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|  | GRADUATE SCHOOL OF EDUCATION**Guidance for Online Protocol for Trainees** |
| **For IT support (for example, if you are having problems accessing the online materials), please access the helpdesk here:** [**https://as.exeter.ac.uk/it/helpdesk/**](https://as.exeter.ac.uk/it/helpdesk/)**School Direct Distance e-tools: an overview**We will be using the following online tools for the distance learning modules of your PGCE:1. **Email**. If you have any personal or specific worries during the course, an email to your UVT/Tutor is the best way to start to solve a problem, and if you don’t receive a reply within a couple of days, please feel free to refer your question to the programme director or the partnership office. There's no such thing as a silly question, so feel free to ask anything that you want to know about (having checked the handbook first, please: it's full of useful information). All communications from the university about the course will be sent to your **university email address,** so don't forget to check it regularly. Alternatively you can set up a forwarding option to send messages to your personal email address – see here for instructions: https://as.exeter.ac.uk/it/email/office365-outofoffice/
2. **ELE (Exeter Learning Environment)** at <https://vle.exeter.ac.uk> is the university supported virtual learning environment that uses Moodle as its platform. The School Direct ELE course is our formal, academic space for 'official' course resources, online module tasks and formative assignments. This is where you will access the learning resources for the two online PGCE modules. All registered Exeter students can access ELE at the above URL. When you log in (university username and password), **School Direct Core Documents** and the **Weekly Online Learning** pages should appear in your list of courses. If not, you can do a search. ELE offers a clearly signposted structure, and (for tutors) easy resource management. We are also using the 'Discussion Forum' facility as a place for you to collaborate in groups and upload evidence of your collaborative work.
3. **Graduate School of Education (GSE) website, Partnership with Schools section**

<http://socialsciences.exeter.ac.uk/education/partnership/handbooksreportsanddocuments/>Here you will find all SD course documents relating to school based work - lesson observation forms, agenda and demonstration templates, pupil learning story templates, and so on, as well as information about the Exeter Model of Teacher Education. There is a useful downloadable electronic copy of the handbook, which is handy for using to search using ctrl-F if you have a question. All training documents are available here, with access for all, including teacher-tutors in schools. The website is not interactive – it is for information and document access purposes only.1. **Online video-conferencing platforms, e.g. Teams, Zoom.** We will be using Zoom for induction day and we encourage you, where possible, to use these maintain collaboration with your groups by meeting online once or twice a term when working on collaborative framework tasks.
2. **Other online platforms**. We may use some other platforms, e.g. Padlet, Mentimeter, to support collaboration, discussion and feedback. For the collaborative framework tasks, you may like to set up a document on a platform such as OneDrive or GoogleDocs that allows several people to work on the same document at once.

**Reminders about online communications**Please review your online presence on Facebook, Snapchat, Twitter, and any other networked, web-based environments, bearing in mind that your pupils may look for your profiles in these. Twitter, in particular, can be a very useful professional tool, but it is important to take care in how you share information about yourself when information is widely visible. Check your privacy settings to make sure that you aren't too exposed to prying digital eyes. Remember that what you post on the web, both text and images, should be treated as indelible and accessible. Try not to post anything that might come back to haunt you.Please always be thoughtful and professional about what you 'say' online and how you phrase it, both in emails and networked environments. Comments in text can seem sharper than intended to the person who reads them. Anything personally worrying is best shared first with a tutor in a 1-2-1 email so that a personal response can be offered and specific advice given. However, we encourage you to post less personal, more general queries in the discussion forum topics on ELE so that all can see the reply.When we use platforms outside of ELE (e.g. Padlet, Wordle), please be aware that the security settings often mean that content is not fully private. It may be the case that people beyond the course/university can view some of the content shared, if, for example, links to the collaborative document are shared. Please therefore only post content and information that you are happy to make public.  |

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|  | GRADUATE SCHOOL OF EDUCATION**Guidance for Online Protocol for Tutors** |
| **Online learning: brief notes for tutors**It is important for tutors to be regularly active online, especially at the beginning of the course. Some participants will not be familiar with communicating online, other than using emails. They are likely to feel anxious and may be reluctant to participate in blogs and discussions: Sharing your thoughts and uncertainties with others in writing can feel very exposing!Initial tasks should be ‘low-risk’ and easy to do, not linked to any form of assessment (students may need reassurance about this).Early on in the course, tutors should respond as quickly as possible to queries. This helps to build a sense of community and participation. As students become more confident, tutor activity can be scaled back: active participation will be replaced by moderation.Gilly Salmon (worked at the Open University; now leads online learning programmes in Australia) recognises**5 phases in online learning** (Salmon, 2001):1. **Access.** Participants logon, find the right place, and learn how to take part. IT induction should be through taking part in interesting e- tivitities, clarify purpose of activity.
2. **Socialisation.** Helps people to develop their online identities as individuals and groups e.g. sharing hopes and expectations, establishing group norms, exposing, exploring and explaining differences.
3. **Information exchange** E-tivities promote interaction and engagement. Not too much reading; need clear structures, pacing and expectations as messages get more frequent. Moderator (tutor) should summarise every 10-20 messages based on participants’ posts or provide small chunks of information. Participants learn to cope with threads and asynchronicity.
4. **Knowledge construction.** Participants increasingly become online authors with longer, more considered contributions. Moderators’ role might be to weave, to keep topics on track, introduce new theories and know when to close a specific e-tivity.
5. **Development.** Participants are concerned with planning their own continuing development and learning. Tutors support and respond to this process.

There is a useful diagram to illustrate the stages of online learning at <http://www.gillysalmon.com/five-stage-model.html>**What is an e-tivity?** (extract from Salmon 2002, p.1) E-tivities are* motivating, engaging and purposeful;
* based on interaction between learners/students/participants, mainly through written message contributions;
* designed and led by an e-moderator;
* asynchronous (they take place over time);
* cheap and easy to run — usually through online bulletin boards, forums or conferences.

Key features of e-tivities include:* a small piece of information, stimulus or challenge (the ‘spark’)
* online activity, which includes individual participants posting a contribution
* an interactive or participative element, such as responding to the postings of others
* summary, feedback or critique from an e-moderator (the ‘plenary’)
* all the instructions to take part are available in one online message (the ‘invitation’)

Quotes about the early stages from Gilly Salmon :*What really matters here is acquiring the emotional and social capacity to learn with others online. Technical skills can be acquired and disposed of as needs be. Feelings about being unable to take part successfully are more significant than precise technical skills.* (Salmon 2002, p.12)*At stage 1, e-moderators should first focus on building e-tivities that enable participants to become involved and contribute and start to develop skills for themselves. Stage 1 e-tivities should directly enable participants to increase their comfort with the use of the technology in an integrated and worthwhile way for them….**The key is to mobilize participants' understanding about why they are learning, why in this way, as well as what they have to do to take part. Even the most apparently confident individuals need support at the beginning.* (Salmon 2002, p.16)References:Salmon, G (2001) E-moderating: the key to teaching and learning online. London: Kogan Page. Salmon, G (2002). E-tivities: the key to active learning online. London: Kogan Page |