




# The e-CPDeIT Learning System: Sharing Trials and Tribulations


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- The eCPDeIT model differs from IQEA in two important aspects (Thang et al., 2010):
    - 1) CPD activities – sharing between the teachers – done online (IQEA – face-to-face)
    - 2) goal of the eCPDeIT Project – bring changes in teaching and learning – giving teachers an opportunity to work with ICT from the start – aware of all the problems involved when they attempt to apply the skills in their teaching

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- Activities: Blog postings & posting of video clips on the ViP – slow to come in – only a few teachers posting their comments despite prompts from the moderators.
  - Focus Group Interviews – with 3 subject-based CoPs – teachers give their views on the blogging activity – share the problems and challenges faced in doing the activities assigned – as practitioners in the classroom & research participants in the project
  - Online discussion among the research team members – identify reasons for the lack of participation



# Findings from the Preliminary Study

- Data collected from:
  - 1) Blog and ViP entries made by the teachers
  - 2) Interview transcriptions from the focus group interviews
  - 3) The mentor reflections
- Preliminary findings revealed – desired communities of practice (CoPs) envisioned – not established.
- Reasons for this outcome – viewed from the perspectives of Brinkerhoff's framework (2006) – examined in Thang et al. (2010a)

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- The four barriers discussed by Thang et al. (2010a) :
    - 1) Resources – technological tools used and their applications
    - 2) Institutional and administrative barriers – contextual and cultural factors, teaching schedules and time constraints
    - 3) Institutional barriers relating to training and experience – lack of support from school
    - 4) Barriers related to teachers' attitudes and fear – negative perception of their online skills and competency



## Important lessons learned:

- 1) technological tools employed must be more user-friendly
  - 2) tasks given to teachers should be more creative and adventurous
  - 3) teachers should be co-designers and engage in the design processes
  - 4) building trust & rapport – promotes online sharing – openness to comments & criticisms from eCoPs members
- All these taken into consideration in designing the eCPDeIT Learning System.

# The eCPDeIT Learning System

[www.ukm.my/cpdeltmoodle](http://www.ukm.my/cpdeltmoodle)

- User-friendly – simple interface
- Interactive tasks – encourages creativity
- Tasks available for convenient access

The screenshot displays the Moodle interface for the eCPDeIT Learning System. At the top, there is a banner with the system's logo, a globe, and the text 'CPDeIT Moodle Communities of Practice'. The logo for Universiti Kebangsaan Malaysia is also visible. Below the banner, the user is notified they are not logged in, with a 'Login' link and a language dropdown set to 'English (en)'. The main content area is divided into several sections: a welcome message, an introduction to the project, a login form, and a list of course categories. The 'Course categories' section lists 'Interactive Activities for Teacher Professional Development' with three modules. The 'Highlights!' section lists three modules with their respective topics.

**Welcome to the e-CPDeIT Learning System**

**Introduction**

The e-CPDeIT project is aligned with the key objectives of Vision 2020 that seek to implement learner-centred approaches to e-learning within all schools by the year 2020. In line with this goal, the project has launched the e-CPDeIT Learning System to provide online modules and resources to help teachers develop professionally and improve their ICT skills through the sharing of knowledge, experiences, and skills. This operating system uses the moodle learning management system and is free to all Malaysian secondary school teachers. The sharing among the teachers are through blogs, discussion forums and other means that will be decided at a later date. The research team act as mentors to support the teachers' use of the online technologies.

It is hoped that the e-CPDeIT Learning System will help teachers develop professionally and lead to them sharing what they have learned with their colleagues at their place of work. The pedagogical effectiveness of the sharing in developing a Community of Practice (Wenger,1998) and the measures taken will be evaluated via questionnaires and interviews with participating teachers. This Learning System will be further improved based on the findings of this project and proposed to the Ministry of Education for nationwide implementation.

**Course categories**

**Interactive Activities for Teacher Professional Development**

- Module 1**
  - Unit 1.1-1.6 - PowerPoint Slide Preparation
  - Unit 1.7-1.8 - Introducing Learning Styles and Teaching Styles
- Module 2**
  - Unit 2.1 - Creating Cloze Texts Using Hot Potatoes
- Module 3**

**Highlights!**

Module 1:

- Unit 1.1 : How to create PowerPoint Slides.
- Unit 1.2 : How to insert Images and Shapes into PowerPoint Slides.
- Unit 1.3 : How to insert Sound





# Interactive Activities

- Module 1: 6 Units – How to Create PowerPoint Slides
- Module 1: 2 Units – Learning Styles & Teaching Styles
- Module 2: 1 Unit – Hot Potatoes Application
- Discussion Forum – for teachers to share teaching ideas & materials
- Online Resources – recommends links useful for teaching





