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EDITION

THE

LearnIT2teach

ADMINISTRATOR'S MANUAL:

INTEGRATING & MANAGING BLENDED LEARNING

PUBLISHED BY NEW MEDIA LANGUAGE TRAINING, 2014 (MOODLE 2 EDITION).







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PUBLISHED BY NEW MEDIA LANGUAGE TRAINING, INC.
2014 (MOODLE 2 EDITION).

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LearnIT2teach

OUR MISSION, VISION AND VALUES…

MISSION:

The mission of The LearnIT2teach Project is to develop courseware and provide language educator accredited training and professional development to support the integration and adaptation of immigrants to Canada and contribute to the modernization of settlement language training. To achieve the project mission, we provide Canadian-centric blended resources and delivery tools, and we train language educators to engage immigrant clients using open-source learning technologies.

VISION:

Our Vision is a Canadian newcomer population with ready access to information technology to assist their orientation and adaptation to Canada, support the development of their second language skills, and help them build IT foundation skills that will improve their employability and life skills.

A Canadian community of professional teaching practice in the field of Computer-assisted language learning (CALL) and immigrant settlement language training where:

- resources are freely shared and language educators collaborate to identify, sustain and improve best practices.
- language educators understand the potential of CALL to support learning and teaching, and where skill with learning technology is a basic professional requirement.

VALUES:

We apply these values to what we do:

Always respect language educator's needs and capabilities;
Implement best practices in CALL and the TESOL Technology Standards;
Innovate constantly in response to a rapidly evolving technical landscape;
Develop open source learning management software solutions for free distribution to non-profit educational users;
Develop and share learning objects aligned to the CLB;
Encourage other language educators to develop and share their CALL curricula;
Evaluate to constantly improve our skills, and our knowledge of the needs of both immigrant learners and their language educators.

Furthermore, we support a Canadian CALL community of practice for settlement language training professionals by:

Engagement of the community through creative application of social networking tools suited to the needs and interests of the target training audience;
Stimulation of thought, discussion, personal reflection, and research and inquiry through articles, audio podcasts, web videos and conference presentations.

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A WELCOME MESSAGE

Dear CIC settlement language program administrator:

Welcome to The LearnIT2teach **ADMINISTRATOR'S MANUAL**. This resource has been developed for you, the program administrator, to help you support instructors and learners in using the courseware in Language Instruction for Newcomers to Canada (LINC) classes or any settlement language training program.

As in every sector of Canada's economy, the field of settlement language training is challenged by current and emerging information technology. 'IT' is threaded through our lives and our work in ways that we could barely imagine just a decade or two ago. Integrating IT into settlement language training represents both a challenge and an opportunity for educators. We are challenged to learn new skills and change our approaches to teaching and learning, but new technology is also an opportunity to find better ways of doing things and to meet the needs and expectations of today's newcomers.

As Ray Clifford observed in 1983, "Technology will not replace teachers but teachers who do not use technology will be replaced." Since Clifford made that provocative statement, we have witnessed the proliferation of computers and learning technology and the emergence of the Internet, tablets, smartphones and interactive whiteboards. How should the language program administrator respond to this new world? In the face of program funding challenges, instructors who are sometimes reluctant to change, a bewildering world of new terminology, and a constantly evolving and changing technology landscape, this manual has been written to offer you some clear guidance. By applying the knowledge and advice in this manual, you can more effectively apply blended learning in your program.

All of the newcomer resources in this project are based on the CIC-funded *LINC Classroom Activities* books. As such, they are aligned with LINC Curriculum Guidelines, which are based on the Canadian Language Benchmarks. All project media are freely available within the LINC courseware and on the LearnIT2teach portal. Instructors can improve their professional standing through our four-stage professional development and training model and even attain a PTCT (Post TESL Certificate Training) accreditation from TESL Ontario. Additionally in 2012-13 we are launching both this guide and a new stage of training for settlement language training program administrators.

We sincerely hope that this manual eases the path to improved blended learning at your centre. We wish you complete success in your integration of new learning technologies into your program.

Sincerely,

THE LEARNIT2TEACH TEAM

1. INTRODUCTION

Welcome to the LearnIT2teach Administrator's Manual. This guide is designed to help Canadian settlement language training program administrators to understand the LearnIT2teach project within the contemporary settlement learning context, and assist them with specific issues related to applying blended learning at their centres. In the manual, you will find discussions of: computer-assisted language learning, learning management systems, details of the LearnIT2teach Project, LINC courseware, best practices, professional development options, technology standards, assessment options, considerations for implementation, essential conditions for success, hosting options, lab management and first steps towards implementation. The manual is supported by videos, step-by-step tip sheets, learning objects and Web 2.0 elements.

The LearnIT2teach Project was developed by the team at New Media Language Training Inc., and is funded by Citizenship and Immigration Canada. The project supports language instructors in integrating digital technology into their teaching methods and classrooms. This aligns with the CIC's Modernized Approach to Settlement Programming, which aims to provide newcomers with the language and other skills needed to function in Canada today.

> *"The web has changed the way we live, work, learn – and even how we socialize with one another. It should therefore come as no surprise that digital literacy is now considered a basic skill for newcomers who want to succeed in the Canadian job market." (CIC enews, March 18, 2011)*

Learner expectations of technology have radically transformed over the past decade. Smart phones, laptops, Internet access, and tablets in the home and at the workplace have led many learners to see technology as an integral part of their training. Our training and courseware combine social media tools such as forums, wikis, polls and messaging with lessons. The LearnIT2teach Project is currently collecting the best practices of computer-assisted language learning (CALL) and blending it with contemporary technologies. In addition, these learning resources are accompanied by four stages of training for language training instructors. Instructors who finish Stage Four of this training can receive a Post TESL Certificate Training accreditation from TESL Ontario. An additional training resource for language program administrators was launched in 2012.

In our growing community of practice, you and your instructors can learn and share ideas and resources with professionals from across the province. We have incorporated live events, mentor support, and tools such as Twitter, Facebook, podcasts and YouTube videos to promote communication and mutual support. Appendix A16 provides a complete listing of our customized support videos for training of language instructors.

At the core of our digital resources are the LINC learning objects, which are fashioned using the industry standard SCORM (Sharable Content Object Reference Model). These learning objects can be dropped into any mainstream learning management system now or in the future, and

are likely to be relevant and sustainable for many years to come. In addition to being integrated into our courseware at edulinc.org, individual learning objects are available at Tutela.ca, CIC's national instructor repository. Note in the following illustration the relationship between the elements in the LearnIT2teach Project.

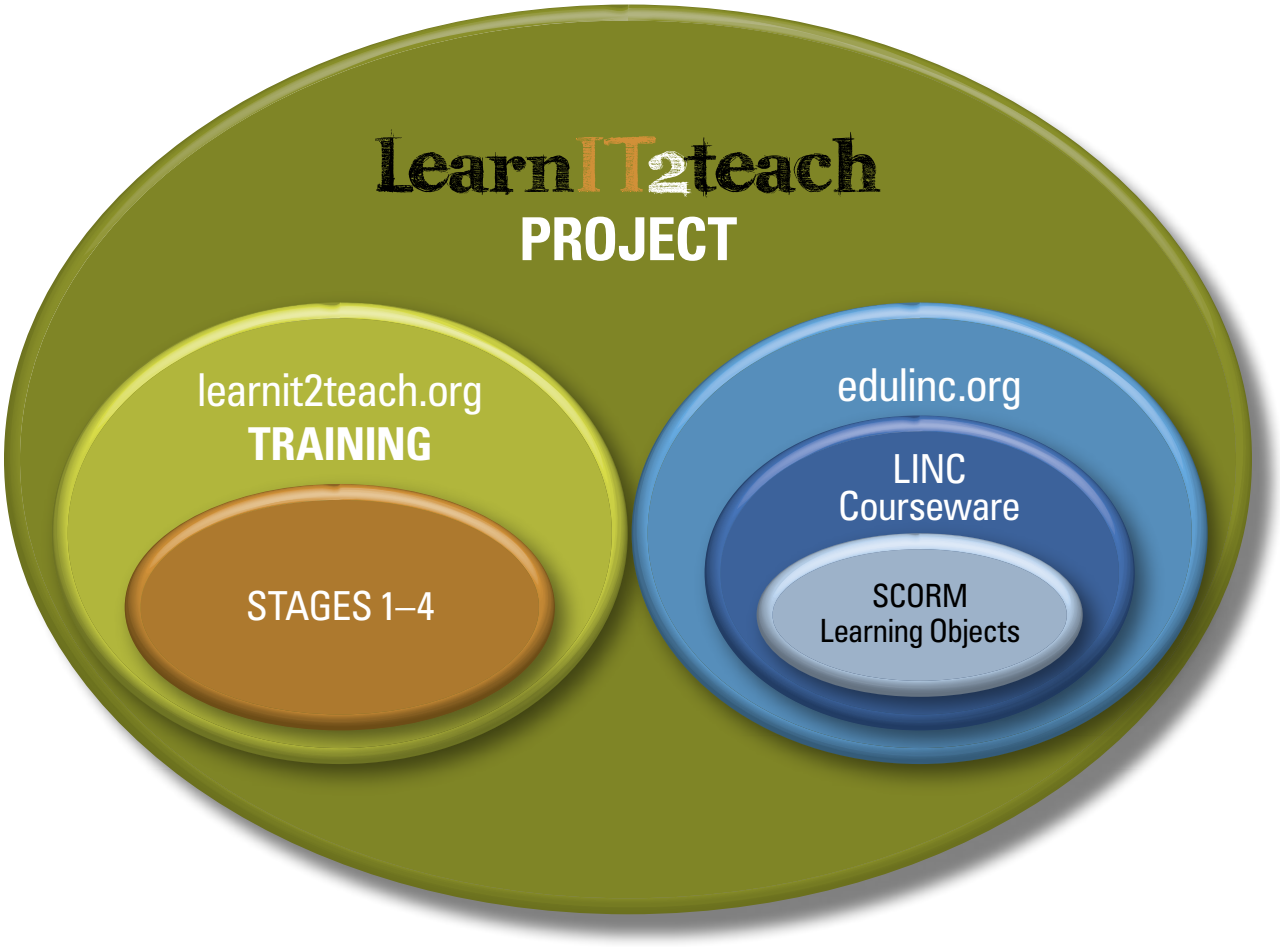


FIGURE 1 The LearnIT2teach Project

How does your centre measure up?

An Information and Communications Technology (ICT) Health Check is similar to a medical health check; just as a proactive "once over" on regular intervals may prevent potential illness in the future, we suggest that you use the ICT Health Check provided in Appendix A12 to locate your centre's ICT strengths and weaknesses in terms of how effectively it can support computer-assisted language learning.

1.1 WHAT'S IN THIS MANUAL

This is a brief description of the sections of this manual, which can be used as separate help modules as required.

SECTION I, AN ORIENTATION TO CALL, introduces the basics of computer-assisted language learning. It also details the benefits of CALL to language training and settlement sectors.

SECTION II, LEARNING MANAGEMENT SYSTEMS, contains an introduction to LMS systems, particularly the LMS Moodle. It also describes the administrative and pedagogical benefits of using an LMS at a settlement language training centre.

SECTION III, THE LEARNIT2TEACH PROJECT, provides a summary of this project. This section provides administrators with snapshots of the project as a whole and of each of its parts.

SECTION IV, LINC COURSEWARE, details the features of the courseware, its integration in the LINC structure, and its benefits for teaching and learning.

SECTION V, PROFESSIONAL DEVELOPMENT AND TRAINING OPTIONS, explains the LearnIT2teach training scheme in detail, discusses the challenges of instructor training for blended learning, and introduces alternative forms of instructor training for digital teaching as possible options.

SECTION VI, TECHNOLOGY STANDARDS IN EDUCATION, provides an overview of the ISTE, TESOL and the UNESCO international technology standards for digital education as well as a set of essential conditions that administrators and instructors should establish to ensure that digital learning is effective.

SECTION VII, CONSIDERATIONS FOR IMPLEMENTATION, is a result of the feedback from our ongoing surveying of language program administrators. This section focuses on issues that administrators and programs can address to support a learning environment conducive to enhanced learning and teaching.

SECTION VIII, PRIVATE HOSTING OF A LOCAL LMS, introduces options that programs have for hosting courseware themselves.

SECTION IX, CALL / LANGUAGE TRAINING LAB MANAGEMENT, suggests options for setting up and running a CALL room with useful and customizable checklists.

SECTION X, GETTING STARTED, is a Q and A about the first steps for involving your centre with the LearnIT2teach Project's training and resources.

This manual is available online at Tutela.ca or on the LearnIT2teach portal at
http://learnit2teach.ca/wpnew/support/administrators/Admin_Manual.pdf

2. AN ORIENTATION TO COMPUTER-ASSISTED LANGUAGE LEARNING (CALL)

Computer-assisted language learning, or CALL, has been used in language teaching since the 1960s. There is ongoing debate about CALL's methodologies and success, which depend on many factors including access to appropriate technology, instructor expertise, stakeholder motivation, past experience with technology, and mode of delivery. As well, both novices and experts may be confused by a wide range of terms such as E-learning, hybrid learning and others, as illustrated in the following graphic.



FIGURE 2 Different terms for CALL

COMPUTER-ENHANCED LANGUAGE LEARNING
TECHNOLOGY-ENHANCED LANGUAGE LEARNING
TECHNOLOGY-ASSISTED LANGUAGE LEARNING
COMPUTER-ASSISTED LANGUAGE INSTRUCTION
COMPUTER-BASED LANGUAGE TRAINING
NETWORK-BASED LANGUAGE TEACHING
DIGITAL LANGUAGE LEARNING
MOBILE ASSISTED LANGUAGE LEARNING
COMPUTER-AIDED LANGUAGE LEARNING
COMPUTER-AIDED INSTRUCTION
INFORMATION & COMMUNICATION TECHNOLOGIES

Since most international bodies use the term CALL to describe the use of technologies in language learning, the LearnIT2teach Project will use this term throughout our materials unless there is a specific genre that applies, such as Mobile-assisted language learning or MALL.

New terms such as E-learning, hybrid learning, mobile learning and pervasive learning are appearing in parallel with the proliferation of Information Communications Technology (ICT). Philip Hubbard's publication, *Computer Assisted Language Learning: Critical Concepts in Linguistics*, expresses the dichotomy of CALL. In the introduction to this four-volume set, Hubbard suggests that CALL is an exciting field due to its complex, dynamic and quickly changing nature. He then expresses frustration with the field for the same reasons, *"Technology changes so rapidly that* CALL *knowledge and skills must be constantly renewed to stay apace of the field."* (Hubbard, 2009, p. 1)

To respond to the challenges, it is our intention to provide training and learning materials for the settlement language training community so that instructors, learners and administrators can take advantage of the current tools and methods in the field of CALL, and avoid becoming overwhelmed by jargon and superfluous information. Additionally, instructors taking our training develop technical skills that can be applied to other CALL contexts, not just LearnIT2teach resources. Completing just two stages of the instructor PD opens the door to instructor customized courses for blended learning. Our training also helps instructors develop technical skills that can be applied to other CALL contexts as well as to the LearnIT2teach resources. The project prepares participants to facilitate a blended approach to settlement language training using the LINC courseware and go even further to become e-materials developers, if they choose. One of the anticipated results of this project is the emergence of instructors who complete Stage 4 of the training and are enabled to author SCORM learning objects and, we hope, share their work with other practitioners in the field.

Digital literacy is critical for the successful settlement of new Canadians. Many ordinary daily tasks such as applying for employment or getting a bus schedule often require basic computer skills, and most positions in the workforce use technology to some degree. Effective CALL helps learners develop their language skills and their digital literacy skills at the same time.

IN THE PAST, MOST LANGUAGE LEARNING WAS LIMITED TO TIMED AND SCHEDULED LANGUAGE LABS IN ISOLATION FROM THE CLASSROOM CURRICULUM. THIS DISCONNECT BETWEEN THE CLASSROOM TEACHING AND THE CALL LAB CAN BE BRIDGED BY THE LINC COURSEWARE FOR NEWCOMER LEARNERS AND THEIR INSTRUCTORS.

Since 1998, when LINC centres across Ontario were offered computer labs to encourage software-focused CALL at their centres, there has been a convergence of audio-visual, telephone and computer networks. This union is generally designated as Information and Communications Technology or ICT. There has been a shift away from software-based CALL installed on local computers or local area networks to web-based CALL that makes use of new communication and sharing tools.

The combination of established CALL approaches with ICT is resulting in new learning opportunities for learners of all disciplines. A little more than a decade after the release of the *LINC Software Guide* in 2000, the majority of CALL opportunities already originated from Internet sources. Blogging, micro blogging, forums, wikis, social networking, podcasting, Web 2.0 applications, and virtual worlds are now central to electronic learning. While there is still a role for behaviourist, or drill activities in the adult learning cycle, this type of software has been largely superseded by social constructivist learning opportunities offered through the World Wide Web.

In response to this new world of technology, the LearnIT2teach Project is taking positive steps to train instructors on integrating technology and providing the learner courseware to support a comprehensive learning scheme. The learning and teaching elements are connected to LINC curriculum and existing classroom activities. By incorporating contemporary means of collaboration and communication such as podcasts, wikis, forums, active glossaries, messaging, blogging, social sharing and other Web 2.0 offerings, the LearnIT2teach Project is helping to modernize the settlement language training delivery model.

