APPLICATION GUIDES

Using Technology to Support Learning for Teachers, Tutors and Trainers in the Lifelong Learning Sector

June 2009

LIFELONG LEARNING UK

Skills for Learning Professionals

Contents

Section A:
Introduction

What is an application guide?

The document 'New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector'[1] describes consistent performance for all teachers in terms of knowledge, understanding and professional practice. For the purpose of this document, the generic term 'teacher' refers to teachers, tutors, trainers, lecturers and instructors. This application guide applies the generic standards to the effective use of technology by teachers and describes consistent performance. It aims to form a bridge between the standards and the effective use of technology to support teaching and learning.

Who is the application guide for?

The workforce of the further education (FE) sector is diverse and varied; providers include FE colleges, offender learning and skills, sixth form colleges, community based learning delivered through local authorities, work based learning and some third sector organisations. This application guide aims to address the needs of teachers, tutors and trainers in all these settings.

The application guide will be used in many ways by a wide range of people, as illustrated below.

Teachers, tutors and trainers may use it:

- to identify their professional development needs

- to develop new knowledge and skills

- to develop existing skills to meet the specific needs of learners in new circumstances.

Learning provider organisations, employers, and staff development and human resource managers may use it:

- to share and disseminate good practice

- to illustrate how the standards apply to the effective use of technology

- to underpin staff training and continuing professional development (CPD) opportunities

- for recruitment and appraisal

- to promote quality improvement

- to motivate and assist the workforce to develop new skills.

Teacher educators, awarding institutions and Centres of Excellence in Teacher Training (CETTs) may use it:

- to support qualification development and associated guidance

- to map current provision against the standards

- in curriculum development, delivery and assessment.

Please note that the guide relates to a complex environment; a series of factors (statutory, financial, technical and resource related) may affect the ability of teachers to make the best use of technology, and these should always be taken into consideration.

The wider context for the application guide

This section considers the context in which the guide has been developed.

'The Lifelong Learning UK Sector Skills Agreement'[2] identified that skills relating to learning delivery, including those relating to pedagogy and information and learning technologies (ILT), are some of the most important skills across all areas of the lifelong learning sector. In addition, skills relating to information and communications technologies (ICT) have been identified as important for many people to ensure the development of an e-capable workforce.

The Further Education National Training Organisation (FENTO) published ILT standards in 2002. Lifelong Learning UK revised the standards in 2005 and renamed them 'e-learning standards'.[3] The e-learning standards were presented as national benchmarks for the educational application of ICT in the lifelong learning sector, with the acknowledgement that the standards would continue to evolve as ILT was embedded into the curriculum. These standards, which gave greater prominence than the previous version to the concept of e-learning, aimed to provide a framework within which to identify the competences and knowledge necessary to perform effectively with the help of new and developing technologies.

The publication 'New overarching professional standards for teachers, tutors and trainers in the lifelong sector' was published by Lifelong Learning UK in 2006. It is because the standards are overarching, Lifelong Learning UK felt it appropriate to produce application guides to interpret and expand on the standards in a number of areas such as for Skills for Life teachers. The use of technology was identified as a further appropriate area, and the development of this application guide has taken into account a number of important strategic developments in e-learning and technology.

The 'Technology strategy for further education, skills and regeneration: Implementation plan for 2008–2011'[4], published by the British Educational Communications and Technology Agency (Becta), included as key action two, a review of professional standards and the development of new e-learning and technology elements.

These developments should be seen against the background of wider government policy. 'Harnessing Technology' was published by the Government in 2005 and set out a strategy for the development of technology in education and skills. Much has been achieved, and Becta was asked to revise 'Harnessing Technology' and to develop the strategy 'Harnessing Technology: Next generation learning 2008–14'.[5]

The Leitch review of skills (2005, 2006) emphasised the need to raise achievements at all levels of skill.[6] The Skills Pledge[7] was introduced in 2007 to ensure that all employees are skilled, competent and able to make a full contribution to the success of their organisations.

[2]The Sector Skills Agreement (SSA) for the lifelong learning sector
[3]http://www.lluk.org/documents/e_learning
[4]http://feandskills.becta.org.uk/display.cfm?resID=36018
[5]http://publications.becta.org.uk/display.cfm?resID=37348
[6]http://www.hm-treasury.gov.uk/d/pbr05_leitchreviewexecsummary_255.pdf / http://www.hm-treasury.gov.uk/d/leitch_finalreport051206.pdf
[7]http://www.investorsinpeople.co.uk/About/Pages/SkillsPledge.aspx

The Learning and Skills Improvement Service (LSIS) commissioned the development of an e-CPD framework to be based on the application guides and to provide the basis for the delivery of training in technology to enhance teaching and learning. The e-CPD framework sits within the LSIS teaching and learning programme and is supported further by the:

- e-guides training programme,[8] which gives a thorough introduction to e-learning and the skills required to use technology effectively in teaching and learning

- e-CPD programme,[9] which trains and develops professional development advisers (PDAs), and which is designed to improve teaching and learning through the effective use of technology, and to develop e-learning ability.

E-guides and PDAs are trained to support colleagues in their own organisations in developing their use of technology, to enhance teaching and learning, thereby embedding good practice and building sustainability. These programmes seek to share best practice in the effective use of technology, to ensure that learning providers are supported to access appropriate staff development opportunities

to meet the Lifelong Learning UK teaching standards, and Office for Standards in Education, Children's Services and Skills (Ofsted) inspection criteria, and that teachers undertake 30 hours, or pro rata, of continuing professional development (CPD).

