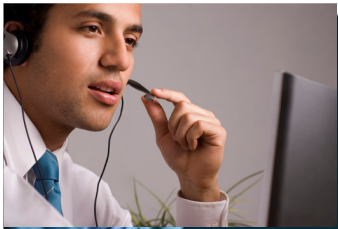




E-Learning Capability

The A.C.E Framework

Dr John Clayton



Web-Enhanced

Online

Open & Networked

Web-Supported



Flexible

Web-Enabled



Computer-Assisted



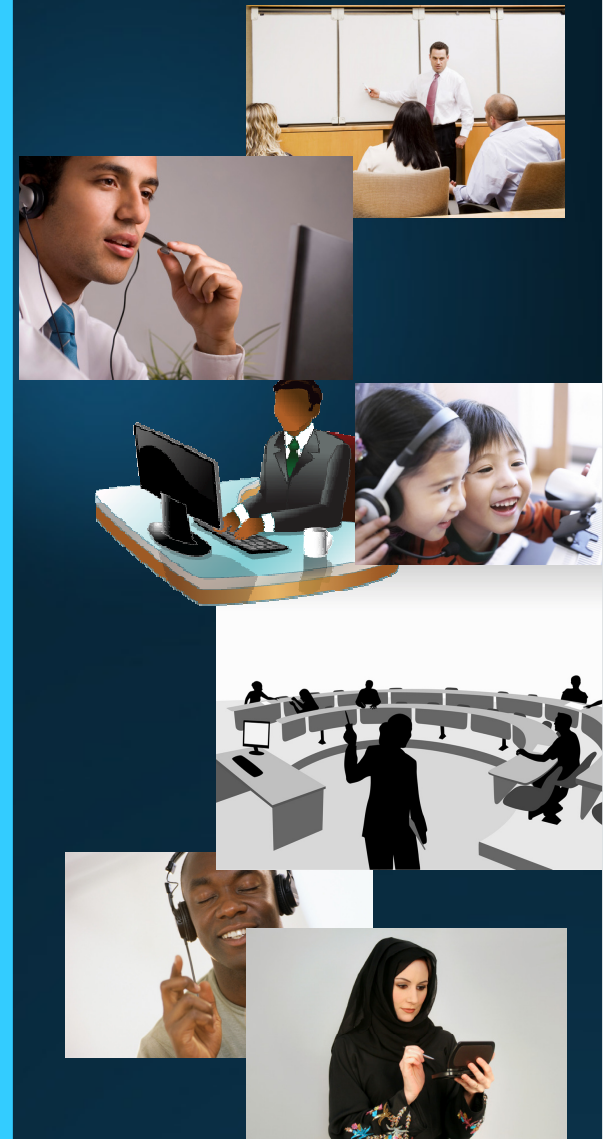
Connect



Content



Competent





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:** other teachers and learners can duplicate the event and obtain the same or similar results.