Our aim is to provide training and learning materials for the Canadian settlement language training community so that instructors, learners and administrators can take advantage of the current tools and methods in the field of CALL, without overwhelming the readers with jargon and unnecessary extra information.

ONE OF THE ANTICIPATED RESULTS OF THIS PROJECT IS THE EMERGENCE OF INSTRUCTORS WHO ARE ABLE TO CUSTOMIZE COURSES FOR BLENDED LEARNING OR TO AUTHOR SCORM LEARNING OBJECTS. IN A SENSE, THE APPROACH THAT THIS PROJECT OFFERS IS TO PREPARE PARTICIPANTS TO FACILITATE A BLENDED APPROACH TO SETTLEMENT LANGUAGE TRAINING USING THE LINC COURSEWARE AND TO BECOME AN E-MATERIALS DEVELOPERS.

3. LEARNING MANAGEMENT SYSTEMS

A learning management system or (LMS) is the software that controls all of the systems for managing learning activities and events as well as tracking learner interactions on a web server. It is the online environment where the instructor and learners work. The LearnIT2teach Project has two LMSs, at learnit2teach.org and edulinc.org. learnit2teach.org is the host for instructor training courses. Edulinc.org is where newcomers and their instructors access their language training courses. The LearnIT2teach Project hosts these courses as long as instructors are progressing through our training.

3.1 THE BENEFITS OF USING A LEARNING MANAGEMENT SYSTEM

One of the best reasons for using the LINC courseware at edulinc.org is that it is plug and play; it is already set up for your centre. Once instructors complete a short Pre-Stage 2, they have their own course at edulinc.org and can request as many learner accounts as they need. As instructors proceed through Stages 2 and 3, they acquire more course editing skills and a deeper knowledge of blended learning and how to adapt the course to their own needs and those of their learners.

3.1.1 Pedagogical Benefits

Learning managements systems provide structured online learning. Since courses are structured by weekly blocks or by topics, learners, instructors and administrators have a clear understanding of what is in each course. Educators using an LMS as a guide/scheduling aide may be more inclined to follow a curriculum.

Many settlement language training classes offer continuous intake as a means of accommodating their learners. Learning management systems allow language instructors to offer flexible sequencing of learning activities when using a computer lab. Learners can also follow individualized study plans while using school workstations. While this may be more effort for the instructor, at least initially, the resulting coursework for the learners will be more relevant and motivating. In addition, learners who are absent can use the activities on the LMS to catch up with their classmates, which is especially beneficial if they are absent for an extended period of time or enrol in a course that is already in progress.

Learning management systems offer alternate forms of communication and interaction, including forums, messaging, emailing, chat rooms wikis, and gateways to voice communication in real time. Learners can interact with instructors through any of these tools. Instructors don't need all the tools at any one time, just the ones that fit their teaching and learning needs. Instructors can broadcast information to all of the learners with a news forum or use a forum to discuss individual assignments in a one-to-one mode.

Learner-to-learner collaborative communication is improved by an LMS. Learners can cooperate on a wiki to complete a group task. They can message each other for clarification of issues. Forums are a great way of allowing learners to discuss issues and share information while practicing their writing and thinking skills.

Learners also have additional and varied contact with the subject matter. They are

exposed to course content in different formats including videos, interactive quizzes, forum discussions, collaborative projects, on-demand audio, animations, speaking tasks, written or multimedia documents as well as directories of course-related files.

In terms of time and place, learning management systems such as edulinc.org support 'flexible delivery' by allowing learners to access their courses at all times and in any place that has Internet access. Learners who cannot attend on a regular basis can complete their coursework from anywhere. Instructors can show or hide elements of the course as they deem necessary. With an LMS, learners have the possibility of reviewing, studying ahead or catching up with tasks and concepts relevant to the course.

3.1.2 Administrative Benefits

Learning management systems offer features and functionality that promote and support good administrative practices. LMSs increase efficiency through resource sharing. Courses on an LMS can be duplicated for additional classes in your centre at the same LINC level; whether for night school or for larger centres, this is a great timesaver. At the end of each term, course records can be archived and the courses themselves can be reset for the next cohort of learners. As well, commonly used elements—such as calendars, multimedia activities or directions to a local health service provider—can be shared across all courses.

Another way that learning management systems contribute to a language training centre's efficiency is through standardization of course elements. In the LearnIT2teach training, instructors are exposed to professionally crafted resources and activities. Quizzes, wikis, forums, polls, audio activities and even document layout are modeled and provided for the language instructors. These are based on the LINC 2-4 Classroom Activities (2009) and LINC 5-7 Classroom Activities (2010) books.

Standardization of reporting features, such as the grade book in an LMS, makes it easy for instructors to provide assessment evidence to their administrators when requested. LMSs record grades for a variety of activities, and individual or class reports can be generated for documentation purposes.

In addition to the grade book feature, learning management systems have tracking capabilities. Statistical tracking is useful for identifying usage of resources by the centre as a whole, by classes or by individuals. This feature can assist in monitoring the effectiveness of resources or activities hosted on the LMS. Courses and their elements can be monitored for continual improvement possibilities. As well, administrators may use the grade book results, tracking statistics and other grades to compare course sections. This will help determine what is most effective at your centre for specific language proficiency levels.

Educational administrators appreciate the flexibility of delivery that learning management systems offer. Out-of-sequence courses, continuous intake, short summer terms or intensive courses all benefit from the LMS structure. Course elements can be hidden, displayed by preset timing or altered to suit special needs. Also, new elements can be easily added or re-sequenced.

Learning management systems can be used as a centre's informal internal homepage. A centre can place their brand, logo, colours and centre

name as an integral part of the LMS template. Branding can help build a connection between the centre and the learners.

There are communication features that administrators can select to improve their contact with the staff and learners. A Moodle News forum broadcasts an announcement-style communication that will appear to all learners and instructors in the course. As well, polls or surveys can be shared to solicit opinions or feedback. Instant messaging, and emails are also standard features of learning management systems that can be leveraged for different purposes.

Administrators concerned about the bottom line should note that the edulinc.org learning management system is a free open source product. Upgrades are also free and well supported by the Moodle.org community. Running an LMS in a settlement language training model is sustainable. All of the learning objects are provided.

3.1.3 Additional Benefits

Learners and instructors may become more motivated to learn and teach. Improved communication, structure, additional relevant learning objects, and free training on the edulinc.org LMS may help increase motivation at a centre. Without a learning management system, instructors and learners are often frustrated by web content that is not vetted or perhaps even appropriate, and which can disappear without warning.

Learners may become more engaged as blended learning exposes learners to information technology, and IT skills are essential to success in employment in nearly all occupations in Canada. Although learning new technical skills while learning a language is an additional challenge for many new Canadians, their employability may well depend on it. Through multimedia resources and activities, LMSs can also engage and accommodate different learning styles and abilities among second language learners.

Many newcomers are already technically savvy, and many expect to learn with technology. Language training programs that use a blended approach are more likely to attract and retain these newcomers.



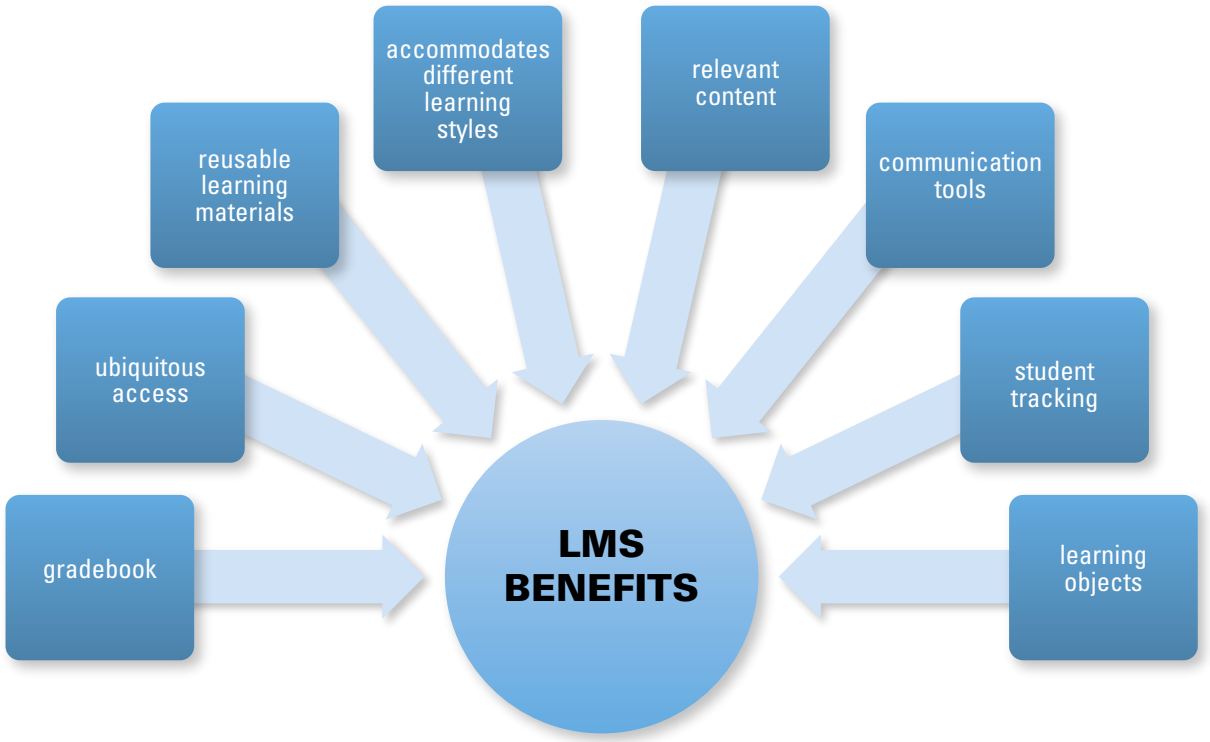


FIGURE 3 The benefits of using an LMS

3.2 MOODLE

The learning management system we use on this project is *Moodle*, an open source product. Moodle is used widely around the world and is a common option in the education sector and in language training. There is no charge or license fee for using Moodle as no one owns open-source software. While there are no LMS costs for a language training centre to establish their own local E-learning courseware service, the real costs are the hosting service for Moodle and hiring a contractor to ensure the LMS is running properly for maintenance and data integrity purposes.

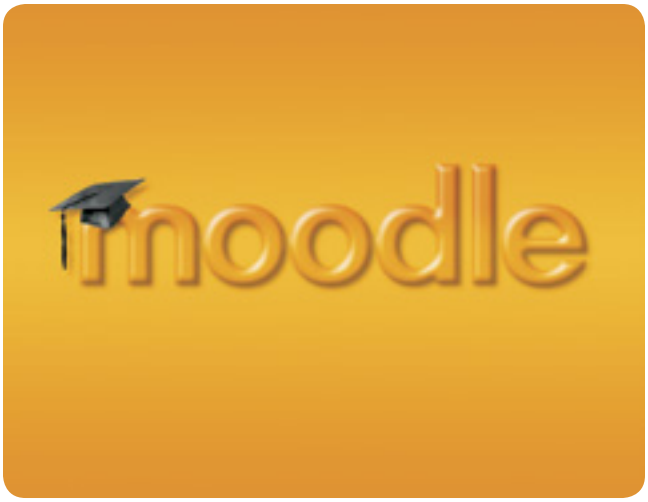


Image courtesy: Moodle.org

4. THE LEARNIT2TEACH PROJECT

New Media Language Training, Inc. (NMLT) has been operating the LearnIT2teach Project since January of 2010. NMLT is contracted to create content and deliver training to CIC-funded instructors and administrators. Details of the training and development team are available at the website. **(http://learnit2teach.ca/wpnew/about-2)**

NMLT has been active in the field of immigrant settlement, language training and technology since its inception in 1983. NMLT Inc. is a registered charitable organization and operates under a five-person volunteer Board of Directors, all of whom work as professionals in the adult immigrant language training and settlement field. The objective of the organization is to improve opportunities for integrating technology into education.

4.1 WEB TECHNOLOGIES

The LearnIT2teach Project uses open source web technologies for language learning, instructor training and the construction of a language learning community.

Language learning is the most important aspect of this project, and all of our team members are language training professionals. We follow a social constructivist approach both in our instructor training and our learner courses. **SOCIAL CONSTRUCTIVISM PROMOTES SOCIAL EXCHANGE AMONGST PEERS IN ORDER TO BUILD KNOWLEDGE AND COMPETENCIES AMONGST INDIVIDUALS IN A LEARNING ENVIRONMENT.** In this case, technology-enhanced language learning is integrated with settlement topics. Peers use social constructivist tools, such as blogs, forums, and wikis, to attain outcomes.

The LearnIT2teach instructor training and the courses use the Moodle learning management system. This LMS offers a myriad of features for structuring content while encouraging social constructivist methods. Moodle also provides language training instructors with a great deal of flexibility in their teaching delivery. These tools are described in the LINC courseware section.

At the core of this project are the learning objects, which were developed by Algonquin College (LINC 3-4) and the Toronto Catholic District School Board (LINC 5-7) when they produced the Classroom Activities books for CIC Ontario Region. The LearnIT2teach team has developed LINC 2 and additional LINC 5-7 learning objects, also based on these books. The books and these learning objects are aligned to the LINC Curriculum Guidelines and the Canadian Language Benchmarks. These modules are embedded throughout the LINC courseware. To ensure they are easily accessible, all of the learning objects are hosted in CIC's national instructor repository, Tutela.ca.

Social media is an essential means of building a learning community. We wanted to harness contemporary community building tools and therefore we chose resources that are friendly and commonly used. We decided on four technologies as a means of creating community among settlement language professionals: a dedicated social media site (Facebook), a micro blogging resource (Twitter), an audio broadcast resource (Podomatic), and a multimedia instructional source (YouTube).

Each of these technologies is available from our web portal at learnit2teach.org. This portal further encourages community through podcasts, support media, a digital newsletter, an events calendar, featured items and links to all elements of the project. Our digital newsletter informs all members of the LearnIT2teach community of project updates, CALL and E-learning news, featured blogs, jobs, professional development opportunities and new online resources. For quick access to recent project information, the most recent Twitter posts are available at the portal front page.

4.1.1 Learning Approach – Blended Learning

Blended or hybrid learning involves combining face-to-face classroom methods with computer-based activities and resources. In a blended context, the instructors can facilitate learning in a computer room, assign learners online work to be completed outside of class or integrate computer technology into a traditional classroom; for example, by incorporating a YouTube movie into language practice.

The courseware is highly flexible and may be used in different modalities – for example, distance learning. These materials could be used to help isolated learners who are not able to attend a face-to-face class every day. In certain situations, online materials can assist with events such as learner illness, course revision or remedial work, or late course registration due to continuous intake.

Instructors should be aware of how the learning management system empowers them to control the courseware, giving total control of how and which course content is displayed to learners. These control features are detailed in Stage 3 of the training.

Instructors may use a timed release of course content, use buttons to toggle between hiding and showing individual items or sections of a course, or use a switch to highlight a learning activity with a vibrantly coloured frame. These controls enable instructors to focus learners on specific activities that can be used in the computer room or completed by learners on their own—anytime, anywhere.

4.1.2 Key Components of the LearnIT2teach Project

This project is made up of three components, the LearnIT2teach portal, an instructor training site, and the learner courseware. The LearnIT2teach learning community has emerged as a result of the instructor training.