Other organisations that support driving standards forward to enhance teaching and learning are the:

- Joint Information Systems Committee (JISC), which funds initiatives and services to provide expertise, independent advice, guidance and resources to the UK post-16 education sectors to promote the effective and innovative use of ICT

- Association for Learning Technology (ALT), which is a body bringing together practitioners, researchers and policy makers in learning technology, with the aims of spreading good practice, contributing to the development of policy, and raising the profile of the use of learning technology.

[8] http://teachingandlearning.qia.org.uk/tlp/eguides
[9] http://www.lsis.org.uk/News/ReadNews/09-02 24/LSIS_launches_eCPD_Programme_to_enhance_teaching_and_learning_in_FE.aspx?
ReturnURL=%2fLSISHome.aspx /
http://ecpd.bdplearning.com/ecpd/index.php

Organisation of the application guide

This section of the guide contains key information on the application of the standards to the effective use of technology to enhance teaching and learning.

You may find it helpful to refer to the standards when working through this section. 'New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector' lists the values and commitment, knowledge, understanding and professional practice expected of all teachers in this sector. This information is detailed in six domains, which are:

Domain A: Professional values and practice

Domain B: Learning and teaching

Domain C: Specialist learning and teaching

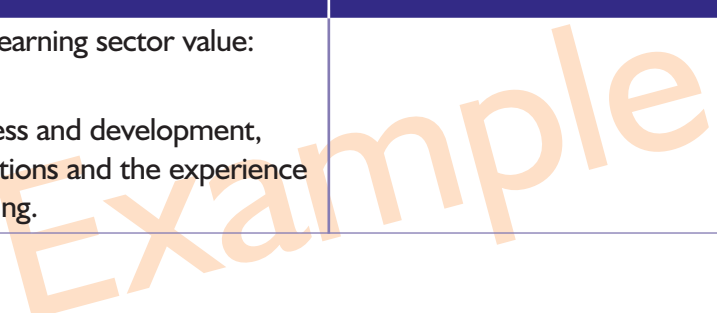**Domain D: Planning for learning**

Domain E: Assessment for learning

Domain F: Access and progression.

Standard statements

This application guide provides information on the knowledge, understanding and professional attributes required in the use of effective technology by teachers; it does this by using the values and commitments statements from each domain (coded as 'S' statements – AS1, BS1, etc.). Statements are listed in the left hand column of the table as shown in the example.

Example of a standard statement

Standard statement	
Teachers in the lifelong learning sector value: **AS1** All learners, their progress and development, learning goals and aspirations and the experience they bring to their learning.	

Elements

For each statement, elements have been identified. Elements explain the specific application of the use of technology for any statement. Some of the statements from the standards will have one associated element, others may have more, and some have none. The elements are coded with the domain letter and the standard statement number, and are in number sequence.

All value and commitment statements are listed, the sentence 'informed by professional standards only' indicates that a statement has no associated element.

Elements are listed in the right hand column of the table as shown in the example on the next page.

Application and illustration

Application and illustration statements show an extension of the standard and element, and provide guidance on the associated content of each element. Application and illustration statements suggest areas to consider and explore, and give examples for consideration. However, technology develops fast, so you should always seek further up-to-date examples.

Example of an elements, application and illustration

Application and illustration statements are listed below each corresponding element and are listed in the right hand column as shown in the example.

Standard statement	Technology element
Teachers in the lifelong learning sector value: **AS1** All learners, their progress and development, learning goals and aspirations and the experience they bring to their learning.	**A1.1** The contribution technology can make to monitoring learners' progress and development, and helping them meet their learning goals and aspirations. Application and illustration: • Explore ways in which learners can use technology to assist their progress and development • Explore ways in which technology, e.g. assistive and adaptive technology, can support learners to achieve their goals.

Examples:

• E-portfolios to capture evidence, feedback and help in goal setting

• E-assessment for feedback that can be read in the learner's own time.

The final part of the table contains hints, tips and further examples for you to work from.

If you are developing and delivering teacher education programmes, you may find it useful to consider the elements and the application and illustration statements when deciding on the content of your programmes.

Domains B (learning and teaching) and C (specialist learning and teaching) are closely related, but domain C, as its title suggests, focuses on specialist learning and teaching.

Section B:
Standards, elements and application and illustrations

Domain A: Professional values and practice

Standard statement	Technology element
Teachers in the lifelong learning sector value: **AS1** All learners, their progress and development, learning goals and aspirations and the experience they bring to their learning.	**A1.1** The contribution technology can make to monitoring learners' progress and development, and helping them meet their learning goals and aspirations. Application and illustration: • Explore ways in which learners can use technology to assist their progress and development • Explore ways in which technology, e.g. assistive and adaptive technology, can support learners to achieve their goals • Take account of the backgrounds, goals and aspirations of learners, in particular with regard to the use of technology • Explore ways in which technology can be used to help learners record and measure their progress.

Examples:

• E-portfolios to capture evidence, feedback and help in goal setting

• E-assessment for feedback that can be read in the learner's own time

• TechDis accessibility essentials enable teachers and learners to use Microsoft Office applications to create accessible documents and presentations: http://www.techdis.ac.uk/index.php?p=3_20

• Digital cameras to record progress and achievement

• Remember the use of e-learning in supporting and enhancing good teaching and learning is a tool which reinforces your good practice – it does not replace it.

Professional values and practice

Standard statement	Technology element
Teachers in the lifelong learning sector value: **AS2** Learning, its potential to benefit people emotionally, intellectually, socially and economically, and its contribution to community sustainability.	**A2.1** The contribution technology can make to learning, and its potential benefits in a wider community and global context. Application and illustration: • Discuss with peers how they use technology to support learning • Identify, select and use technology that widens learning in a personal, community and global context.

Examples:

- Social networking allows learners to share ideas via chat, email and discussion forums, and to create or find interest groups that relate to their learning

- Blogs provide a platform for self reflection but can be shared, enabling peer review to enhance reflection

- Wikis allow collaboration on projects and individual documents with access at any time and anywhere.

