

Is Collaboration the C in ICT?

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Derived from action research projects
undertaken in **Term 3 – 2003**
by four Tasmanian Primary Schools

And from in-school observations made as part of
Children, Online learning and Authentic Teaching Skills
University of Tasmania



Program outline

- Welcome
- Introductory presentation
 - Background - COLAT research project
 - Action learning
 - Key success factors
 - Three levels of consideration
 - Professional learning
- Group task
 - Prepare proposal / plan
 - Present proposal / plan
- Review of today's learning



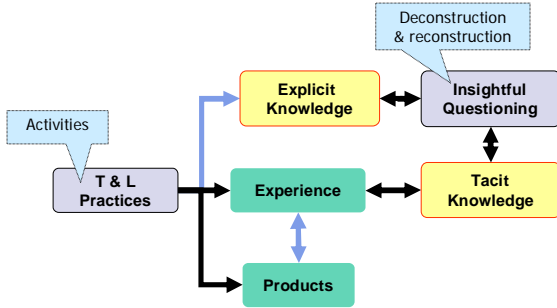
Background

ARC Linkage Project
Children, Online Learning & Authentic Teaching (COLAT)



Action Learning

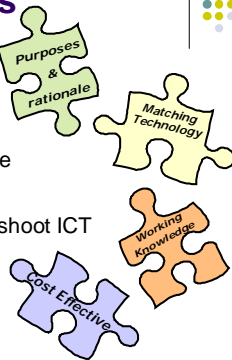
- Action → Experience → Knowledge



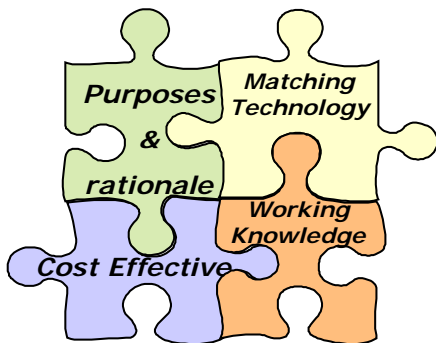
Key Success Factors

Four Key Success Factors

1. Shared purposes & rationale
2. Matching technology available
3. Working knowledge to
 - select, operate and troubleshoot ICT
4. Cost effectiveness
 - time, effort, \$, disruption...

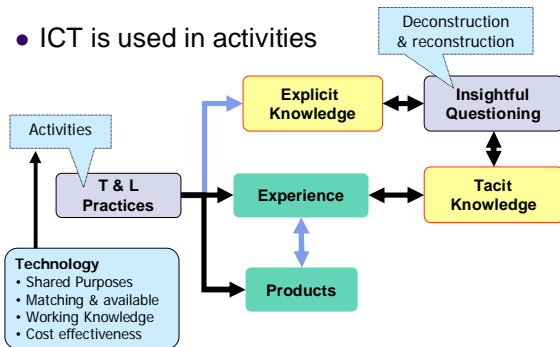


Key success factors



Action Learning & ICT

- ICT is used in activities



Alignment is critical

Three Levels of Consideration

1. **School** governance
 - PD, infrastructure & **application** of ICT
2. **Class**: students, teaching & learning, outcomes
3. **Activity** leading to
 - experience,
 - knowledge,
 - insightful questioning
 - and products

Matching purpose & rationale

Rationales are required in order to make commitments

Complex notions of values and practicalities.

Hence it will involve a **concept** of ICT that is related to

- **values and purposes**
- **ways** of using ICT to achieve the purposes
- **means** (available resources) involved in using ICT
- that are **feasible** (pragmatic) & **desirable** (valuable)

for those involved

Note: a wide range of rationales exist

Action Research Projects

Four Primary Schools
Term3 2003



'Action Research' projects

Each School created a project team which participated in an introductory workshop and then undertook to

1. **Assess** current situation (in general terms: PL/ICT)
2. Choose a ICT related **focus** for action
3. **Measure** present situation (with respect to focus)
4. Implement a professional learning **initiative** in response
5. **Study** initiative and results
6. **Act** in response to findings (short tem and long term implications)



Summary of Projects

	Focus	Actions
E	Actual staff knowledge and use of ICT	Audit → School insight → Better school decision making
F	Staff purposes & concerns Authentic learning with ICT	Survey → School insight → Promote & support development Cemetery project
L	Delivery of PD → effective and efficient	<i>Inspiration:</i> learn & plan use, apply & review, share and embed
N	Staff confidence & interests PD → practices into the classroom	Survey → shared insight 'Update' to <i>Kid Pix 3</i> and support into the classroom



Action Research Findings

Insights to date



Professional Learning – (1)



