

An introduction to learning technologies – Trainer notes

LEARNING OUTCOMES	<p><i>By the end of this session participants will be able to:</i></p> <ul style="list-style-type: none"> • recognise the advantages and disadvantages of using learning technologies in the classroom • recognise issues when integrating learning technologies into a lesson or course/syllabus • produce a checklist of questions to ask when planning lessons with learning technologies
SESSION LENGTH	90 minutes
TECHNICAL REQUIREMENTS	<p>Hardware</p> <ul style="list-style-type: none"> • Sufficient computers for participants to work at in small groups • Projector/Interactive Whiteboard <p>See the <i>Learning Technologies Guide</i> for general information about hardware and software specifications.</p>
MATERIALS	<ul style="list-style-type: none">  ① An introduction to learning technologies  ① Your experiences of learning technologies  ② Advantages and disadvantages of learning technologies  ③ Questions to ask when integrating learning technologies  ④ Some teaching examples of learning technologies + Answer sheet

Procedure

1 Outcomes and introduction ①



- Explain learning outcomes for session to participants using Slide 2 of ① *An introduction to learning technologies*.
- Explain why the term 'learning technology' is preferred to 'ICT'.
- Ask participants, in groups, to come up with a list of things that could be classified as a learning technology.
- List may include, but is not limited to:
 - [Computer Aided Language Learning \(CALL\) software](#)
 - [Office applications \(with or without capital 'O'\)](#)
 - [The Internet \(this itself can spawn many technologies: search engines, concordancers etc.\)](#)
 - [CD-ROMs](#)
 - [Interactive whiteboards](#)
 - [DVD players](#)

- Mobile phones
- Tablet PCs
- Basically, anything that can help someone learn
- Take feedback and collate the participants' answers as a mindmap on the board or use Slide 3.

 See the *Learning technologies guide to session delivery* for the reasons behind the choice of the term learning technologies rather than ICT.

2 Participant knowledge and experience ①



- Divide participants into groups and ask them to discuss the questions from ① *Your experiences of learning technologies*.
- Ask participants if there were any interesting anecdotes and examples of the use and non-use of learning technologies.

3 Integration at lesson and course level ①



- On the whiteboard/flipchart write *integration at the lesson level* and *integration at the school level* and ask participants to brainstorm the different issues involved.
- Here are some suggestions for the points to elicit (see Slide 4).

<i>integration at the lesson level</i>	<i>integration at the school level</i>
syllabus integration lesson planning activity types – computer-work, pre-computer work and post-computer work	cost modes of access (e.g. a computer and projector in every classroom; class sets of laptops; separate computer rooms) availability of resources and equipment teacher training (IT skills and pedagogic usage)

 The key thing to bring out is that the issues involved with integration at the lesson level revolve around the pedagogic use of learning technologies. (See Slide 5) At a school level the issues are related to management and logistical issues.

4 Brainstorm of advantages and disadvantages ②



- Ask groups to do a quick brainstorm of advantages and disadvantages of using learning technologies in class.
Answers will vary widely depending on the teaching environment.
- Put four pieces of A3 paper on the walls. Two should be headed Advantages and two Disadvantages. Divide the participants into 4 groups and give them 2 minutes to write their thoughts on the paper.
- Feedback ideas
- Hand out ② Advantages and disadvantages of learning technologies as a summary.



Tip – If you have access to Word, a projector and a printer, collate the feedback on ② *Advantages and disadvantages of learning technologies* before printing and handing out.

5 Questions to ask yourself when integrating learning technologies into a lesson ③ ①



- Explain to participants that we must rationalise the inclusion of learning technologies in a lesson.
 - In groups, ask participants to come up with a list of questions to ask when integrating learning technologies into a lesson. Provide an example or two. (See Slide 6 of ① *An introduction to learning technologies*)
 - See ③ *Questions to ask when integrating learning technologies* for suggested questions.
- ➡ Ask participants to consider the learning technologies that they use in class and answer the questions from ③ *Questions to ask when integrating learning technologies* for each one.



Tip – Provide a couple of practical uses of PowerPoint when providing examples of the questions by using Slide 6 of the PowerPoint show. The first example (*What are the learners getting out of this activity?*) needs to be elicited word-by-word from the learners (e.g. elicit the first word by telling participants it's a question word etc.). The second example (*Is it worth the effort?*) is jumbled up, the answer revealed upon clicking.

6 Some teaching examples of learning technologies ④ ④



This stage provides some practical applications of the technologies and a taster of some of the websites and activities that participants will be introduced to in other *TeachingEnglish Learning Technologies for the Classroom* sessions.

- Explain to participants that they are going to have a look at some teaching ideas for exploiting websites and activities using common software.
 - Participants must discuss why they may be useful in relation to the advantages that were discussed in stage four and the points that were raised in the last stage. Participants should also consider potential disadvantages and solutions to using resources such as YouTube and Wikipedia.
 - Hand out ④ *Some teaching examples of learning technologies* and ask participants to have a look at the four websites and two activities using Word and PowerPoint and make notes under the subheadings available.
 - Feedback using ④ *Some teaching examples of learning technologies – Answer sheet*.
- ➡ Expand on one of the teaching ideas in this worksheet by using the resource as if in the classroom with participants taking the role of students.



This content uses a video hosted on YouTube – *Where the hell is Matt?* This content is also available. This video content is also available to watch at <http://www.vimeo.com/1211060> and available for download from <http://www.stridegum.com/#/mattsplace/> if you do not have access to YouTube or cannot stream video.



Tip – Provide participants with access to the TeachingEnglish Learning Technologies for the Classroom online course at the end of this session.