Professional values and practice

Standard statement	Technology element
Teachers in the lifelong learning sector value: **AS3** Equality, diversity and inclusion in relation to learners, the workforce and the community.	**A3.1** Ways in which new and emerging technologies can be used to promote inclusive practice and reduce barriers. Application and illustration: • Identify, select and use technology to support individual needs • Discuss with colleagues technologies that they have used that promote inclusion and reduce barriers • Select and use assistive and adaptive technologies to support learners.

Examples:

• A virtual learning environment (VLE) in conjunction with accessibility tools, where needed, can enable learners to access learning at any time and anywhere

• Text to speech, speech to text, screen readers and voice recognition can reduce barriers to learning

• TechDis accessibility essentials enable teachers and learners to create accessible versions of Microsoft Office documents on screen and for presentations

• AccessApps is software to support assistive technologies. It can be downloaded from JISC-Scotland and stored on a memory stick.

Professional values and practice

Standard statement	Technology element
Teachers in the lifelong learning sector value: **AS4** Reflection and evaluation of their own practice and their continuing professional development (CPD) as teachers.	**A4.1** Ways in which new and emerging technologies can be used to support reflection on and evaluation of your practice. Application and illustration: • Recognise the ways in which e-learning can support pedagogy • Identify and use technology to support reflection • Reflect on effectiveness of your skills in the use of technology and e-learning.

Examples:
• REfLECT from the Institute for Learning (IfL) enables teachers to plan, record and assess the impact of CPD • A blog can be used as a journal for reflection and can be shared with colleagues for peer review and comment • MP3/MP4 players can record reflection on learning.

Professional values and practice

Standard statement	Technology element
Teachers in the lifelong learning sector value: **AS5** Collaboration with other individuals, groups and/or organisations with a legitimate interest in the progress and development of learners.	**A5.1** Ways in which new and emerging technologies can be used to support collaboration to enhance learners' progression. Application and illustration: • Collaborate with colleagues and e-learning specialists to ensure the appropriate use of e-learning and technology • Participate in networks and learning communities involved in reviewing, developing or sharing good practice in the use of e-learning and other materials • Be aware of the safety implications of implementing new technologies and of the need to safeguard learners: http://ahi2000.com/studyzone/webtools/index.htm.

Examples:

• Virtual learning environments (VLEs) have blogs, wikis, chat rooms and forums where learners can interact, in addition to the ability to share files

• Web based collaborative documents such as Google Docs enable multiple learners to collaborate on a single piece of work

• Portals/websites and online groups can all provide access to interest groups or expert information, and opportunities for collaboration and reflection with tools.

Professional values and practice

Standard statement	Technology element
Teachers in the lifelong learning sector are committed to: **AS6** The application of agreed codes of practice and the maintenance of a safe environment.	**A6.1** Understanding and applying the organisation's relevant codes of practice and maintaining a safe environment in relation to e-learning and the use of technology. Application and illustration: • Apply the organisation's policies in relation to confidentiality of data, and comply with relevant data protection legislation • Apply the organisation's policies and procedures for procurement, copyright and licensing agreements • Apply the organisation's policies and procedures for health and safety with regard to the use of IT equipment e.g. training in working with ICT technologies • Be aware of the potential risks of viruses and inappropriate use of computers, and be familiar with the organisation's controls • Be aware of the need to safeguard learners online and support learners to be e-safe.

Examples:

- Anti-virus and anti-malware software to maintain the integrity of IT networks
- Internet controls to keep learners safe (as part of the teachers' duty of care)
- Management information systems (MIS) can facilitate the integration of different systems across an organisation, e.g. to help track attendance and learners' progress and to evaluate progress towards targets
- Plagiarism detecting software
- Netiquette rules ensure that learners are able to contribute equally to forums.

Professional values and practice

Standard statement	Technology element
Teachers in the lifelong learning sector are committed to: **AS7** Improving the quality of their practice.	**A7.1** Understanding how new and emerging technology can be used to improve the quality of your practice. Application and illustration: • Make use of IT systems and processes available to record information • Use technology to evaluate your contribution to the organisation's quality cycle

Examples:
• Use of video to record teaching sessions and aid reflection and professional development • Voting technologies can provide instant feedback to ascertain the views of learners on a subject, or as a tool for formative assessment.

Domain B: Learning and teaching

Standard statement	Technology element
Teachers in the lifelong learning sector are committed to: **BS1** Maintaining an inclusive, equitable and motivating learning environment.	**B1.1** Using new and emerging technologies to assist in maintaining a learning environment in which learners feel safe, supported and motivated. Application and illustration: • Use technology to adapt learning materials for all learners e.g. capacity to alter font size, change background colour or use text only. See TechDis accessibility essentials • Support learners to understand how to be safe online • Identify and use technology to support learners outside the classroom • Explore ways to use technology and e-learning to motivate learners.

Examples:

• Use of mobile technologies – teachers have used mobile phones and other handheld devices to give learners updates and reminders, and for learners to photograph project work, make voice recordings, use the stopwatch for timing experiments and use GPS functions, amongst other things. Mobile phones are a good 'hook' for many difficult to reach learners

• Some colleges have setup micro-blogging groups to allow learners to reflect and exchange ideas.

Learning and teaching

Standard statement	Technology element
Teachers in the lifelong learning sector are committed to: **BS2** Applying and developing own professional skills to enable learners to achieve their goals.	**B2.1** Demonstrating what constitutes effective practice in teaching and learning, and where technology may enhance learning outcomes. Application and illustration: • Identify and explain the use of hardware and software to support teaching and learning • Select and use technology that can enhance your practice in learning and teaching.

