

# Choosing and Using Technologies in Education and Training

## **Resources in Professional Development –Online courses**

**Crispen, Patrick**

Roadmap96

<http://ua1vm.ua.edu/~crispen/roadmap.html>

A free, text-based, 27 lesson Internet training workshop designed to teach new 'Net travellers' how to travel around the 'information superhighway'. The home page tells readers how to participate in the Roadmap96 course, which covers topics such as listservs, email, usenet, telnet, FTP, gopher, bookmarks and booklists, WWW and searching.

**Evans, Peter**

1996, 'Development and delivery of a Graduate Certificate (Open and Distance Learning) via the WWW', paper presented at AusWeb96, Southern Cross University.

<http://www.scu.edu.au/sponsored/ausweb/ausweb96/educn/evans/> Site accessed July 1997.

A report on this course which is offered online by the University of Southern Queensland. Evans covers the rationale for offering the course, the pedagogical principles underpinning its design and delivery, the course structure, materials development and production processes, the designs and software tools used in course construction, site creation and maintenance, and interaction with students.

**Flexible Delivery Working Party**

1993, *A Guide to Implementing Flexible Delivery*, Flexible Delivery Working Party, Brisbane.

A Guide for practitioners and managers on the issues which should be taken into account in implementing a flexible learning program. Each section includes a 'toolbox' (checklists, references, pro-formas, inventories and so on) to assist the user. Sections cover planning and management decisions and structures, staff development, determining the market and learners' needs, developing and delivery flexible courses, and administering flexible delivery. The Guide takes the learner as the key focus for each aspect of flexible delivery. It is one of six resources developed by the National Flexible Delivery Working Party and assists implementation of the National Training Reform Agenda.

**Flexible Delivery Working Party**

1993, *Appropriate Technologies for Flexible Delivery - a Decision Making Framework*, Flexible Delivery Working Party, Brisbane.

This package of book and computer discs provides a computer-assisted decision making framework to support managers and teachers in selecting appropriate technologies for the delivery of vocational education and training. The framework comprises a process which is not bound to any particular technology or learning

outcomes, so that it may be used for emerging technologies and changing goals. The user is assisted to identify and act on choices, gains, risks and goals, and to review results. The package is one of six resources developed by the National Flexible Delivery Working Party and assists implementation of the National Training Reform Agenda.

### **Flexible Delivery Working Party**

1993, *Cost Benefit for Flexible Delivery - Operating Manual*, Flexible Delivery Working Party, Brisbane.

A package of text and computer disks which is designed to assist providers of vocational education and training to implement approaches to teaching/learning which are flexible, cost-effective and responsive to the needs of clients. The user is guided through a process of identifying the context within which technology choice is made – including the institutional and learning objectives and constraints – and then using the computer program to match these with appropriate technologies. The package is one of six resources developed by the National Flexible Delivery Working Party and assists implementation of the National Training Reform Agenda.

### **Graduate Certificate in Open and Distance Learning**

Faculty of Education, University of Southern Queensland, Toowoomba, Queensland, 4350.

<http://www.usq.edu.au/material/course/us59>

A Graduate Certificate for academic, teaching and training personnel seeking to develop their knowledge and skills in the design, delivery and management of open and distance learning. The full course comprises four credit points, with three enrolment periods a year. All course materials and instructional interaction are delivered via the Internet and email. Students access the study materials online, use the University's USQConnect system for email, newsgroups and conferencing, and link these with Netscape Navigator to obtain other information. The course is taught by members of the Distance Education Centre, Faculty of Education, Information Technology Services, and the Library, and (1997) enrolls students from over 12 countries.

The units can be taken singly or for credit in the Graduate Certificate. They include: perspectives on open and distance learning; a systems approach to open and distance learning; designing instruction for open and distance learning; instructional materials, design, development and delivery in various media (print, Web publishing, audio, video); assessing learning in an open and distance education environment; evaluating open and distance learning programs; and creating interactive multimedia.