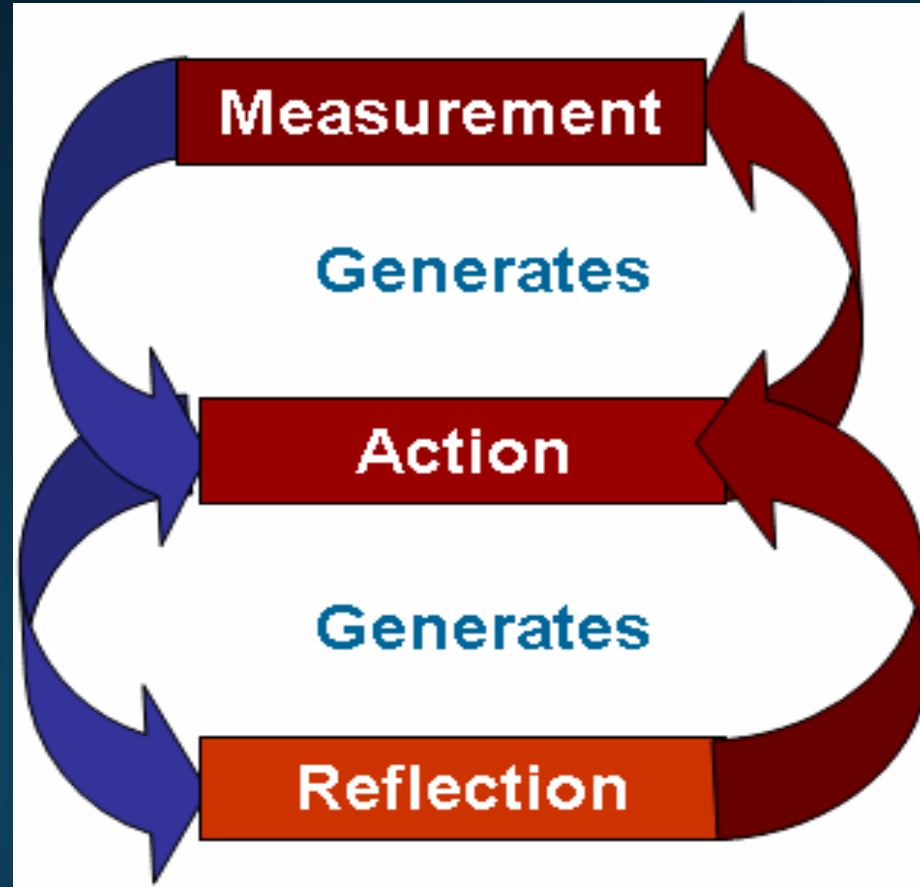
Benchmarking

- In evaluating an individual institution's ICT 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 R.A.M. MODEL

- **Reflect** on their strengths and weaknesses in relation to the integration of ICTs within their schools,
- Identify **action**(s) that will facilitate increased teacher competence, confidence and capability of ICTs, and
- **Measure** and report on the impact ICT has had on teaching and learning activities and administrative practices.





The 3 As

- **Awareness:** Leaders reflect upon existing educational capacity, capability and use of ICT.
- **Action:** Policies and plans are generated to increase access, capacity and capability at a systemic level.
- **Accomplishment:** The impact of ICT implementations are evaluated for effectiveness.



3 Cs

- **Context:** Infrastructural/technical factors shape and influence participant perceptions of ICT-enabled environments.
- **Content:** National factors emphasise the ‘uniqueness’ of individual institutions and shape the direction and focus of ICT-based implementations.
- **Capability:** Individual factors building the competence, confidence and understanding of individuals and determine the successful integration of ICT in institutions.



3 Es

- **Enabled:** Initiatives measured on how they have enabled users to participate in ICT enhanced environments.
- **Engaged:** Initiatives can be measured on how they have initiated and maintained engagement in the ICT 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

