KD Module 4: Organisation and Administration

Unit 2: ICT for Human Resource Planning

Objectives:

In-service teachers should be able to:

1. Place and organise computers and other digital resources within the classroom so as to support and reinforce learning activities and social interactions (KD.5.a).
2. Manage student project-based learning activities in a technology-enhanced environment (KD.5.b).

Duration:

Total of 3 notional hours – 1 hour tutorial and 2 hour computer practical.

A] Tutorial (1 hour)

Notes to Facilitator

Introduce participants to the idea that the effective integration of ICT into a learning environment (classroom and computer lab) requires careful thought and planning, particularly with regards to time and human resources, and that there are many ICT tools available to the teacher to assist with this process. So, what should be considered? Tutors can use the introductory passage below to set the scene, but should research the topic ahead of the tutorial. In pairs, participants will be required to brainstorm ideas for effective use of ICT to help simplify the management of time and human resources in the implementation of ICT projects. As the tutor, you will be required to guide a group discussion and summarise the main points.

Introduction

If you have as a teacher decided to integrate ICTs into your lesson design, then your students will be responsible for producing technology projects and therefore, they must have scheduled time on the computer. To avoid your lessons turning into free-for-alls with all your time spent dealing with crashing programs, missing equipment and whining students, you will need to make sure that you have properly planned for the management and integration of ICTs. This is relevant for any learning environment, be it inside the classroom or in a computer laboratory.

When managing the scheduling of computer resources in a learning environment, there are a number of factors to consider:

- Will the ICT resources be available as per the timeline of the project?

- How many ICT resources are available?
- Will learners require once-off access to ICTs or for an extended period?
- Will learners need to be grouped in accordance with their ICT skills level and confidence?
- What strategies can I use to cater for the more technically savvy learners as opposed to those that will struggle?
- If only a few computers are available, will learners need to be rotated to ensure access?
- What strategies can be put in place in the event that the computer lab is not available for learners to spend time on their projects after school hours?
- What plans can be put in place to ensure the project stays on schedule?
- What plans can be put in place for learners who have access to computers only at school as opposed to those who also have access at home?
- How do I ensure proper support is in place from the learners' peers, teachers or computer technicians to support learners during computer lab times?
- What rules and procedures can be put in place to ensure effective use of the available ICT resources?
- Are my learners prepared in terms of the expectations and materials they may require?
- How will learners save their work (on a network or on a USB)?
- What steps must be taken to ensure the project is inclusive of any special needs learners?
- What if my learners know more than me…..?

In what way can I use ICTs to manage and coordinate personal planning time for the project to be implemented with learners?

There are ICT tools available to assist you in streamlining the process….but what are they?

Activity:

1. Working in pairs, the tutor will divide the management consideration points above among the tutorial group. Each pair will need to brainstorm ideas as to how a teacher might use ICTs to help streamline and simplify the process. Record these ideas in PowerPoint or if ICTs are not available in the tutorial setting, create a paper list.
2. Discuss your ideas as a group as part of a tutor-led discussion.

B] Computer Practical (Total 2 hours)

Notes to Facilitator
There are many tools available to you to help teachers manage their time effectively. One of these tools is Microsoft Outlook which usually comes packaged with MS Office. The tutorial and article that follows will provide you with an introduction to MS Outlook and, more specifically, how to manage your Outlook calendar as a 'class calendar'. Outlook will need to be installed on the computers. If the College computers do not have MS Outlook, then devise a variation of this practical using the free Google Docs calendar available at http://docs.google.com. Participants will require internet access to complete the activities.

Activity 1 (Total 30 minutes):

*You will require internet access to complete these activities.

Complete the online tutorial "Calendar 1: Outlook Calendar Basics".

With this tutorial you will learn how to:
- Use the right type of calendar entry for each occasion.
- Use reminders to let your calendar make sure you remember activities.
- Use recurrence to quickly schedule activities that occur more than once.
- Use colours and free/busy time indicators to show calendar entries according to your needs.

Access it at: http://office.microsoft.com/en-us/outlook-help/calendar-i-outlook-calendar-basics-RZ010100073.aspx.

Activity 2 (Total 1.5 hours):
1. Read the article "Managing your class calendar with Outlook Access"
   at http://office.microsoft.com/en-us/outlook-help/manage-your-class-calendar-with-outlook-HA001207314.aspx.
2. Now create a 'class calendar' for the teacher below. Create a class calendar in MS Outlook for Mrs Smith to help her track all these commitments. Allow the calendar to track her for 12 months.

Mrs Smith teaches at Hillcrest High School where the periods are 45 minutes long. There are 8 periods a day. They start at 07h30 with periods 1-3. Small break follows for 30 minutes, followed by periods 4-6. Big break is an hour, then follows the last two periods.

Mrs Smith teaches Grade 10, 11 and 12 History classes:
Monday periods 1-2: class 12c, 4-5: 11b, 7: 10a, 8: 10c.
Tuesday 2-3: 12c, 4: 11b, 5: 10c, 7-8: 10a.
Wednesday 4-5: 12c, 6: 10a, 7: 10c, 8: 11b.
Thursday 1-2: 12c, 4-5: 11b, 7: 10a, 8: 10c.
Friday 2-3: 12c, 4: 11b, 5: 10c, 7-8: 10c.

She also coordinates the Debating Society, which meets every Thursday during the big break. They also meet after school on a Monday for an hour.
Mrs Smith is also a swimming coach. The swimming squad meets for practice on a Tuesday after school for 2 hours during the months September to April. They also do a 40-minute session on a Friday before the school meeting at 06h00 during the same months. In Winter, May-August, she supports the Cross Country coach but only for an hour on a Wednesday after school.

The school has three terms only:
Term 1: 20 January to 20 April
Term 2: 17 May to 21 August
Term 3: 14 September to 10 December

Resources Used in this Lesson Unit

How do I schedule Computer Use? Available online at http://jc-schools.net/integrate/scheduling.html. Accessed 17/08/2011 (CC: BY NC SA)

Computer Lab Management 101. Available online at www.nehs.phila.k12.pa.us/new/images/**ComputerLab**Mgmt%20v2.ppt. (© Free to access online)

Manage your class calendar with Outlook. (Microsoft.) Available online at http://office.microsoft.com/en-us/outlook-help/manage-your-class-calendar-with-outlook-HA001207314.aspx. (© Free to use online)

Tutorial: Calendar 1: Outlook Calendar Basics. (Microsoft.) Available online at http://office.microsoft.com/en-us/outlook-help/calendar-i-outlook-calendar-basics-RZ010100073.aspx. (© Free to use online)