### **InterNIC and Library & Information Technology Association**

#### 15 Minute Series

<http://rs.internic.net/nic-support/15min/intro.html>

The 15 Minute Series is a collection of Internet training materials provided by the InterNIC and Library and Information Technology Association which is part of the American Library Association. Each module is structured as a mini-slide presentation and is designed to answer clearly and concisely a specific Internet-

related question ranging from the specific (e.g. 'what is RTF?' or 'how do I do xxx?') to the broad (e.g. 'what is the Internet?'). They can be downloaded in two formats – HTML or Powerpoint, so that trainers can incorporate them into their own material. The site includes browsing and search options in the broad categories of Internet history, the basics, Internet organisations, electronic mail, the World Wide Web, technology, tools, indexing and search services, and the future. The site is constantly updated and modules reviewed. The material is equally valuable for the practitioner wanting to learn more about the Internet themselves, and the teacher wanting materials to assist them in teaching students how to use the Internet.

**Jacques, Michele M.**

1996. How to find World Wide Web distance education resources. Distance Education Clearinghouse.

<http://www.uwex.edu/disted/resources.html> Site accessed July 1997.

A succinct and helpful guide to finding one's way through the plethora of Websites providing information and resources on technology-mediated education. Jacques shows how the sites can be categorised and identifies the characteristics that indicate excellence in a site. An annotated list (including hotlinks) is provided to a range of sites from around the world. This paper was first published in 1996 and is regularly updated. It is an excellent jumping off point to searching the Web for any type of material on teaching and learning at a distance or electronically.

**Jegade, Olugbemiro J., Gooley, Anne & Towers, Stephen**

1996, November, 'An evaluation of the Queensland Open Learning Network audiographic conferencing professional development programs', *Journal of Instructional Science and Technology*, Vol. 1, No. 4.

<http://www.usq.edu.au/electpub/e-jist/vol1no4/abstrac4.htm#AbstractJegade> Site accessed June 1997.

An evaluation of the QOLN audiographics professional development program which found that the majority of participants found the workshop beneficial; it was easier than they had expected, and their prior computing skills were irrelevant to their mastery of the use of audiographic conferencing equipment. They enjoyed the interactivity and learning environment characteristics of the audiographic equipment. The study comments on policy on training and professional development opportunities for teachers using audiographics conferencing.

**Lockwood, Fred**

1992, *Activities in Self-Instructional Texts*, London, Kogan Page.

A practical guide to the critical issues to consider when writing self-instructional text which uses many examples of 'activities' from a wide variety of situations and subjects. It comprises five main sections: how do activities work (e.g. as a tutorial in print, a reflective action guide, or for self-dialogue); what is the research evidence to back up the design of activities; what assumptions do writers make and what expectations do they have of students; what do learners think about the benefits and costs of activities; and how do all these issues come together in course design. Lockwood practises what he preaches in the way in which the book is written, with

numerous activities for the reader in between the text.

### **National Board of Employment, Education and Training**

1995 (Nov.), *Converging Technology, Work and Learning*, Report to NBEET from Employment and Skills Formation Council, Canberra, AGPS.

A report on identification of the skills and attributes required by the workforce as a result of the growth in converging technologies. It includes a good brief review of technology developments, plus sections on the need to develop a 'learning society' and the role of the various education and training sectors in relation to technology convergence. Section 7 on linking technology with teaching and learning indicates the areas of information literacy and professional development required by students and teachers alike.

### **Open Training Services, Western Metropolitan College of TAFE, Victoria**

Teaching and Learning Online.

<http://www.bhtafe.edu.au/cis/onlinetraining/talon/coursenot/>

A course designed for teachers and trainers who wish to delivery a course via the Internet. It considers the issues involved in online delivery and leads the learner through the process of moving a course online. The course is delivered online, providing study guide, tutor and mentor guide; notes on educational models, assessment, software and emerging technologies; software and information resources; and indexes for tutors and learners.

### **Open University, United Kingdom**

Program for Professional Development in Educational Technology.

<http://www-iet.open.ac.uk/PDET/online.html>

The UK Open University offers a number of online professional development courses, for a fee, for teachers and others wishing to learn about technology-based teaching and learning. The courses include: designing a distance training module; designing training for the Internet; teaching and learning online; multimedia development for open and distance learning; information resources for open and distance learning; and finding learning opportunities on the web. The University provides an Internet connection pack with software, tutorial support and access to specialists in the field, online information resources and databases, and set books (hard copy posted) and online readings.

### **Race, Phil**

1993 (2nd ed.), *The Open Learning Handbook*, London: Kogan Page.

