Information and Communication Technologies as a media to support and training individuals for adopting ARA in schools

Thinking in new perspectives

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Firsts concepts

Firsts concepts

Information and Communication Technologies

Information and Communication Technologies (ICT) are the computer and telematic tools created by human in order to represent, transmit, create and communicate knowledge.

Firsts concepts

Information and Communication Technologies

Networks

Telephone line, Internet, TV, radio,...

Devices

Smartphone, Tablet, computer, screens, cameras,…

Services

Softwares, apps, websites, e-mail, videogames,…

Firsts concepts

ICT functions for

Training

Support

Evaluation

Firsts concepts

Training, support and evaluation

Training is a learning process in which individuals are exposed to improve their knowledges or skills about a topic.

Support involves communication actions in order to exchange information and resources about a topic.
Professional support: Individuals receive support from professionals.
Peer support: Individuals exchange information and resources with others in the same situation.

Evaluation involves all processes to follow-up the educational practice with the aim of knowing what works or what must be improved.

Firsts concepts

People involved in social and educational actions

Universities or other institutions

Professionals

Users of the intervention or the action

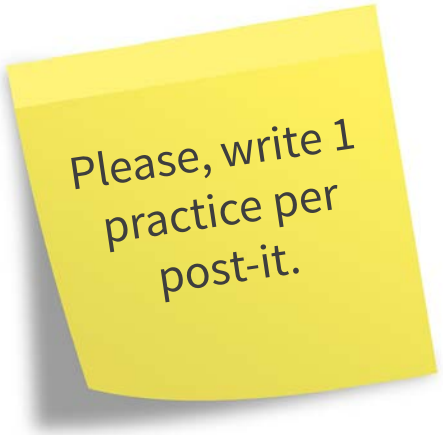
Firsts concepts

Let’s think

Let's think…

Could you think in **good practices** you do through ICT for training, support or evaluation in education?

(They can be related with the training in ARA or not)



Models of learning through ICT

Models of learning through ICT

Technology facilitates new teaching and learning processes in formal and non-formal education.

In this sense, we can contextualise educational practices through ICT taking into account next models.

Models of learning through ICT(1/4)

e-learning

Or electronic learning, is a model in which ICT are used in general to facilitate the access to learning resources and services in distance learning processes.

The knowledge does not take place in a face-to-face and traditional classroom. Each subject can access to a virtual and learning space through Internet anywhere and at any time through a device.

Models of learning through ICT (2/4)

b-learning

Or blended learning, is the model in which distance learning through ICT and face-to-face learning are mixed.

It is associated with semi-attendance education or training.

Models of learning through ICT (3/4)

m-learning

Or mobile learning, it allows to learning in any place.

The learning is given with the support of mobile devices, referred to mobile phones, smartphones, tablets or laptops.

u-learning

Or ubiquitous learning, it allows to learning in any place and through any device.

Also it involves the teaching and learning processes in the face-to-face education or training with the support of ICT.

Models of learning through ICT (4/4)

Context

Formal education

Models of learning through ICT (4/4)

Context

Non-formal education

Socio-educative programs

Professionals training

Extra-curricular school activities

…

Socio-educative projects

Language schools

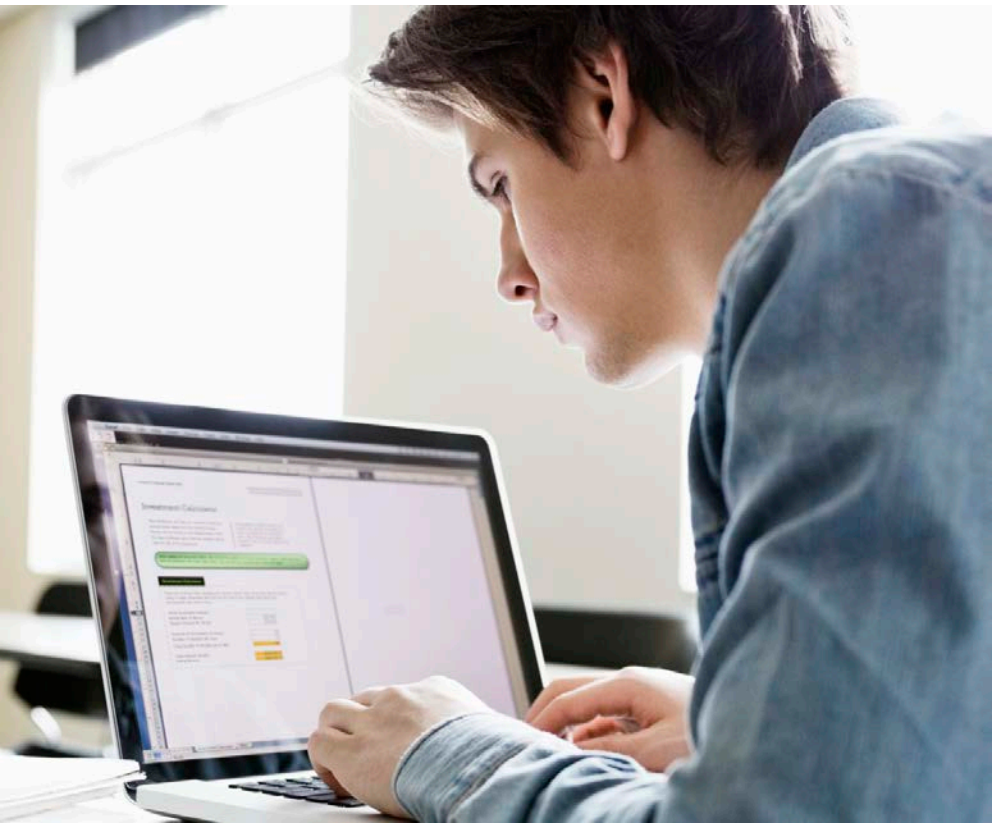
Social services

Adult training courses

Interventions for people with disabilities or educational needs

ICT services for a virtual environment

ICT services for a virtual environment



Virtual Environment

It is the set of virtual tools that generates a process of teaching and learning.

Is the space where e-learning takes place. It is not a tool, but it is composed by ICT tools through which it is created a shared work environment for knowledge construction.

ICT services for a virtual environment

e-Learning Platforms

E-learning platforms or virtual learning platforms are technological tools hosted on the Internet that support the creation of virtual environments. The most common are:

Blackboard

moodle

Sakai

These platforms integrate a high number of other applications for:

The administration of students and other users

Communication and support

Accessing to learning resources

Self learning

Evaluation Managing

Sharing educative tasks

ICT services for a virtual environment

Tools for

Training

Support

Evaluation

ICT services for a virtual environment

ICT Tools for Training:

Blackboard

Sakai

moodle

Activities

- Assignments
- Choices
- Feedback
- Forums
- Glossaries
- Lessons
- Quizzes
- Resources
- Wikis
- Workshops

WEBINAR

ICT services for a virtual environment

ICT Tools for Training:
Games

Games based learning

It is needed specific games linked with the learning topic.

