering effective learning through the application of IT and ICT.

## **Internet**

The network of computers and computer networks which operates world-wide using common communication protocols.

### **Interactive whiteboard**

See 'electronic whiteboard'.

### **Intranet**

An internal network that functions essentially like the web, except that users usually require some form of authorisation for login to access its resources and facilities.

### **IT**

Information technology. Computer equipment and software used to process data and deliver information.

### **JANET**

Joint Academic Network. A private, government-funded network for education and research, connecting further and higher education organisations, research councils, specialist colleges, and adult and community learning providers.

### **JISC**

Joint Information Systems Committee. A strategic advisory body working on behalf of the funding bodies for further and higher education in England, Scotland, Wales and Northern Ireland. It also works in partnership with the research councils.

### **Learning environment**

The physical or virtual setting in which learning takes place.

### **Learning object**

A self-contained piece of learning material with an associated learning objective. Learning objects are capable of re-use by being combined together with other objects for different learning purposes.

### **Learning platform**

A term used to describe some software and systems used for e-learning. The software facilitates access to and management of learning materials. Examples include MLEs and VLEs.

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## **MIS**

Management Information System. A computer system designed to help manage, plan and administer organisational procedures and information.

## **MLE**

Managed Learning Environment. All the information systems and processes in a learning provider (including its VLE if it has one) that contribute directly or indirectly to learning and the management of that learning.

## **M-learning**

Mobile learning. The use of mobile and handheld IT devices, such as PDAs (personal digital assistants), mobile phones, laptops and tablet PCs, in teaching and learning.

## **Mentoring**

Educational and CPD support provided by experienced colleagues. Examples in the e-learning context include ILT champions and e-guides.

## **MP3**

The technology used to download and process music from the Internet. A standard technology and format for compressing a sound sequence into a very small file (about one-twelfth the size of the original file) while preserving a high level of sound quality when it is played back.

## **Multimedia**

Multimedia is the integrated use of computer based text, graphics, video, animation, and sound. Multiple media describes the use of a range of computer media without their integration.

## **Online learning**

A method of learning which takes place via the web or similar electronic means (such as an intranet).

**PDA**

Personal digital assistant. A handheld device that combines computing, telephone, diary and networking features.

**PDF**

Portable Document Format. A file format, which enables users of any hardware or software platform to view documents exactly as they were created, with fonts, images, links and layouts as they were originally designed.

**Plug-in**

A computer program that allows users of the web to display different file types such as Flash animations, PDF documents and audio files. Plug-ins can be downloaded from the web.

**QuickTime**

QuickTime enables computer users to play back high-quality audio and video on their computers.

**RealAudio/RealVideo**

Software for streaming and downloading audio and video over the Internet.

**Repurpose**

To reuse learning content – by revising, restructuring or repackaging it – for a different purpose or in a different way than was originally intended.

**SCORM**

Sharable Content Objective Reference Model. A series of e-learning standards that specify ways to catalogue, launch and track e-learning objects.

**Streaming media**

A technique for transferring data so that it can be processed as a steady and continuous stream. This enables users to download audio and video files effectively.

**Synchronous learning**

Learning which takes place in an environment where the tutor and the learner are simultaneously present, although perhaps at different locations, and communicate with each other in real time.

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### **TechDis**

A JISC-funded service supporting the further and higher education community in all aspects of technology related to those with disabilities and/or learning difficulties. TechDis works with a variety of organisations across the education sector, and has links to national technology organisations.

### **UKERNA**

United Kingdom Education & Research Networking Association. The organisation that manages the operation and development of the JANET network.

### **UK online**

A government initiative to help everyone in the UK make the most of the Internet. Activities have included increasing the number of government websites, launching and developing UK online centres and conducting a media publicity campaign.

### **URL**

Uniform Resource Locator. A URL is the address (a unique Internet server location and page address) of a file accessible on the Internet.

### **Usability**

The measure of how effectively, efficiently and easily users can navigate a computer interface and find computer-based information.

