

The



*Technology Enhanced Learning  
in Research-led Institutions*

Project

## CASE STUDY

# Teacher Training

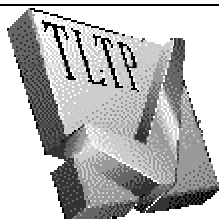
Evaluation from implementation in courses

### **The TELRI Project**

Centre for Academic Practice  
University of Warwick  
Coventry CV4 7AL

Email: [telri@warwick.ac.uk](mailto:telri@warwick.ac.uk)

Web site: [www.telri.ac.uk](http://www.telri.ac.uk)



The TELRI Project is a three year project funded under phase 3 of the Teaching and Learning Technology Programme (TLTP).



**CASE STUDY**

Project proposals in Initial Teacher Training

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| <b>Title</b><br>Project proposals in Initial Teacher Training (PGCE2IT)   |   |
| <b>Department</b>   | Research and Graduate School of Education   |
| <b>Institution</b>  | University of Southampton   |
| <b>Description of the course</b><br>(Aims, objectives, structure, methods etc.)<br><br>The PGCE ITT course is a one-year programme of classroom-based practise and University based teaching sessions.<br><br>The aim is to train teachers in a specific area of the curriculum.<br><br>The TELRI facility has been used to support one element of the PGCE IT course. As part of the summative assessment students are required to propose, plan, teach and evaluate a scheme of work. | <b>Course details</b><br>(e.g. level, core/option, length of course, student numbers, time span, learning hours supported)<br><br>Postgraduate<br>Core<br>1 Year full-time<br>12 of 180<br>1 semester<br>60 learning hours per student supported  |
| <b>Details of the TELRI intervention and how it aimed to enhance the learning and course activities?</b><br><br>Trainees were required to propose the focus of their work. This had to be negotiated between the students, the student's curriculum mentor based in school (2 days a week contact) and the student's curriculum tutor in the University (2 days a week contact). It is also important that students are aware of each other's work to enable collaboration.             | <b>Other teaching methods used to support activity</b> (e.g. tutorials, lectures, oral presentations, lab classes)<br><br>Seminar and tutorial support in the University<br>Tutorial support in schools<br>High specification guidance<br><br><b>Other technologies used to support activity</b> (e.g. CD-ROM, web resources, lecture notes, references, online tests)<br><br>e-mail is the major communication tool especially between University tutor and the student and the University tutor and the school-based curriculum mentor<br><br>the specifications for the assignment are web based, the assignments themselves are web based and the assessment procedure is carried out though e-mail |

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| <p><b>How the course was previously run</b><br/>(if applicable)</p> <p>Submission was by e-mail<br/>Sharing of ideas was verbal only and time constrained to University based days and prescribed discussion time</p>  | <p><b>Problems with previous teaching methods</b></p> <p>Collaboration was not encouraged by the 'system'</p> <p>Common working was not noticed and many students achieved less because they could not share tasks</p>   |
| <p><b>Intended capabilities to be developed</b></p> <p>The Major Curriculum Assignment is the most important piece of submitted work that reflects a student's skills, knowledge and understanding of the teaching process.</p> <p>The proposal is important because it identifies the area of working, focuses the attention of the student and delimits the extent of the study.</p>   | <p><b>Methods of assessment</b></p> <p>Although there are formative, diagnostic and discursive evaluations of the work the final submission is summatively assessed.</p> <p>The published proposals were commented upon by tutors, mentors and other students within the teaching sessions</p>   |
| <p><b>Problems in setting up the course or technology</b></p> <p>No problems were met.<br/>The students are IT literate.<br/>There was some criticism of the 'lack of instructions' but expressed as 'if we were not good at exploring then we would have had difficulties'</p>  | <p><b>How these were solved</b></p> <p>The level of instruction should be at a level to ensure that all succeeded. In the case of the PGCE IT teacher trainees minimal was sufficient.</p>   |
| <p><b>Extent of development of intended outcomes</b></p> <p>This was a positive experience.<br/>The TELRI system enabled and enhanced:</p> <p>It enabled collaboration at a level not experienced before;</p> <p>It enhanced the quality of submission (we suspect because there was public scrutiny of submissions)</p> <p><b>TELRI evaluation</b><br/>Another successful implementation that revealed the worthiness of the TELRI educational approaches. The student and tutor evaluations express a distinct enhancement of the module quality using the TELRI approaches.</p> | <p><b>Academic tutor evaluation</b></p> <p>The TELRI solution was good because it provided a worldwide accessible depository for the work that was securely protected.</p> <p>The management tools were sufficient. There were some management issues relating to the removal of misplaced or unwanted items</p> <p><b>Students evaluation</b></p> <p>Putting forward a proposal as a single file was too limiting.</p> <p>Several identified a solution: posting their work as conventional web pages on their own site.</p> <p>All other evaluation statements were of the</p> |

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|   | positive – it is a method that works.  |
| <p><b>Unintended benefits or costs</b></p> <p>Inter-university collaboration has revealed parties with similar interests in our own University</p> <p>The most important unintended but powerful outcome has been a growing awareness of electronic opportunities provided by internet servers that will allow CGI scripts – we have identified the restrictions enforced by a highly secure University internet provision.</p> <p><b>TELRI evaluation</b></p> <p>It is apparent from the tutor evaluation that the TELRI approaches used in this module will result in a change in future modules to reflect the TELRI approaches.</p> | <p><b>Academic tutor evaluation</b><br/>(e.g. leading to changes in teaching practice)</p> <p>As a direct result of the TELRI initiative the processes associated with the Major Curriculum Assignment will be modified to include the public publishing of the project proposal on the student's own website and active exchange of information.</p> <p><b>Students evaluation</b><br/>(e.g. leading to changes in learning practice)</p> <p>The students did not express a dissatisfaction with the process and most accept that this form of assignment submission is in line with the principles of being 'reflective practitioners'</p> |
| <p><b>Cost-effectiveness analysis</b><br/>(e.g. factors such as learning quality, staff time, ease of transfer to other courses)</p> <p>There was a time commitment associated with the introduction of a new system but this was not excessive when considering the time allocated to the assessment and discussion of such submissions</p>  | <p><b>To what extent can the course design approach support higher student numbers?</b></p> <p>Not applicable – we will not have higher numbers. I feel that an e-mail system we use when receiving work from 190 students is more efficient.</p>  |
| <p><b>What further developments are planned for this or other courses?</b></p> <p>Use a University based server to provide an area for students to submit assignment work.</p> <p>LTDG initiative developed as a direct result of TELRI involvement – thank you.</p>  |  |