Serious games

They involve game's mechanics in learning something, not for enjoying.

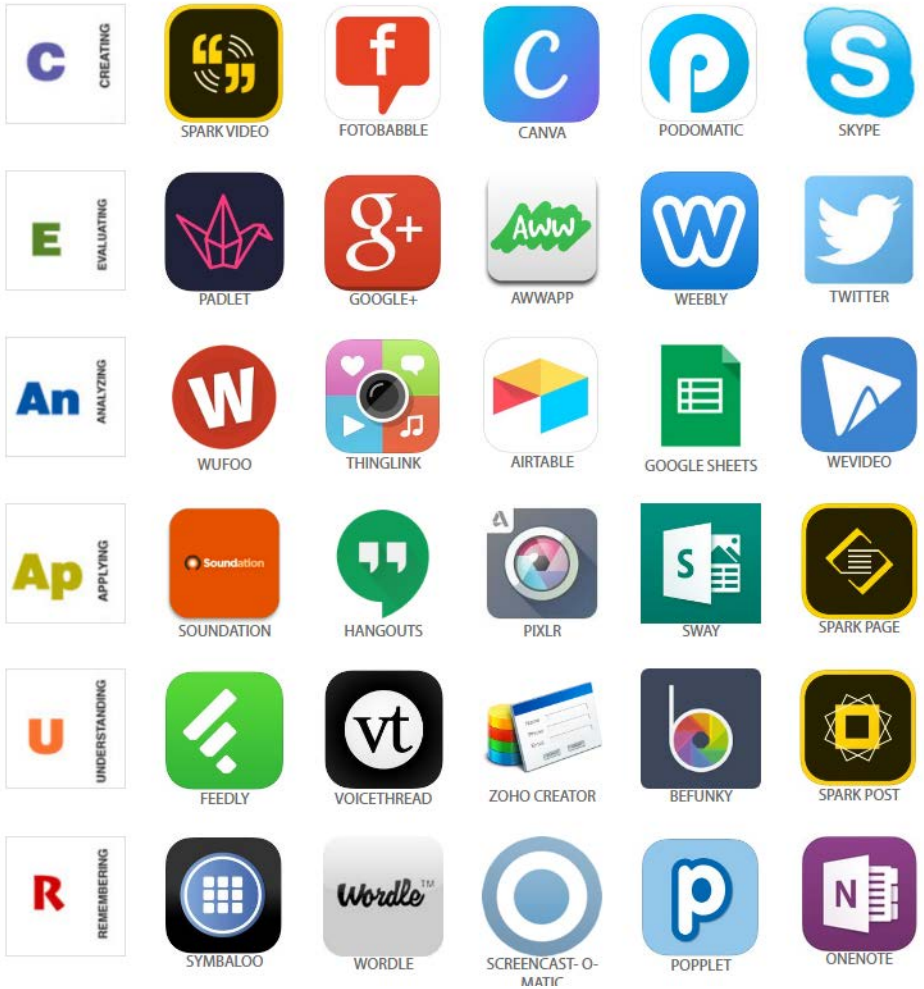
Gamification

Elements of games are included in a learning process to engage students: badges, points and leaderboard.

ICT services for a virtual environment

Online tools classified in Bloom's Revised Taxonomy

http://www.schrockguide.net/bloomin-apps.html

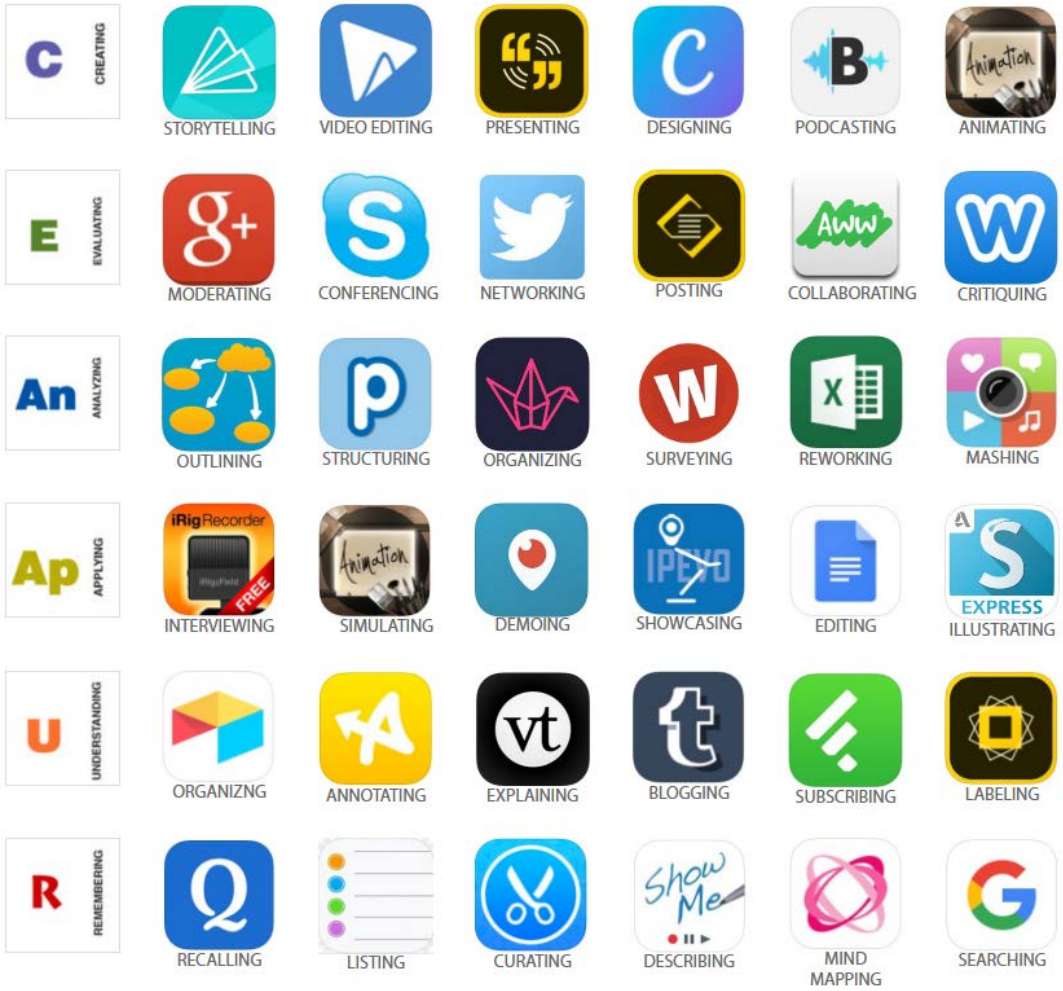


Get the webpage in your Smartphone!