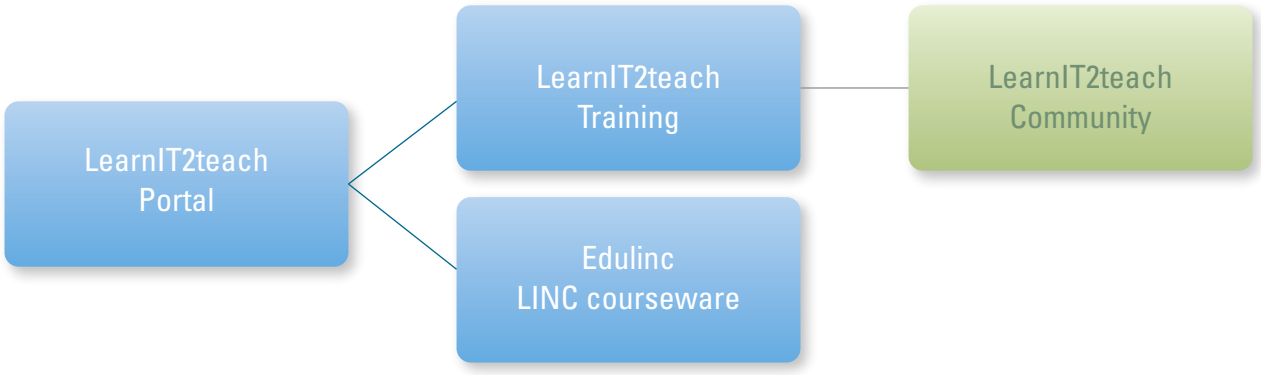


FIGURE 4 Components of the LearnIT2teach Project and the spin-off components (in green)

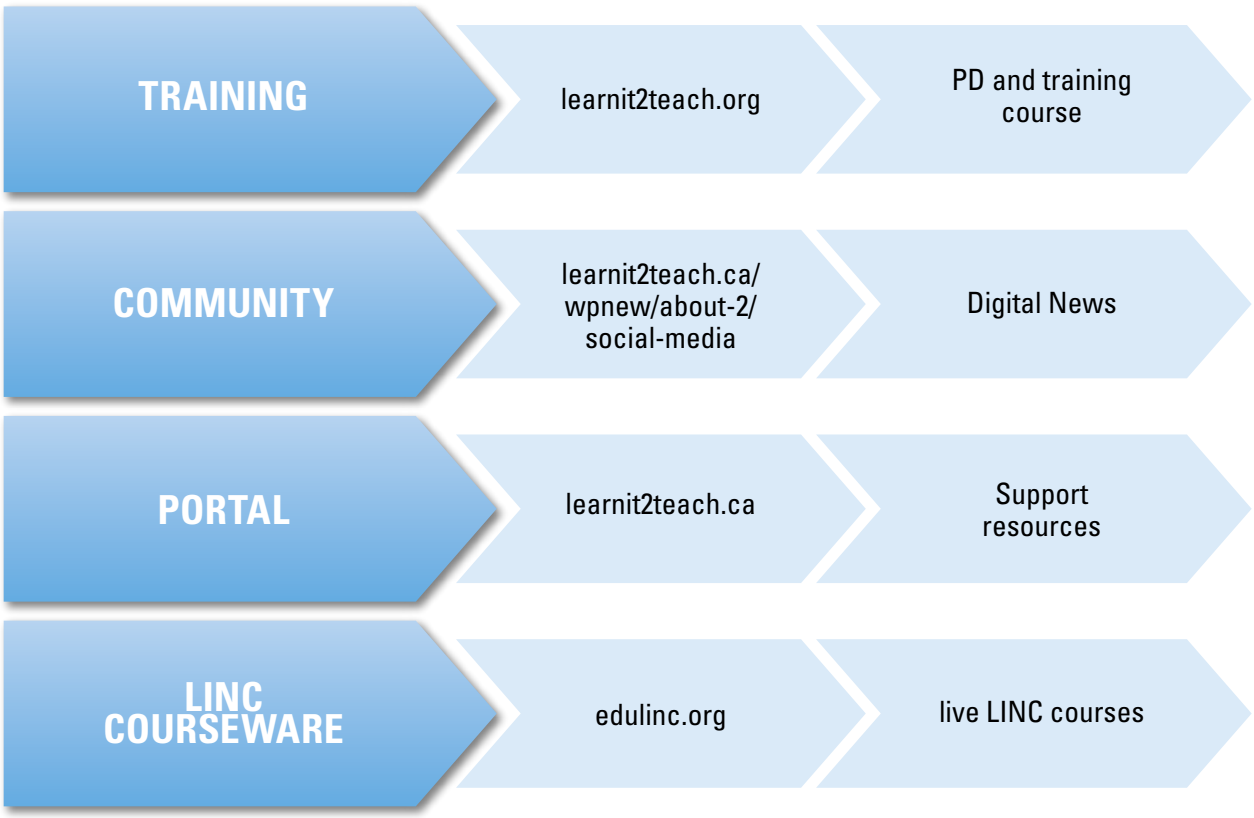


FIGURE 5 The components and subcomponents of the program with web addresses and description

4.1.3 Training (learnit2teach.org)

The training is detailed in the Professional Development & Training Options section of this manual. The training and professional development media are hosted on the LearnIT2teach portal. The training materials and structure are supported by a face-to-face Stage One workshop. As well, an online mentor partners with each instructor for the remainder of their training.

4.1.4 LINC Courseware Courses (edulinc.org)

The LINC learner courses are hosted at edulinc.org. Newcomers use this site to gain knowledge and language skills to support their settlement in Canada. Instructor trainees use this site to deliver language language training as well as demonstrate their progress in the training. Once they have started Stage Two of the training, instructors are eligible to set up their own course on this server. For more information on this aspect, see the LINC Courseware section of this manual.

4.1.5 LearnIT2teach Community

The project supports the evolution of a Community of Practice among all CALL educators in the Canadian settlement language training field. The community is growing through our face-to-face events and through communication and sharing online. The project's live events have included annual TESL Ontario conferences, the TESL Canada Conference, TESL Ontario affiliate conferences, institutional events and other settlement and language learning events. In addition to these face-to-face sessions, project participants receive the monthly digital newsletter.

We use social media, such as Facebook, Twitter, YouTube and audio podcasts to provide project updates and additional learning opportunities. These also allow the community members to feed back their thoughts and ideas related to the project.

Within the instructor training courses, forums, wikis, contributory glossaries and blogs also serve to strengthen community. LearnIT2teach mentors monitor instructor progress throughout their training, providing individualized and timely support.

4.1.6 Portal

The portal at http://www.learnit2teach.ca connects to all of the online project resources. This includes other servers which host courseware, instructor training courses and support documents. It also functions as a social hub for the LearnIT2teach community. All of the training tutorials, both animations and documents, are available at the LearnIT2teach portal, along with a comprehensive support section. In addition, it provides organizational features such as future events and contact details.

4.1.7 Project Evaluation

Having established a project mission, goals and values *(See the statement at the beginning of this document)*, the project evaluation activities serve two important objectives: continuous improvement of our products and services and assessment of the impact of the project on teaching and learning. To ensure continuous improvement, we survey every training participant at each stage. We have gathered information during both the piloting stage and the regular workshops, as feedback for the workshop developers and facilitators. In addition, the evaluation activities include an assessment of the project outcomes, the effectiveness of and client satisfaction with the training workshops, and

the general impact of the training on the way language training instructors use learning technologies in their practice.

Two complementary evaluation approaches have been used in the LearnIT2teach Project. **PARTICIPATORY ACTION RESEARCH (PAR)** was used in the development of the design of professional development. **GUSKEY'S MODEL OF EVALUATION OF PROFESSIONAL DEVELOPMENT** is being used to determine and articulate the success of the delivery of the professional development training workshops in terms of overall impact and effectiveness. While PAR is especially good when consensus is the goal or when results need to be interpreted, providing a model for vetting interpretations and inviting the input of others, Guskey's Model is especially useful for assessing impact.

PAR has been mainly used to support the instructional design cycle and provide information for the decision-making process during the planning, development, and piloting stages. On an ongoing basis during the project, PAR has been used for vetting the data analysis and building consensus on how to interpret the data gathered from the LearnIT2teach professional development training workshop participants. Given the progress of so many instructors through the training and the consequent uptake of the courseware, the evaluation has been taking a deeper and deeper look at the impacts on teaching and learning and newcomer integration.

Over the course of the entire project, data is being gathered using several sources:

- At the end of each completed training stage, participants are invited to complete an anonymous and confidential online survey. We use this data to gather feedback about their satisfaction with the delivery format and content of the training, information their use of technology resources and barriers to access these, and their interest in further activities.
- Additionally, in follow-up interviews with survey respondents and specifically selected individual teachers, we gather feedback about barriers and challenges in participating and completing this sort of training and using Edulinc courseware in program delivery, to help us develop appropriate supports for instructors to successfully complete the training and ensure that the training will positively impact their practice.
- From time to time, we also engage in specific research and data collection activities to inform the project and its stakeholders about the state of the field. For example, we designed lessons for teachers to introduce students to common terminology in online language learning and ask them about their use of technology and their learning preferences.
- On an ongoing basis, usage statistics are available through the participants' use of the Moodle Learning Management System. We use this data for anonymous analysis of users' interests and preferences in terms of the online tools and resources provided.

Participatory Action Research (PAR) puts results and observations into writing for all to think about, asks everyone involved with the project to reflect and comment on what is happening, then uses the results of the group's thinking to come up with any needed changes in what the project is doing, or how it is doing it. The cycle repeats throughout the project. Participatory Action Research was

chosen because a PAR evaluation emphasizes capturing and thinking about processes and results, and making timely changes based on that thinking. It is also very inclusive: everyone involved is invited to participate in the process. Some evaluation models mainly emphasize results (summative models), or focus on processes (formative models). PAR evaluations are balanced, involving everyone working on the project, throughout the project. The result is constant discussion (and sometimes even debate), and changes made sooner rather than later. The project evaluators prepare occasional reports for the project team after significant events or important milestones in the project.

Guskey's Model of Evaluation of Professional Development is based on the Levels of Learning Evaluation by Kirkpatrick. This model of assessment maps the extent to which participants are involved with the learning content and are seen to benefit from the training experience, including

- Participants' reaction to the professional development (honouring the learning experience and stimulating others to explore as well)
- Success indicators of participant learning
- Indicators of organizational support and change (context and the impact of PD experiences)
- The degree to which participants put new learning into daily practice
- Participants' self-perceived outcomes of the learning experience

In the end, a final project report is prepared incorporating a Guskey analysis.

During the early stages of this project, we piloted and tested and finalized the courseware and the stages of training. We continue to modify, improve and expand our tools for instructors and learners. Since June of 2013 a major redevelopment of the teacher training has occurred to coincide with the implementation of an updated version of the 'Moodle' framework on which the learner LINC courseware is built. The indications are clear that most instructors 'get it'. The positive feedback we are receiving from the training and the impact so far demonstrated on language programs indicate good progress with much remaining to be done.



5. LINC COURSEWARE

5.1 OVERVIEW

The LINC courseware is integrated into the LINC educational structure as illustrated by the hierarchical pyramid below. The courseware is a product of years of development of foundation resources, documents and policies.

The **CANADIAN LANGUAGE BENCHMARKS (CLB)** is the national standard used in Canada for describing, measuring and recognizing the English language proficiency of adult immigrants and prospective immigrants for living and working in Canada. The Benchmarks describe language tasks that people can perform in listening, speaking, reading and writing.

The **LINC CURRICULUM GUIDELINES** assist instructors and administrators with program planning by providing ideas for curriculum content that are consistent with the Canadian Language Benchmarks. The Guidelines are learner-centred and task-based and meet the objectives of the language training program. These objectives provide language instruction that facilitates social, cultural and economic integration into Canada.

There are two distinct forms of the LINC Curriculum Guidelines: LINC levels 1 – 5 and LINC 5-7. These documents are not intended to dictate syllabus content; instructors may choose and use strategies and suggestions based on the requirements and the goals of their learners. The LINC Curriculum Guidelines are available to language training instructors and administrators through an assortment of sources including Tutela.ca and the Settlementatwork.org wiki.

The **LINC CLASSROOM ACTIVITIES BOOKS** were constructed based on the LINC Curriculum Guidelines, adherence to the Canadian Language Benchmarks, and survey results based on the needs of LINC instructors and classroom experience. The LINC Classroom Activities resources, including audio listening activities, are available for LINC levels 1 through 7. The documents are accessible in digital format. Hard copies of the documents can be ordered by downloading the order form at: http://www.tcdsb.org/FORCOMMUNITY/AdultEducationESL/AdultEducationProgram/Services%20and%20Products/Pages/TCDSBPublications.aspx

Building upon this foundation, the **LINC E-ACTIVITIES OR LEARNING OBJECTS** were created to extend the learning opportunities in language training centres. The e-learning objects are related to the activities in the LINC Classroom activities resources. These learning objects meet SCORM (Sharable Content Object Reference Model) standards for providing interactive and media rich learning opportunities. Since the learning objects are SCORM compliant they can be transferred to most learning management systems, so Canadian settlement language training centres are not restricted to one LMS. This flexibility allows decision makers the ability to adopt a more progressive system in the future.

The LINC courseware is the capstone of this pyramid. The LINC courseware includes modules from LINC levels 2 to 7, (CLB levels 2-8). The courseware includes appropriate LINC learning objects, class organizers, glossaries, and social communication features such as blogs, wikis and forums. The LINC courseware has been vetted by LINC professionals and revised as necessary. In our quest for improvement, there is a continuous cycle of evaluation of the LINC courseware.

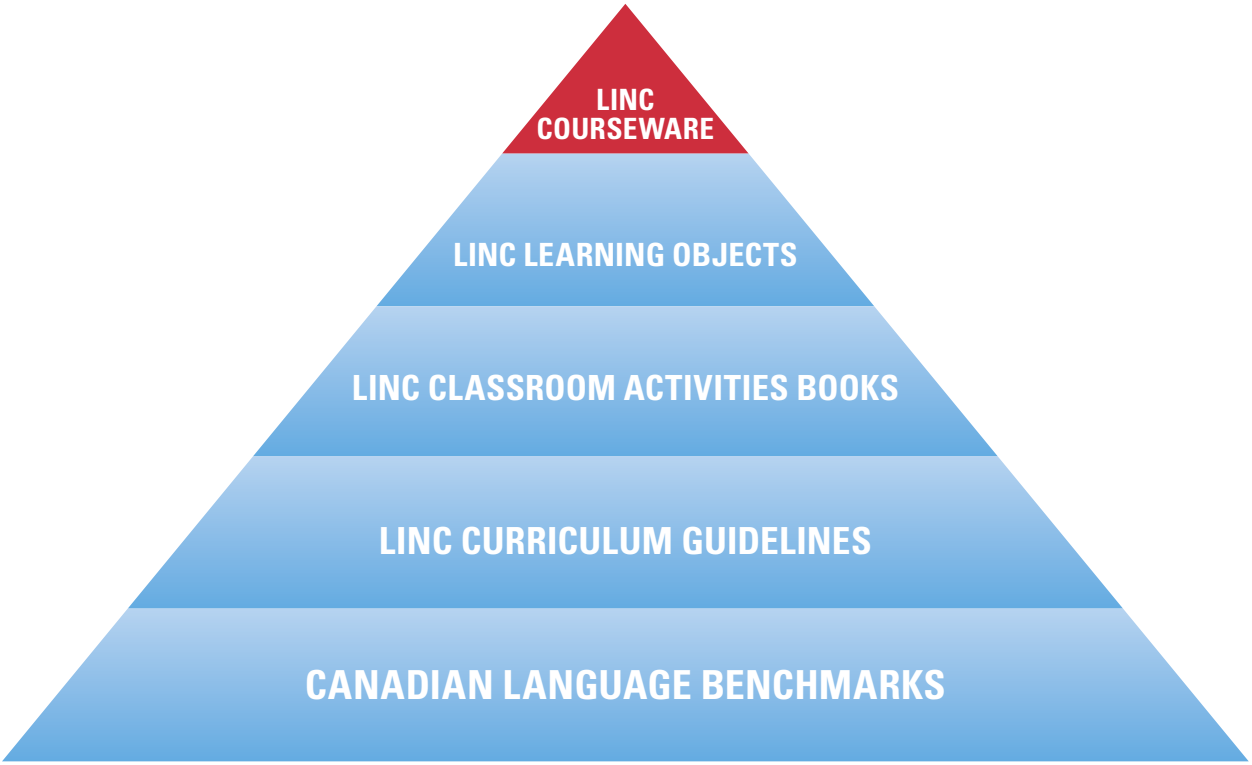


FIGURE 6 The strong foundation of LINC courseware

Aligning LINC Levels with CLB Levels
As settlement language training programs begin aligning their classes with Canadian Language Benchmark levels, a disconnect between LINC resources, including the Curriculum Guidelines, the Classroom Activities books and LINC courseware results. Some benchmark levels are addressed in more than one LINC level under the LINC Curriculum Guidelines, As a result, teachers of CLB level 4 classes and higher will have to utilize teaching resources from multiple LINC levels. To accommodate this restructuring, teachers will be able to request multilevel courseware, e.g. LINC 3/4, LINC 4/5, LINC 5/6, LINC 6/7. Other variations of this are available to accommodate teachers of multilevel classes.

5.2 LINC COURSEWARE ATTRIBUTES

A blended, or hybrid, approach to learning uses a combination of electronic and face-to-face teaching methodologies. The LINC courseware is designed to be 'blended' into the traditional LINC courses as the instructor decides or requires. Elements of the courseware can be used at any time during a LINC unit of instruction, for example as an introduction, as a key element or as a means of wrapping up a theme or unit. The diverse modes of presentation and interaction allowed by multimedia can add motivation, and accommodate diverse learning styles throughout a unit of instruction. Multimedia objects can include animation, video, audio, interactivity, images, charts, graphs, polls, quizzes and text documents. These types of rich media through linkages to external web

resources allow for unlimited grounding of the LINC curriculum through access to real institutions and their documents. In short, the learner experience is enriched by links to the World Wide Web and the embedded learning opportunities offered by LINC courseware.

Instructors will immediately be pleased to note that the LINC courseware complements the LINC Classroom Activities books. Instructors can be creative in terms of the sequencing of courseware activities within a unit of instruction. The courseware can be used as a warm up activity, a core activity within the lesson or unit or an additional activity to follow up in-class face-to-face dealings with the theme or concept.

The courseware is plug and play. After an instructor requests the courseware and it is set up, the instructor simply opens the course. Since the learning management system is already loaded with courseware, each instructor opens a personal duplicate of the courseware. Instructors identify the composition of themes or skill units in their course when they order it. If they decide that they require more course topics or units, these can be added later.

As well, instructors can locate interactive SCORM learning objects in the instructor repository, Tutela.ca, preview them online, and then download and insert them into their courses. The LMS will seamlessly report learner activity and record grade book scores related to these learning objects.