### **Video conferencing**

A method by which users connected to the system can take part in a virtual conference from any location via a video link.

### **Virtual classroom**

An online learning space where learners and tutors meet and where teaching and learning takes place.

### **VLE**

Virtual Learning Environment. An integrated system that allows practitioners and learners to access teaching and learning resources, communicate with one another, and give and receive support within an online environment at a time, place or pace to suit their needs.



**VOIP**

Voice over Internet Protocol allows phone calls over the Internet, via a broadband connection.

**Voting device**

An interactive device that allows users to gain immediate feedback from questions, quizzes and tests.

**W3C**

World Wide Web Consortium. This group develops the interoperable technologies (specifications, guidelines, software and tools), which make the web operate.

**Web (or World Wide Web)**

All network-accessible information; that is, all the resources and users on the Internet using the same communications protocols.

**Webcam**

A camera linked to a computer and to the Internet. A live picture is uploaded from the camera to the Internet every few minutes, recording 'real life' in action. The image can then be remotely on the web.

**Webcasting**

The delivery of live online presentations or broadcasts over the Internet.

**Wi-Fi**

Allows a device such as a laptop computer to connect to the Internet wirelessly.

**Wiki**

Is a type of collaborative website where users can add, remove and edit content quickly and easily.

**Wireless mouse**

A simple, cable-free input device that communicates to a base station receiver using infrared or radio signals.

## General glossary

### **Action learning sets**

Small groups of peers who come together on a regular basis to review, discuss and challenge actions in a supportive way.

### **Action research**

Small-scale, workplace based research in which teachers, trainers or other professionals investigate their practice with the aim of developing it.

### **Active learning**

Learning that involves learners in practising important skills and in applying new knowledge, in such a way that their understanding is improved.

### **Aims**

Clear and concise statements that describe what the teacher or trainer hopes to achieve in a learning session.

### **Analysis**

The opportunity to investigate a variety of data/information to arrive at an evaluative conclusion about that data/information.

### **Application cards**

Learners are asked to suggest other application(s) of any principles/theories/procedures that can be explored in a group.

### **Assessment for learning**

The process of seeking and interpreting evidence for use by learners and teachers or trainers to decide where the learners are in their learning, where they need to go, and how best to get there.

### **Brainstorming**

Putting together a small group of learners to produce a large number of creative ideas in a short time for subsequent evaluation. Also known as 'ideas blast', 'thought shower' or 'wordstorming'.

**Buzz group**

A small group of learners who spend a few minutes discussing an idea or thought-provoking question among themselves.

**Change agent**

Any member of staff who is engaged in enabling and facilitating change in practice within their organisation.

**Communities of practice**

Groups of individuals sharing common beliefs and values who group together to share and develop practice.

**Co-operative learning**

A strategy in which small teams, each with learners with different abilities, use various learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping fellow learners learn, thus creating an atmosphere of achievement.

**CPD**

Continuing professional development. Any activity that helps teachers and trainers maintain, improve or broaden their knowledge, understanding and skills, and become more effective in their role.

**Critical incident**

An episode of teaching a single session or one event during a session that is subjected by the teacher to close analysis by means of reflection in order to develop their practice.

**Critique**

A critical examination of, for example, a lesson or a session plan, to allow feedback and strategies for improvement. The word is sometimes used as a verb ('to critique').

**Crossover groups**

A group of learners is broken into sub-groups, each being assigned a specific learning task. When the first task has been accomplished, the groups are re-formed so that the new groups contain one person from each of the original groups, so that the findings from each task can be discussed and disseminated to all.

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## **Developmental**

Learning that takes place as part of cognitive development. Activities may be structured in such a way that activities/questions start at a lower level, then move to the more difficult.

## **Differentiation**

Identifying and addressing the different needs, interests and abilities of all learners to give them the best possible chance of achieving their learning goals.