ICT services for a virtual environment

iOS Apps classified in Bloom's Revised Taxonomy

http://www.schrockguide.net/bloomin-apps.html



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ICT services for a virtual environment

Android Apps classified in Bloom's Revised Taxonomy

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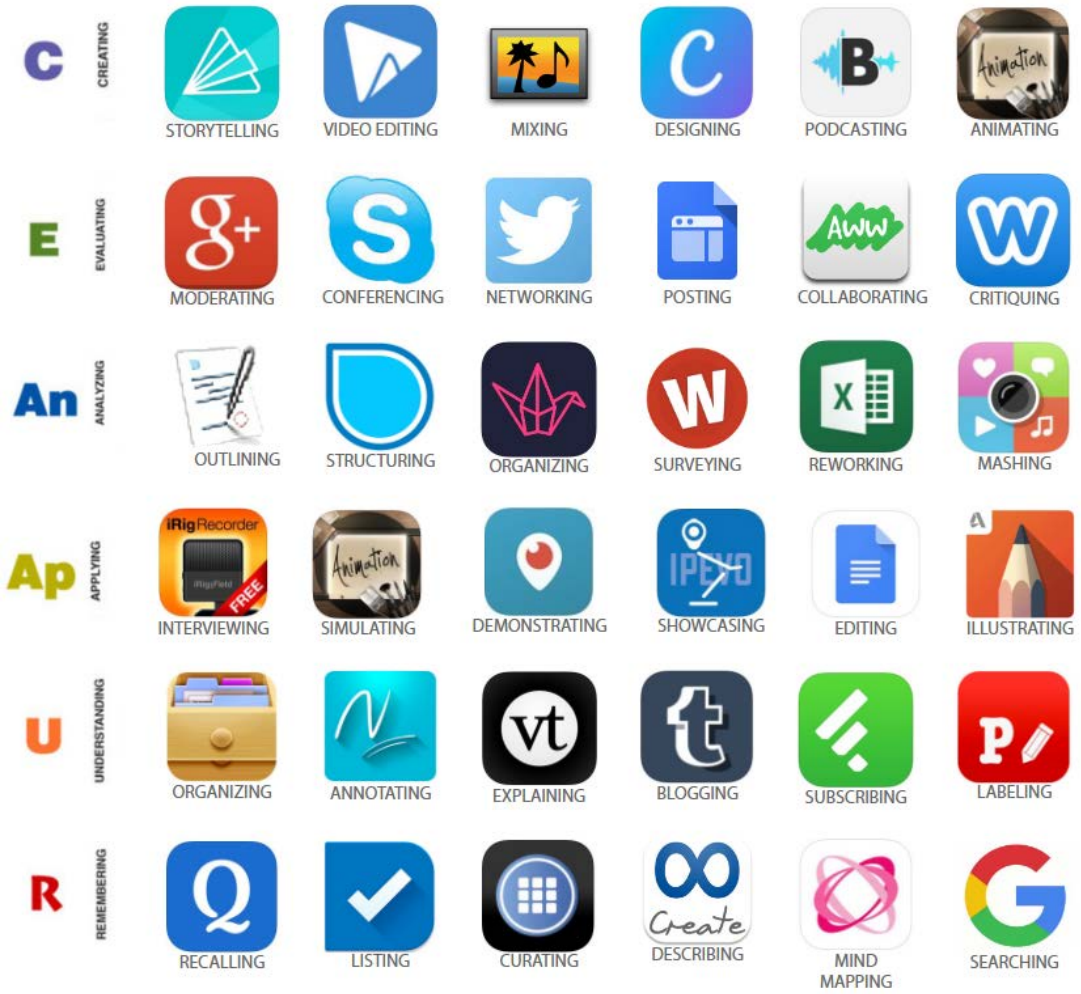

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ICT services for a virtual environment

Google tools classified in Bloom's Revised Taxonomy

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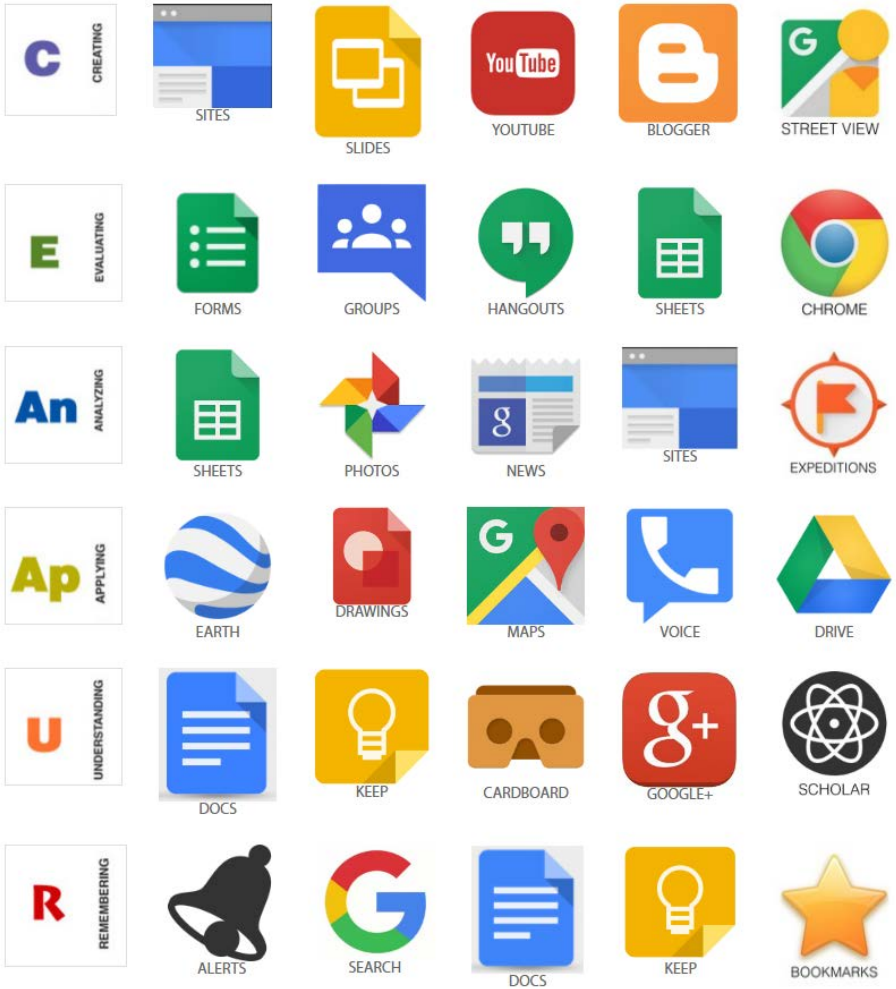