The courseware is a private space for teaching and learning, not a public resource where outsiders can 'intrude'. In this non-threatening and secure environment, there is potential for class collaboration in all courses. The courseware includes wikis, blogs, forums and polls. Collaborative activities are not as prevalent at lower benchmark levels, due to the low language proficiency of students at these levels.

Wikis and blogs allow learners to practice their language, communication and teamwork skills. There are several types of forums that language training instructors can utilize for different tasks. Instructors can allow learners to rate or comment on each other's posts. The courseware forums can be set up as private events, so learners can comment on an issue with the understanding that only the instructor will view it. Instructors can assign grades for individual forum postings or on the final forum thread.

The SCORM activities within the courseware are self-correcting and self-pacing. Instructors facilitating a language class in a CALL room will appreciate these features. The LMS stores more than the final grades. It also reports time on task, number of repetitions, and final or average grades for the exercise. By default, learners are not limited in terms of time on activities. As well, most activities can be repeated. Learners can move at their own pace without concern for slowing down or pressuring their peers to rush through their tasks. All of these settings, such as the number of repetitions for an activity, can be modified by an instructor. Also, instructors can customize the report results for each activity.

The courseware provides activities to practice: Reading, Writing, Listening and Speaking.

Listening and speaking experiences are now flexible in nature as the Nanogong feature allows instructors and learners the ability to record and listen to audio. Instructors and learners can be the initiator or the target of

audio prompts. This tool allows instructors to set up learner speaking activities for practice and assessment purposes. NanoGong training for instructors is included in Stages 2 and 3. An additional voice recording tool enables students and instructors to add voice recordings throughout the courseware, such as in discussion forum postings.

The courseware can accommodate a variety of learning preferences due to the enhanced media available in the learning objects and accessibility features available through the Microsoft Windows operating system. The learning objects include hyperlinks to relevant Internet resources, self-assessing activities, interactive learning events and embedded audio. Learning with these tools permits self-pacing through repetition, pausing and instant feedback.

The courseware offers instructors flexible delivery options and can be very helpful for instructors who experience continuous enrollment throughout the term. Instructors can refer learners to the courseware for important information and to past lessons when they arrive in a class already in session, benefitting both learners and instructors. In addition, learning objects and other course elements can be repeated or reviewed by all learners to ensure that their goals are accomplished.

5.3 CONCLUSION

In addition to the benefits and features already mentioned, there are other advantages to using the courseware. The whole system is ready-to-use and the instructor can request a course or courses at the start of Stage 2. Instructors who have—or have tried to create—their own class webpage will appreciate this opportunity.

The team members that designed, developed and tested the courseware are professional educators with years of experience working in CALL and as TESL professionals. Since the content is based on the Canadian Language Benchmarks (CLBs), the LINC Curriculum Guidelines, and the LINC Classroom Activities Books, the material is relevant, safe and reliable. Learners and instructors will appreciate the opportunity for access anytime and anywhere. They can choose to complete tasks at home, finishing missed work, submitting an assignment, posting a thought to a forum or even printing documents before a class.

5.4 BEST PRACTICES FOR TEACHING AND LEARNING

The courseware reinforces best practices for teaching and learning by incorporating Chickering and Gamson's good teaching principles throughout the training. These Seven Principles, with examples of their relevance to blended learning in the courseware context, are listed below.

1. GOOD PRACTICE ENCOURAGES INTERACTION BETWEEN LEARNERS AND FACULTY.

Learner motivation and involvement increase with learner-instructor contact. The courseware offers additional interaction opportunities through forums, wikis, polls, calendars, messaging,

blogs and face-to-face opportunities in the computer room. Learners can also use the digital tools to continue communicating and participating even if life events prevent them from attending traditional classes.

2. GOOD PRACTICE ENCOURAGES INTERACTION AND COLLABORATION BETWEEN LEARNERS.

Learning is enhanced when it is collaborative and constructive. Social constructivist activities are supported through the wiki and forum tools. Learners are required to work together to construct successful wiki projects. As well, learners often use forums to resolve issues or negotiate strategies. These non-competitive and collaborative elements often increase involvement in learning.

3. GOOD PRACTICE USES ACTIVE LEARNING TECHNIQUES.

Active learning makes lessons more engaging and memorable. The learning objects are interactive and self-correcting. The learning objects simulate a game in some respects with an instant score on the activity. Other courseware tools such as wikis, blogs, polls or forums encourage activity through the process of contributing to and building concepts or projects.

4. GOOD PRACTICE GIVES PROMPT FEEDBACK.

The self-correcting activities provide immediate feedback. Instructors can also give timely feedback using discussion forums or the assignment tool. This practice helps learners stay engaged in the course. It creates learners who can self assess to a degree. Sometimes learners need time to reflect on what they have learned and what they did not master. The courseware can also accommodate reflection, especially the blogs or forums.

5. GOOD PRACTICE EMPHASIZES TIME ON TASK.

Time on task helps learners stay focussed and is a key to learning concepts and skills. The courseware allows learners to take time and complete a task to their satisfaction. Learners can repeat tasks at the library or at home through the Internet. The calendar helps to remind learners of deadlines. Instructors using the Assignment tool can require learners to upload a completed assignment by a specific time.

6. GOOD PRACTICE COMMUNICATES HIGH EXPECTATIONS.

Expecting more from learners is a strategy that often yields pleasant results. Providing learners with optional learning opportunities at Edlinc courses opens the prospect that they will attempt more learning tasks than are set for a session. This can be communicated to learners in the News (or other) forum. It can also be communicated to individual learners when assignments are returned.

7. GOOD PRACTICE RESPECTS DIVERSITY – TALENTS, EXPERIENCE, AND WAYS OF LEARNING.

Learners bring different talents and learning styles to the classroom. Open projects, discussion topics and interactive activities offer learners a variety of opportunities to show their talents, learn with methods that work for them, and even learn in new and unfamiliar ways.

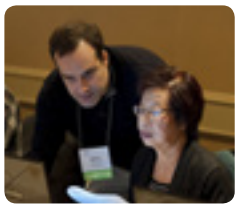
"Once you make the decision that you are going to do it, it's really very easy."

5.5 COURSEWARE TESTIMONIALS

Information about how teachers have put their training and the LINC learner courseware to work can be found on the project portal at **www.learnit2teach.ca** and in the form of audio podcasts at **http://learnit2teach.podomatic.com/**. The session, Edlinc Diaries: Demonstration of LINC courseware, showcases four Algonquin College instructors detailing their adaptations of the courseware into their language classes. ***Here are some samples of their feedback, from the video recorded sessions:***

"It has opened up a huge amount of flexibility and choice."

"The learners benefit because they access to far more resources than I can give them in class time alone."



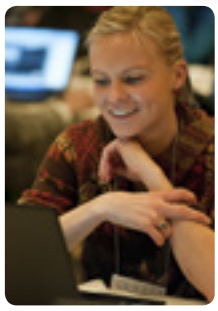
"Using Edlinc has appealed to my organizational and creative side."



"I can use Edlinc forums to tell the learners about field trips, tests, etcetera."



"It takes a lot of extra time getting started with Edlinc, but it has definitely improved my teaching."



"I had a learner who unfortunately had to take two weeks off because of daycare. And she was able to go to the library, her local library every two days and with that then she was able to access all of the regular course work on the Edlinc site."







"On the creative side, I look forward every week to putting together each week's theme, links to websites (and) all those CLB activities, lab assignments and instructions. The possibilities are endless."

"I benefit because I know I'm doing the best for my class, and I also have the opportunity to learn about new technology and new ways to interact with the learners."

"They (the learners) also have better communication with me and with each other."

6. PROFESSIONAL DEVELOPMENT AND TRAINING OPTIONS

The LearnIT2teach professional development and training support system is structured to address the needs of all instructors who are using the blended learning opportunities offered by the courseware. All participants in this scheme have the option of advancing through the stages of training at their own pace. As well, Stage 2 allows the instructors the ability to control and customize the courseware to the requirements of their teaching situation. Further to this, Stage 4 provides the instructors with the skills required to create their own learning objects and courseware. In 2013, administrator training was inaugurated to support settlement language program administrators.

All of the instructor and administrator training is sponsored by Canadian CIC-sponsored settlement language training providers and is currently freely available to LINC service providers. In January 2014, the first LearnIT2teach trainings took place outside Onatrio. Albeta, Saskatchewan, Manitobla, New Brunswick and Nova Scotia LINC programs now can participate in the teacher training and put LINC courseware to work. After each stage or workshop, participants in the training stages receive a certificate with a statement of PD hours. TESL Ontario recognizes these hours for the renewal of Language Instructor accreditation.

6.1 THE LEARNIT2TEACH INSTRUCTOR TRAINING SYSTEM

Delivered in a computer lab, the Stage 1 workshop introduces the LearnIT2teach approach to blended learning and gives an overview of further stages of training available to eligible instructors. With the assistance of a multimedia slideshow, Stage 1 explains important e-learning concepts and provides time for a question and answer discussion. Later, participants select a benchmark level and take a guided tour through sample activities and resources available in the settlement language training courseware.

Pre-Stage 2 is online training that provides a fast track to the requisite skills instructors need to start deploying the courseware and using it with students. After successfully completing multimedia quizzes and software simulations, settlement language instructors are ready to start using the courseware with newcomers shortly after entering Stage 2.

Upon entering Stage 2, participants start delivering and adapting the courseware to their teaching context. They identify their target CLB or LINC level(s) and are set up with their own courseware pre-loaded with activities and student accounts. The focus of Stage 2 is on using the courseware in blended learning, and participants are required to deploy and manage the courseware with learners for a minimum of 4 weeks. Basic course editing is introduced in Stage 2 and Tutela.ca integration requires participants to use an instructional resource from this site in their blended course delivery.

Stage 3 builds on the participants' course editing skills, and it emphasizes using the courseware in ways that support best practices in blended learning and settlement language training. More advanced functions of the Moodle learning management system are introduced, such as authoring Moodle

activities, enhancing course communication, adding dynamic content and widgets, and participants select a few of these features to enhance their courseware. Participants are required to use the courseware with learners to complete Stage 3. Tutela.ca offers over 400 SCORM learning objects in its collection, and the Stage 3 training provides information about how to access these resources.

Stage 4 is a recognized TESL Ontario Post-TESL Certificate Training accreditation course. It trains participants to create original learning objects and e-materials for their own courses or for the larger settlement language training community. As learning objects designers and e-materials developers, participants will learn new skills that are increasingly in demand in the field. This stage is online, but fully supported by a dedicated mentor.

Where numbers of participants warrant, the LearnIT2teach team may be able to provide an on-site orientation to Stages 2 to 4. In many centres, instructors remain after work and gather in a computer lab to work through the materials together. This ensures that they are providing their own network of support and allowing for small group discussions about the material they are learning.

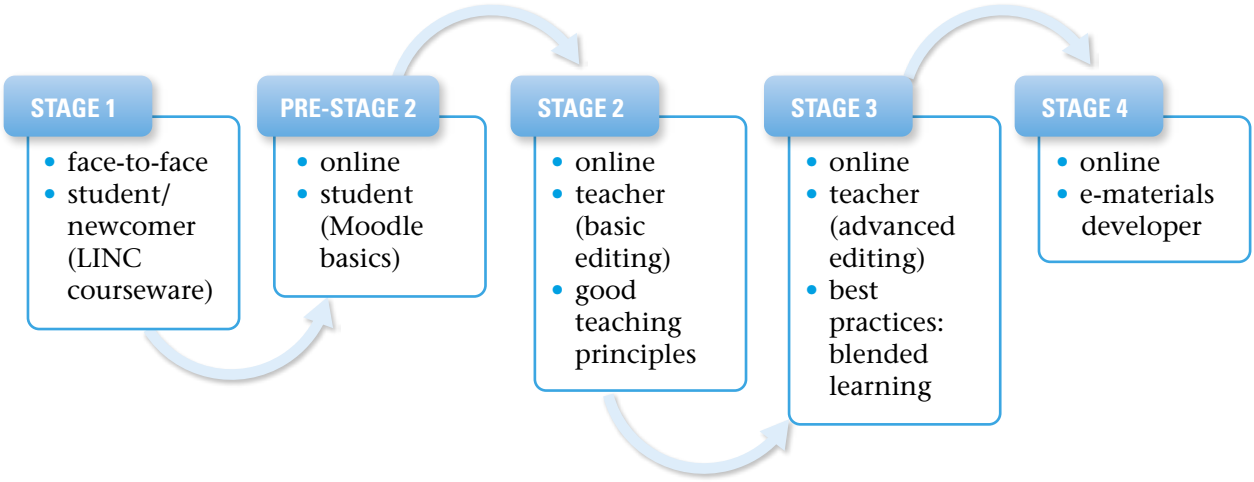


FIGURE 7 Training Stages

Language training instructors will benefit from taking all or some of the stages offered by this training program. They profit by having access to the additional learning resources for the learners. They also have the ability to structure and craft innovative learning objects and situations with their own courses.

Instructor feedback from the training has revealed unexpected benefits. Participants have mentioned that connections made with language training professionals outside of their centres have been helpful. These associations occur through the Stage 1 face-to-face sessions, and asynchronous discussion forums during the subsequent stages.

Impromptu peer support sessions have also occurred. In some cases, contact and informal assistance with a larger professional pool of language training instructors outside of the local centre has provided mutual support with technological innovations in education.

ESL instructors may prove to be more motivated as the materials and training are directly connected to the LINC Curriculum Guidelines and the LINC Classroom Activities Books. The courseware and the training can empower innovation for the enthusiastic TESL practitioner. Three ingredients – courseware, training and support – can be merged with instructor imagination, energy and practical goals to create enhanced learning situations and materials.

Not every instructor will choose to, or need to, complete all the stages of training. The clear structure of the LearnIT2teach training program provides clearly defined exit options that can accommodate participants' aptitudes, attitudes and workplace requirements.

To request a face-to-face Stage One training session for your language training instructors, you may call (toll free) 1(855) 522-2221, e-mail admin@learnit2teach.ca, or send a request at the learnit2teach.ca portal using the link http://learnit2teach.ca/wpnew/contact/.

6.1.1 Challenges of Instructor Training

In response to our participant surveys, instructors often mention time as an obstacle to participating in professional development and training activities. The LearnIT2teach Stage 1 training requires just two hours in a face-to-face setting. The mentoring team endeavors to respond promptly to any issues raised by participants.

Administrators face some complex decisions related to technical innovation including issues of staff coverage, scheduling training events and locating an appropriate computer facility. To accommodate smaller centres and those without access to larger computer rooms, LearnIT2teach leverages national, regional and affiliate TESL association conferences as a delivery venue for Stage 1.

LearnIT2teach offers a set of technical support documents on the learnit2teach.ca portal Support link. In many cases, the Stage 1 live training sessions require technical support from the local service staff. Commonly identified issues include: obsolete workstations, restricted learner access to web resources and out-of-date browsers or plug-ins. The LearnIT2teach staff reaches out to identify any of these issues in advance of any Stage 1 sessions. Furthermore, the portal's Frequently Asked Questions link and the Browser Check can help troubleshoot issues with computer labs.

The LearnIT2teach team also supplies trainers and mentors throughout the training. As three of the four stages are online, the tedious process of locating a training facility has been significantly reduced.

6.2 ASSOCIATED PROFESSIONAL DEVELOPMENT OPTIONS

There is a wealth of related technologies and instructional methods on the Internet. In addition to traditional conferences, online conferences, podcasts, courses, professional blogs and e-newsletters represent real opportunities for professional growth. An example of an excellent, relevant online resource is Moodle.org, a popular international web space for developers and users of Moodle, and the learning management system for LearnIT2teach. Motivated participants can mine deeper into the functionality and pedagogy of Moodle and apply this knowledge to their courseware.

Updates on current professional development opportunities can be found in the project's e-newsletter, ESL LINC digital news! Participants are automatically subscribed. For more details see the link in Appendix A14.

The notion of online professional communities for instructors and learners has become extremely popular over the past decade. Communities such as WebHeads in Action, Classroom 2.0 and Merlot use web pages, blogs, forums, archives, synchronous chats, voice and web camera collaboration tools to enable authentic communication and build learning communities.

A list of suggested PD options can be found in Appendix A2 of this document.

6.2.1 Tutela and Professional Development

CIC's national repository, Tutela, offers professional development options for language instructors across Canada. Tutela.ca provides videoconferencing rooms, webinars, conference announcements, screen casting demonstrations and an archive of articles and practical lessons. This is a valuable new resource for language educators and policy makers across Canada.

7. TECHNOLOGY STANDARDS & LEARNIT2TEACH

Three international organizations provide guidelines to encourage constructive use and adaptation of technology in education. The International Society for Technology in Education (ISTE), Teachers of English to Speakers of Other Languages (TESOL), and the United Nations Educational, Scientific and Cultural Organization (UNESCO), have each produced international technology standards for education. The ISTE, UNESCO and TESOL documents are a wide-ranging mixture of standards for success, performance indicators and essential conditions for instructors, learners and administrators. There are links to the documents in Appendix A14 of this manual and in the Support section on the learnit2teach.org portal.

This section provides a brief overview of these international standards, as well as links to supplementary documents that will help support the development of effective digital learning. By understanding and implementing the internationally identified essential conditions for effective e-learning, language training program administrators can promote the effective integration of technology in their centres.