## **Direct paraphrasing**

Learners are asked to write a lay person's 'translation' of a concept to make it understandable to a specific audience.

## **Dyads**

Pairs of learners working together on a collaborative activity.

## **Effective session summaries**

Summaries, which conclude a session to consolidate and reinforce learning. They are often most effective when given in an orderly way and involve learners actively.

## **E-learning<sup>1</sup>**

E-learning is learning, supported or enhanced through the application of information and communications technology.

## **Empty outlines**

The teacher/trainer provides learners with an empty or partially completed outline of an in-class activity/presentation or homework exercise and gives limited amount of time to fill in the blank spaces.

<sup>1</sup> Based on LLUK's definition of e-learning

**End of unit test**

See summative assessment.

**ESOL**

English for Speakers of Other Languages.

**Evaluation**

A process whereby learners, teachers/trainers or an organisation, examine perceptions of the experience, the overall quality of a study programme, or a particular course/assessment activity. Generally part of a formative process aimed at improving standards, it may be carried out by a questionnaire or by interviews.

**Experiential learning**

The process learning by means of a four-stage process – concrete experience, reflective observation, abstract conceptualisation, active experimentation (as defined by Kolb, 1984).

**Extension activities**

Additional activities provided for learners who have completed basic learning tasks, ideally more complex to offer a higher level of challenge.

**Focus group**

A group of people brought together for the purpose of discussing their responses to a series of questions designed to explore their views and/or experiences within a specific context.

**Focus listing**

Learners are asked to focus attention on a single important term, name or concept from a session. Learners are then directed to list several ideas closely related to that 'focus point'.

**Forcefield analysis**

A tool for planning strategies for implementing organisational change, in which a model is produced showing the relative strength of the forces working for change and those opposing it.

**Formative assessment**

Checking of individual learners' progress both within and outside formal teaching and learning sessions, followed by feedback to the learner. The process allows teachers to adapt their teaching to suit learners' needs and learners to focus on areas of their learning, which need improvement.

**Gap analysis**

A planning tool involving identification of the gap between the present and the desired situation.

**Hand signals cue cards**

Learners are asked simultaneously to offer responses to questions posed by the teacher/trainer/peer (Yes/No True/False, 1-5) on small cards/sticky notes. The teacher/trainer can gain an overview, which can be shared with the learners.

**Individual review, action planning and target setting**

Formative assessment that takes place outside the classroom or workshop where learners review their progress on a one-to-one basis with their teacher/trainer and formulate actions and targets for improvement.

**Individualisation**

Recognising and responding to individual needs.

**Initial assessment (generic)**

The overall process of assessing individual learners' needs, aptitudes, preferences and prior learning in order to plan and provide an appropriate learning programme to meet their needs.

**Initial assessment of literacy, language and numeracy**

A process that indicates the likelihood that a learner may have a literacy, language or numeracy skills need. Often informal. Does not relate the learner's skills to any 'level'. Learners may decide, after screening, to ask for an 'initial assessment'.



**Initial assessment**

Initial assessment gives the early warning signs that someone has support needs. For example, it can help teachers and trainers position learners against the National Standards for Adult Literacy and Numeracy so that an appropriate learning programme can be identified.

**Diagnostic assessment**

Diagnostic assessment builds on initial assessment to provide more in-depth information about an individual's strengths and weaknesses in relation to (for example) literacy, language or numeracy, enabling tutors to design a programme of work suitable to the needs of the individual learner.

**Kinaesthetic**

Practical, or tactile, learning strategy using the sense of touch.

**Knowledge**

The information and experience that a learner has acquired or learned and is able to recall or use in a given situation/activity.

**Learning cycle**

A learning process in which the experience of trying something new is followed by reflection and evaluation on what was effective. Reflection is supported by reference to existing theory and then followed by a new plan of action, taking into account what has already been learned. The learning process is cyclic and can be iterative.

**Learning outcomes**

Statements indicating what a learner should know/understand/be able to do at the end of a given period. (See also objectives.)