Examples:
• Interactive whiteboards provide for the use of multimedia, facilitating multi sensory learning and active participation in lessons • MP3/MP4 players allow learners to record and play back learning sessions whenever they want • Adding interactivity to documents or spreadsheets can provide learners with the ability to self assess and, compared with standard handouts or online documents, provides a more proactive learning experience • Hot Potatoes™ can be used to create interactive quizzes and word searches to enable assessment and self assessment.

Learning and teaching

Standard statement	Technology element
BS2 Applying and developing own professional skills to enable learners to achieve their goals.	**B2.2** Finding ways to engage, motivate and encourage learners' active participation and independence through the use of technology. Application and illustration: • Use a range of interactive teaching and learning techniques to enhance learning • Identify the use of technology familiar to learners and decide how it could be used to support learning • Encourage learners to use technology to support independent learning.

Examples:

• Portable gaming machines e.g. the Sony PSP, which can record and play back photographs, sound and video, has wireless internet connectivity and a range of educational software, e.g. for languages and mathematics

• The internet can be a valuable research tool for learners.

Standard statement	Technology element
BS2 Applying and developing own professional skills to enable learners to achieve their goals.	**B2.3** Using new and emerging technologies to promote the flexible delivery of learning. Application and Illustration: • Exploit the use of a range of hardware and software that can be used to promote flexible delivery of learning.

Examples:

• Digital and video cameras can record evidence for projects on field trips and can be used with, for example, Microsoft Photo Story

• Conferencing systems and using webcams can enable online tutoring and collaboration with and between learners in different places and inclusion of learners with mobility problems

• Software such as Skype provides free telephone calls on the internet and can be used for telephone conferencing and contact with learners for feedback and help.

Learning and teaching

Standard statement	Technology element
Teachers in the lifelong learning sector are committed to: **BS3** Communicating effectively and appropriately with learners to enhance learning.	**B3.1** Using technology to communicate effectively and appropriately with learners. Application and illustration: • Use the technological resources available to facilitate communication within your organisation • Explore the appropriateness of different forms of e-communication with learners, in line with the organisation's policies and accessibility requirements • Review and agree preferred appropriate method of communication with learners.

Examples:

• Email can be used to send out documents related to the learners' work for updating course information, providing feedback or keeping in contact with learners generally.

Learning and teaching

Standard statement	Technology element
Teachers in the lifelong learning sector are committed to: **BS4** Collaboration with colleagues to support the needs of learners.	**B4.1** Using technology to promote collaboration with colleagues to enhance the learner journey. Application and illustration: • Use tools to share information to support learners' needs • Share good practice in e-learning to enhance teaching and learning • Use correct netiquette when using technology for collaboration.

Examples:

- Electronic individual learning plans (e-ILPs) allow formative and summative learner profiling that can be shared amongst colleagues

- Virtual learning environment (VLEs) can be used by teachers to collaborate on course design and content creation, track progress and targets, for continuing professional development (CPD), peer review and online meetings and sharing schemes of work and lesson plans

- Web based collaborative documents to produce learning materials such as interactive Microsoft Word and Excel documents, and to collaborate on schemes of work and lesson plans

- Many resources have already been created. Collaborate to share the best ones you find; social bookmarking (e.g. http://www.delicous.com) is a good way to do this.

Learning and teaching

Standard statement	Technology element
Teachers in the lifelong learning sector are committed to: **BS5** Using a range of learning resources to support learners.	**B5.1** Knowing how to select, adapt, use and evaluate e-learning resources to support learners and learning. Application and illustration: • Assess examples where technology has been used successfully to support or enhance resources for learning and teaching • Review resources currently available to see if they can be enhanced through the use of technology • Use effective search tools to obtain appropriate results • Create and use a range of e-learning resources • Evaluate electronic resources in line with specific learning needs.

Examples:

- Open educational resources are available from many universities, e.g. Open University
- Portals/websites with repositories of resources that could be adapted for e-learning
- Gold Dust resources to develop the generic skills, knowledge and understanding of trainee teachers in the lifelong learning sector
- National Learning Network (NLN) materials – the widest range of post-16 learning resources in the UK.

BS5	B5.2
BS5 Using a range of learning resources to support learners.	**B5.2** Supporting learners in the use of e-learning resources. Application and illustration: • Develop and maintain ways of supporting learners in the use of e-learning resources • Facilitate learners to use effective search tools to obtain appropriate results.

Examples:

- E-learning sessions delivered during learner induction
- 'How to' guides to support access to e-learning resources.

Domain C: Specialist learning and teaching

Standard statement	Technology element
Teachers in the lifelong learning sector are committed to: **CS1** Understanding and keeping up to date with current knowledge in respect of own specialist area.	**C1.1** Using a range of technological tools to support your specialist area. Application and illustration: • Identify, use and evaluate a range of technological tools to support your specialist area.

Examples:
• Attendance at professional development networks • Statistical packages • Online testing • Podcasts • Participation in online forums and discussion groups.

| **CS1**
Understanding and keeping up to date with current knowledge in respect of own specialist area. | **C1.2**
Applying ways to keep up to date with new and emerging technologies in your specialist area.

Application and illustration:
• Identify and use sources for updating your skills in the use of technology in your specialist area

• Identify ways of using technology to manage and record your continuing professional development (CPD). |

Examples:
• Participation in professional networks, CPD programmes, online support groups and e-guides • A good place to start is: http://www.learningtechnologies.ac.uk/sa/default.asp – a skills audit tool.

Specialist learning and teaching

Standard statement	Technology element
Teachers in the lifelong learning sector are committed to: **CS2** Enthusing and motivating learners in their own specialist area.	**C2.1** Using technology to implement innovative ways to enthuse learners about your specialist area. Application and illustration: • Use a variety of digital resources to engage and motivate learners in your specialist area • Explore ways of harnessing learners' enthusiasm, knowledge and understanding of technology and tools to enhance learning in your specialist area • Support learners to develop their own digital learning resources and share them with others.