A down-to-earth handbook for teachers and specialist staff involved in resource-based learning delivered on campus, at home and at work. The approach and style exemplify Race's views about good practice in designing and presenting material and the book is very easy and practical to use. Regardless of the mode of delivery, practitioners will find helpful the chapters on designing for flexible learning, the preparation of 'study guides', learning outcomes, assessment, tutor-marked assignments, tone and style, tutoring and mentoring. Chapter 7 covers computer

marked assignments (design, scoring, feedback, etc), while Chapter 10 deals with flexible learning in traditional classroom settings.

**Ronald, Barbara**

1996, TRAIN - the Australian Training Information Network, Paper presented at AusWeb96 Conference, Southern Cross University.  
<http://elmo.scu.edu.au/sponsored/ausweb/ausweb96/educn/ronald/> Site accessed July 1997.

Description of a network managed by the NSW Board of Vocational Education and Training, which provides information on the Australian vocational education and training (VET) system and its responsibilities and functions. The aim of TRAIN is to assist users to make informed choices about training and training services. It is a user-friendly, one-stop-shop for teachers and managers in public and private provider organisations, students, people seeking information on training opportunities, consultants, etc. Data is available on CD-Rom as well as online.

**Rowntree, Derek**

1993, *Preparing Materials for Open, Distance and Flexible Learning*, London, Kogan Page.

Rowntree guides the reader through all the key stages of planning and developing learning materials, no matter which medium they will be provided in. He includes sections on profiling your learners, agreeing on aims and objectives, deciding context and sequence, making materials user-friendly. A text to keep close to the elbow when developing curricula based on learning resources.

**Tkal, Lucy (Series editor)**

1997, *Technology Survey Report* (3rd ed.), Open Training and Education Network, NSW TAFE.

A deservedly popular and eminently useable introduction to the communications technologies available for flexible learning, the Report is a handy reference to keep at one's elbow. Technologies covered include the range of teleconferencing, computer mediated communications, computer managed learning, broadcasting, and online technologies. Each section describes the technology, its applications, equipment and service requirements, its advantages and disadvantages, and cost factors.

**University of British Columbia, Continuing Studies**

Technology-Based Distributed Learning.  
<http://itesm.cstudies.ubc.ca/info/>

A series of five online graduate courses coming on-stream progressively from September 1997. They will be offered by the University of British Columbia, Canada, and have been developed in conjunction with the Monterrey Institute of Technology in Mexico. They can be taken for credit or audit. The courses will cover: designing, developing and delivering technology-based distributed learning; technology choice and use in distributed learning; introduction to distributed

learning; planning, management and organisation of distributed learning; and researching and evaluating distributed learning. The term 'distributed learning' is similar to flexible learning as it is used in Australia.

### **University of Wisconsin - Extension**

Distance Education Professional Development Program.

<http://www.uwex.edu/disted/depd/> Site accessed August 1997.

The Distance Education Professional Development Program is designed to build professional knowledge, skills and leadership in distance education and training. The course uses a mixture of media and modes of delivery which themselves exemplify the course content. Units cover all aspects of teaching and learning, instructional design, learner support, evaluation, and management. You may enrol in individual units or for credit towards a Certificate, and enrolments in many of the units can be done any time.

### **Willis, Barry**

Distance Education at a Glance.

<http://www.uidaho.edu/evo/distglan.html>. Site accessed July 1997.

A set of 14 concise, well-presented guides on distance learning, covering an overview, teaching strategies, instructional development, evaluation, instructional television, instructional audio, computers in distance education, print in distance education, learning strategies, distance education research, interactive videoconferencing, the worldwide web, copyright, and a glossary of terms. The guides can be downloaded free.

### **Wilson, Katie**

1996, World Wide Web Walkabout: a subject-oriented program for teaching and learning the Internet, Paper presented at Ausweb96 conference, Southern Cross University.

<http://elmo.scu.edu.au/sponsored/ausweb/ausweb96/educn/wilson>. Site accessed July 1997.

Wilson outlines the development of a WWW-based independent Internet tutorial program developed at Macquarie University Library. It offers self-paced learning about the Internet, and acquisition of skills to access and navigate it effectively. WWW Walkabout is used by students independently or in conjunction with academic courses. Development is modular, with live links to specific and relevant information resources.