UNSECO Information and Communications Technology (ICT) Competency Standards
The overall ambition of the UNSECO ICT Competency Standards for Teachers project is to improve teachers' practice in all aspects of their work, combining ICT skills with innovations in pedagogy, curriculum and school organization. Specifically, it is aimed at teachers' use of ICT skills and resources to improve their instruction, and applying peer collaboration to become innovation leaders in their institutions. On the whole, the objective of the project is to contribute to a higher quality education system.

ISTE's National Educational Technology Standards (NETS)
The goal of the NETS is to transform how learners learn and how teachers teach. The NETS are a combination of skills required for learners to be competitive and successful in an international and digital world. They blend educational technology standards across all educational curricula, and address learning and teaching across entire educational systems and at all learner levels. The NETS are used for technology planning and curriculum development across primary and secondary school settings.

TESOL Technology Standards
The focus of the TESOL Technology Standards is the application of technology by English as a Second or Foreign Language instructors, instructor trainers and administrators in educational settings. These standards were developed to be appropriate for English language learning teachers and learners independent of geography or proficiency. They are an extension of the U.S.A.'s National Educational Technology Standards Project.

7.1 ESSENTIAL CONDITIONS FOR LEVERAGING TECHNOLOGY FOR BLENDED LEARNING

Based on careful consideration of the above standards, our team proposes eight essential conditions for language training program administrators to consider as they move ahead with implementing blended learning in their centres.

1. SHARED VISION

Administrators should promote the development of a shared vision of technology integration for their centre, which encompasses all stakeholders: instructors, learners, administrators and funding agents.

2. EQUITABLE ACCESS

All instructors and learners must have equal access to appropriate current software, networks, hardware and Internet resources, including access in a central computer lab or wireless Internet access or single workstations in the classrooms. Access also includes scheduling: both open access periods and scheduled class sessions in a computer lab are important considerations.

3. ONGOING PROFESSIONAL DEVELOPMENT

Ongoing professional development and training is a crucial ingredient in creating a successful transformation in education. Educators' skills can be advanced through face-to-face workshops, manuals, just-in-time learning, online mentorships and an ongoing training scheme that allows them to grow and learn along with their peers and their learners.

4. TECHNICAL SUPPORT

Developing support for education technology may be a challenge to administrators during periods of cutbacks. However, timely technical support is important for the stability of the teaching-learning environment and for maintaining a quality blended learning language training program at a centre. Sound administration and planning are required to support the use of learning technologies, including the maintenance of software, hardware and networking.

5. LEARNING COMMUNITIES

Establishing and promoting learning communities within the settlement language community empowers instructors and their learners to discover, master and improve blended learning opportunities. Strong communities can develop through social media and face-to-face workshops. Check out www.classroom20.com to learn more about the potential of communities of practice in education.

6. EMPOWERED LEADERSHIP

Administrators may appoint and empower a leader of educational technology at the instructor level. Empowered leaders may be supported by joining an online community of practice or be funded to attend traditional conferences. These instructors can make a positive difference in how educational technologies are used in program delivery.

7. APPROPRIATE FUNDING

Obtaining ongoing and adequate funding to support educational technology infrastructure, support and resources is critical.

8. ASSESSING OF THE STATE OF EDUCATIONAL TECHNOLOGY IN YOUR CENTRE

Technology is changing rapidly. It is essential for all stakeholders to appraise the combination of training, technology, support and their relation to learning outcomes at the centre.

A summary sheet of these essential conditions can be found in Appendix A4.

7.2 HOW LEARNIT2TEACH ASSISTS WITH THE ESSENTIAL CONDITIONS

The following list describes how the LearnIT2teach Project provides timely support for the essential conditions described in the list above:

1. SHARED VISION

Involving all of the centre's stakeholders in creating a vision statement for educational technology may seem like a lot of work. But it is important, as the vision statement is a foundation that can be used to apply for funding, guide professional development, and ensure that all of the stakeholders reflect on educational technology in all activities at the centre. The vision statement should be based on the centre's own mission statement.

2. EQUITABLE ACCESS

The courseware provides a web based, language training service that is available anywhere and anytime to language training professionals and learners. Since there are no fees, The LearnIT2each Project offers equitable access within and beyond the school walls.

3. ONGOING PROFESSIONAL DEVELOPMENT AND TRAINING

LearnIT2teach provides important tools and pre-conditions to support blended learning in language training centres, including four stages of instructor training bolstered by mentorships, face-to-face sessions, online animations, help files and just-in-time support. In addition, administrator training is available. As detailed in Section 6, our continuous professional development and training provides ESL instructors with resources to assure success in their classrooms.

4. TECHNICAL SUPPORT

Section 10 of this manual details a selection of technical assistance strategies, which are available on the learnit2teach portal (or Tutela.ca or Settlementatwork.Org) or can be found there as links to other sites. There are checklists that centres can use to provide technical support for the management of a CALL room or individual workstations. As well, there are dozens of just-in-time learning demonstrations, digital documents and learner readiness resources that can be used for technical maintenance purposes.

5. LEARNING COMMUNITIES

The LearnIT2teach Project makes use of several types of social media in our effort to support the development of an ESL instructor community for sharing best practices and support. The portal includes links to the LearnIT2teach Twitter and Facebook spaces. The LearnIT2teach YouTube Channel and the Podomatic resource offer community citizens two more ways to participate by responding to media created for the group. Community members can upload and download learning objects and share ideas at Tutela, CIC's national repository. Tutela encourages discussion in the form of commenting and responding as well as rating learning objects. Communication is also promoted within the LearnIT2teach training and at edulinc.org, using forums, messaging, glossaries and other dedicated items such as calendars. We hope that expanding channels of communication among TESL professionals will support the further growth of an ESL teaching and learning online community of practice.

6. EMPOWERED LEADERSHIP

During the Stage One face-to-face session, instructors demonstrate their aptitude for blended use of technology. There are three follow up stages available if the instructor decides to proceed. Our mentors can provide suggestions for identifying exceptional educational technology instructors from your centre.

7. APPROPRIATE FUNDING

Administrators can use the LearnIT2teach Project (which also includes the courseware at edulinc.org) to demonstrate to funding agencies that sound educational technology is an essential component of the centre's teaching delivery.

8. ASSESSING THE STATE OF EDUCATIONAL TECHNOLOGY IN YOUR CENTRE

The project's evaluation methods, Participatory Action Research (PAR) and the Model of Evaluation of Professional Development and Training, are used to determine and articulate the success of our training. As the project evolves and more and more instructors take the training, and more learners gain access to the courseware, we will be looking deeper at the impact on teaching and learning of blended learning courseware. In addition, our future evaluation will target the state of educational technology in the language training centres. These reports can be used as a means of assessing the condition of educational technology at individual centres.

8. CONSIDERATIONS FOR IMPLEMENTATION

This section provides a short commentary on issues that may challenge all stakeholders adapting a language training centre to a blended learning model of language instruction. Administrators and staff should begin with a discussion about the challenges involved in bringing technology into the centre's teaching and learning.

8.1 LOCATING RESOURCES

Locating relevant resources for ESL CALL sessions can be time consuming and frustrating. It can be frustrating because the content, navigation and appearance or cost of web resources often changes without warning. This is disappointing to instructors and learners who have taken the time to learn these tools and incorporate them into their curricula.

Locating and using web resources can be challenging. The web resource edulinc.org, with its courseware, offers a solution. It provides relevant, adaptable, educationally sound, Canadian-focussed language training resources in a structured online learning environment, supported by instructor training. Its content is updated and alterations to the service, training or learning objects are announced on the LearnIT2teach portal, in the LearnIT2teach digital newsletter, and at face-to-face events.

8.2 LEARNING RESOURCES

Websites that are bookmarked (called "Favorites" on MS Explorer) on workstation browsers at your centre – such as SpellingCity, BBC Learning English or NFB Canada Education – are sometimes useful resources. However, the bookmark list on the browsers at a centre can become confusing to most of the users. Instructors or learners bookmark websites for immediate requirements, and over time the reason for saving the bookmarks is forgotten. A long list of bookmarks will continue to grow until someone resets or revises these bookmarked links.

Usually the result is that each workstation has a different bookmarks menu in a dissimilar sequence. Instructors rarely have time to sort through these bookmarks to determine if they are useful for ESL lessons. In addition, they would require dedicated time to classify activities by CLB or LINC levels.

The activities at edulinc.org are matched to LINC levels. All learning objects contained within the LINC courseware complement activities in the LINC Classroom Activities Books that align to the CLB levels. Making the LINC courseware the fundamental CALL resource for a language training centre provides instructors and learners with a reliable set of activities to use in the computer room.

LearnIT2teach offers four stages of professional development training for instructors starting at Stage 2. Trainees are able to put the courseware to work with their learners after Stage 1, a face to face lab session with a project trainer and a short introdutcion to Stage 2, online and also

mentored by a project trainer. Instructors enrolled in LearnIT2teach training can manipulate the courseware to accommodate the needs of their learners. They can even lend their expertise to colleagues at the centre. Hyperlinks to relevant resources for each class can easily be added to the courseware and archived for future use.

Further training support is offered at the LearnIT2teach portal through an extensive Support page which includes demonstration animations, PDF instruction sheets, slideshows and interactive simulations for instructors to learn new skills or use as help files.

8.3 RESOURCE SHARING

Digital resource sharing between instructors should be stress-free with the availability of shared network drives, USB Flash drives and email. However, this is not the case at most centres, as it takes a great deal of planning, discipline and work to ensure that instructors are sharing resources appropriately. Sharing digital resources efficiently requires a reliable shared drive and a coordinated system to store files.

Maintaining a local server with a shared drive for instructor materials is time consuming. Tasks include planning the folder layout as it relates to levels, subjects, and a myriad of additional delineations such as administrative, archives, rich media, miscellaneous, surveys and others.

Sharing resources between language educators is one of the functions offered by Tutela, the new national repository for ESL/ EFL professionals. Launched in 2012, Tutela is a community-driven sharing centre for relevant settlement language training materials from instructors across Canada. Tutela can eliminate time-consuming searches for learning activities because resources are tagged with the appropriate CLB level and language skill.

8.4 SUSTAINABILITY

Sustainability of learning materials is an ongoing issue at all schools. Digital files may be mistakenly deleted, or archived and forgotten. Paper lessons and worksheets are stored in common file cabinets, borrowed, photocopied and the originals often misplaced.

Organization is a key factor in sustainability. At edulinc.org, all essential learning objects are backed up and stored on a file directory. As well, the Tutela repository, the Settlementatwork wiki and the LearnIT2teach portal also house full replications of the LINC learning objects.

In addition, the learning objects have been created using the International Sharable Content Object Reference Model (SCORM) international standard for online learning. This increases the sustainability of the learning objects since they can be added to any learning or content management system that adheres to international E-learning standards.

8.5 LINC LEVEL 1

LINC/CLB 1 learning objects and courseware will be available during the 2014-15 fiscal year. Although many learners at this CLB level may be challenged to use these resources independently, feedback from teachers in our training have indicated these will be especially useful during blended computer lab sessions.

8.6 CREATING CONTENT

Instructors prepare lessons based on the resources that are LINC relevant and provided by the centre. Some instructors prefer to prepare original learning materials to suit the needs of their classes. In the blended mode, instructors can use digital content prepared by providers such as LearnIT2teach. Industrious instructors may aspire to generate or customize their edulinc.org courses to further enhance learning opportunities for their learners. For example, by adding local community content or links that build on a topic.

The LearnIT2teach Project provides two stages of training and support for these instructors. Stages 2 and 3 permit instructors to manipulate the Moodle LMS to customize the courseware by adding new activities and using functions to improve communication and manage learning. A list of these enhancements is detailed in Appendix A3.

Stage 4 trains instructors to create and share original learning objects and e-activities. Learning objects can be interactive, recycled and include multimedia elements. They also report activity and performance to learning management systems. Some instructors find it very motivating to create learning materials that can be reused and placed in a repository for long-term sharing.

8.7 UPGRADES

Conventional CALL computer labs require upgrades to the hardware, the network and the software on a continual basis. Upgrading technology can be expensive. Many upgrades are free patches or add-ons but some, such as upgrades to new versions of operating systems or word processors, are costly. In addition to upgrading the software, training may be necessary to ensure that instructors and learners can adjust seamlessly to the changes.

Many contemporary software vendors provide support files and even videos at their corporate sites. It may be useful to locate these and direct instructors to them as a means of fast-tracking the upgrade. A more comprehensive approach would include face-to-face sessions to introduce new features and strategies for transferring older files into the new version.

The LearnIT2teach Project will provide a customized set of training for any upgrades to the learning management system or the courseware.

8.8 BRANDING

If your centre chooses to create a customized version of the learning management system or the LINC courseware or to brand it with your logo, colour scheme and other corporate information, you will require a private or independent service. Branding takes some experimentation with Moodle themes or templates. Moodle themes can be located within the Moodle.org site or at a variety of independent vendors. These vendors offer Moodle templates, free of charge, but will customize a template for your centre at a cost.

8.9 INFORMATION DISSEMINATION

Information about computer-assisted language learning and teaching is available on Internet sites, in blog postings, in professional journals and at live conferences. Most of these CALL articles, workshops, tweets and blogs are targeted at general audiences. The newcomer client is distinct and language training instructors need CALL strategies that relate to their daily teaching context.

The LearnIT2teach Project provides relevant information about blended learning in the ESL classroom through a variety of means, for example, a digital newsletter with links to current articles, resources, community events and employment postings. In addition, this project produces podcasts featuring ESL-connected strategies and examples. Current information is micro-blogged through the LearnIT2teach Twitter account. Recent tweets are automatically posted at the LearnIT2teach portal. Throughout the year, the team facilitates face-to-face workshops and presentations at the at regional and affiliate TESL conferences and at settlement language training sites. We are committed to publishing research and project information in newsletters, magazines and journals. This communication is centralized at our LearnIT2teach portal—a “village square” for our shared community of learning.

8.10 INAPPROPRIATE CONTENT

Inappropriate content and communication is a concern for all stakeholders associated with a networked computer room. Inappropriate content usually arrives from outside sources such as websites, blogs, tweets and countless other media. This may prompt managers to simply disconnect the Internet from their computer rooms. However, with the availability of fantastic online language learning opportunities and the importance of digital literacy in Canadian society, this option is not practical.

Using a web proxy to block inappropriate websites is one solution. Creating garden-gated learning communities is another. Instructors can direct learners to their courseware, and regulate navigation options (for example, creating a link to TeacherTube rather than YouTube). This assures the instructor that when the learners complete their assigned task, they will not select an unrelated video and get off-course, as they could in YouTube. TeacherTube approves all videos to ensure that all content is educational and not simply 'entertainment'.

8.11 DESIGNATED BLENDED LEARNING SPECIALIST

If an instructor demonstrates aptitude, energy and a desire to improve the use of learning technologies at a centre, it makes sense to reward and encourage the instructor on this path. While unfortunately there may not be designated funds for technical facilitators, individuals who champion educational technology may do this because of their respect for the potential of CALL. Rewarding these champions for their extra effort and skill could take the form of sponsorship for professional development events or formal recognition among their peers.

8.12 INSTRUCTOR/INSTRUCTOR BUY-IN

There are many factors that can sway opinion towards or against the concept of fully adopting blended learning at a settlement language training centre. The key is to focus on how the blended method enhances learning without placing an additional burden on the instructors. Testimonials from instructors using the courseware successfully bring a human face to the venture and may inspire other instructors.

Additionally, the benefits to the instructors can be explained in a Stage One workshop at a centre. A few of the benefits are:

- Activities that are an extension of the LINC Classroom Activities Books
- Courseware that is ready-made
- Multimedia mode
- Self-paced activities
- A grade book recording individual scores
- Reporting of learner activity
- Instructor control of content – visibility/ access
- Canadian Language Benchmarks – and LINC-rated learning objects
- Social constructivist activities – wikis

- Asynchronous, written discussions – forums
- Learner-friendly and ESL-relevant polls
- Free training for educational technology
- Access from home if absent from a class
- Ability to print most activities
- Relevant LINC Guidelines on each course
- Relevant Classroom Activities section on each course
- Digital glossary for each theme
- Expanded communication between learners and instructor
- Calendar for organisation and announcements

There are additional considerations for stakeholders in relation to implementing The LearnIT2teach Project at a language training centre. Our support personnel, who can be reached at our portal, can assist with questions related to this project (blogs, multilevel courseware, selective release, structured speaking activities outside of class, gamification in Stage 3, activity tracking, etc.).

9. PRIVATE HOSTING OF A LOCAL LMS

Language training centres can access the courseware from the central edulinc.org server. As an organization evolves its blended teaching approach, it may consider setting up its own locally hosted instance of the LMS Moodle and a separate instance (copy) of the courseware. There are at least five possible benefits of this, including reporting, privacy, security, data rate and branding of the courseware. A complete duplicate of the courseware can be requested from the LearnIT2teach team. This copy can be hosted from a local or commercial server of your choice. All of the courseware will eventually be shared using the Tutela repository.