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ICT services for a virtual environment

ICT Tools for Support

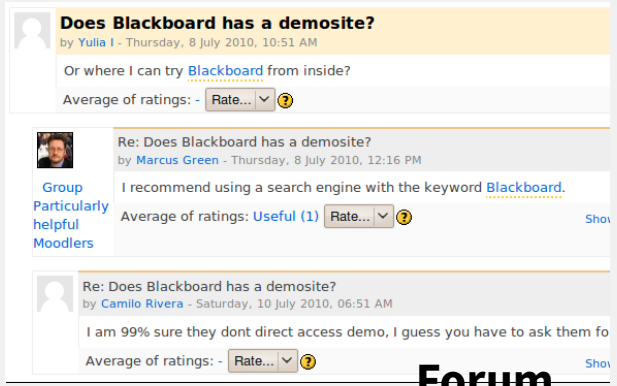
synchronous communication

Videoconference

Chat

Telephone

asynchronous communication

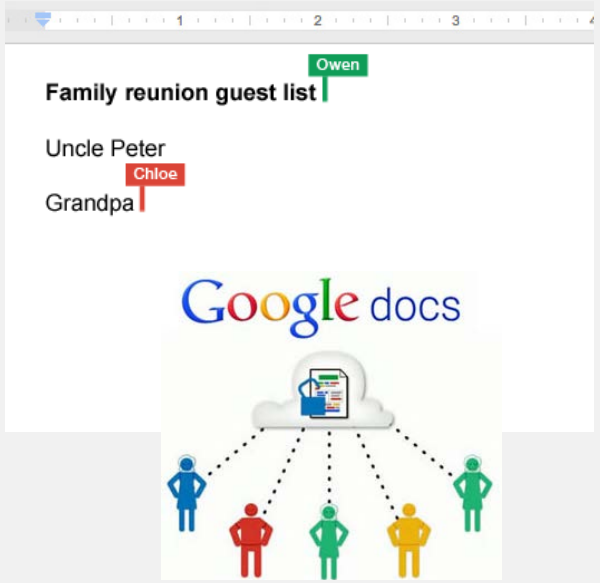


Forum

Social media

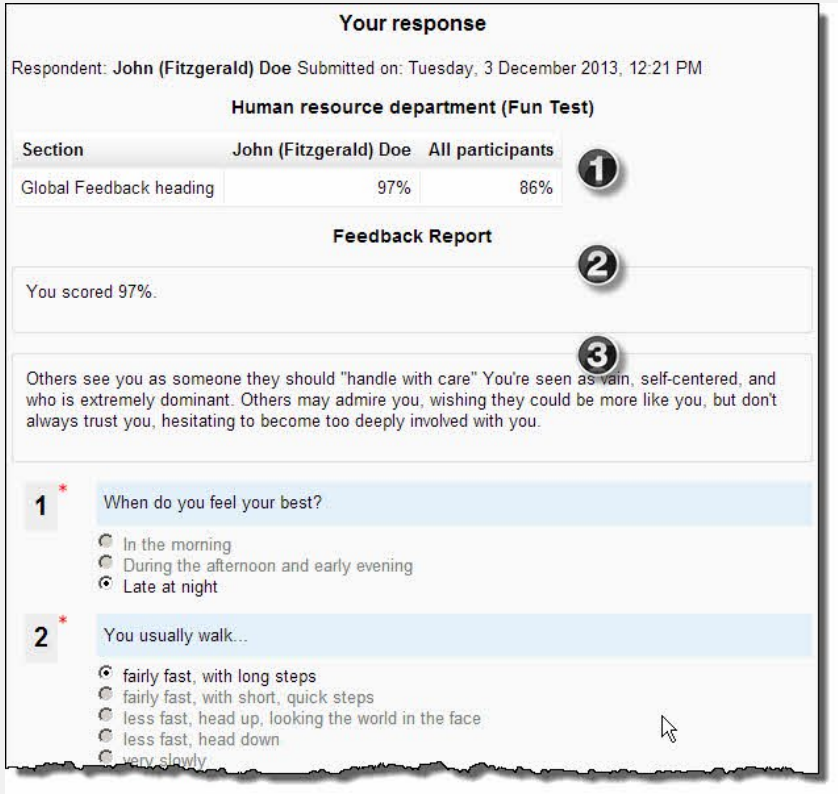
E-mail

Collaborative working

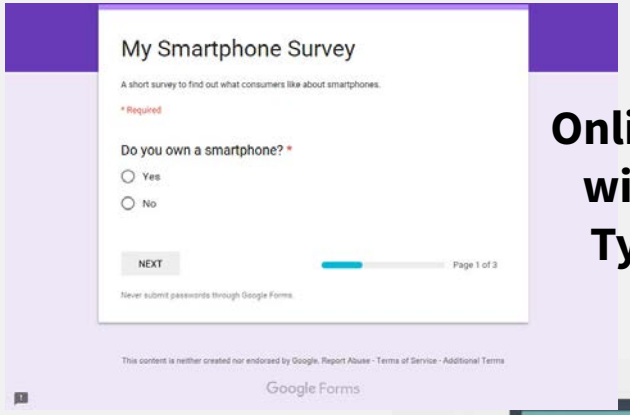


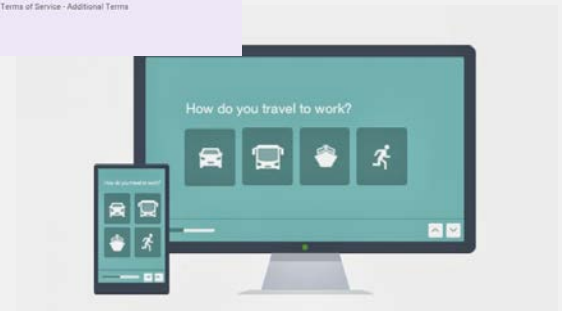
ICT services for a virtual environment

ICT Tools for Evaluation



Surveys and evaluation systems in e-learning platforms

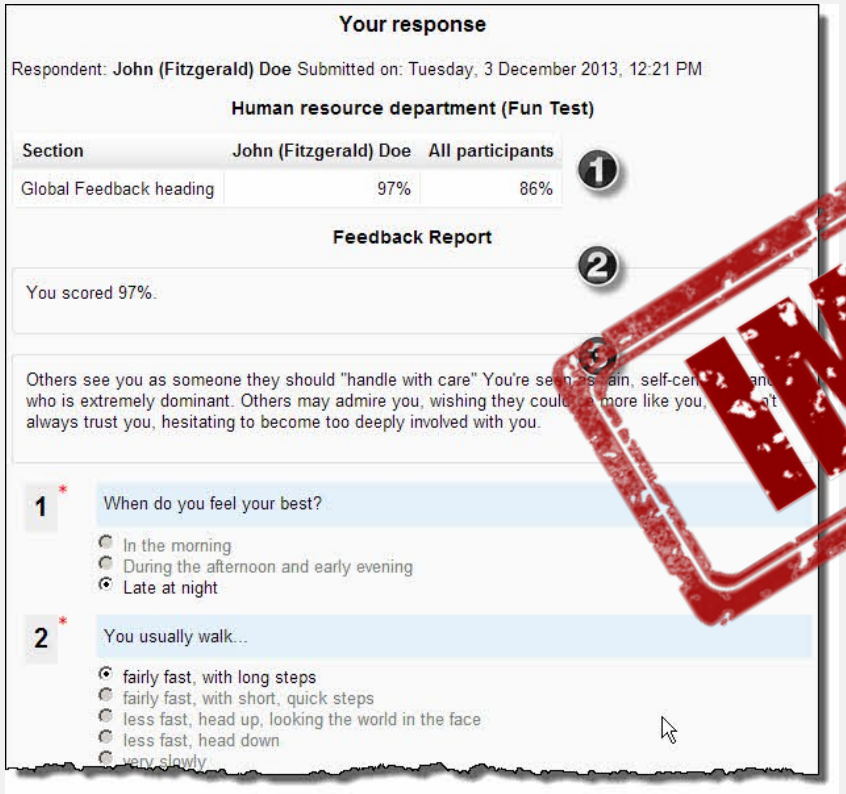




Online questionnaires with Google forms, Typeform or other tools

ICT services for a virtual environment

ICT Tools for Evaluation



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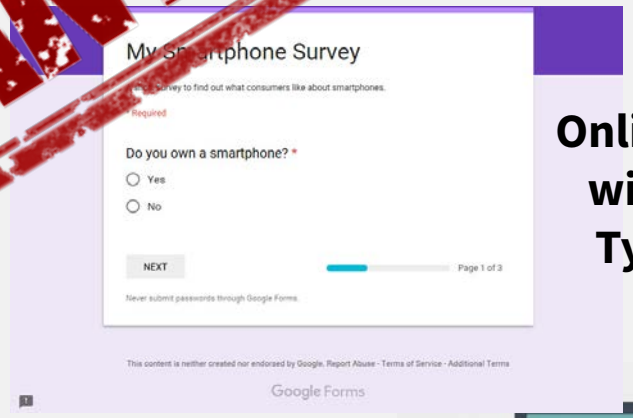
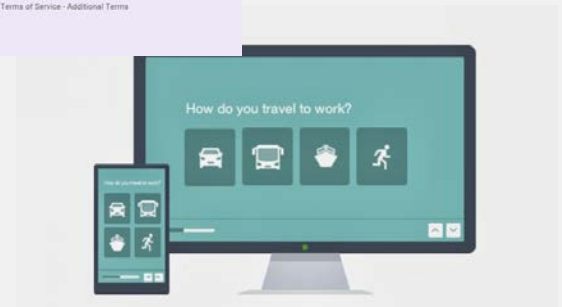


Online questionnaires with Google forms, Typeform or other tools



ICT services for a virtual environment

To select ICT tools we must think in the aim of the educative or social intervention.

Sometimes we can use tools which are addressed to work for other tasks. But it doesn't matter if we achieved the educative goals.