Action

Action

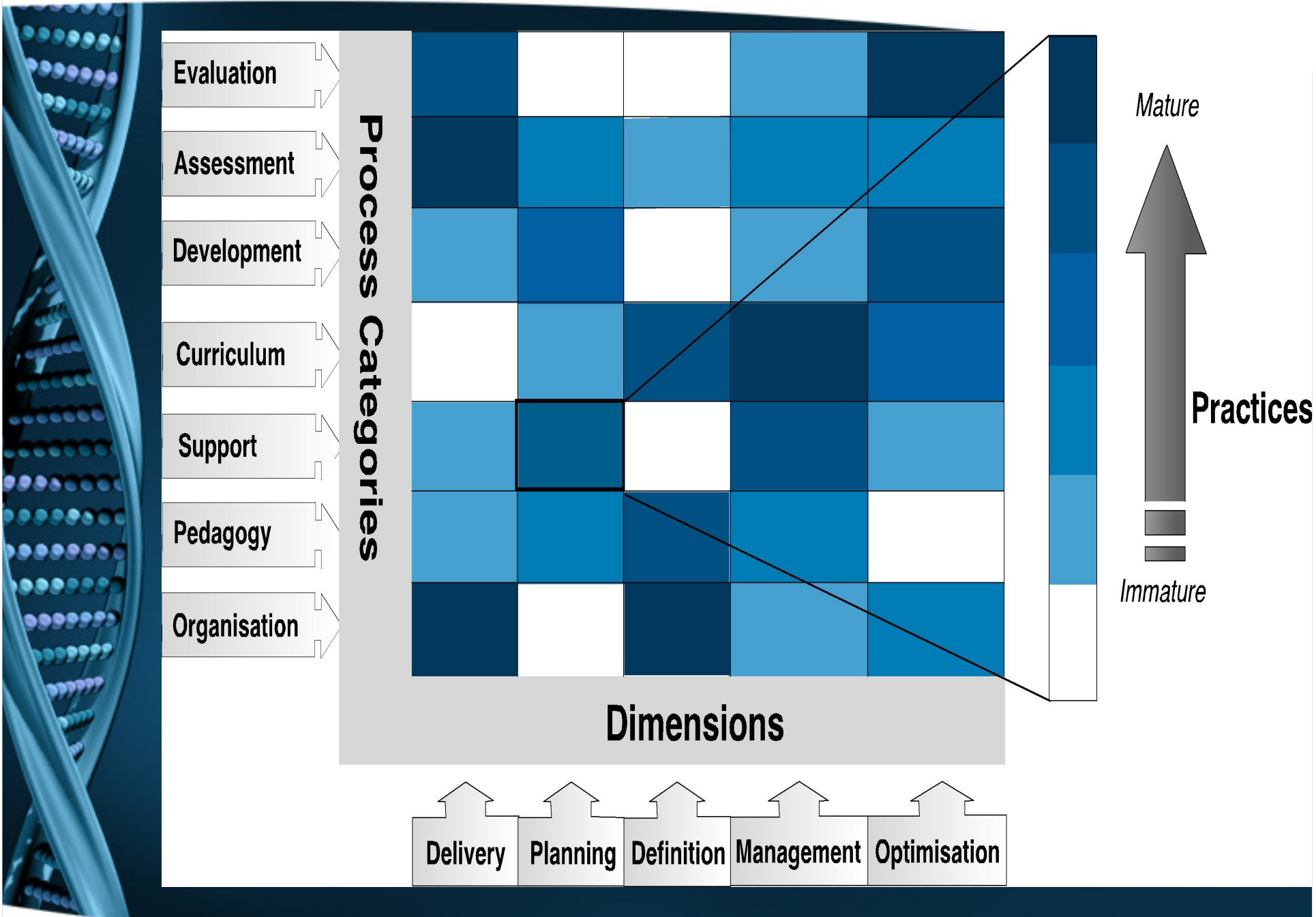
Action

ICT Awareness (Plan)



Self-Review Framework

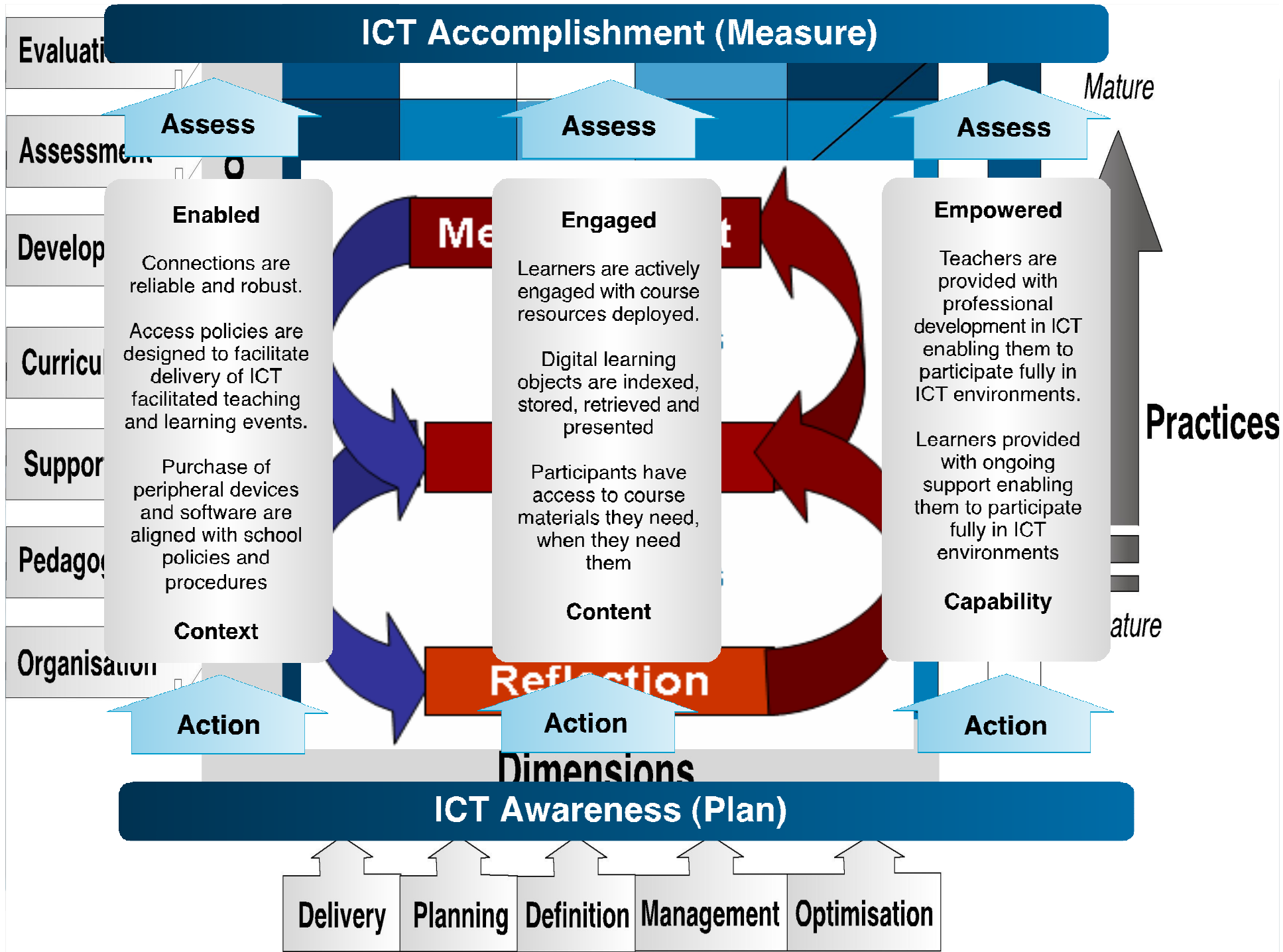
- The frameworks are based on categories, dimensions and practices
 - **Categories:** identify the “processes” that support ICT development
 - **Dimensions:** Dimensions serve to break down the processes into examinable aspects.
 - **Practices:** These serve to measure the institution’s actual practices.