**Learning preferences**

A preferred way of learning, for example, learning using computer technology or through visual, auditory, kinaesthetic or practical activities.

**Learning programme**

A programme of learning including schemes of work and session plans and which aims to ensure coherence and continuity across the learning experience.

### **Learning styles inventory**

A diagnostic instrument used to assess learners' preferred learning styles. If you look up 'learning styles' on the Internet you will discover dozens of different questionnaires for assessing learning preferences. But beware – a study by the Learning and Skills Research Centre found that some of the most widely used instruments had low reliability and poor validity. The report recommended that 'teachers and trainers should look instead at broader notions of how learners approach learning'. (Coffield F et al, 'Learning styles and pedagogy in post-16 learning. A systematic and critical review', Learning and Skills Research Centre/Learning and Skills Development Agency, 2004.)

### **Mastery**

Where learners have an opportunity to show that they have acquired a predetermined level of information, knowledge or skills.

### **Memory matrix**

Learners are invited to complete the blank cells of a two-dimensional diagram: a rectangle divided into rows and columns and used to organise information and illustrate relationships. Row and column headings are given, but the cells are left empty.

### **Minute paper**

Three or four minutes before the end of the session learners are asked to write a short (timed), focused response to a carefully worded prompt, for example, 'What was the most important thing you learned about X?' 'What new aspect of Y did you learn today?', 'What was the most surprising thing you learned today?', 'What point remains least clear to you?'

### **Objectives**

Precise and measurable statements describing what learners should learn in the time specified. (See also learning outcomes.)

### **Open/closed questions**

Open questions cannot be answered with a 'yes' or 'no' response or a one-word answer and are intended to encourage higher level thinking skills. Closed questions have only one satisfactory answer, which is usually very short. They can be useful when testing knowledge.

### **Open, flexible and distance learning**

Variations of a mode of learning that allows the learner to study in a place and at times of their own choosing, often away from the

traditional classroom-based environment, using specially designed resources and being offered face-to-face, online, postal or telephone-based support.

### **Pair checking**

Teacher/trainer asks a question, then learners work alone to answer it. Pairs then compare their answers, giving their partners one good point and one way in which the answer could be improved. The teacher/trainer then gives the suggested answer.

### **Peer assessment**

Learners check each other's work, using clear criteria. This helps them develop and use skills required to check or evaluate their own work.

### **Personal constructs**

The dimensions that we use to conceptualise aspects of our day to day world, which we use to forecast events and rehearse situations before they happen.

### **Public theory**

Theories that have been published and are part of the generally acknowledged basis of a particular field of study or work.

### **Pyramid groups**

Learners working in twos or threes complete a 'buzz group' activity, then combine with another group to share their findings. Thereafter, these new groups can be combined with others until a whole group consensus is reached. Alternatively, an additional task may be added at each stage of the pyramid. (See also 'snowball'.)

### **RARPA**

Recognising and Recording Progress and Achievement in non-accredited learning. This is an approach to measuring learners' success in non-accredited learning.

### **Reflection**

The process whereby a learner, teacher or trainer takes time to consider a completed learning experience with a view to improving the process and the associated learning.

**Reflective practice**

The development of professional knowledge and competence by means of systematic reflection on practice.

**Resource-based learning**

A type of learning activity in which learners explore a new topic through research, using a range of resources and carrying out set tasks.

**Self-assessment**

Assessment undertaken by the learner to evaluate her/his performance, strengths and weaknesses. It may likewise refer to teachers' and trainers' consideration of their own work.

**Session plan**

A timed plan for a learning session that specifies aims, learning objectives, learning activities, resource and support needs.

**Short answer test**

These tests are most often used to test knowledge and understanding of definitions, principles, and explanations. They are used to cover a wide range of content. Usually, short answer tests can be answered succinctly, but answers need to be accurate.