Why not use Facebook in a training course? Why not use a collaborative task in a virtual platform to share surveys in order to evaluate a program?

ICT services for a virtual environment

We must be creative and effective!

Virtual Communities of Practice

Community of practice (CoP)

Is a group of diverse profiles of people who share a concern, a problem or a specific topic.

These people interact with each other to share their knowledge and experience on the subject.

Virtual Community of Practice (VCoP)

Is a group of diverse profiles of people who share a concern, a problem or a specific topic through ICT tools.

Virtual Communities of Practice

Functions of VCoP

CoP Functions

- Connect people from different environments: practitioners, researchers, professors, students and others.
- Creation of a learning environment.
- The strengthening of the university and community sectors to develop a joint work.
- The joint of different perspectives to consider a common problem.

+

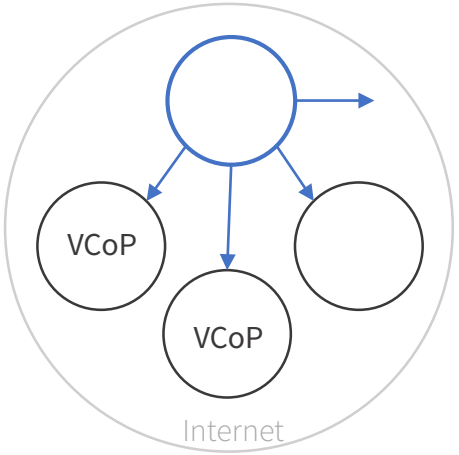
Internet Functions

- Connect people in different places.
- People can exchange easily resources and information: events, opportunities, news, multimedia content.