	Traditional	Redefined
Content/focus	ICT Knowledge & skills	Practices: tools, actions & experiences
Initiation	Pre-packaged training	Negotiated, co-planned, situated
PL focus	General: using software	Specific : ICT device + use + action
Intended outcomes	New ICT knowledge & skills	New or improved classroom practices
Participants	Individuals	Learning group (collaboration)
Learning context	Institutional (push)	Community of practice (pull)

Professional Learning – (2)



	Traditional	Redefined
Roles	Largely formal & fixed	Situational & dynamic
Participants	Novice & Expert	Learner, co-learner, tutor, mentor...
Timelines	Episodic	Ongoing & revisited
Learning cycle	Incomplete (event)	Complete, short and integrated into classroom office practices
Cost effectiveness	Low (waste, rework...)	High (practices, JIT, sustainable...)
Sustainability	Variable (often low)	High (embedded in culture, aligned with school purposes & vision...)
Information base	Variable (limited)	Participants in context

Professional Learning – (3)



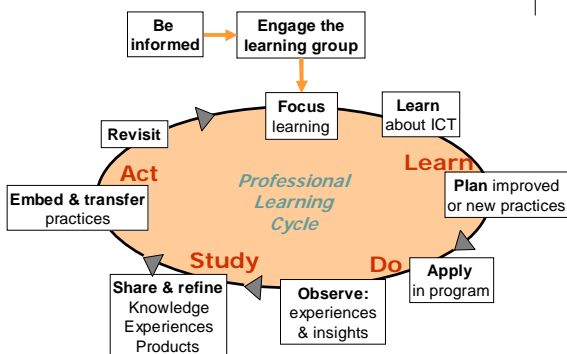
	Traditional	Redefined
Transfer of learning into practices*	Intended, optional, hoped for...	Built into professional learning with direct or indirect support
Requirements of the institution	Minimal	Sound governance, clear concept of ICT, endorsed purposes for use ...
Knowledge task	Transfer knowledge of ICT	Organisational knowledge mgt: situate knowledge of ICT

A 'pedagogy' for professional learning



1. Build collaboration
2. Be informed – learner's hopes, experience & prior knowledge
3. Choose a specific focus – involve the professional learners
4. Design a short and specific learning task → new practices
5. Make collaborative arrangements → scaffolding
6. Undertake as a situated co-learning task
7. Arrange tutors, in-class support and mediation
8. Check on learning → share and review (& share more widely)
9. Embed the learning into the classroom/school practices
10. Revisit and refresh as required

Professional Learning Cycle



The on-going challenges

1. Building collaboration across staff groups
2. Accommodating staff changes → start with induction
3. Providing the rationale for change: modelling ways and means
4. Selecting and arranging the most appropriate technology
5. When and how to upgrade (development is disruptive!!)
6. Creating opportunities for learning, belonging & leadership
7. Inclusion of all staff in PL (equity of opportunity?)
 - Example: part-time teaching staff

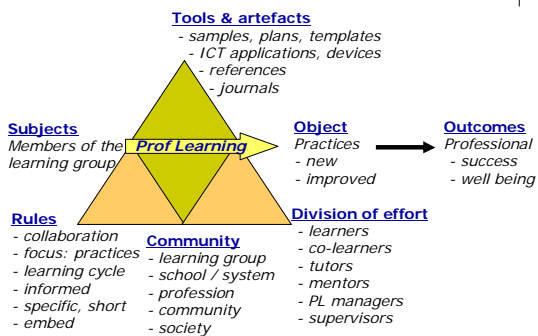


More on-going challenges

8. Arranging staff release from fixed duties
 - Example: part-time hourly specialist (eg, Cat A Aide)
9. Building a 'community of practice'
10. Performance management vs professional learning
11. IPLPs vs collaborative professional learning
12. Accounting for IPLPs in situated collaborative learning



Professional learning



The group task



- Prepare a submission for funding (up to \$15 000)
- Terms of reference (proposal form available):
 - The project must enhance the contribution of ICT to the educational provision in the school
 - The proposal must reflect appropriate understanding of recent research
 - Be prepared to present an over-view of your proposal to a visiting panel of OZ-ED evaluators

Note: There is 'white paper' on the issue of **Reliability**

Alternative Task: prepare an actual draft plan for the next development of ICT use in your school/college

Presentation of proposals



Review – collaboration & ICT



- What is the role of collaboration in
 - Purposes for using ICT
 - Rationales for the use of ICT
 - Strategies in managing & developing the use of ICT
 - Processes that involve the use of ICT
- Consider possibilities of thinking in terms of
 - Communities of practice
 - Distributed Cognition