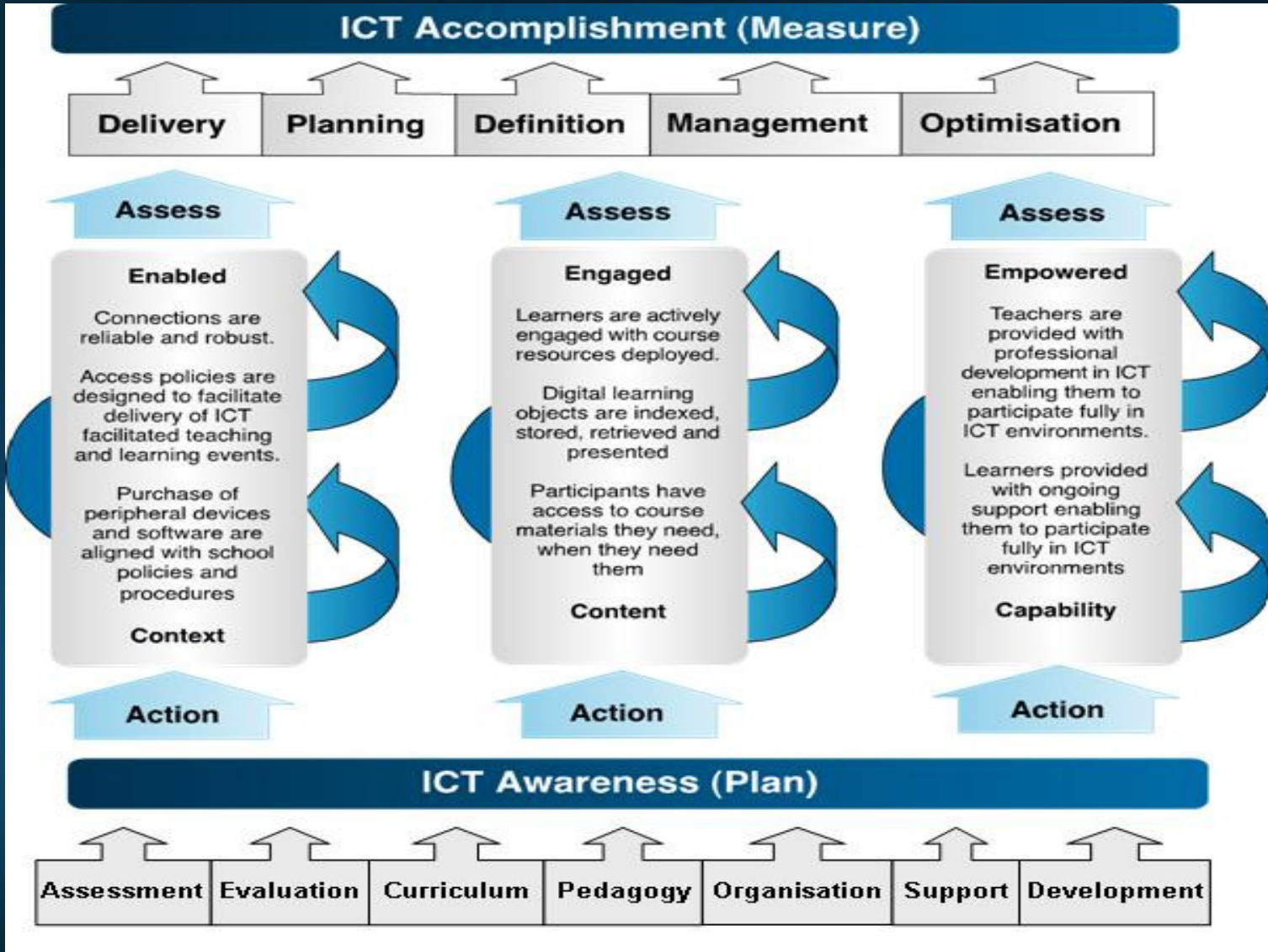




eMM Workbook

- The eMM workbook provides a interactive tool to iteratively examine ICT Capability
- EXAMPLE







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



Questions

- Where does the library fit within this scenario?
- What are you doing to prepare for supporting or enhancing e-learning capability amongst learners?
- Are there opportunities for collaboration within the sector or groupings that could increase our overall capability or impact in this area?