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Unit 1.1 : How to create PowerPoint Slides *\*available*

-  Recap text for Unit 1.1
-  Module1 Unit 1.1 (flash)



2

Unit 1.2 : How to insert Images and Shapes into PowerPoint Slides *\*available*

-  Recap text for Unit 1.2
-  Module 1 Unit 1.2 (flash)



3

Unit 1.3 : How to insert Sound and Movie clips into PowerPoint Slides *\*available*

-  Recap Text for Unit 1.3
-  Module 1 Unit 1.3 (flash)



4

Unit 1.4 How to Create Diagrams using SmartArt *\*available*

-  Module1 Unit 1.4
-  Recap Text for Unit 1.4 text file



5

Unit 1.5 How to Create/Design Charts Using Shapes *\*available*

-  Module1 Unit 1.5
-  Recap Text for Unit 1.5 text file

6

Unit 1.6 How to Create Histograms using Charts *\*new!*

-  Module 1 Unit 1.6
-  Recap Text for Unit 1.6

This is a general forum for discussion about any activity and topic in Cpdeit Moodle platform.

Subject\* Required

Message\* ?

Trebuchet 1 (8 pt) Lang **B** *I* U ~~S~~ x<sub>2</sub> x<sup>2</sup>    

## **Resources for e-CPDeIT Moodle**

Resources date posted: 1st April 2010

<b>Teaching Ideas for English Teachers</b>	<b>Comments</b>
1. <a href="http://www.usingenglish.com">http://www.usingenglish.com</a>	Resources and references here! Quizzes, lesson plans, articles, glossaries & dictionaries.
2. <a href="http://www.oup-passportonline.jp">http://www.oup-passportonline.jp</a>	Lots of dialogues for daily use & vocabulary practice.
3. <a href="http://www.toolsforeducators.com">http://www.toolsforeducators.com</a>	Have fun creating word search, bingo, crosswords & board games here.
4. <a href="http://www.arcademicskillbuilders.com">http://www.arcademicskillbuilders.com</a>	Interactive vocab-building games for your students.
<b>Teaching Ideas for Maths Teachers</b>	<b>Comments</b>
1. <a href="http://www.math.com">http://www.math.com</a>	Cool tools to calculate square roots or probability. Check out the online exercises, quizzes and games too!
2. <a href="http://www.math-worksheet.org/index.html">http://www.math-worksheet.org/index.html</a>	Wide-range of exercises here – with answers!
3. <a href="http://www.arcademicskillbuilders.com">http://www.arcademicskillbuilders.com</a>	Interesting math games for beginners.
<b>Teaching Ideas for Science Teachers</b>	<b>Comments</b>




# Promoting the Learning System

- Invitation to the 20 teachers in the preliminary study – one teacher responded
- Flyers distributed at conferences – one teacher registered
- 2 schools showed interest – tight schedule – obstacle to active participation
- Workshop for preservice teachers – 45 attended – 6 registered – teachers not keen to participate due to poor ICT facilities in schools



# The Way Forward

- Critical Friends Group (CFG) – practitioner-driven study groups – growing trend for site-based professional development – practitioners behave as managers of their own learning
- 10 to 12 teachers meet once a month – 2 hours – sharing practice and improve student learning using structured protocols.

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- 3 types of CFG protocol:
    - 1) discussion of students' work
    - 2) peer observation
    - 3) problem-solving
  - theoretical premise for CFGs – teachers belonging to a group learn to collaborate by participating in PD activities such as examining student and teacher work
  - CFG – effective model of teacher PD and positive findings have been reported in Slater and Simmons (2001), Andreu et al. (2003), Arnau, Kahrs, and Kruskamp (2004), & Vo and Mai Nguen (2010) – a Vietnamese context.



# Using CFG in the eCPDeIT Project

- Voluntary participation from 10 preservice teachers – keen ICT users in English Language Teaching
- CFG procedures to be carried out online:
  - 1) Sharing teaching materials on the Learning System – upload onto Discussion Forum
  - 2) Online meeting every 3 weeks – Skype or any chatroom to carry out CFG protocols
  - 3) Online interviews with teachers – feedback on CFG procedures



## Important elements in CFG technique:

- 10 preservice teachers – friends in the same teaching course – rapport & trust established
- Voluntary participation & keen on using ICT for teaching
- Key researcher – constantly corresponding with 10 preservice teachers – schedule online meetings & record online chats and interviews





## Expected outcome from implementing CFG in the eCPDeIT Research Project

- 10 teachers in the Critical Friends Group invite more teachers to form a community of professional teachers – establishing an eCoP
- 10 teachers who started as “Critical Friends” take on the role as “administrators” in the established eCoP



😊 **THANK YOU** 😊