Virtual Communities of Practice

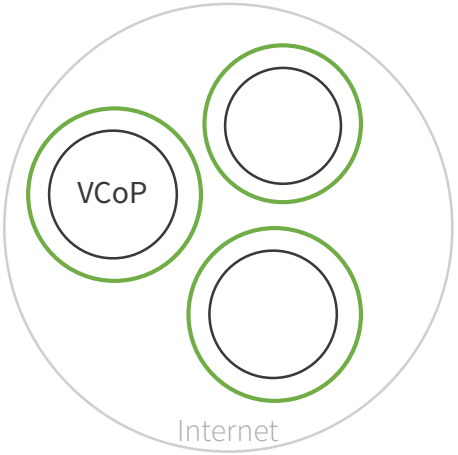
Tools to create VCoP

Generic platforms for private communities

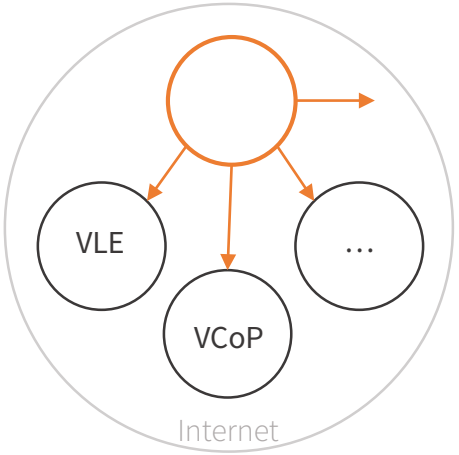


Ning, Spruz, Grou.Ps, Google Groups

Specific platforms of institutions for private communities

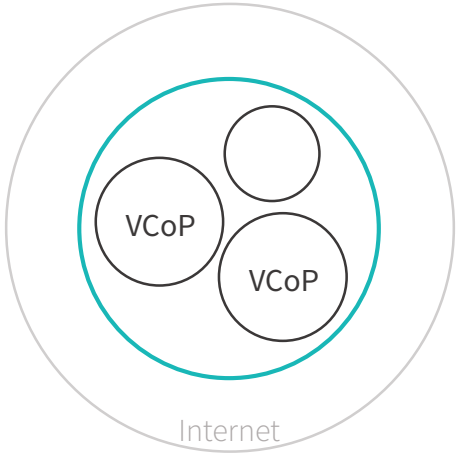


Generic learning platforms



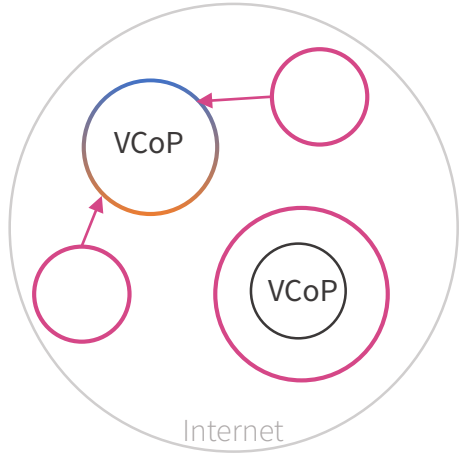
Blackboard, Moodle, Sakai.

Social Media



Facebook, Twitter.

Synchronous or Asynchronous Communication Tools



ListServ, chats, forums.

Virtual Communities of Practice

Types of users

Coodinator/s

Participants

Virtual Communities of Practice

Types of users

Coodinator/s

Participants

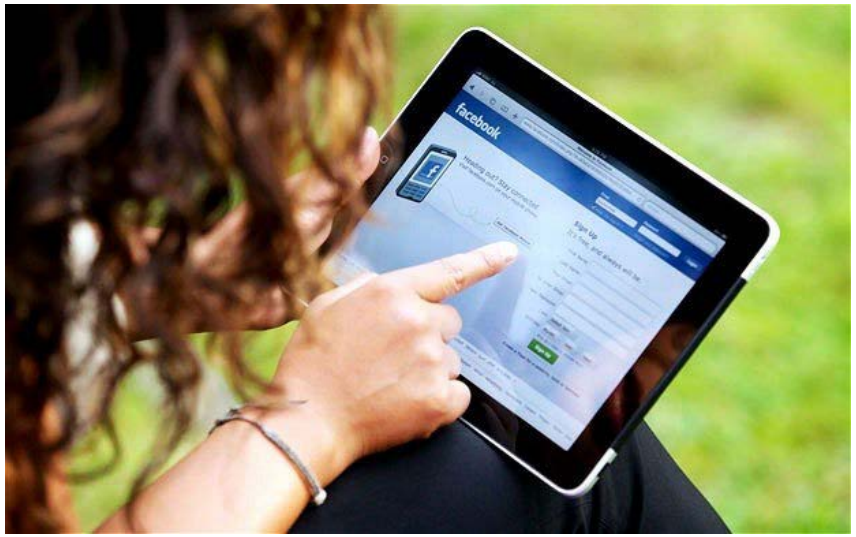
Leadership team

Virtual Communities of Practice

Types of users

Active participants

Passive participants



How to start?

How to start?

Integration planning of ICT in educational practices

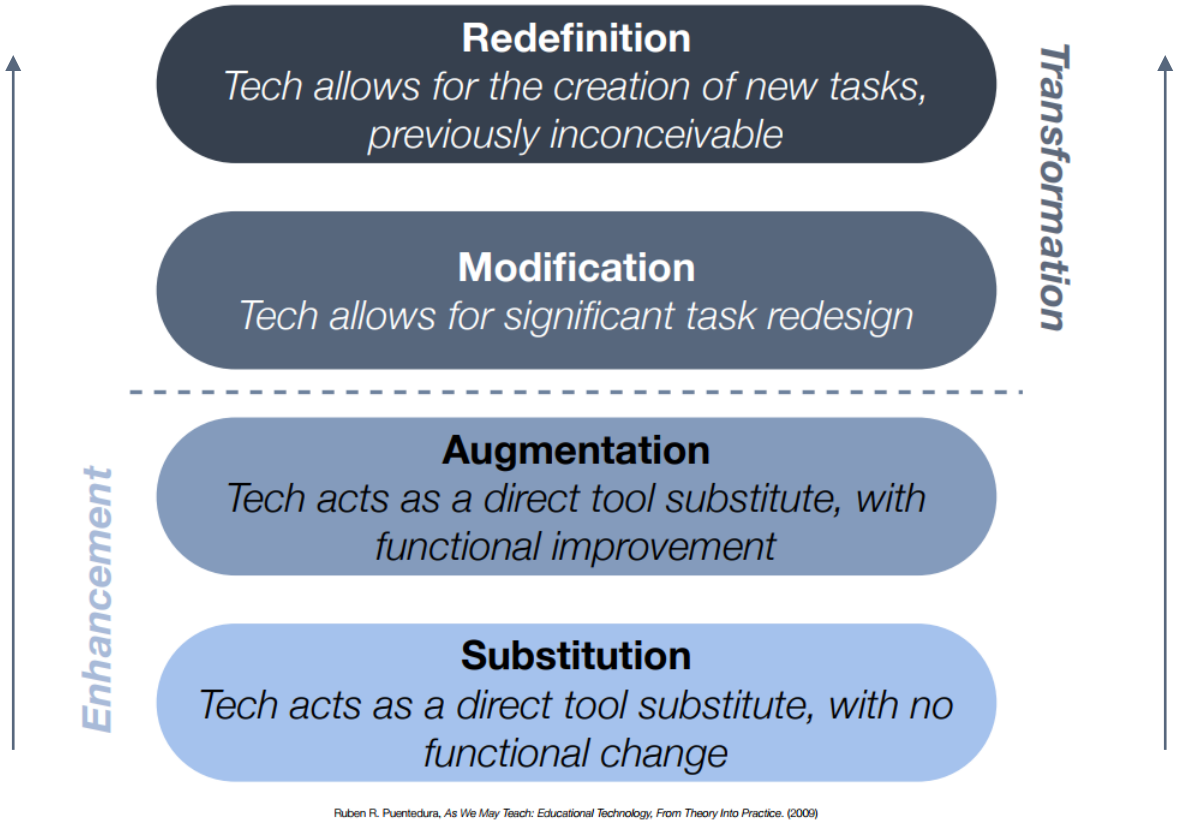
1. **Analysis of initial situation:** educative needs, skills of staff, expectations of the ICT use.
2. **Pedagogical design:** model of e-learning, collaborative learning, peer or professional support…
3. **Technical design:** which tool/s is/are the most adequate?
4. **Facilitator training:** Facilitators must have the enough skills to develop the educational practice through ICT. Sometimes is useful having a team of facilitators specialised in the technology use to support the other facilitators.
5. **Pilot test and first evaluation:** It is recommended to start only with a group and evaluate the implementation.
6. **Whole institution:** The project can be modified with the results of the pilot test, in order to adequate it better and start it in the whole institution.
7. **Continuous assessment and improvement:** It should be done a continuous assessment of the implementation to take measures and improve the project continuously.

