The Power of E-learning Tools to facilitate Reflective Practice

The Case of an ICT-based Faculty Development Initiative in a Philippine Comprehensive University

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Timeless

National Cultural Treasures of the Philippines

Timely

National Historical Landmark
THE eLearning ACCESS PROGRAM

The Educational Technology Center
University of Santo Tomas

ELEARNING JOURNEY

2300++ course sites/semester;
80% trained faculty members;
20 Edtech Coordinators
Tracked ICT-based Training Record

Year 2002

55 courses for
general education
subjects

Year 2002-2006
E-learning Coaches Training Caravans

2007-2009
Kalukso Awards (Exemplary Course)
Web Jams
Web e-lympics

2012-present

410 courses for
general education
subjects

11/10/2014
The University of Santo Tomas is a leader in institutional-wide eLearning implementation in the country.

- **2300+ Course Sites**
- **46,000 Student Population**
- **1700+ Faculty Members**
- **23 Faculties, Institutes & Colleges**
- **106 Undergrad Programs**
- **75 Masteral Programs**
- **21 Doctoral Programs**
- **2 Secondary Education**

**Centralized Approach** in providing academic/technical support services for its faculty members on technology integration and to our students' eLearning needs.

**Standard Training Curriculum** for faculty development that is pedagogically driven and technology-updated.

**Dedicated Training Center** to prepare teachers for the appropriate use of technology through various training programs and support services.
World-class Learning Management System

STANDARD TRAINING CURRICULUM FOR ELEARNING

Formal Training

Informal Training

18 units - Certificate in Educational Technology Program
STANDARD ICT-BASED TRAINING CURRICULUM

Informal Training Workflow

EXCITE
ENGAGE
EXPERIENCE
EXEMPLIFY
ENDORSE

PRE-TRAINING SUPPORT
ACTUAL-TRAINING SUPPORT
POST-TRAINING SUPPORT
SUPPORT

 Harnessing the power of UNESCO Digital Tools for effective Teaching & Learning
Interactive Multimedia Production
Rapid eLearning Course Site Development

T4T: Tablets for Teachers

Instructional Media in the Classroom
Effective Multimedia Presentations
30 workshop activities which can be taken in 2 sessions (8 hours)
Providing Reflective Feedback for Training Instructors

ONLINE SURVEY

Preview Survey: Rapid eLearning Training Program Evaluation(1)

6 REFLECTIVE QUESTIONS

Reflections enables us to develop greater “ownership” of what we have learned, making it more meaningful to ourselves and improving our grasp of it (Rogers). It also enhances the learner’s “voice” (Elbow). Allow us therefore to be part of your learning by permitting us to “read” your “voice.”
At what moment during the Workshop were you MOST ENGAGED from what was happening?

At what moment during the Workshop were you MOST DISTANCED from what was happening?

What action by anyone (trainer or trainee) during the Workshop, did you find most affirming or helpful?

What action by anyone (trainer or trainee) during the Workshop, did you find most puzzling or confusing?

What about the Workshop DELIGHTED you the most... or served as an EYE-OPENER? (This could be about your reactions to what went on, something that someone did, or anything else that occurred).

Write ONE WORD that best describes your experience in the Rapid e-Learning Workshop.

THEORETICAL FRAMEWORK
Kirkpatrick’s Model of Training Evaluation

- **Reaction**: Measures learners’ reaction to the training through Questionnaires after training.
- **Learning**: Measures improvement in knowledge, skills and abilities through pre- and post training testing.
- **Behaviour**: Measures capability to apply new knowledge and skills on the job through testing and observation.
- **Results**: Measures impact of training on the workplace through scorecards using valid metrics.
**METHODS**

Qualitative Study Design
Phenomenography

Theoretical Framework
Kirkpatrick’s Model of Training Evaluation

Program Evaluation
Phase 1
Five months delivered in 2 tranches
Modules 1-3
Modules 4-5

Data gathered through an online exit survey using the Critical Incident Questionnaire

**RESULTS**

Target Population
1715 Faculty Members from all other Colleges and High School

Study Population

Completed Modules 1-3
917 (53.47%)

Completed Modules 4-5
677 (39.48%)

Online Questionnaire Retrieval

495/677 attempts
(73.33% compliance rate)

445/495 were successfully accomplished
(89.89% success rate)

approximately 99.55% of all questions answered
Facets of Engagement in Active Rapid eLearning

1. Trials and the Elements of eLearning
2. Tasks and Experiential eLearning
3. Tutor-Tutee Engagement
4. Thoughts and Expectations
5. Transfer and Enlightenment
6. Transformation and Empowerment

RESULTS

The “Knowing” Dimension
COGNITIVE

The “Doing” Dimension
PSYCHOMOTOR

The “Interacting” Dimension
INTERPERSONAL

The “Reflecting” Dimension
AFFECTIVE

The “Translating” Dimension
PERCEPTUAL

The “Morphing” Dimension
INTRAPERSONAL

MISCONCEPTIONS ABOUT eLEARNING

"Case 1 is not e-learning because...the use of the Help Section of the software is just self-study."
"Case 2 is not e-learning because the teacher only used an overhead projector...no internet was used....no distance learning involved."
"Case 3 is not e-learning because only a CD material and no internet was used."
"Case 4 is not e-learning because only Yahoo groups was used and the materials are not placed in one dedicated place for learning."