Examples:

• Podcasting in audio, visual or graphic formats enables any time, anywhere learning, and learners have the opportunity to download new podcasts if they subscribe via a website. Podcasts are a great way to stay up-to-date. Many practitioners now share good practice this way

• Digital and video cameras can be used to motivate learners during project work.

Specialist learning and teaching

Standard statement	Technology element
Teachers in the lifelong learning sector are committed to: **CS3** Fulfilling the statutory responsibilities associated with own specialist area of teaching.	Informed by professional standards only.
CS4 Developing good practice in teaching own specialist area.	**C4.1** Ways of using technology to share and develop good practice in teaching your specialist area. Application and illustration: • Use peer mentoring and networks to share and support good practice in the use of e-learning • Use technology to identify sources of, and opportunities for, professional development in your specialist area and in the use of e-learning.

Examples:

• Online forums can enable peer discussion and mutual support

• Webinars, online conferences, open educational resources and podcasts can be used to access sources of information.
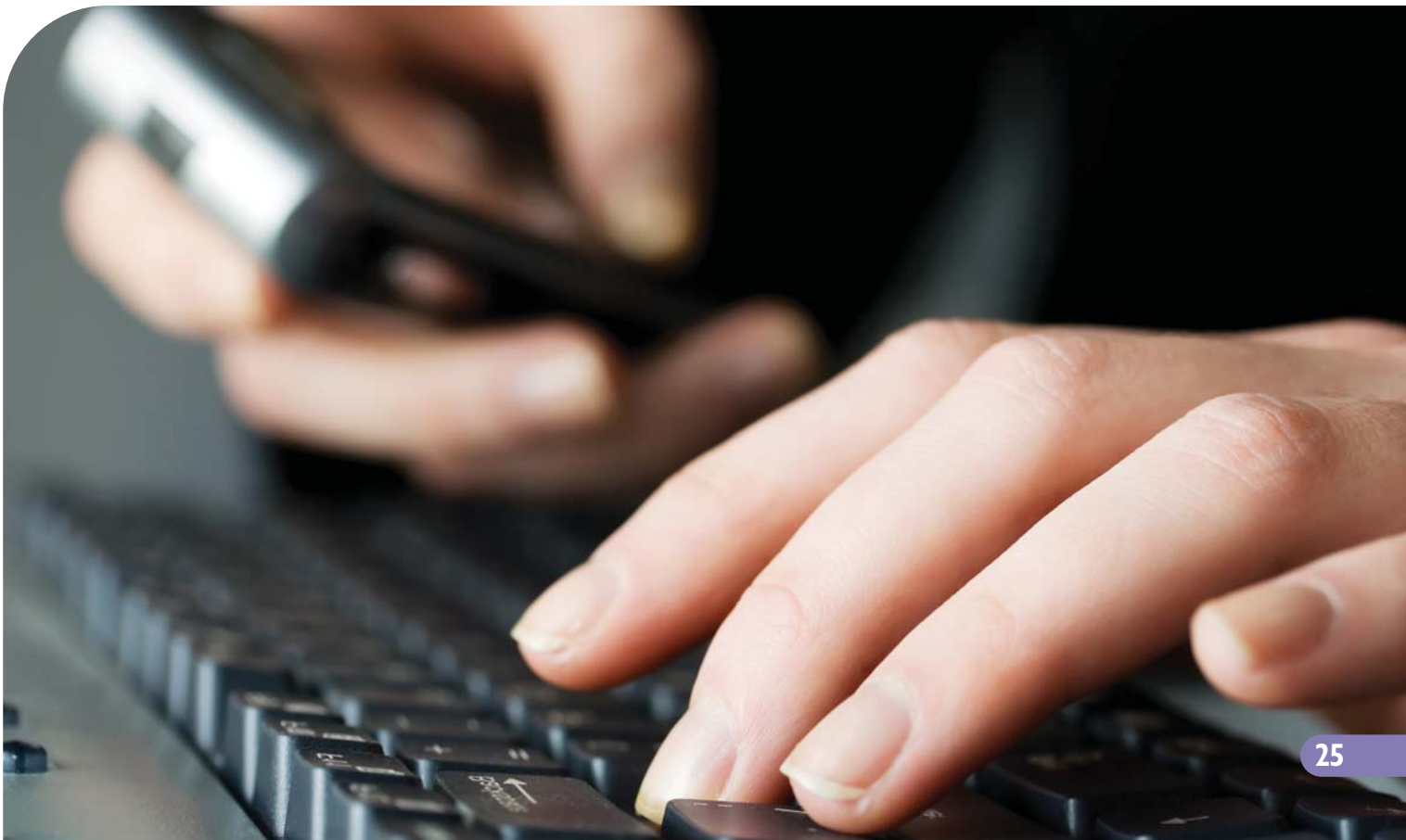
Domain D: Planning for learning

Standard statement	Technology element
Teachers in the lifelong learning sector are committed to: **DS1** Planning to promote equality, support diversity and to meet the aims and learning needs of learners.	**D1.1** Using technology in planning to promote equality and support diversity in ways that enhance the learning experience of learners. Application and illustration: • Take account of the learning objectives that can be supported through the use of technology • Consider how the abilities and learning preferences of the learners can be met through a range of technologies • Plan learning activities that appropriately integrate a variety of electronic resources and tools to enhance learning and teaching • Use the organisation's information and learning technology strategy when planning to improve e-learning.

Examples:

- Portals/websites

- TechDis accessibility essentials.

