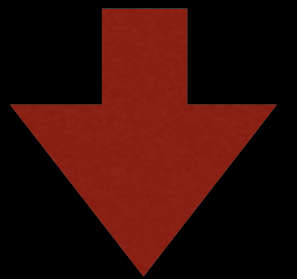


# Postgraduate Award Technology Enhanced Learning

What I've learnt

# A Paradox

- Demand for appointments to be trained on SMART Boards has remained low.



- This is despite a large demand for training expressed by the community.



# A Paradox

- Poor publicity?
- Delivery method burdensome?
  - Need to pre-book
  - Need to travel
  - Need to overcome pride

A Paradox

# A problem

- When sessions are booked, Teaching Grid Advisers often have to refresh their own knowledge to prepare for the appointment as time has passed since the last.

A Paradox

A problem

Can technology help solve the paradox and fix the problem?

# Aims

- Increased teacher awareness of how SMART Boards can be effectively used for learning.
- Increased confidence of Teaching Grid Advisers in delivering SMART Board training.


# How will I know I've met my aims?

- More teachers receiving training on SMART Boards.
- Teaching Grid Advisers spending less time preparing for SMART Board training sessions.


# The method

Modified version of Kirkpatrick's approach to learning activity design and evaluation

## Goals (Planning)

- 
- **Desired result** = What is the organisational objective?
  - **Desired performance** = What must the learner be able to do to achieve the desired result?
  - **Desired learning** = What new knowledge and skills does the learner need for the desired performance?
  - **Desired motivation** = What must the learner perceive in order to learn the desired learning?

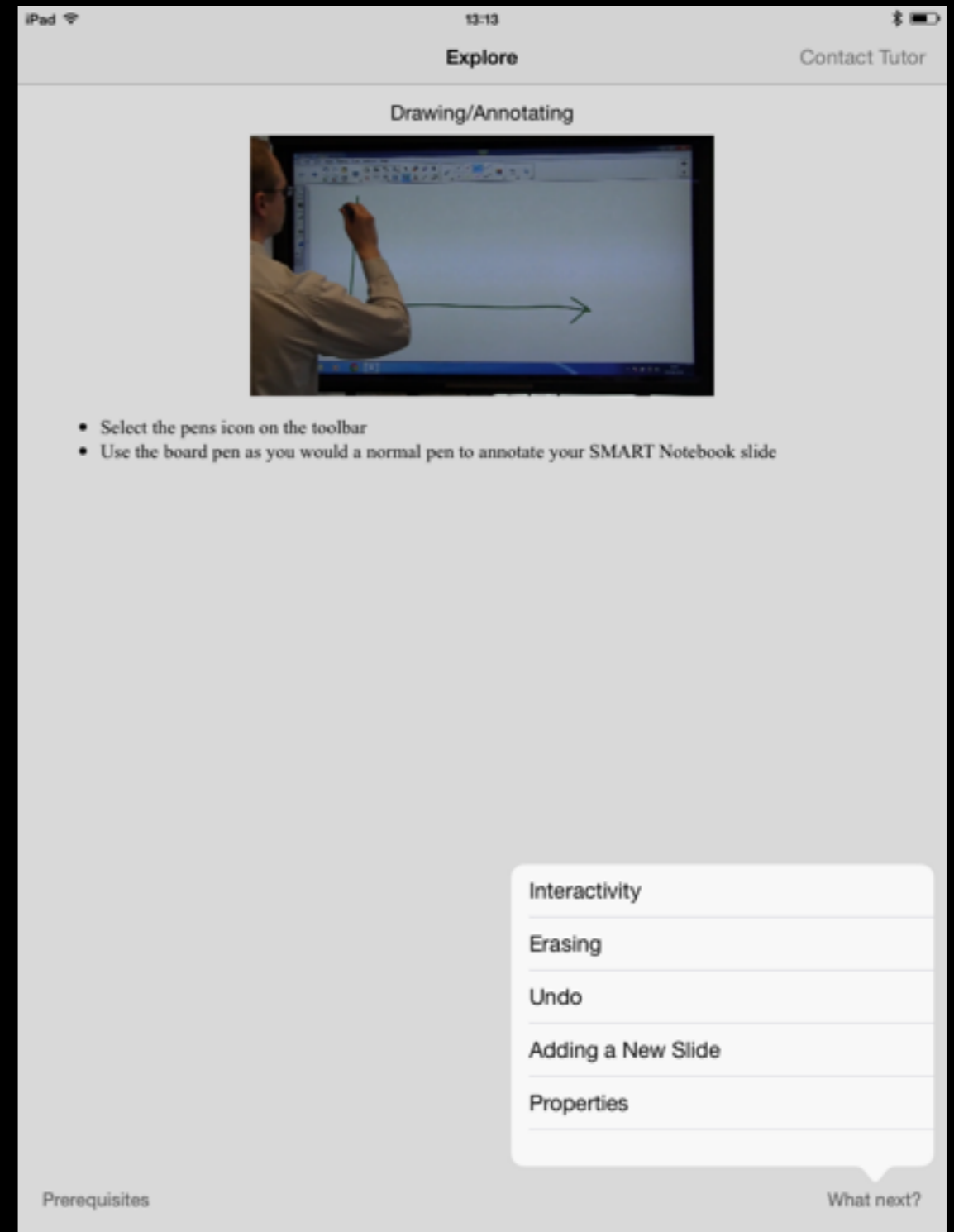
## Evaluation

- 
- **Actual result** = Does the organisation see the desired result?)
  - **Actual performance** = Did the learner transfer their learning into practice for the desired performance?
  - **Actual learning** = Did they learn the desired skills and knowledge?
  - **Actual motivation** = Did they have the desired motivation?