9.1 WHY GO PRIVATE?

REPORTING: The Moodle learning management system can generate a large number of reports that would be of interest to language program administrators making decisions related to online teaching resources. For example, specific and global usage reports can be generated about learners, instructors, courses, activity types, specific activities, etc. There is limited access for settlement language training service providers to this data at edulinc.org site. Program managers at Service Provider Organizations (SPOs) would have full disclosure if they hosted their own LMS.

CONFIDENTIALITY: All of the data, including learner names, access tracking records and grades, is firmly within the control of your organization.

SECURITY: Administrators, instructors and learners may feel that a privately hosted LMS offers additional security since fewer users have access to it. Security is quite a complex matter, and advice from many sources should be sought to ensure that your service is secure.

SPEED (DATA RATE): The speed of access, uploads, downloads and refreshing are determined by your organization's policies around internal computer access schedules and external access access policies, such as home access for instructors and learners. Slow access times can adversely affect a lesson or the face validity of a CALL room. When there are fewer users in an individual centre, data rates may be increased.

BRANDING: The LMS Moodle, offers a variety of template options. An institution can customize a template to create a look and feel that reflects their centre.

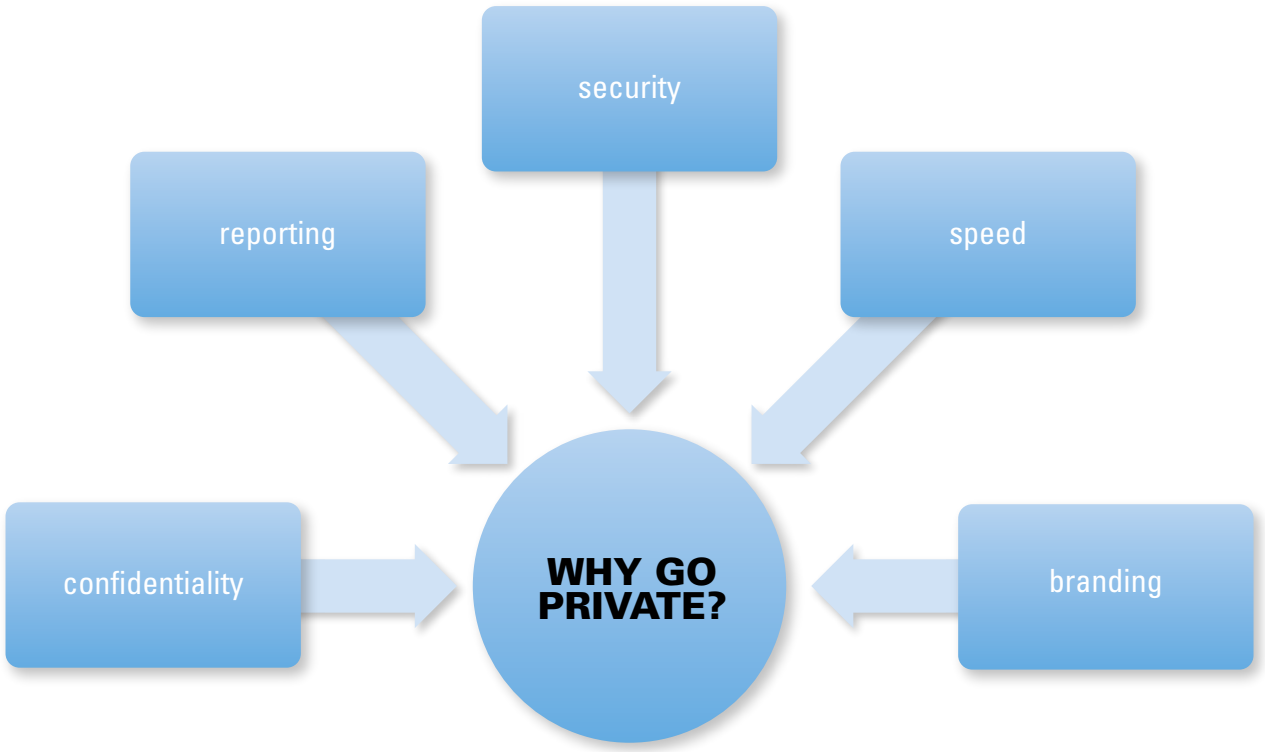


FIGURE 8 reasons for a local LMS installation

9.2 HOSTING OPTIONS

LOCAL SERVER: This is the most complicated option. A server must be acquired and connected to the Internet. It will have to be configured with elements such as web server software (e.g. Apache), a database (e.g. MySQL) and the PHP scripting language. As well, the network must be linked with a wireless router or connected with cables to the school's workstations. All this will require a network specialist. Although there are reliable guides to support a local server option, every instance is slightly different due to hardware, operating system and network configuration. After the server is established, your centre will have to set up Moodle. Servicing any problems will require an available technician skilled with Moodle installations.

MOODLE HOSTING SERVICES: The second hosting option is using a Moodle Hosting Service, such as Moodle Rooms, Lambda Solutions, Remote Learning Canada, Oohoo.biz and Embanet. Moodle is installed and maintained for your organization in a fully serviced and secure environment. The cost is higher than a remote service provider option, but the issues of security, accounts, data protection and servicing problems are

taken care of by the host. There are varying degrees of service levels available at all of these hosts.

REMOTE SERVICE PROVIDER: The third hosting option is the Internet Service Provider. There are countless examples of this type of hosting service. Site Ground, Canadian Web Hosting and Web Hosting Canada are examples. This less expensive hosting option presents a menu of different service agreements. Most of them offer Moodle capability through basic networking tools such as Fantastico. This software is quite easy to use, especially as there are user-friendly video tutorials.

9.3 COURSEWARE INSTALLATION

Once your Moodle LMS is set up and working, you can choose to install the courseware on the server. The LearnIT2teach team will provide the files and step-by-step instructions for this process, either through download from our web site or via the Tutela repository. The LINC courseware Request form is located in Appendix A13 of this document. At this time, the courseware requires Moodle 2.5 or later. Additional (non-standard) plug-ins and modules are required to migrate non-standard Moodle activities.

9.4 CONSIDERATIONS FOR LEARNING MANAGEMENT SYSTEM ADMINISTRATION

Administrators of language training programs might want to consider the following issues before commencing with a private LMS.

THEME/BRANDING WEBSITES such as ThemZa offer professional Moodle themes with video installation tutorials that can have your organization brand on the LINC courseware. Although the template is often complementary, getting specific functions of the template to work perfectly takes some expertise. While the results can be impressive, the primary motive behind free templates is to entice the user into a web-hosting contract.

ROLES in the LMS include: Guest, Student, Non-Editing teacher, Teacher, Course Creator, Manager, and Administrator. The settlement language training centre administrator, along with their educational technology team, must decide on the assignment of technical rights within these roles. How instructors achieve more advanced roles must also be defined. The LearnIT2teach training model can be used to help make this decision.

ACCESSIBILITY is an important issue for instructors and learners. During off-peak times, instructors can prepare lessons after school hours or from home. Learners can use 24-hour access to view or submit tasks or assignments. A centre can choose limited access through scheduling to save Internet costs.

USER MANAGEMENT is important at a language training centre as learners move upwards through language proficiency levels. To complicate this situation, continuous intake necessitates continually adding learners to the LMS. The decision must be made whether to allow individual instructors to add and delete

learners from their courses, or to appoint a central user-manager to control the flow of learners in and through the system.

COURSE MANAGEMENT involves many issues. Courses are created, customized, archived, downloaded, deployed and reassigned. Definitive policies on course quality assurance, as well as storage, must be considered.

FILE MANAGEMENT includes four issues that should be considered: permitted file types, folder structure, file backup and file-naming conventions. Managing files properly will improve reusability of content.

MONITORING USER ACTIVITY can help with security and identify areas of the courseware that are underutilized or are producing undesired results such as erroneous reporting. An instructor or technician should be assigned to identify any problematic issues.

MODULES OR PLUGINS add functionality to a Moodle LMS. However, they are also created by third party vendors, creating a reliability factor. Moodle offers hundreds of third party enhancements to the main product, with this risk. Tempting examples are thumbnail images lists, a slideshow, a Flashcard glossary or an analogue clock. It is always good practice to install these on a test site before installing on a live site.

VERSION UPGRADES are far too frequent with Moodle. The timing of your upgrades is critical to the smooth running of your courseware, and it will take a lot of reading and consulting with others in the Moodle community to determine when upgrades are best for your centre.

SECURITY settings within the LMS must be clearly articulated to protect the privacy of all users as well as the data on the LMS.

SYSTEM SETTINGS reflect the structure of the institution and the requirements of the curriculum. These must be discussed and made into policy, since they have a great influence on security and the integrity of the courseware.

BACK UP AND RESTORE features allow a course to be copied and archived. A course can be immediately duplicated for another instructor or class. Back up and restore can also be applied to individual or multiple elements in a course for sharing to other courses. The administrator must assign responsibility for the back up function to ensure that, if a data failure occurs, there is a recent back up of the course and the learner records.

MOODLE.ORG is a global community of Moodle learning management system developers and users. Administrators and instructors can access technical and pedagogical support at this site. We recommend that all stakeholders, including learners, be invited to participate in this community.

10. CALL / LINC LAB MANAGEMENT

Settlement language training centres have varying states of computer hardware, software and network availability or capability. Depending on funding, internal support and existing facilities, each centre is unique, so there are no "one size fits all" CALL policies and lab procedures for language training centres. In this section, we suggest ways to make your CALL room more manageable through checklists. These check lists are a summary of best practices from experts in the field and our experience training in language training centres. As well, we provide checklists in the Appendix to help your centre maintain its computers and promote effective blended learning.

It must be noted that some centres may not have a computer room–they may have computers throughout the school. These suggestions, therefore, apply generally to both situations.

10.1 CHECKLISTS

Checklists are very effective at helping to manage technical resources. They can be used for inventory and planning purposes, but are most important for maintenance in the computer room. The checklists provided in the appendix can be edited to suit the requirements of your centre.

10.2 MAINTENANCE

In Appendix A5, you'll find a Maintenance checklist. It can be reformatted with your centre's logo and sent to a technician or a designated staff member for action. Elements can be discussed in terms of their timeliness. Some items might be checked monthly and some might be checked at the end of a term. The details depend on your staff and your present computer configuration. Maintenance serves three purposes. It ensures that as many workstations are up and running for teaching and learning as possible, helps maintain a positive face validity of CALL with the staff and the learners, and ensures that an accurate inventory is documented for budget and planning purposes.

10.3 COURSEWARE ACCESSIBILITY

The LearnIT2teach Browser Check (at **http://learnit2teach.ca/btpage/browser-test.html**) provides an instant means of checking all of the key browser plug-ins and system add-ons for computers attempting to run the courseware. On each computer, the designated staff member can surf to the provided web address. A report appears that identifies the web browser and version, cookies settings, Java plug-in, Pop Up Blocker, media players such as Adobe Flash Player, and screen resolution. The page also has links that will allow the staff member to easily update plug-ins, such as downloading missing or outdated software. The web browser standards established by the LearnIT2teach team will ensure that your centre's computers are up-to-date and will be able to run most online learning resources.

10.4 COMPUTER ROOM LAYOUT CONSIDERATIONS

The physical space in which the computers reside can affect the success of blended language teaching. Room temperature, sightlines, workstation proximity, lighting and environmental noise can interfere with learner comfort and learning. Whether the administrator has inherited a CALL room or is establishing one, it is a good idea to solicit instructor, learner and professional advice on the computer room's physical conditions. The checklist, Appendix A6, provides a listing of considerations for the CALL lab. Actions such as changing the window coverings to admit natural light into the room can make a difference in the perception of CALL activities for learners and instructors.

10.5 NETWORK BANDWIDTH

Establishing a baseline or average Internet speed for computers in the CALL room allows you to determine whether the network connection is being compromised from an external source. Benchmarking your Internet speed or bandwidth serves several purposes. If the bandwidth is degraded over a long period, you can use the numbers to give your request more reliability when notifying the Internet host. You can identify peaks and valleys in Internet speed and inform instructors of these so they can schedule their activities accordingly. Online resources such as bandwidthplace or Primus Speedtest provide free metering. Instructors or a nominated CALL person can use the checklist Appendix A7 to monitor bandwidth speed at your centre.

10.6 PROJECTION

The data projector is a very important device when teaching in a blended mode. Instructors use it to introduce, clarify and demonstrate concepts. Without it, learners might have to gather around a single workstation to view a demonstration of a technique. The projection lamp usually determines the health of a projector. These often cost over $150, so it is important to care for the entire unit, ensuring that the bulb is not broken in an accidental drop, overheated or left on for no reason. Additional considerations include mounting, reducing brightness and managing projection time.

If your projector is in a protective case and is signed out by instructors from a central resource locker, it should be assigned to a permanent location. The projector mount should be affixed to a ceiling to lessen the handling of the unit. This will give the projector and lamps longer lifetimes.

To increase the lamp's lifetime, ensure that the room is cleaned and dusted on a regular basis. Dust in the projector's filter can cause overheating. Clean the projector's air filter every three months by simply running the filter under a tap.

Set the operating mode to economy or eighty percent of brightness. The projection will not be as vivid but the lamp will last approximately fifty percent longer. Ensure that the instructors use the remote control to turn the projector off or put it in standby mode when the projection is not required. An instructor may use the checklist Appendix A8 to help with a projector's condition and quality.

10.7 SCHEDULING AND RULES

A schedule and the rules of the computer lab should be posted outside the computer room. The rules should also be posted in a clear space inside of the room. Signage prevents misunderstanding as well as providing instructors with a tangible regulation of behavior in the computer room. It is important that all instructors are included in constructing these rules. A sample list of computer rules is located in Appendix A9.

10.8 TRAINING

All instructors should be trained on issues related to the computer room–such as upgrades, software acquisitions and recently discovered Internet sources. Training sessions also offer the opportunity for instructors to discuss 'pain points' and share best practices. There are several types of training possible with CALL. Online websites offer training through animated tutorials or videos. Skilled instructors can locate and share these resources. There are dozens of free, online conferences related to CALL each year. TESL Canada and its regional and local affiliates offer face-to-face CALL workshops. Many of these workshops can be viewed through the TESL Ontario webcasts and the presenters' handouts can be downloaded.

As a result of training, instructors will become aware of the importance of managing a computer room and the learning experience in blended situations.

10.9 DESKTOP

Desktop management is usually a technician's responsibility. One item that is often ignored or left to a non-teaching technician is the layout of the software items on the desktop or in the Start menu. It is a good practice to solicit instructors' and learners' opinions on this. Many of the Start menu items a technician may deem to be important have no relevance to language learning; these items can be hidden or removed. It is a good idea to group software into consistent and logical blocks and then alphabetize all of the items in the menu. Again, it is important to involve the instructors in this process. Once the workstation desktop is approved the technician should lock it, so that each time a learner sits at any workstation in the computer room there is a consistent organization.

10.10 INTERNET RESOURCES

Instructors and learners often find Internet resources and set them as favorites or bookmarks on one workstation. To ensure that all of the good relevant links are available to all instructors and learners, appoint a volunteer to create a basic webpage with links. This webpage can include all of the links grouped by language proficiency level, and can be easily accessed by all workstations through an Internet shortcut link on the desktop. The webpage can be updated on a regular interval to keep it current and interesting.

10.11 PRINTERS

Printers often require attention at the most inopportune times for an instructor. Issues are usually a lack of toner, a lack of paper, a paper jam or a looping print job. A set of instructions available at the printer with step-by-step instructions to resolve any of these problems can prevent panic and a degraded learning experience. Computer room supplies should be easy to access.

10.12 SERVER

Servers may be situated in remote locations at a board office, in a service provider's location, or even in the same room as the learner computers. Technical staff or contractors often maintain servers. It is recommended that IT professionals care for your server. Instructors can assist by keeping their class folders on the servers organized and current.

10.13 INTERNET SAFETY

In any educational situation using the Internet, there are the issues of inappropriate content and contact. Learners, instructors and staff at language training centres should be instructed on the dangers of the World Wide Web. Inquire at your central administration about the Internet Safety policy for your organization. Additional information can be found easily on the Internet. Sites such as the Royal Canadian Mounted Police's, "Internet Safety Resources", **http://www.rcmp-grc.gc.ca/is-si/index-eng.htm** can provide more information if required.

Using learning management systems such as edulinc.org can prevent access to unacceptable sites by controlling the links within the course. While inside the LMS environment, learners do not have easy access to persons outside of the learning environment.

Another Internet safety measure is to advise the instructors to use approved education websites like TeacherTube, which vets all of its videos for educational appropriateness. General video sites occasionally yield inappropriate results (which might offend some learners). Your centre can have its own Internet safety discussion and publish its own list of approved sites in the computer room.

Operating a computer room can be a complex balancing act, requiring a knowledge of the hardware, software and online resources, and policies that create optimal conditions for learning and teaching. Having an E-learning or CALL specialist as well as your technical support will provide the best possible situation.

11. GETTING STARTED

1. WHERE DO I BEGIN?

View the LearnIT2teach portal, with your instructors if possible.

It is a good idea to contact the LearnIT2teach team through email (**admin@learnit2teach.ca**) to arrange a Stage One training session. Appoint a technical contact from your centre so that our training team can be certain that your computers are suitable for the LearnIT2teach training session. This contact could be a technically savvy instructor who is familiar with your computer room.