How to start?

SAMR Model

https://www.youtube.com/watch?v=ZQTx2UQQvbU

How to evaluate the use of technology in educational and training practices?



Ruben R. Puentedura, *As We May Teach: Educational Technology, From Theory Into Practice.* (2009)

For more information:

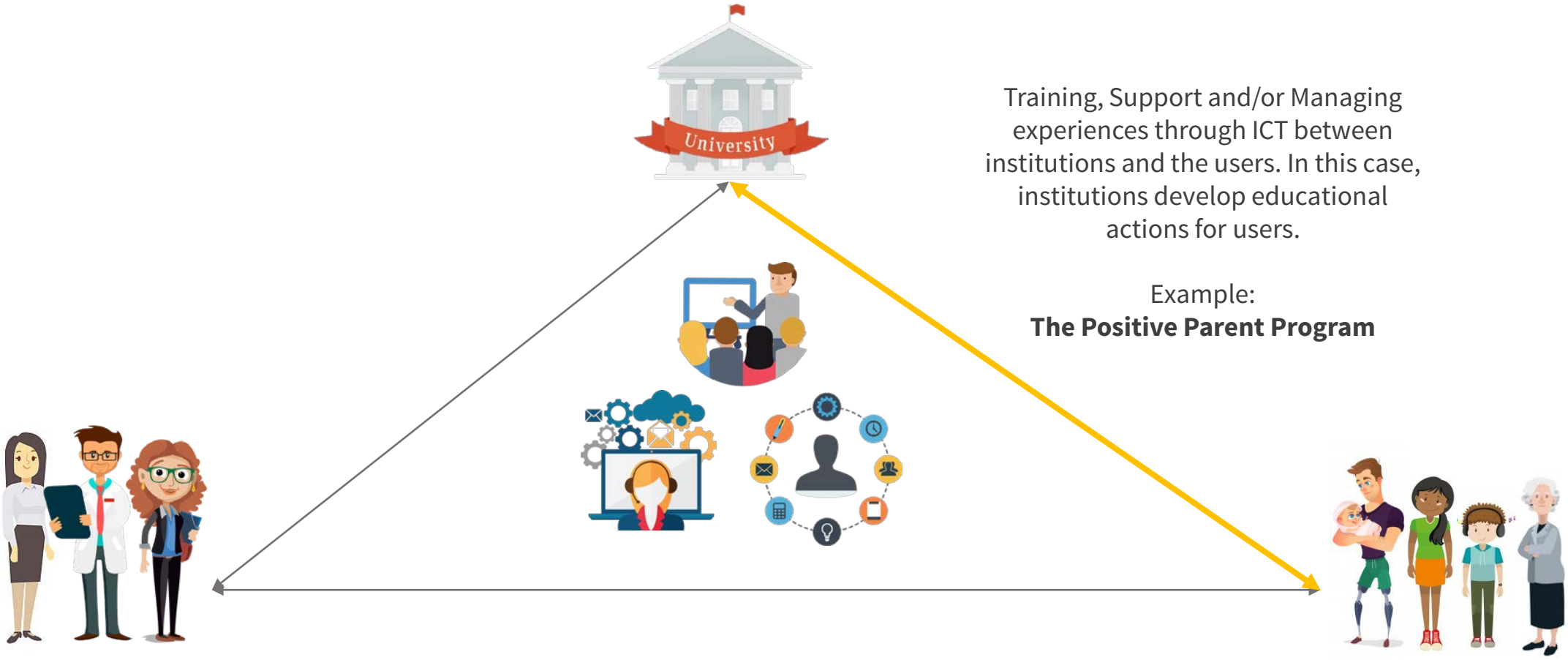
ICT as a media for social and educational actions and interventions

ICT as a media for social and educational actions and interventions

Training, Support and/or Managing experiences through ICT between University, professionals and users.