Planning for learning

Standard statement	Technology element
DS1 Planning to promote equality, support diversity and to meet the aims and learning needs of learners.	**D1.2** Using technology in planning appropriate, effective, coherent and inclusive learning programmes and individual sessions. Application and illustration: • Select and use technology in planning teaching sessions that meet the needs of individual learners and groups • Use technology to promote flexible session plans which can be adjusted to the individual needs of learners.

Examples:

• Adding interactivity to resources

• Mind-mapping software can be used as a collaborative document to plan individual learning plans (ILPs) or on an interactive whiteboard to discuss schemes of work.

Planning for learning

Standard statement	Technology element
Teachers in the lifelong learning sector are committed to: **DS2** Learner participation in the planning of learning.	**D2.1** Using technology to include learners in the planning process. Application and illustration: • Use technology in planning opportunities for learner feedback about learning experiences, and use the outcomes to inform planning and practice.

Examples:

- Voting technologies to gain instant feedback from learners and record preferences
- Online questionnaires to gauge opinion from learners, who are able to participate in their own time and using assistive technology where necessary
- Text walls can be used in a similar way to voting technologies to gauge opinion, but with qualitative input for discussion
- Online meeting schedulers can make learners feel included, by enabling you to arrange meetings at the best possible times.

DS2 Learner participation in the planning of learning.	**D2.2** Using technology to negotiate appropriate individual goals with learners. Application and illustration: • Use technology in planning opportunities for learner feedback about learning experiences, and use the outcomes to inform planning and practice.

Examples:

- Electronic individual learning plans (e-ILPs).

Planning for learning

Standard statement	Technology element
Teachers in the lifelong learning sector are committed to: **DS3** Evaluation of own effectiveness in planning learning.	**D3.1** Evaluating the effectiveness of your use of technology in planning learning. Application and illustration: • Explore ways of evaluating the impact of technology, e.g. e-resources on learning activities.

Examples:

• Voting technologies can be used in the evaluation of lessons instead of paper based evaluation forms; the results can be seen immediately and saved for analysis using Microsoft Excel, for example.

DS3 Evaluation of own effectiveness in planning learning.	**D3.2** Using technology to evaluate your effectiveness in planning learning. Application and illustration: • Identify and use technologies that will support your evaluation of your effectiveness in planning learning.

Examples:

• Online podcasting tools

• Blogs and wikis can be used for self reflection and sharing ideas and opinions which can be subject to peer review

• More teachers are using micro-blogging – a quick way to capture a thought.

Domain E: Assessment for learning

Standard statement	Technology element
Teachers in the lifelong learning sector are committed to: **ES1** Designing and using assessment as a tool for learning and progression.	**E1.1** Providing assessment activities that can be appropriately enhanced and supported through technology to meet the needs of learners. Application and illustration: • Use a variety of technology based assessment tools to support or enhance assessment activities, working within the guidelines of awarding organisations and the Office of the Qualifications and Examinations Regulator (Ofqual) • Use electronic initial/diagnostic assessment tools for learners, and appropriate diagnostic methods • Select and use technology to promote peer and self assessment.

Examples:

• E-portfolios to gather and share evidence

• Online voice recorders, which are a good accessibility tool and can be used for self reflection and playback whenever the learner wishes

• CD and DVD based assessment tools give learners the opportunity to self assess in their own time and wherever they have access to playback facilities.

Assessment for learning

Standard statement	Technology element
Teachers in the lifelong learning sector are committed to: **ES2** Assessing the work of learners in a fair and equitable manner.	**E2.1** Using technology to ensure that assessment meets the needs of all learners. Application and illustration: • Select and use technology to obtain valid, reliable and sufficient assessment evidence • Select and use assistive and adaptive technologies in assessment activities for learners with specific learning needs • Identify ways of using technology to collaborate with others as appropriate to promote equity and consistency in the assessment processes • Consider ways of using technology to ensure that access to assessment is appropriate to learners' needs.

Examples:

• E-portfolios linked to management information systems (MIS)

• Changing screen views

• Use of online tests.

Assessment for learning

Standard statement	Technology element
Teachers in the lifelong learning sector are committed to: **ES3** Learner involvement and shared responsibility in the assessment process.	**E3.1** Using technology to encourage learners to take responsibility for the assessment of their own learning. Application and illustration: • Identify, select and use technology that will enhance the ability of learners to be involved in and share responsibility for assessment of their learning and evaluate the effectiveness of the technology.

Examples:

• E-portfolios

• Blogs

• Wikis

• Social networking.

Teachers in the lifelong learning sector are committed to: **ES4** Using feedback as a tool for learning and progression.	**E4.1** Using technology to provide feedback to learners on their progress and achievements. Application and illustration: • Explore using a variety of tools to provide feedback to learners • Evaluate the effectiveness of the technology in giving feedback.

Examples:

• Online podcasting tools

• Portable media players

• Instant text messaging

• Web cams

• Commenting on shared e-portfolio evidence.

Assessment for learning

Standard statement	Technology element
Teachers in the lifelong learning sector are committed to: **ES4** Using feedback as a tool for learning and progression.	**E4.2** Using technology to obtain feedback in order to evaluate and improve your skills in assessment. Application and illustration: • Explore the technology that can support assessment and discuss with colleagues how to develop and use.
Standard statement	**Technology element**
Teachers in the lifelong learning sector are committed to: **ES5** Working within the systems and quality requirements of the organisation in relation to assessment and monitoring of learner progress.	**E5.1** Using technology to ensure that internal and external quality requirements are met. Application and illustration: • Take account of the organisation's quality systems and requirements • Take account of the relevant guidance of appropriate awarding organisations • Use technology to record and report on learners' progress • Use technology to communicate information to those with a legitimate interest in learners' achievement.

Examples:

- Management information system (MIS)
- E-portfolios
- Electronic individual learning plan (e-ILP).