TRIALS AND THE ELEMENTS OF ELEARNING
The COGNITIVE (“Knowing”) Dimension
TASKS AND EXPERIENTIAL ELEARNING
The PSYCHOMOTOR ("Doing") Dimension

These are the participants’ responses to the exercises and how they were able to handle the looming obstacles.

For most of the participants, adoption of technical terms and adaptation and navigation of Learning Management System were technologically challenging.

I FELT MOST ENGAGED...

"...when we were taught on how to create and submit an online assignment because in my subject, we need more time for the lecture proper. This would really help."

"...when we were already applying what was just taught to us and was able to accomplish it and became aware of the result."

"...when we were able to make our test questions and assignments with ease."

"...during the hands-on part and I was able to do many things."

TASKS AND EXPERIENTIAL ELEARNING
The PSYCHOMOTOR ("Doing") Dimension

TUTOR-TUTEE ENGAGEMENT
The INTERPERSONAL ("Interacting") Dimension

These are the positive tutor-tutee engagement during the training collectively echoed in the following statements...

ABOUT THE TRAINORS/LECTURERS

"The lecturers...their patience amazed me...especially during those times when we got lost."

"The trainers wanted us personally in detailed activities...they don’t move to other topics unless we are done and can follow."

"The trainers and co-trainers were well-prepared in explaining the functionality of the system."

"I admire their personal approach and consideration...all trainers were accommodating...they are always there to help you."

"They approached us personally to see what is actually happening and if we can follow...very sensitive, very helpful, and so encouraging."

TUTOR-TUTEE ENGAGEMENT
The INTERPERSONAL ("Interacting") Dimension
THOUGHTS AND EXPECTATIONS
The AFFECTIVE ("Reflecting") Dimension

These are the participants' initial impressions and how the training exceeded their expectations...

I AM MOST DELIGHTED THAT

"...the e-learn would be a good avenue for us to facilitate the learning (and make it) more interesting since it is computer based and most of the time students are in front of the computers."

"...I am now empowered to make questions online."

"The whole program delighted me. It is an excellent job since everything is already included in the program."

"EVERYTHING delighted me and served as an eye-opener. Thank you for waking up my appreciation of elearn."

"I will bring home the thought that there's always room for learning and improvement."

TOUCH AND EXPECTATIONS
The AFFECTIVE ("Reflecting") Dimension

TRANSFER AND ENLIGHTENMENT
The PERCEPTUAL ("Translating") Dimension

These are the participants' new realizations and their resolve to adapt the various training knowledge and learning gain to their subject areas...

THE EYE-OPENER WAS THAT...

"...we can use the method of learning and teaching some of our courses in our field...the complete set of the elearning module is very interesting that I already have ideas in my mind on what I will give to my students next semester."

"The introduction was very enlightening. The usefulness of the elearning is quite amazing if applied properly."

"Technology is there to give information, it's up to us if we will use it wisely."

"Technology is really a good partner for educators...clearly an ally I can use in my teaching profession."

TRANSFER AND ENLIGHTENMENT
The PERCEPTUAL ("Translating") Dimension
I LEARNED, I CAN STILL DO IT...

"It was an enjoyable experience & it made me realize the capability of Edtech...now I know that this process offers limitless opportunities, well the learning I have experienced on this is training is commendable."

"I had the most challenging afternoon with the thought that I will have a difficult time however now I can say that it is never too late and I CAN STILL DO IT…"

"The outcome of the training? I LEARNED that the use of technology can truly help us further develop our potentials and make us able to do our jobs much better."

TRANSFORMATION AND EMPOWERMENT
The INTRAPERSONAL ("Morphing") Dimension
CORRELATION OF ASSESSMENT & FEEDBACK PRINCIPLES WITH BLACKBOARD LEARN TOOLS

1. Clarity of Good Performance
   - Rubric
   - Content (Model Answers)
   - Online Syllabus, Collaborate (recordable briefings and clinics)

2. Encourage Time & Effort on Task
   - Adaptive Release
   - Regular Formative Tests
   - ePortfolio, eJournals, eBlogs
   - Online Groups, Wikis, Announcement Calendar
   - Collaborate (clinics and progress meetings)

3. Encourage Positive Motivational Beliefs
   - Formative Feedback (all tools)
   - MyGrades
   - Rubric
   - Self and Peer Assessment
   - Badges, Mobile Learn

4. Encourage Interaction and Dialogue
   - Discussion Forum
   - Journal
   - Blog
   - Wiki
   - Assignment (Draft Review)
   - Online Groups
   - Mobile Learn
   - Collaborate (Shared Whiteboard, shared screen, Vote, Chat, Emoticons and Breakout Rooms)
   - Peer & Self Assessment

5. Develop Self Assessment & Reflection
   - ePortfolio
   - Rubrics
   - Tests (Automated Feedback)
   - eJournal
   - Self and Peer Assessment
   - My Grades
   - MyEDU

6. Provide Opportunities to Act on Feedback
   - Formative Feedback (all tools)
   - Assignment
   - Online Tests (multiple attempts)
   - Discussion Forum
   - Journals
   - Gradebook
   - Collaborate (voice feedback)

7. Deliver Timely High Quality Feedback
   - Rubrics
   - Tests (automated feedback)
   - Assignment (inline grading)
   - Blog
   - Journal
   - Self & Peer Assessment
   - Grade Center
   - Dashboard
   - Surveys
   - Collaborate (focus group)
   - Retention Center

8. Inform and Shape Your Teaching & Learning
   - Grade Center
   - Dashboard
   - Surveys
   - Collaborate (focus group)
   - Retention Center