From Awareness to Maturity

The A.C.E. Conceptual Framework

Dr John Clayton

Wintec
Waikato Institute of Technology
Te Kuratini o Waikato
Institutional e-Capability

- **Effective**: impact on student learning in the manner they were designed to do,

- **Efficient**: are cost effective in terms of “return of investment” on the resources consumed (i.e. time spent by learners engaging with the activity and time spent by teachers developing the activity), and

- **Replicable**: duplication of learning events does not effect quality.
The 3 As

- **Awareness**: Leaders reflect upon existing educational capacity, capability and use of e-Learning.

- **Action**: Policies and plans are generated to increase access, capacity and capability at a systemic level.

- **Accomplishment**: The impact of e-Learning implementations are evaluated for effectiveness.
Web-Enhanced
Open & Networked
Flexible
Computer Assisted

Online Web-Supported Web-Enabled

Ki te whakakaha i te iwi mā te ara mātāuranga, te rangahau umanga whanakenga hoki
Ki te whakakaha i te whakarua mātauranga, te rangahau umanga whanakenga hoki
The 3 Cs

• **Context**: Infrastructural/technical factors shape and influence participant perceptions of e-learning environments.

• **Content**: National factors emphasise the ‘uniqueness’ of individual institutions and shape the direction and focus of e-learning implementations.

• **Capability**: Individual factors building the competence, confidence and understanding of individuals and determine the successful integration of e-learning in institutions.
Benchmarking

- In evaluating an individual institution’s e-Learning capability a clear set of measurable indicators, (teachers’ satisfaction with software technologies used, students’ competencies in ICT, and teacher and student satisfaction with the technical support provided), can be identified to measure
  - (a) an institution’s performance against others in the same sector or
  - (b) the institution’s performance in achieving their identified objectives for ICT implementations.
The 3 Es

- **Enabled**: Initiatives measured on how they have enabled users to participate in e-learning environments.

- **Engaged**: Initiatives can be measured on how they have initiated and maintained engagement in the e-learning communities established.

- **Empowered**: Initiatives can be measured on how they have ensured all participants are capable of participation.
ICT Accomplishment (Measure)

Assess

Enabled
Connections are reliable and robust.
Access policies are designed to facilitate delivery of ICT facilitated teaching and learning events.
Purchase of peripheral devices and software are aligned with school policies and procedures

Context

Assess

Engaged
Learners are actively engaged with course resources deployed.
Digital learning objects are indexed, stored, retrieved and presented
Participants have access to course materials they need, when they need them

Content

Assess

Empowered
Teachers are provided with professional development in ICT enabling them to participate fully in ICT environments.
Learners provided with ongoing support enabling them to participate fully in ICT environments

Capability

ICT Awareness (Plan)
THE R.A.M. MODEL

• **Reflect** on strengths and weaknesses in relation to the integration of e-learning

• Identify **action(s)** that will facilitate increased competence, confidence and capability of e-Learning, and

• **Measure** and report on the impact e-learning has had on teaching and learning activities and administrative practices.
Self-Review Framework

• The frameworks are based on categories, dimensions and practices
  – **Categories:** identify the “processes” that support ICT development
  – **Dimensions:** Dimensions serve to break down the processes into examinable aspects.
  – **Practices:** These serve to measure the institution’s actual practices.
ICT Accomplishment (Measure)

Enabled
- Connections are reliable and robust.
- Access policies are designed to facilitate delivery of ICT facilitated teaching and learning events.
- Purchase of peripheral devices and software are aligned with school policies and procedures.

Engaged
- Learners are actively engaged with course resources deployed.
  - Digital learning objects are indexed, stored, retrieved and presented.
  - Participants have access to course materials they need, when they need them.

Empowered
- Teachers are provided with professional development in ICT enabling them to participate fully in ICT environments.
  - Learners provided with ongoing support enabling them to participate fully in ICT environments.

Reflection

Action

ICT Awareness (Plan)

Dimensions
- ICT Accomplishment
- Evaluation
- Assessment
- Development
- Curricula
- Support
- Pedagogy
- Organisation

Practices
- Mature
ICT Accomplishment (Measure)

Delivery | Planning | Definition | Management | Optimisation

Assess

Enabled
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Context

Action

Assess

Engaged
Learners are actively engaged with course resources deployed.
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Content

Action

Assess

Empowered
Teachers are provided with professional development in ICT enabling them to participate fully in ICT environments.
Learners provided with ongoing support enabling them to participate fully in ICT environments.