2. WHAT ARE THE MINIMUM RESOURCES TO GET STARTED?

A standard language centre computer lab is normally acceptable. Training for Stage One requires a computer room, ideally with at least ten working learner computers and one instructor workstation. It is essential that the computers be connected to the Internet. Our team will assist your designated technical person to fine-tune your computer settings so that they meet our standards.

The language instructors attending our session should have basic Internet and computer skills. These skills include basic keyboarding, navigating on the desktop and using a web browser. They should also have a valid email address.

3. HOW MUCH WOULD IT COST MY PROGRAM?

There are no costs for CIC-funded programs. Our trainers will deliver training at your centre. The same trainers provide free mentoring services to instructors who go on to the subsequent stages of training. Instructors can even earn a Post-TESL Certificate Training accreditation from TESL Ontario without having to pay for the training. These services are free, subject to government funding.

4. WHAT ARE SOME REALISTIC TIMELINES THAT I SHOULD BE CONSIDERING?

Timelines are flexible with this program. It may take a few months between the first contact and the actual delivery of Stage One; however, sometimes we can accommodate requests for Stage 1 events on short notice. All of the succeeding stages are voluntary and are dependent on the motivation of individual instructors. After attending a Stage 1 workshop, teachers have immediate online access to a Pre-Stage 2 training. Teachers can finish this in about three hours. After successfully completing Pre-Stage 2, they can request their own LINC courseware (with accounts for their students) and they will be enrolled in Stage 2. This Stage takes a minimum of one month and maximum of four months to complete. These same time time frames also apply to Stages 3 and 4.

5. SHOULD ALL OF THE INSTRUCTORS COMPLETE ALL OF THE STAGES?

Not all instructors will need or want to complete the four stages, as by the end of Pre-stage 2 they are already able to use the courseware with their learners. It is recommended that a centre using the edulinc courses ensure that all instructors participate in Stage One so they can understand the basics of the system. A centre will increase their success using this resource if a few instructors complete Stage 3 and can help other instructors customize courses and act as experts at the centre.

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13. APPENDIX

A1 – GLOSSARY

The LearnIT2teach professional development support system and learner courseware use contemporary technologies and innovative practices. This glossary is here to assist administrators who are unfamiliar with computer-assisted language learning or blended learning. The glossary is also available online at **http://learnit2teach.ca/wpnew/support/glossary-of-terms/**

AUTHORING SOFTWARE: A type of computer program that allows instructors to create their own web content, such as interactive ESL exercises.

BLENDED LEARNING: The use of both face-to-face and networked IT resources for teaching and learning. (Also called hybrid learning.)

BLOG: A web or online journal that is normally broadcast to a global audience.

CALL: An acronym for computer-assisted language learning. Other terms that may be substituted for CALL in publications include CAL (computer-aided learning), CAI (computer-aided Instruction), and TELL (technology-enhanced language learning).

CANADIAN LANGUAGE BENCHMARKS (CLB): The national standards used in Canada for describing, measuring and recognizing the English language proficiency of adult immigrants and prospective immigrants for living and working in Canada.

CHOICE: A LINC courseware "choice" is the term used for an electronic poll.

CLASSROOM 2.0: An online community of practice with a focus on educational technology and teaching.

COP: Community of Practice.

COOKIE: A small file that a website puts on your computer hard drive to notify the site when you use it. Cookies can also be used to keep site statistics and track web activity.

COURSE (MOODLE): A Moodle course is a collection of learning opportunities in a virtual classroom that can be used to deliver a collection of supplementary materials.

COURSEWARE: A term that combines the words 'course' with 'software'. LINC Courseware is software that is used to support formal settlement language learning.

CREATIVE COMMONS: A system of copyright licensing that allows content creators to share their work using a flexible range of protections and freedoms.

EDITING TEACHER: An instructor who has started Stage 3 of the LearnIT2teach program. Editing teachers have the ability to edit most elements of ESL courses and adapt them for their own applications.

FLASH: An Adobe development tool used to create sophisticated multimedia animations or interactive content such as games for Internet delivery.

FORUM: A digital space for discussing issues or reacting to instructor prompts or questions.

FORUM THREAD: A series of related keyed-in responses to a forum prompt.

HOT POTATOES: A suite of authoring tools for creating interactive quizzes for language learners.

HYBRID LEARNING: The employment of both face-to-face and digital networked resources for teaching and learning. (Also called blended learning.)

INTERNET TOOLS: Web based tools such as blogs, wikis, social networking tools, and open-source learning management systems such as Moodle.

JAVASCRIPT: A scripting language used to make web resources more interactive.

LEARNING MANAGEMENT SYSTEM: A virtual classroom that is used for developing and delivering structured online learning. *(Also referred to as LMS.)*

LEARNING OBJECTS: A collection of digital content items or assets (for example, images, interactive quizzes, text, video, audio, etc) that are based on a single learning objective and combined into one unit. Learning objects are typically modular, reusable and granular. (Granular as to break the learning into its smallest parts.)

LINC: The Language Instruction for Newcomers to Canada (LINC). This federally-funded program provides free English settlement language courses to adult permanent residents.

LINC CLASSROOM ACTIVITIES BOOKS: Print and electronic activities for LINC teachers and students across Ontario. These resources were developed by the Toronto Catholic District School Board and Algonquin College for LINC teachers and students. These resources were created with funding from Citizenship and Immigration Canada (Ontario Region).

LINC COURSEWARE: Software developed using Moodle for the LINC community and used to support formal language learning at edulinc.org or on any compatible Moodle site.

LINC LEARNING OBJECTS: SCORM compliant digital learning opportunities that complement the LINC Activities books. These resources are embedded in the LINC courseware or they can be downloaded individually from Tutela.ca.

MERLOT: Multimedia Educational Resource for Learning and Online Teaching is a repository and a learning community of practice.

LMS: An acronym for Learning Management System. (defintion above)

MOODLE: An open-source learning management system. The LearnIT2teach program currently uses Moodle to deliver digital learning opportunities to LINC programs through edulinc.org.

MULTIMEDIA: Includes a blend of text, audio, images, animation, video, or interactivity content forms.

MYSQL: A relational database management system that allows a server to access a number of different databases.

NANOGONG: An applet that can be used to record, playback and save ones voice, on a web page. When the recording is played back the user can speed up or slow down the sound without changing it. The speeded up or slowed down version of the recorded sound can be saved to the user's hard disk.

PBL: Project-Based Learning. In PBL, usually groups of students use authentic learning materials or activities to answer a question. (This acronym is also used to identify Problem-Based Learning.)

PDF: Portable Document Format, a file format used to share documents that can be accurately displayed on any computer, encapsulating all the necessary information such as layout, fonts, and graphics.

PHP: Hypertext Preprocessor, a general-purpose scripting language used for web development.

PLUG AND PLAY: The ability of a program or device to work without any initial configuration.

REPOSITORY: A searchable website that stores collections of digital materials. Communities of practice often develop among users of a repository.

SCORM: Shareable Content Object Reference Model, a set of technical standards for e-learning software products. Specifically, SCORM governs how online learning content and Learning Management Systems (LMSs) communicate with each other.

SCREENCAST: A digital recording of computer screen output. Also known as a video screen capture, it is essentially a movie of what is happening on a computer screen, often enhanced with captions or audio narration.

SKYPE: A popular web application that allows users to synchronously communicate and make conference calls using voice, video and text.

SOCIAL BOOKMARKING: A method for people and/or organizations to store, organize and manage their favorite web resources on a public web site.

SOCIAL MEDIA: User-created video, audio, text or multimedia that are published and shared in a social environment, such as a blog, wiki or media-hosting site.

STAGES: Segments of training used within the LearnIT2teach instructor training system. There are four stages for instructors:

- Stage 1 - Introduces teachers to the project and blended learning.
- Pre-Stage 2 - Provides the basic skills teachers need to deploy the LINC courseware and begin using it with students.
- Stage 2 - Guides and supports teachers as they deploy the courseware and adapt it to their teaching context..
- Stage 3 - Enables teachers to continue deploying and customizing the courseware while using more advanced features of the LMS
- Stage 4 - Trains teachers to become e-materials developers.

TUTELA.CA: A national digital repository and community for settlement language professionals in Canada sponsored by Citizenship and Immigration Canada

TWITTER: A website that provides a social networking service and allows its users to send and receive short messages, called micro-blogs.

WIKI: Server software that allows users to freely create and edit webpage content. Wiki supports basic webpage features such as hyperlinks, text syntax and new page creation. Wikis are often used for collaborative language learning activities.

WEBHEADS IN ACTION: An international online community of practice with a focus on language teaching. (**http://learning2gether.pbworks.com**)

WORKSTATION: A single computer connected to a network.

A2 – A SAMPLE OF RELATED PROFESSIONAL DEVELOPMENT OPTIONS

Administrators may direct their instructors to the following resources to supplement instructors training in the area of CALL:

Collaborative Web Community: Moodle.org, **http://moodle.org**

Collaborative Web Community: Classroom 2.0, **http://www.classroom20.com**

Educational blogs: Nik Peachey Learning Technology, **http://nikpeachey.blogspot.com**

E-learning portal: The Centre for Learning and Performance Technologies (C4LPT), **http://c4lpt.co.uk**

Podcasts: Grammar Girl, **http://grammar.quickanddirtytips.com**

Podcasts: ESLPod, **http://www.eslpod.com**

Online conferences: Canada MoodleMoot, **http://moodlemoot.ca**

Online courses: CLB Boot Camp, **http://elearning.language.ca**

Online training modules: Information and Communications Technology for Language Teachers, **http://www.ict4lt.org**

Online tutorials: Alpha Plus Moodle, **http://alphaplus.ca/featured-technology/209-moodle-a-great-tool-for-online-training.html#**

Online video tutorials: ELT/ESL Training Videos, **http://www.teachertrainingvideos.com/**

Online video tutorials: TeacherTube, **http://bit.ly/zWeEVW**

Traditional conferences: TESL Ontario: **http://teslontario.net/conference**

Professional email newsletters: LearnIT2teach ESL LINC Digital News, **http://learnit2teach.ca/wpnew/news**

Professional email newsletters: Moodle News, **http://www.moodlenews.com**

A3 – LINC COURSEWARE AND MOODLE TRAINING OPTIONS

Once teachers enter Stage 2, they are provided with courseware to edit and deploy to students. Teachers with courseware have access to all of the available functions in the learning management system at edulinc.org. We recommend teachers first focus on the basic skills introduced in Stage 2, and later work on using the advanced features introduced in Stage 3. The following is a list of those functions found in the courseware and, where applicable, the item is supported in our training.

ACTIVITY REPORT

An activity report displays all activity in the course, sorted by topic in sequential order. Each item is shown with its type and name. (Stage 3)

An **ASSIGNMENT** enables instructors to grade and give comments on learner uploaded files and assignments created online or offline. (Stage 3)

A **STANDARD BLOCK** is a block that provides a single function within a block on a Moodle course. Examples of standard blocks are: Activities, Blog menu, Blog tags, Calendar, Course/site description, Courses, Global Search, Latest News, Logged in user, Login, Mentees block, Messages, Network servers, Online users, People, Quiz results, Random glossary entry, Recent activity, Recent blog entries, Remote RSS feeds, Search forums, Section links, Tags, and Upcoming events. (Stages 2 and 3)

BLOG

Moodle provides a personal blog or writing space available to all registered users. These blogs can be shared with other course participants or kept private. (Stages 2 and 3)

A **BLOG MENU BLOCK** is a block that provides links to locate personal blog entries or a quick link to a new blog posting. (Stage 2)

A **CALENDAR** is a digital organizer based on dates and times. The calendar can easily be made visible in any course. It allows instructors to display site, course, group and or user events in addition to assignment and quiz deadlines, chat times and other course events. (Stage 2)

CHAT ACTIVITY MODULE

The Chat activity module enables course participants to have text-based conversations in real time with other course participants. (Stage 3)

A **CHOICE** is an activity module, which provides a means to run polls, elections or general information gathering from participants in a course. (Stage 2)

COMMENTS BLOCK
The Comments block allows comments in a course within the sidebar navigation. Both learners and instructors can use it to comment back and forth; postings are time-stamped and display the poster's identity. (Stage 3)

COMPLETION TRACKING
The completion tracking feature adds check boxes next to activities and resources on the main course pages. These check boxes allow a learner to quickly see which activities he/she has and hasn't completed. (Stage 3)

CONDITIONAL RELEASE
Conditional release enables instructors to release resources and activities for their learners based on specific criteria such as date, a grade in an activity or participation. (Stage 3)

A **FOLDER MODULE** enables learners to view multiple documents. (Stage 3)

A **FILE MODULE** permits linking to internal or web based pictures, documents, spreadsheets, and audio or video files that are uploaded to the course's file directory. (Stage 2)

A **FORUM** allows participants to have asynchronous discussions with each other and the instructor while enrolled in a course. (Stages 2 and 3)

GAME ACTIVITY MODULE
The Game activity module uses a course Glossary, a Quiz or questions from the Question bank to create engaging games to help students review vocabulary and content. These games give students a score and the scores can be tracked in the course grade book. (Stage 3)

GROUPS/ GROUPINGS
Moodle groups allows instructors to assign learners to one or more groups. Groups can be on the course or at the activity level. Groupings are used to combine groups. (Stage 3)

A **HOTPOT MODULE** activity enables Hot Potatoes and TexToys quizzes, two widely used authoring tools for online language training, to be added to the LMS. (Stages 2 and 3)

An **HTML BLOCK** is flexible, and can incorporate a variety of functions in the content area. They have a standard text editor for formatting text, adding images or creating links, switching to code view and allows any valid HTML markup to be used. This enables embedding video, sounds, Flash, and other files to add unique elements to a course. (Stage 3)

A **GLOSSARY** enables participants to create and maintain a list of definitions, like a dictionary. Individual entries can include media such as images or audio. (Stages 2 and 3)

A **LABEL** can be a few displayed words or an image used to separate resources and activities in a topic section, or can be a lengthy set of instructions. (Stages 2 and 3)

MESSAGES BLOCK

The Messages block displays a list of newly-received messages, with a link to the Messages window. (Stage 3)

A **NANOGONG** activity allows learners or instructors to record directly onto Moodle web pages through an audio (recording) interface. (Stages 2 and 3)

NAVIGATION

The Navigation block appears on every page of the site. The content that appears in the navigation block depends on the role of the user, which section of the Moodle site they are in and any settings that have been applied globally.

A **PAGE MODULE** is a single, scrollable screen that an instructor creates with the Moodle HTML editor. It has most of the functionality of a normal HTML webpage. Instructors use this simple WYSYWIG [What You See Is What You Get] editor to create their pages. (Stages 2 and 3)

QUESTION BANK

All quiz questions in a course are stored in the Question bank and they can be re-used in multiple quizzes. Questions in quizzes can be selected randomly from the Questionbank. (Stage 3)

QUESTIONNAIRE

The Questionnaire activity allows teachers to survey course participants using a variety of question types, which include yes/no, selecting from a drop-down list or from radio buttons, typing in a text box, essay-type, numeric, or choosing from a rating scale. A Questionnaire activity is designed to be used for collecting information from course participants rather than for assessing them. (Stages 2 and 3)

A **QUIZ** is a test generator. Moodle provides a quiz editor that allows a variety of different quiz types such as multiple choice and cloze. (Stage 3)

A **RANDOM GLOSSARY ENTRY BLOCK** is used to display random entries from a glossary, which usually take the form of dictionary style definitions. However the flexibility of Moodle's HTML editor allows course editors to use this block for other purposes such as 'Quote of the Day' or a random picture gallery that changes each time the page is refreshed. (Stage 3)

REMOTE RSS FEEDS BLOCK

The Remote RSS feeds block displays feeds from external websites. As the information on the external site (for example, news headlines or recently-added documents) changes, the Remote RSS block updates to show the latest information. (Stage 3)

RESTRICT ACCESS

This is the section of a resource or activity settings page that teachers use to restrict access according to grades, dates, user field information, and Grouping assignment. (Stage 3)

A **SCORM** activity enables SCORM packages (learning objects) to be included as course content. The SCORM learning objects will function as an independent activity and report results to the LMS grade book. (Stages 2, 3 and 4)

URL MODULE

The URL module enables instructors to use resources from the Internet to enhance their Moodle courses. Any item available on the World Wide Web can be added to a course using the URL module, including web pages, movies, images, audio files, documents, etc. Web resources that are added to a course using the URL module can be embedded in a course page, opened in the same page or displayed in a new or pop-up window. (Stages 2 and 3)

A **WIKI** is a web page editor that learners can add, remove or edit to create content on collaborative projects. (Stages 2 and 3)

A4 – ESSENTIAL CONDITIONS FOR LEVERAGING TECHNOLOGY FOR SETTLEMENT LANGUAGE TRAINING BLENDED LEARNING

1) Promote a **SHARED VISION** of technology integration.
2) Ensure that all Instructors and learners have equal access to technology.
3) Support **ONGOING PROFESSIONAL DEVELOPMENT** for the staff.
4) Maintain **TECHNICAL SUPPORT** for the elements of education technology.
5) Encourage instructor participation in **EDUCATIONAL TECHNOLOGY COMMUNITIES**.
6) Appoint an **EMPOWERED LEADER** of educational technology at the instructor level.
7) Procure **ONGOING AND ADEQUATE FUNDING** to support technology.
8) Continuously **ASSESS THE STATE OF EDUCATIONAL TECHNOLOGY** at the centre.