Domain F: Access and progression

Standard statement	Technology element
Teachers in the lifelong learning sector are committed to: **FS1** Encouraging learners to seek initial and further learning opportunities and to use services within the organisation.	**F1.1** Using technology to encourage learners to seek learning opportunities and to maximise their use of services provided by the organisation. Application and illustration: • Contribute to the use of technology to help prospective learners access the organisation's services • Identify and use the variety of technologies available within the organisation to support learners.

Examples:

• Websites

• Intranets

• Virtual learning environment (VLE)

• Instant text messaging

• Look at: http://www.vts.intute.ac.uk/acl/tutorial/jobsearch – an online resource to support teaching of job search skills.

Teachers in the lifelong learning sector are committed to: **FS2** Providing support for learners within the boundaries of the teacher role.	**F2.1** Using appropriate electronic tools to support learners inside and outside the classroom within the boundaries of your role. Application and illustration: • Identify and use the variety of electronic tools available to provide effective learning support • Identify how technology can stretch the boundaries and work within agreed policy.

Examples:

• Online groups can be created in social networking websites, virtual learning environments (VLEs) or via online conferencing.

Access and progression

Standard statement	Technology element
Teachers in the lifelong learning sector are committed to: **FS3** Maintaining own professional knowledge in order to provide information on opportunities for progression in own specialist area.	**F3.1** Using technology in maintaining your professional knowledge on opportunities for learner progression in your specialist area. Application and illustration: • Assess the technological opportunities and include information and feedback from learners.

Examples:
• Websites • IfL REfLECT tool • Social networking websites • Online conferences • Open educational resources • Podcasts.

| Teachers in the lifelong learning sector are committed to:

FS4
A multi-agency approach to supporting development and progression opportunities for learners. | **F4.1**
Understanding ways in which technology can enhance a multi-agency approach to supporting development and progression opportunities for learners.

Application and illustration:
• Recognise ways of using technology to access professional specialist services available to learners
• Assess ways of using technology to liaise with colleagues and other professionals to provide guidance and support for learners. |

Examples:
• Websites • Email • Advice and guidance services.

Section C:
Glossary, acronyms and abbreviations

Glossary	
Application guide	A document which interprets and expands on the standards in relation to a particular subject area for a specific category of staff in the lifelong learning sector.
Application and illustration	Statements which shows an extension of the standards and element and provide guidance on the content of each element.
Assistive technology	Assistive technology provides enhancements to technology which enable people to perform tasks that they were formerly unable to accomplish, or had great difficulty accomplishing. More information at: http://moodle.rsc-wales.ac.uk/accessibility/. See also links in 'Assistive technology' section on page 39.
Blog (and micro-blog)	Short for web log, this is a personal online journal that is frequently updated: http://www.youtube.com/watch?v=NN2I1pWXjXI. Micro-blogs follow the same format but are limited to only a small amount of text (e.g. Twitter).
Digital divide	The gap between those people who have access to information technology and those with limited or no access: http://en.wikipedia.org/wiki/Digitaldivide.
Element	An area of knowledge, understanding and practice which details the specific application of the standard in a particular area.
e-assessment	Assessment that involves technology in some way, for example, on-screen testing.
e-ILP	Electronic individual learning plan, see: http://en.wikipedia.org/wiki/Individual_Learning_Plan.
e-learning	'electronic learning'; the use of electronic technology to support, enhance or deliver learning.
e-portfolio	A collection of electronic evidence assembled and managed by a user, see: http://www.jisc.ac.uk/publications/documents/effectivepracticeeportfolios.asp.
ICT	Information and communication technologies; the combination of computing and communication technologies (including computer networks and telephone systems) that connects and enables systems e.g. the internet.
ILT	Information and learning technology. See 'e-learning' above.
Instant messaging	Message – generally text – sent in real time via a network (e.g. mobile phone or online).
Interactive whiteboard	A whiteboard with interactive options – allows annotation of projected text, images etc. Most of the interactive functionality is due to the software rather than the board. Examples include Smart™ and Promethean. Useful resources are often available from manufacturers' websites.
Management information system (MIS)	Software to integrate institutional data such as attendance and achievement. May also integrate with other software systems such as virtual learning environments (VLEs).
Mind-mapping	Use of software to produce diagrams ('mind-maps' or 'spider diagrams') to summarise large quantities of data, see: http://en.wikipedia.org/wiki/List_of_Mind_Mapping_software.

Glossary	
MP3/MP4	An audio/video file format.
Mobile technologies	The use of mobile, generally handheld, devices for teaching and learning. For example, text messages for updates and reminders, phones/digital cameras to photograph project work, voice recordings on digital recorders/phones, digital timers/phones for experiments and satellite navigation devices for navigation/map work. Such technologies are also useful where there is limited access to PCs.
Netiquette	Term referring to the correct ways of working online, see: http://www.bbc.co.uk/webwise/askbruce/articles/boards/netiquette_1.shtml.
Plagiarism-detecting software	Software that searches through scripts and compares with other online text, thus identifying possible plagiarism e.g. 'Turnitin'® and Google search function.
Podcast	A pre-recorded audio program that's posted to a website and is made available for download, see: http://www.youtube.com/watch?v=le3qPEeaRiM.
RSS feeds	Allow subscriptions to updates from websites, see: http://www.youtube.com/watch?v=0klgLsSxGsU.
Social networking	Online communication methods that may involve a range of media, see: http://www.youtube.com/watch?v=6a_KF7TYKVc.
Standard	A statement which describes the skills, knowledge and understanding needed to undertake a particular task or job to a nationally recognised level of competence.
Teacher	For the purposes of this document, the term teacher has been used generically to represent teachers, tutors, trainers, lecturers and instructors in the sector.
Text wall	A website that receives and displays text messages from mobile devices. This allows feedback from learners to questions, discussions etc, and may be used in a similar way to voting systems.
Virtual learning environment (VLE)	A software system designed to facilitate teachers in the management of educational courses for their learners (e.g. Moodle, Blackboard), see: http://en.wikipedia.org/wiki/Virtual_learning_environment.
Vodcast	A 'video podcast' – a pre-recorded video file that is posted to a website and made available for download.
VOIP	'Voice over internet protocol' – an online system allowing synchronous audio and video communication (using microphone and web-cam) e.g. Skype, which is currently free.
Voting technologies	A system involving PC, transmitter, and handsets that allow teachers to pose questions and obtain responses from all learners in an active, anonymous way. Also known as 'audience response systems', 'clickers' see: http://www.elearning.ac.uk/innoprac/practitioner/strathclyde.html.
Wiki	A website that allows permitted users to edit content in a collaborative way: http://www.youtube.com/watch?v=-dnL00TdmLY.