**Snowball**

Learners work on a problem individually. They then share their ideas in pairs, and then in groups of four. The snowball culminates in the groups contributing to a whole group conclusion. (See also 'pyramid groups'.)

**SMART**

Objectives or targets that are Specific, Measurable, Achievable, Realistic (or Relevant) and Time-related.

**Spidergram**

Diagram, or 'mindmap', which summarises information or ideas visually, showing linkages between ideas or topics.

**Subject pedagogy**

Accepted good practice in teaching the content and skills involved in a specific curriculum area.

**Summative assessment**

An end test or assessment, usually at the end of a unit, module or programme, used to assess a learner's attainment of that unit of learning.

**Study skills**

The skills needed by learners in order to participate successfully in or complete a programme of study, for example, note taking, researching information, time management, essay writing.

**Team teaching**

Working with a colleague to deliver learning sessions that can provide both with useful feedback on the effectiveness of strategies used.

**Triads**

Groups of three learners working together.

**Understanding/application**

The learner shows the capacity to use current knowledge, concepts and skills to solve a problem or task.

## Acronyms

|               |   |
|---------------|---|
| <b>ACL</b>    | Adult Community Learning  |
| <b>ALI</b>    | Adult Learning Inspectorate   |
| <b>Becta</b>  | British Educational Communications and Technology Agency                      |
| <b>CEL</b>    | Centre for Excellence in Leadership   |
| <b>CIF</b>    | Common Inspection Framework   |
| <b>CPD</b>    | Continuing professional development   |
| <b>DfES</b>   | Department for Education and Skills   |
| <b>ESOL</b>   | English for Speakers of Other Languages                                       |
| <b>IfL</b>    | Institute for Learning  |
| <b>ICT</b>    | Information and Communication Technology                                      |
| <b>ILT</b>    | Information and Learning Technology   |
| <b>ITE</b>    | Initial teacher education   |
| <b>LLUK</b>   | Lifelong Learning UK  |
| <b>LSC</b>    | The Learning and Skills Council   |
| <b>LSN</b>    | Learning and Skills Network   |
| <b>NIACE</b>  | National Institute of Adult Continuing Education                              |
| <b>NQF</b>    | National Qualifications Framework   |
| <b>OFSTED</b> | Office for Standards in Education   |
| <b>QCA</b>    | The Qualifications and Curriculum Authority                                   |
| <b>QIA</b>    | Quality Improvement Agency  |
| <b>RARPA</b>  | Recognising and recording progress and achievement in non-accredited learning |
| <b>SLC</b>    | Subject Learning Coach  |
| <b>SU</b>     | Standards Unit  |
| <b>WBL</b>    | Work-based learning   |



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Burton-on-Trent College

Lambeth College

Bury College

Leicester College

Chichester College

Matthew Boulton College

City College, Brighton

Newcastle College

City College, Manchester

Pendle Training

City of Sunderland College

Penwith College

College of North West London

Redcar & Cleveland College

Derbyshire Chamber of Commerce

Richmond Adult Community College

Dewsbury College

SCAT – Somerset College of Arts and Technology

Doncaster College

Solihull College

Education and Training Skills

Sutton Coldfield College

Halton College

Westminster Kingsway

Hamstead Hall School

Widnes & Runcorn College

Havering College

Isle of Wight College

## Appendix 1

### **A model for Continuing professional development**

Joyce and Showers studied 200 In-Service Education and Training programmes for teachers and trainers, designed with the specific aim of changing classroom practice. Their research revealed that, even though teachers and trainers are often very enthusiastic about the training they receive, they rarely apply it in a sustained way that leads to long-term change in practice.

