Learning Facilitator. Alastair Gumley believes that it's not what you're taught that matters, it's what you learn! A classroom teacher, KLA Leader, Professional Development Co-ordinator in Learning Technologies and a VCE teacher, he provides a focus on the practical realities of the classroom and the extension of ICT into everyday teaching.

EXPERIENCING
LEARNING
APPLYING
SUPPORTING

It's not what you are taught that matters – it's what you learn!

Students are the most important customers in our schools and universities. They are not dependent on us. We (the teachers) are dependent on them. They are not an interruption on our work. They are the purpose of it. They are not an outsider to our endeavours. They are a part of it. We are not doing them a favour by teaching them. They are doing us a favour by giving us an opportunity to do so.
(Apologies to M. Ghandi)

Professional learning

Professional Learning for Teachers
⌨ Assisting, reflecting and challenging workplace learning
⌨ Learning through Practice and Play
⌨ Developing Effective Professional Learning Styles
⌨ Structured, flexible and negotiated
⌨ Facilitating informed decision-making
⌨ Authentic, interwoven, articulated and practical!

Styles of Learning Delivery
 Workshops
 Breakaway Groups
 Seminars
 Full-day programs
 Mentoring Meetings
 Resourcing
 On-line, Flexible and Self-paced

Active Outcomes
 Building professional learning teams
 Supporting action research
 Examining student work
 Developing communities of practice
 Facilitating case discussion
 Learning-by-doing
 Bringing positive change through reflection
 Assessment for Learning

Professional Learning Programmes
 Podcasting and Vodcasting without Pain
 Feeding-back – e-Assessment for Learning
 Differentiating the Curriculum - MI Online
 iAdventures - WebQuests with Attitude
 Dialling to Learn – Mobile Phones and Learning
 Blended Learning – Opportunities for Online Learning
 Light Literature – 60 Second Drama
 Flash Fiction Through Blogs and Podcasting
 Others on request …

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professional
learning

iAdventurous thinking …

challenge
inspire
contrast
reflect
analyse
confront
conclude

**THINKING
OUTSIDE
THE
BOX**
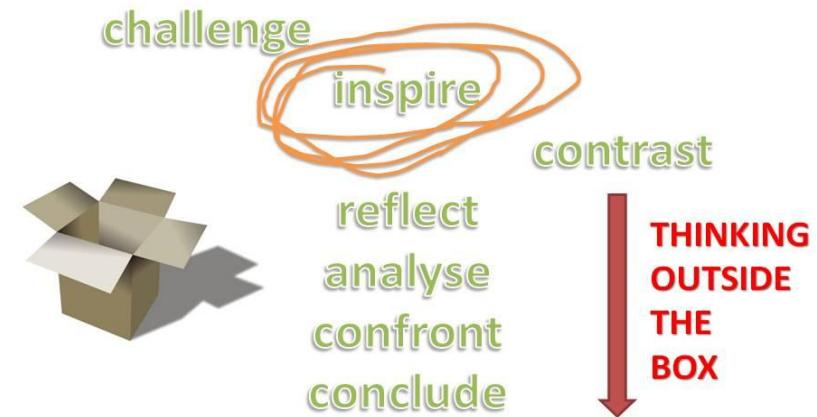
simplifying **IT**

iAdventures – webquests with attitude

experiencing
learning
applying
supporting

Professional learning – embedding thinking skills in active on-line discovery

Created your own WebQuests or miniQuests? Found them lacking in that special something? If you have (or haven't), there are still other ways of creating Internet activities that challenge students to deal with authentic learning scenarios!

An iAdventure will allow students to choose the direction and resolve the eventual outcome of an investigation - usually starting with a dilemma - using Internet resources you find, based on primary resources and (where possible) real-world data and documents.

adapting technology
for educational needs

effective professional learning:

Using WebQuests, miniQuests, iAdventures and miniAdvents you can develop dynamic online activities and environments in which learners will be faced by two (or more) sets of conflicting evidence and the need to make either a reasoned choice between outcomes, or a novel resolution of the competing ideas.

Problem-solving and thinking activities with pizzazz … as well as direction!

LEARNIN **K** PROVIDES

… THE MEANS TO AN END.

WebQ?s

TEACHING SOLUTIONS NOT IT

Sometimes in education, it is the tail that can wag the dog! And so it can be with Technology, where the curriculum tends to be secondary to the means of communication. Teachers need to feel comfortable and adopt strategies that support and extend their capabilities -- putting learning before technology!
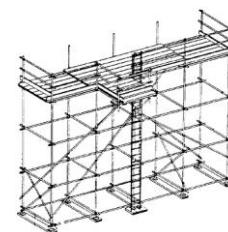
SUPPORTING LEARNING AND TECHNOLOGY

THINKING ON-LINE – LEARNING "IN" TECHNOLOGY

- 𝄢 creating an immersive learning environment
- 𝄢 encouraging students to use HOTS - Analysis, Synthesis, Creativity, Evaluation and Production
- 𝄢 modelling discovery and PBL
- 𝄢 focusing and enriching student engagement
- 𝄢 motivating independent decision-making
- 𝄢 creating opportunities for collaborative learning
- 𝄢 developing essential questions
- 𝄢 collecting, analysing and organising information
- 𝄢 communicating ideas and reasoned opinions
- 𝄢 planning and managing projects

PROFESSIONAL LEARNING: TEACHING AND LEARNING WITH TECHNOLOGY

- ⓘ explore the ideas of online learning and developing cognitive scaffolds to challenge students
- ⓘ develop a practical understanding of WebQuests, iAdventures, miniAdvents and miniQuests
- ⓘ use your valuable experience as a teacher to develop your own ideas in your own contexts to develop successful online learning outcomes
- ⓘ design and create your own iAdventures and miniAdvents for your classes
- ⓘ become the driver and not the mechanic through a hands-on approach to online teaching and learning
- ⓘ access on-going teaching and learning support 24/7

what you will learn

training and resources for creating on-line thinking activities, including design templates, web site creation, assessment strategies and technology immersion

- ✔ using your learning time effectively to "play", explore and investigate
- ✔ supporting your continuous learning and the search for professional leadership.
- ✔ mentoring, sharing and refreshing your practice through:

- ✔ training that values your experiences.
- ✔ focusing on learning-to-learn and on teaching- to- teach.
- ✔ integrating ideas, people and learning.
- ✔ creating communities of learning.
- ✔ initiating leadership through innovation.
- ✔ supporting professional learning teams
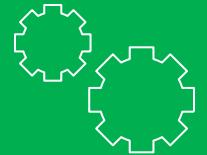
LEARNING SUPPORT

It is often easy to close the classroom door and create a supportive but essentially private learning environment. Technology will open that door and classes will become that much more publicly accessible and publicly accountable whether or not that is the intention – the chalkboard duster has gone. As teachers, just as much as students, we need a supportive environment in which to build a professional confidence in the use of innovative technology to encourage both accessible teaching and learning.

ELEARNING SOLUTIONS

One size does not fit all! Teachers and learners need to recognise that e-learning is still learning, whether it is YouTube, Twitter, MySpaces, Facebook, Moodle, VLE, PLE or SLE. The teacher and the learner need to select their use of technology wisely to enhance their mutual purpose.