Example:
Virtual Communities of Practice or the P.I.P.P.I program

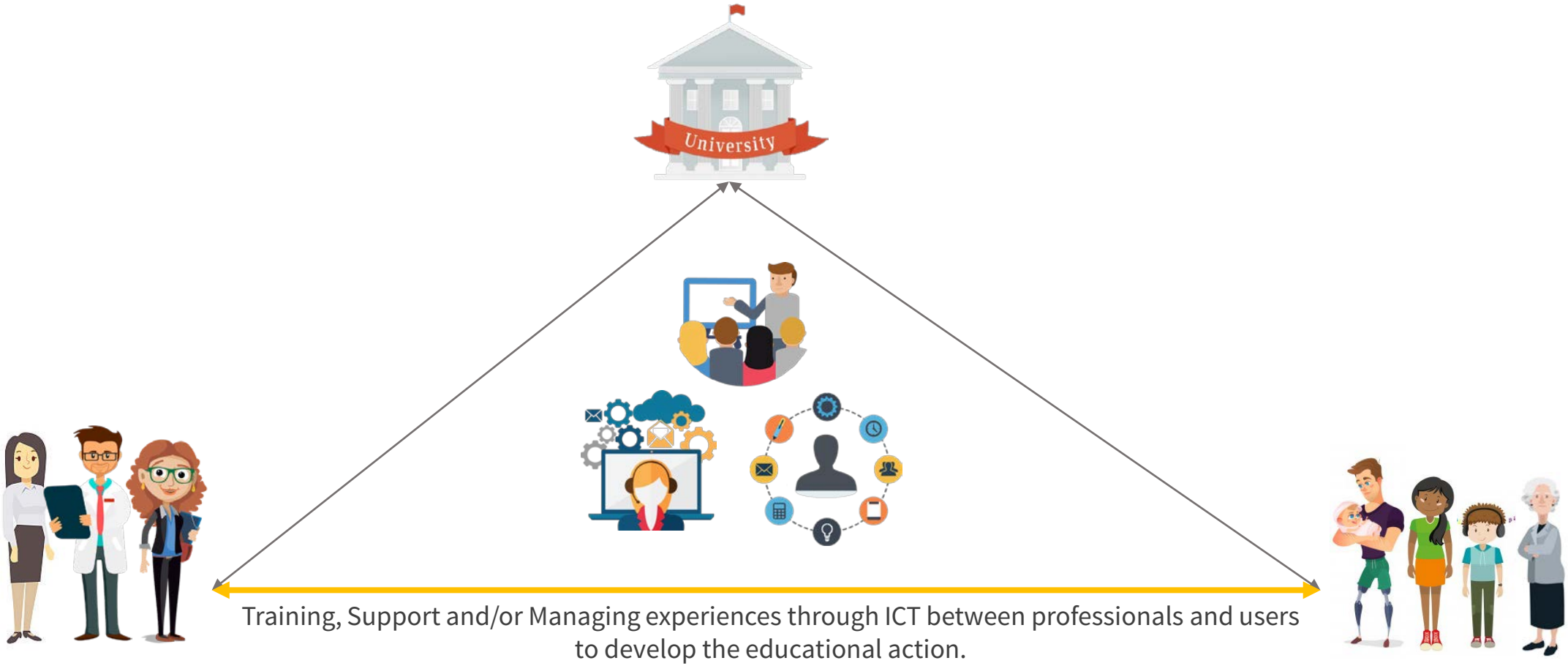
ICT as a media for social and educational actions and interventions



Training, Support and/or Managing experiences through ICT between institutions and the users. In this case, institutions develop educational actions for users.

Example:
The Positive Parent Program

ICT as a media for social and educational actions and interventions



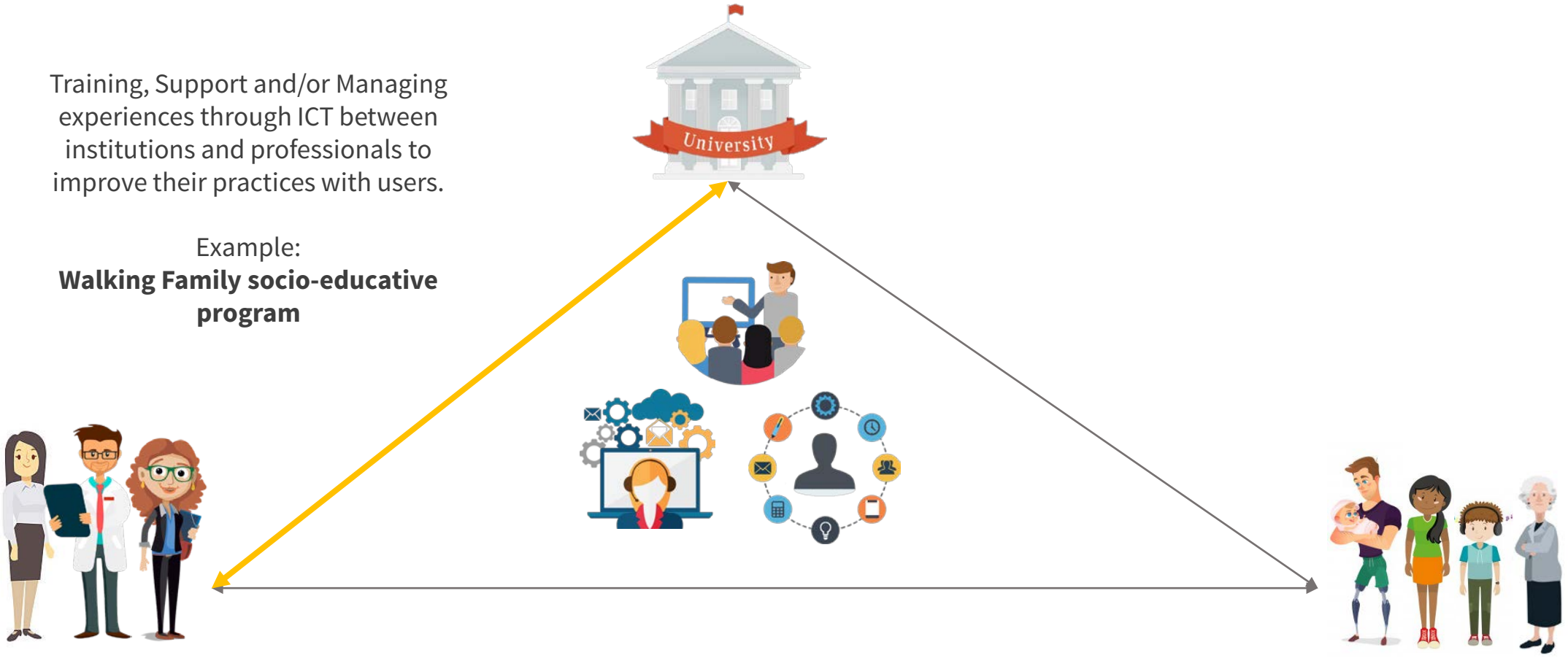
Training, Support and/or Managing experiences through ICT between professionals and users to develop the educational action.

Example: **Usual activities in the environment: school, hospital or other centres.**

ICT as a media for social and educational actions and interventions

Training, Support and/or Managing experiences through ICT between institutions and professionals to improve their practices with users.

Example:
Walking Family socio-educative program



ICT as a media for social and educational actions and interventions

An experience of practitioners training, support and the evaluation of the intervention through a Virtual Environment

Walking in Family: Parental competency program during foster care and family reunification

https://vimeo.com/168441600

Let’s think

Let's think…

Now, think about adopting ARA in schools.

Let's think…

What **needs** have you got to receive support and training to adapt ARA in your school?

Let's think…

How do you think that ICT can help in your performance of ARA in school? Could you propose **ideas of innovation** about it?

Thank you for your attention

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