A5 – MAINTENANCE CHECKLIST

DATE: NAME:

- [ ] Empty the Recycle Bin
- [ ] Empty MyDocuments
- [ ] Reset Favourites/Bookmarks to Centre approved list
- [ ] Delete '.tmp' files
- [ ] Run Scandisk
- [ ] Run Defragmenter
- [ ] Delete Cookies
- [ ] Delete URL History
- [ ] Check browser history and cache files
- [ ] Check that the user history files and Internet cache settings are set properly (cache size). Delete the cache files and history files, then reset the history files to no more than three days unless the user specifically needs to store that information longer
- [ ] Clean out Windows temporary Internet files
- [ ] Confirm that backups are being done
- [ ] Verify the My Documents shortcut is directed to the proper directory and not on the local computer
- [ ] Update drivers as needed (printers, modems, sound cards, video cards, and other devices)
- [ ] Check the operating system and applications
- [ ] Update their OS and applications with the latest service packs or updates
- [ ] Remove unlicensed software
- [ ] Remove all inappropriate software immediately
- [ ] Check the connections (plugs are snug in their connections)
- [ ] Update master inventory of computer assets (Verify serial numbers, CPU speed, hard drive space, memory, software licensing)
- [ ] Make sure the hardware works (head phones, keyboard, mouse, scanner, printer)
- [ ] Clean or replace CD drives as needed
- [ ] Clean the screens
- [ ] Print a test page on their printers. Make sure the printers are producing clean copies, and that the toner cartridges aren't about to run out.
- [ ] Update/Verify the anti-virus software
- [ ] Reboot the system
- [ ] Blow off the dust on the back of the machine or wherever the fan is located
- [ ] Clean the keyboard. With the power off, tip or turn the keyboard upside down and spray the loose articles out from under the keys using a can of air
- [ ] Clean the CD-ROM drive
- [ ] Clean the mouse
- [ ] Check the power sources

A6 – COMPUTER ROOM LAYOUT GUIDELINES

- [ ] The computer room is as well lit as general classrooms
- [ ] There is a combination of artificial and natural light provided
- [ ] The lighting can be controlled by a dimmer switch
- [ ] The room lighting can be controlled by curtains or other means
- [ ] The floor is suitably covered
- [ ] The cabling and wiring are hidden from view
- [ ] All wiring and cabling are bound where possible and do not pose a danger
- [ ] The climate-control is satisfactory for learners and instructors
- [ ] The room is cooled by air conditioning or in a basement location
- [ ] There is an air exchange system in or near the computer room
- [ ] There is an electronic sound dampness in the room (no echo)
- [ ] The room is equipped with clear, audible speakers
- [ ] The audio jacks are at the front of the workstations
- [ ] Each workstation has head sets for individual privacy
- [ ] All learners can see the projection screen from their seats
- [ ] There is an additional table/area allotted for traditional seating

ADDITIONAL RESOURCES: If you require further ideas for lab planning try **http://edvista.com/claire/labplan.html**
There are five lab plan case studies at **http://www.ict4lt.org/en/en_mod3-1.htm**

A7 – COMPUTER ROOM NETWORK BANDWIDTH

DATE	UPLOAD SPEED	DOWNLOAD SPEED	WORKSTATION	TIME	NUMBER

A8 – PROJECTOR MAINTENANCE

DATE

- [ ] Fan cleaned (air)
- [ ] Filter cleaned
- [ ] Fan noise (not normal or smooth)
- [ ] Lamp economy mode set to ON (80%)
- [ ] Remote batteries replaced
- [ ] Instruction sign visible to instructors
  (Please turn off the projector when not in use with the remote)
- [ ] Projector focus reset
- [ ] Projector keystone adjusted
- [ ] Projection screen inspected for retraction and expansion

COMMENT:

- [ ] Projection screen inspected for cleanliness

COMMENT:

ADDITIONAL COMMENTS:

A9 – COMPUTER ROOM RULES

1) **DON'T ALLOW ANYONE ELSE TO USE YOUR PASSWORD**
2) Only use the Internet when appropriate.
3) Don't touch a computer that is being used by someone else and always ask before logging off an unused computer.
4) Always put your name on your work when you print.
5) No food and drink in computer room because it can damage the equipment.
6) Sit comfortably and tell your instructor if you regularly get headaches after using computers.
7) Treat the equipment with respect and always report any damaged equipment.
8) Transfer data files but not programs, as large files will be deleted. Do not attempt to install software on the network.

A10 – CALL ORGANIZATIONS

IATEFL Learning Technologies SIG
The Learning Technologies SIG, one of IATEFL's largest groups, explores the dynamic changes taking place in the application of technology in English language learning, including corpora, multimedia, computer mediated communication, text-based software, authoring, the web, and Interactive Whiteboards.
http://ltsig.org.uk/

CALICO, the Computer-Assisted Language Instruction Consortium is an international organization dedicated to research and development in the use of computer technology in language learning.
https://calico.org

TESOL CALL-IS, the Computer-Assisted Language Learning Interest Section of TESOL defines issues and standards in the field of computer-mediated language instruction, promotes research and development in the area of computer-based language learning and disseminates information about CALL to ESL/EFL educators worldwide.
http://www.call-is.org

EUROCALL, the European Association for Computer Assisted Language Learning aims to provide a European focus for the promulgation of innovative research, development and practice relating to the use of technologies for language learning.
http://www.eurocall-languages.org

IALLT, the International Association for Language Learning Technology, is a professional organization that provides leadership in the development, integration, evaluation and management of instructional technology for the teaching and learning of language, literature and culture.
http://www.iallt.org

APACALL is an international association which acts as an on-line clearinghouse for language professionals interested in investigating, sharing information, discussing, cooperating and collaborating with fellow professionals working in CALL.
http://www.apacall.org

WorldCALL aims to enhance computer-assisted language teaching and learning in the global community by bringing educators from around the world together.
http://www.worldcall.org

A11 – PRIVATE LMS HOSTING RESOURCES

Canadian Web hosting
http://www.canadianwebhosting.com

Embanet Hosting Solutions
http://embanetcompass.com/our-services/hosting-solutions

Fantastico
http://cpanel-host.com/fantastico

Guide to Installing Moodle
http://docs.moodle.org/22/en/Installing_Moodle

Lambda Moodle Hosting
http://www.lambdasolutions.net/moodle-services?moodlead=lambda.hosting

Moodle Installation Quick start guide
http://docs.moodle.org/22/en/Installation_Quickstart

Moodle Modules and Plugins
http://moodle.org/mod/data/view.php?id=6009

Moodle Partners' Installation links
http://moodle.com/installation

Moodle Rooms
http://www.moodlerooms.com/lms-solutions/services/hosting-service

Oohoo IT Services
http://oohoo.biz

Remote Learning Canada
http://www.remote-learner.ca/datacenter

SiteGround Internet Hosting
http://www.siteground.com

ThemZa Moodle Theme Templates
http://www.themza.com/moodle

Web Hosting Canada
http://hosting-canada.ca

A12 – ICT HEALTH CHECK

To use the ICT Health Check, copy this survey and complete it to determine the potential of using CALL at your centre. Items selected in the zero columns require immediate attention. Centres should strive to have as many responses in the columns two and three as possible. Responses in column one should be addressed as well to ensure a successful CALL experience at a centre.

From the table opposite put down **one number** for each row to indicate a description of your centre in relation to the issue:

Inventory _____

Staff Technical Knowledge _____

Maintenance/ Support _____

Trouble-shooting _____

Software Housekeeping _____

Hardware Housekeeping _____

Network _____

Computer Training _____

General condition _____

of Lab(s) _____

Internet _____

Security I _____

Security II _____

Offensive content _____

User Data _____

ICT Survey _____

TOTAL _____

SCORE	RECOMMENDATION
Less than 16.	Consider focusing attention on all elements scoring 0
Between 16 and 23.	The technology requires attention; focus on the weakest areas
Between 23 and 30.	Acceptable; improve weak areas as much as possible
Between 30 and 46.	Excellent; there is always room for improvement.

Issue	0	1	2	3
Inventory	No software or hardware inventory	An inventory but it is not current	A reasonably current inventory	Use software to update inventory at regular intervals
Staff Technical Knowledge	No knowledge	Some Knowledge – Shut down PC Can Print from PC	Some Knowledge (adjust monitor settings/ minor software settings)	Instructor technology expert on staff
Maintenance/ Support	No external support	Reliable support person, takes a few days	Reliable, local support person, same day. Service Records kept	Immediate service contract. File server data recovery
Trouble-shooting	No trouble-shooting plans or skills	A trouble-shooting guide for PCs/ printers/ server available in computer lab	Same as 1, but detailed records kept. These are analyzed at intervals	Staff can resolve most issues through expertise/ experience
Software Housekeeping	No housekeeping system/ plan	End of term files and directories cleaned up	Uninstall software, defragment disks. And install patches and service packs	Comprehensive plan for PC maintaining and server software
Hardware Housekeeping	No housekeeping system/ plan	Ad hoc maintenance of PCs	End of term PCs are examined and repaired/ upgraded	Comprehensive plan for maintaining PCs
Network	Just runs by itself.	Irregular external maintenance	A staff member can mend most server issues	A continuous professional monitors server
Computer Training	No induction plan	All new instructors have a lab introduction session	In addition to 1, all staff are given a computer lab manual	In addition to 2, regular technology workshops
General condition of Lab(s)	No knowledge, no record keeping	4 of 10 PCs not useful learning	2 of 10 PCs not useful learning	No more than 1 of 10 out of order
Internet	No Internet access	Internet is slow and sometimes not available	Internet is acceptable except when all PCs are in use	Internet is acceptable at all times
Security I	Anti-virus software is out of date. No plans to upgrade.	Anti-virus software is working but not licensed	Legal anti-virus, anti-malware, anti-adware and anti-spamming software	The computer lab security is monitored by an umbrella organization such as a school board
Security II	Learners use personal disks or thumb drives on PCs. Learners can burn CDs on the PCs.	Learners use personal disks or thumb drives on PCs. Learners can use CD only to play media but not to burn data.	Learners use CD only to play media but not to burn data. Thumb/ disk drives disabled.	No transfer of data is permitted from PC hard drive
Offensive content	We have no protection against offensive content	Instructors do their best to block offensive content	Instructors add offensive terms and web addresses to our browsers' offensive list on a regular basis	We use a proxy server to filter Internet content
User Data	Users are responsible for their own data	Instructors back up learner data on separate media. (CDs/ server folders)	At defined intervals, learner data is backed up and secured	We have a policy for respecting and backing up user data throughout the school year
ICT Survey	No ICT survey	Instructors comment ad hoc to coordinator	Formal survey for instructors /learners	Follow up to surveys addressed in writing in annual report

A13 – RESOURCES REFERENCED

AlphaPlus
http://alphaplus.ca

Bandwidthplace.com
http://www.bandwidthplace.com

BBC Learning English
http://www.bbc.co.uk/worldservice/learningenglish

Bitstrips
http://www.bitstrips.com

Blogger
http://www.blogger.com

Canadian Language Benchmarks 2000
Available at http://www.language.ca

Classroom 2.0
http://www.classroom20.com

Classroom Activities, LINC 1-4
http://wiki.settlementatwork.org/wiki/LINC_1-4_Classroom_Activities

Classroom Activities, LINC 5-7
http://wiki.settlementatwork.org/wiki/LINC_5-7_Classroom_Activities:_Volumes_1_%26_2

Creative Commons
http://creativecommons.org

Edulinc.org – LINC courseware host server
http://www.edulinc.org

Edlinc Diaries: PodCast Sampler
http://learnit2teach.podomatic.com/player/web/2011-09-28T16_57_48-07_00

Edvista
http://edvista.com/claire/labplan.html

Facebook
http://www.facebook.com

ICT4LT
http://www.ict4lt.org/en/en_mod3-1.htm

International Society for Technology in Education
http://www.iste.org/standards.aspx

ISTE's NETS Necessary Essential Conditions to Effectively Leverage Technology for Learning for Students
http://www.iste.org/standards/nets-for-students

ISTE's NETS Necessary Essential Conditions to Effectively Leverage Technology for Learning for Teachers
http://www.iste.org/standards/nets-for-teachers

ISTE's NETS Necessary Essential Conditions to Effectively Leverage Technology for Learning for Administrators
http://www.iste.org/standards/nets-for-administrators

LearnIT2teach Administrator's Manual
http://learnit2teach.ca/wpnew/support/administrators/

learnit2teach.org Browser Check
http://learnit2teach.ca/btpage/browser-test.html

LearnIT2teach ESL LINC Digital News
http://us2.campaign-archive1.com/home/?u=3d5c3377fc12e60ff0adfda96&id=80d1c9593b

LearnIT2teach Facebook
https://www.facebook.com/pages/LearnIT2teach/249207171795345?fref=ts

learnit2teach.org Frequently Asked Questions (FAQs)
http://learnit2teach.ca/wpnew/support/faqs/

LearnIT2teach Podomatic
http://learnit2teach.podomatic.com

learnit2teach.org Support
http://learnit2teach.ca/wpnew/support

LearnIT2teach Team
http://learnit2teach.ca/wpnew/about-2/the-team

LearnIT2teach Twitter
https://twitter.com/#!/learnit2teach

LINC 2, Learning Objects
http://www.settlementatwork.org/lincdocs/linc2/index.htm

LINC 3, Learning Objects, At Settlement.org
http://www.settlementatwork.org/lincdocs/linc3/index.htm

LINC 4, Learning Objects, At Settlement.org
http://www.settlementatwork.org/lincdocs/linc4/index.htm

LINC 4 & 5 Curriculum Guidelines
http://wiki.settlementatwork.org/wiki/LINC_4_%26_5_Curriculum_Guidelines

LINC 5-7 Curriculum Guidelines
http://wiki.settlementatwork.org/wiki/LINC_5-7_Curriculum_Guidelines

Merlot
http://www.merlot.org

Managing a multimedia language centre
http://www.ict4lt.org/en/en_mod3-1.htm

Moodle International Community
http://moodle.org

Moodle 2.5 Themes
http://moodle.org/mod/data/view.php?d=26

NanoGong Project
http://nanogong.ust.hk/

National Film Board of Canada Education
http://www.nfb.ca/education

Primus Speedtest
http://speedtest.primus.ca

Royal Canadian Mounted Police – Internet Safety Resources
http://www.rcmp-grc.gc.ca/is-si/index-eng.htm

SpellingCity
http://www.spellingcity.com

TeacherTube
http://www.teachertube.com

TESL Ontario Presenters' handouts
http://www.teslontario.net/conference/webcastpresenter-handouts

TESL Ontario Framework for Post TESL Certificate Training
http://www.teslontario.net/framework2010

TESL Ontario WebCasts

http://www.snwebcastcenter.com/custom_events/tesl/index

TESOL Technology Standards
http://www.tesol.org/advance-the-field/standards/technology-standards

Rustici Software's SCORM resource
http://scorm.com

ThemeGurus, Moodle Theme templates
http://themegurus.com/moodle_gallery.php

Tutela, National Learning Community Repository
http://www.tutela.ca

Twitter
https://twitter.com

UNESCO's ICT Competency Standards for Teachers
http://cst.unesco-ci.org/sites/projects/cst/default.aspx

UNESCO's ICT Competency Standards for Teachers Policy Framework
http://cst.unesco-ci.org/sites/projects/cst/The%20Standards/ICT-CST-Policy%20Framework.pdf

UNESCOs Information and Communication Technology (ICT) in Education
http://www.unesco.org/new/en/unesco/themes/icts/

WebHeads in Action
http://webheadsinaction.org

YouTube
http://www.youtube.com

A14 – SUPPORT VIDEOS

The videos listed below can be found through the Support link at **http://learnit2teach.org/** or on our YouTube channel at **http://www.youtube.com/user/learnit2teach**.

Stage 4 Videos

1. Stage 4 Introduction video
2. JQuiz – True-False (with reading text) file
3. JQuiz – True-False file
4. JQuiz – Multiple-choice (with reading text) file
5. JQuiz – Multi-select (with reading text) file
6. JQuiz – Short-answer (with reading text) file
7. JQuiz – Hybrid (with reading text) file
8. JCloze – Gapfill (with reading text + word list) file
9. JCloze – Gapfill (drop-down menus + clues) file
10. JMatch – Matching (drag and drop) file
11. JMatch – Matching (with reading text) file
12. JMix – Scrambled sentence file
13. JMix – Sequencing file
14. JCross – Crossword Puzzle (with reading text) file
15. Designing Effective CALL Activities: Sample Masher Unit file
16. Masher – Creating a Unit/ Learning Object file
17. WebSequitur – Text Reconstruction file
18. WebRhubarb – Text Reconstruction file
19. How to Embed Audio Using QuickTime in TexToys (or Hot Potatoes) file
20. Tutorials and Other Resources on Hot Potatoes 6
21. TexToys Tutorial
22. Creating a SCORM Package with the Masher
23. Adding a SCORM Activity to Moodle
24. Adding a Hot Potatoes/TexToys Activity to Moodle