Capability

Action

ICT Awareness (Plan)

Assessment | Evaluation | Curriculum | Pedagogy | Organisation | Support | Development
Conclusion

• For educational institutions to iteratively improve their e-learning capability they need to **systematically** plan for improvement. Obtaining
  – the **Right** information
  – From the **Right** people
  – At the **Right** time
One Dimensional
Stacked
1. Version Information
2. Format Information
3. Data and Error Correction Keys
4. Required Patterns:
   4.1. Position
   4.2. Alignment
   4.3. Timing
Connections generated by codes are reliable and robust.

Infrastructure facilitates the transfer of information between disparate information platforms and systems to mobile devices.
Mobile Learning Engine

**MyMLE - End Users**
For private persons
MyMLE is for everyone who wants to use mobile learning for himself. It allows you to create your own mobile learning content and to pack it into a mobile phone application, which you can use on your phone.

**MLE-Moodle - End Users**
For institutions/companies
An out-of-the-box mobile learning system, which contains everything you need to build a mobile learning system. Easy to install and easy to use.
To use MLE-Moodle you need a web-server!

**MLE mobile application framework - Developers**
The mobile phone learning-application offers a very powerful mobile application framework for your own mobile projects. Extending the MLE is very easy due to a plugin-system.
For developers only!

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Ki te whakakaha i te iwi mā te ara mātauranga, te rangahau umanga whanakenga hoki

http://mle.sourceforge.net/

http://mle.sourceforge.net/
Accomplishment

Assess

Engaged
Learners have open access to interactive content at any time from anywhere.

Content
Learners have ready access to the contextualised content they need when they need it.

Action

Awareness
Definitions

• **Scape:** Denotes a pictorial representation of a scene or view, as specified by an initial element: *seascape, landscape, mediascape.*

• **Phenomenology:** The study of “phenomena”: appearances of things, or things as they appear in our experience, or the ways we experience things.
My Maps

Create personalised, annotated, customized maps using Google Maps.

Your maps can contain the following:

- Placemark
- Lines
- Shapes

Once you have created a map, you can:

- Add descriptive text, including rich text and HTML
- Embed photos and videos in your map
- Share your maps with others

To create or edit maps, you must be signed in to your Google Account. If you do not have an account, create one now.

Creating a Map

Creating a map is easy. Here are the basic steps:

1. Click My Maps
2. Click Create new map
3. Add a title and description for your map.
4. Decide whether the map should be public or unlisted. Public maps are automatically included in Google Maps search.
5. Use the icons in the top left corner of the map. These include:

   - Selection tool. Use this to drag the map and select placemarks, lines and shapes.
   - Placemark tool. Use this to add placemarks.
   - Line tool. Use this to draw lines.
   - Shape tool. Use this to draw shapes.

You can return to your map at any time. Just go to Google Maps and click My Maps. Sign in to your Google Account and select the map from your list of maps.
Accomplishment

Assess

Empowered
Participants are competent, confident and capable of using QR/MT.

Capability
Ongoing support in QR/MT learning applications provided to learners and tutors.

Action

Awareness
Download i-nigma Reader

The most widely used mobile barcode reader in the world!

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Get ready - check your mobile and your service
With the i-nigma reader installed on your mobile, you will be ready to decode mobile barcodes and connect direct to the mobile internet. To find out if the i-nigma handset software is available yet for your handset, click here to check our list of over 250 supported mobiles. Of course you will need internet service from your provider.

Now get the i-nigma reader - there are 2 easy ways

1. On the mobile web - Go to www.i-nigma.mobi on your mobile. I-nigma will automatically identify your handset type, download and install i-nigma.

2. By SMS - Text the word i-nigma to: +44 7797 882325 (or 07797 882325 in the UK). You will receive back an SMS containing a link to the i-nigma software download site.

Click here to see if your device is supported

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The Manager for your campaigns and applications

Use the BeeTagg Multicode Manager for your campaigns and applications.

☑ Organize your codes and keep track of them.
☑ Create, link and generate BeeTags, QR Codes and Datamatrix Codes.
☑ No limit of codes
☑ Dynamic urls for sophisticated applications.
☑ Generate codes as PNG, GIF, JPG, EPS or PDF.
☑ Realtime Statistics.
☑ Great for teams.
☑ Easy to use.
☑ No costs!

Start manager