Acronyms and abbreviations	
ALT	Association for Learning Technology
Becta	British Educational Communications and Technology Agency
CETT	Centres of Excellence in Teacher Training
CPD	Continuing professional development
DCSF	Department for Children, Schools and Families
DIUS	Department for Innovation, Universities and Skills
FE	Further education
FENTO	Further Education National Training Organisation
IfL	Institute for Learning
ICT	Information and communications technologies
ILP	Individual learning plan
ILT	Information and learning technologies
JISC	Joint Information Systems Committee
LSIS	Learning and Skills Improvement Service
MIS	Management information system
NLN	National Learning Network
NOS	National Occupational Standards
Ofsted	Office for Standards in Education, Children's Services and Skills
Ofqual	Office of the Qualifications and Examinations Regulator
PDA	Professional development adviser
SLC	Subject learning coach
SSC	Sector Skills Council
VLE	Virtual learning environment

Section D:
Online Information Support

Organisations	
ALT	http://www.alt.ac.uk
Becta	http://www.becta.org.uk
EDUCAUSE	http://www.educause.edu/node/ 720?time=1237558415
IfL	http://www.ifl.ac.uk
JISC	http://www.jisc.ac.uk
Lifelong Learning UK	http://www.lluk.org
LSIS	http://www.lsis.org.uk/LSISHome.aspx
NIACE	http://www.niace.org.uk

A selection of online tools and resources	
Audacity®	http://audacity.sourceforge.net
BBC Learning	http://www.bbc.co.uk/learning
BBC Adult Learning	http://www.bbc.co.uk/learning/subjects/adult_learning.shtml
e-CPD Programme	http://ecpd.bdplearning.com/ecpd/index.php
Britkid	http://www.britkid.org
CamStudio™	http://www.camstudio.org
Deafsign	http://www.deafsign.com/ds/index.cfm
Excellence Gateway	http://excellence.qia.org.uk
Fast Tomato	http://www.fasttomato.com
Flickr®	http://www.flickr.com
Gold Dust Resources	http://excellence.qia.org.uk/GoldDust
Hot Potatoes™	http://www.halfbakedsoftware.com/hot_pot.php
Jane Hart – Directory of e-learning tools	http://c4lpt.co.uk/Directory/Tools/blogging.html (blogs) http://c4lpt.co.uk/Directory/Tools/wiki.html (wikis)
JISC Collections	http://www.jisc.ac.uk/collections
Learning Technologies	http://www.learningtechnologies.ac.uk
National Learning Network (NLN) Materials	http://www.nln.ac.uk/materials
Skype™	http://www.skype.com
Staff Development E-Learning Centre (SDELC)	http://www.sdelc.co.uk
SurveyMonkey	http://www.surveymonkey.com
TeacherTube	http://www.teachertube.com/index.php
UK Adult Basic Skills Resource Centre	http://www.skillsworkshop.org
VideoJug	http://www.videojug.com
Virtual Training Suite (VTS)	http://www.vts.intute.ac.uk
WebQuestUK	Library index: http://www.webquestuk.org.uk/webquestuk_library.htm Search: http://webquest.org/search/index.php
Wikispaces	http://www.wikispaces.com
Wink	http://www.debugmode.com/wink
Xerte	http://www.nottingham.ac.uk/xerte
YouTube	http://www.youtube.com

Assistive technology	
AbilityNet	http://www.abilitynet.org.uk
AccessApps	http://www.scottish-rscs.org.uk/access/?page_id=217
HiSoftware®	http://www.contentquality.com
SimDis	http://www.techdis.ac.uk/simdis
TechDis	http://www.techdis.ac.uk

Web 2.0	
Severn things you should know about YouTube	http://www.educause.edu/ir/library/pdf/ELI7018.pdf
ConnectSafety (blog and social network safety information site)	http://www.blogsafety.com
Social software: e-learning beyond learning management systems (Dalsgaard, C., European Journal of Open, Distance and E-Learning)	http://www.eurodl.org/materials/contrib/2006/Christian_Dalsgaard.htm
What exactly is Web 2.0? Does it even exist? (Video)	http://www.guardian.co.uk/video/page/0,,1942132,00.html
Wikibooks	http://wikibooks.org
Wikipedia Cheatsheet	http://en.wikipedia.org/wiki/Wikipedia:Cheatsheet

Mobile technologies	
M-learning	http://www.m-learning.org
Mobile technology – the handheld choice	http://www.niace.org.uk/mobiletechnology
MoLeSHARE – sharing good practice in the use of mobile technologies	http://www.learningtechnologies.ac.uk/moleshare/
MoLeTV – digital media for FE	http://www.moletv.org.uk/Default.aspx?module=AllMovies
TechDis – m-learning and accessibility	http://www.techdis.ac.uk/index.php?p=9_5

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