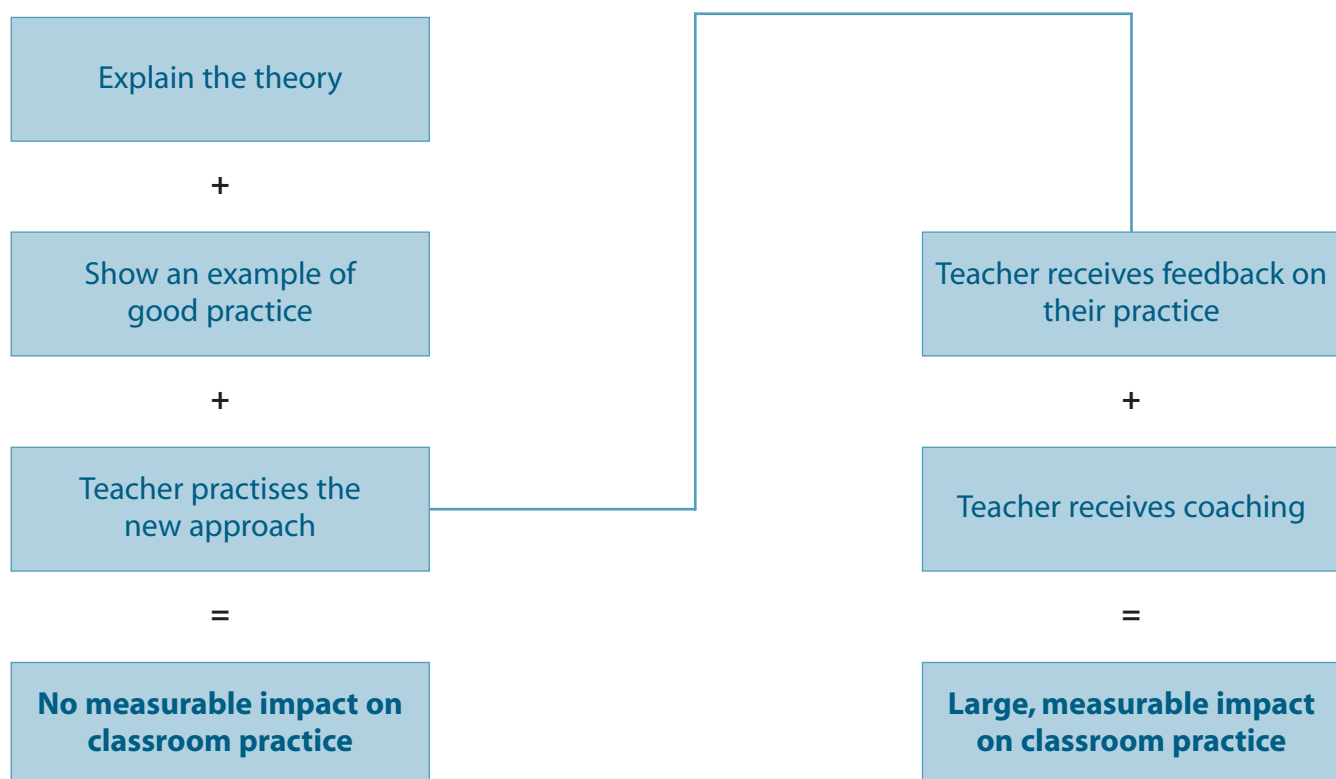
Joyce and Showers conclude that for training to be truly effective it needs to include these five stages:

- theory, the new approach is explained and justified;
- demonstration of how it can be put into practice;
- practice, teachers and trainers try out the new approach;
- feedback on how well the new approach is working;
- coaching that allows the teaching to be discussed in a supportive environment and consideration of how it might be improved.

Their research shows that without the opportunity to receive feedback and coaching there is no measurable impact on classroom practice.

However, once these are added, there is a large and measurable impact on practice.

Figure 1 illustrates Joyce and Showers' model.



Feedback can be provided by a colleague observing the session. Alternatively, the teacher or trainer delivering the lesson might simply describe to colleagues what they did and what happened as a result, including things that went well and not quite so well.

Coaching goes one step further. It provides an opportunity for the teacher or trainer to reflect on the lesson and consider, in a supportive climate, why an approach did or did not work and how it might be changed or refined.