# The solution

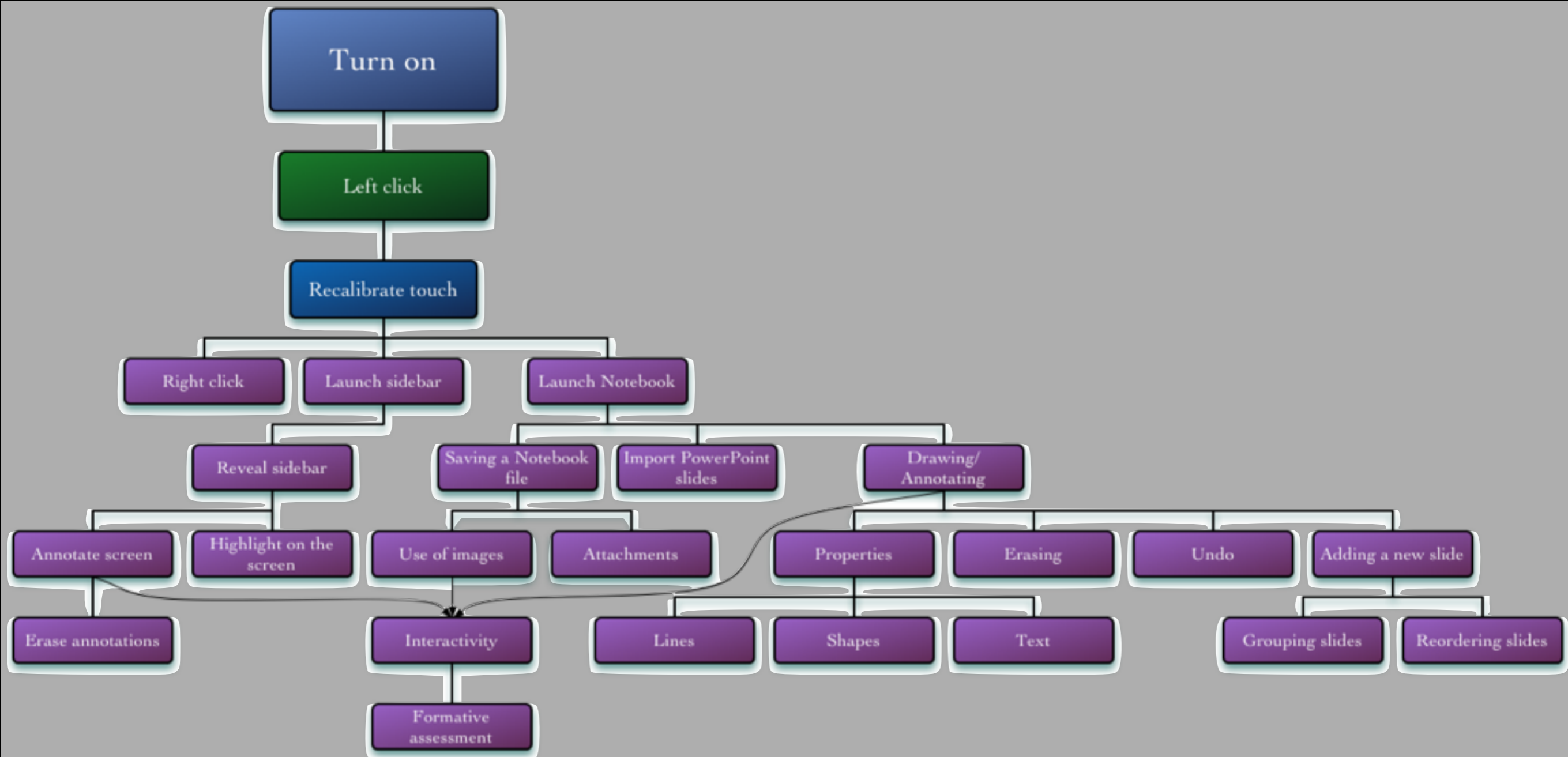
- iPad app
- Used by learners in their own context or in the Teaching Grid with a Teaching Grid Adviser training them.
- The app consists of a series of skill explanations including video examples that can be worked through in a non-linear fashion.



# Skill tree

- Identified the distinct skills that make up SMART Board use in teaching.
- Analysed each of these to determine which of these skills were prerequisite to learning others.

# Skill tree



# The Evaluation

# Actual motivation

Questionnaire for testers to complete after using the app

- Struggled to discern the user interface of the app.
  - Divide between those who had used similar interfaces in other iPad apps and those who had not.
- Most felt the app was beneficial to them but not everyone did.
- Most felt that their students would benefit from them using the app.
- Some testers knew there were things that could be done on a SMART Board that were missing from the app.
- Poor video quality
- A more goal oriented design would improve motivation.

# Actual learning

Skills test immediately before and after using the app.

All testers

- Learning happened across the range of tasks from simple to complex
- Gains were small.
- Higher gains with the more complex tasks

# Actual learning

Excluding those who scored 100% on pre-test ('power users')

- Same pattern remains
- Testers progressed noticeably, especially in the area of using SMART Boards for formative assessment.

# Actual learning

Excluding those who scored 100% on pre-test per task

- Demonstrated dramatic gains in areas they were lacking.
- (Almost) every tester made measurable progress
- Skew towards the simpler tasks.



# Conclusion

- For the learners this is aimed at, they will make significant learning gains just by using the app on their own.
- Will open up the possibility of learning in their own space, time and pace