

From Awareness to Maturity

The A.C.E. Conceptual Framework

Dr John Clayton

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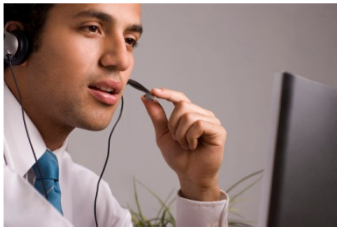
Institutional e-Capability

- **Effective:** impact on student learning in the manner they were designed to do,
- **Efficient:** are cost effective in terms of “return of investment” on the resources consumed (i.e. time spent by learners engaging with the activity and time spent by teachers developing the activity), and
- **Replicable:** duplication of learning events does not effect quality.

The 3 As

- **Awareness:** Leaders reflect upon existing educational capacity, capability and use of e-Learning.
- **Action:** Policies and plans are generated to increase access, capacity and capability at a systemic level.
- **Accomplishment:** The impact of e-Learning implementations are evaluated for effectiveness.





Web-Enhanced

Online

Open & Networked



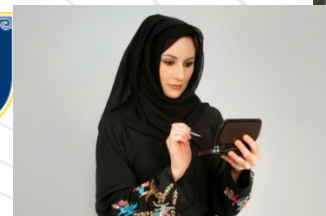
Web-Supported



Flexible Web-Enabled



Computer Assisted



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NOLOGY

0

Context



Content



Capability



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The 3 Cs

- **Context:** Infrastructural/technical factors shape and influence participant perceptions of e-learning environments.
- **Content:** National factors emphasise the ‘uniqueness’ of individual institutions and shape the direction and focus of e-learning implementations.
- **Capability:** Individual factors building the competence, confidence and understanding of individuals and determine the successful integration of e-learning in institutions.



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Benchmarking

- In evaluating an individual institution's e-Learning capability a clear set of measurable indicators, (teachers' satisfaction with software technologies used, students' competencies in ICT, and teacher and student satisfaction with the technical support provided), can be identified to measure
 - (a) an institution's performance against others in the same sector or
 - (b) the institution's performance in achieving their identified objectives for ICT implementations.



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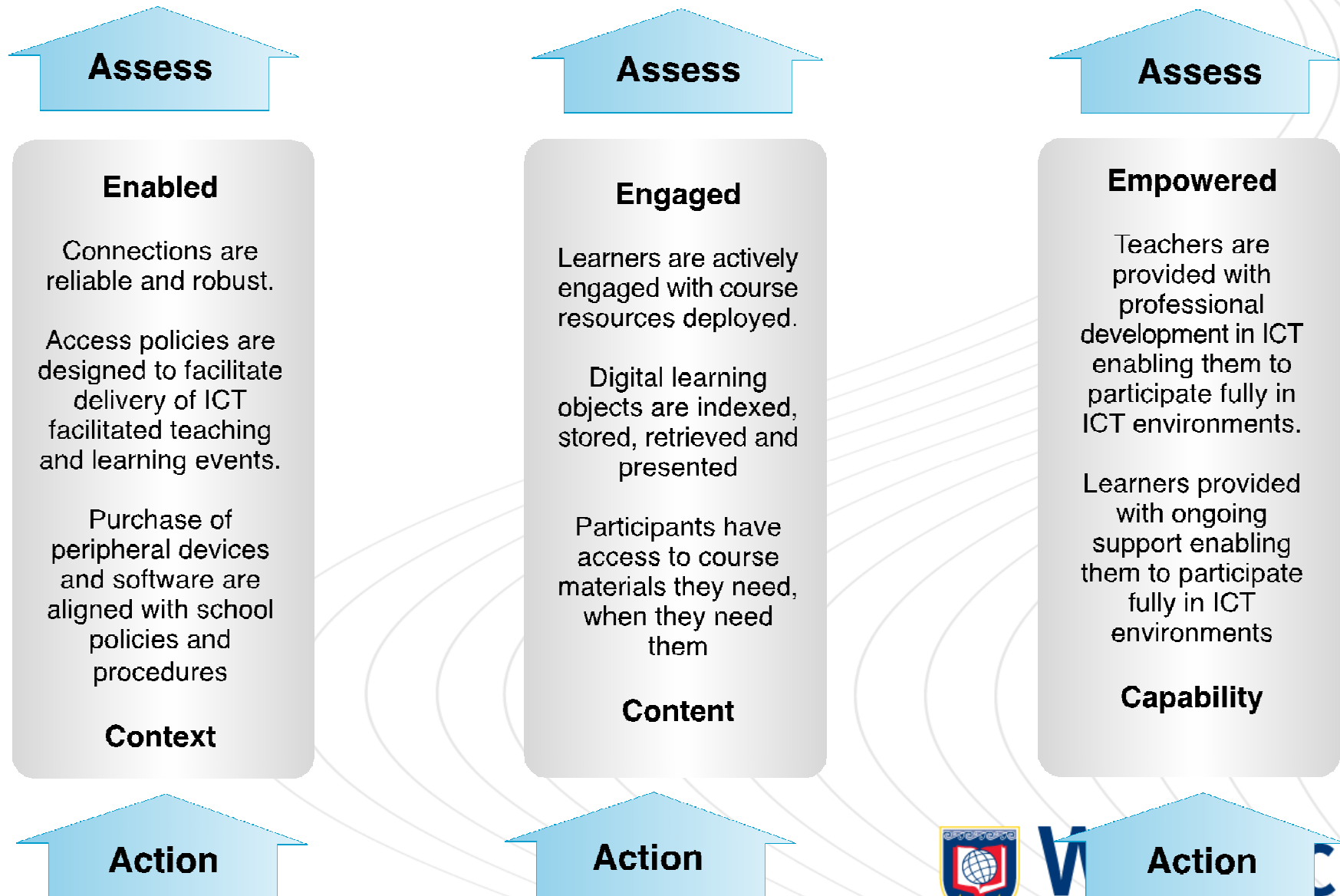
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The 3 Es

- **Enabled:** Initiatives measured on how they have enabled users to participate in e-learning environments.
- **Engaged:** Initiatives can be measured on how they have initiated and maintained engagement in the e-learning communities established.
- **Empowered:** Initiatives can be measured on how they have ensured all participants are capable of participation.

ICT Accomplishment (Measure)



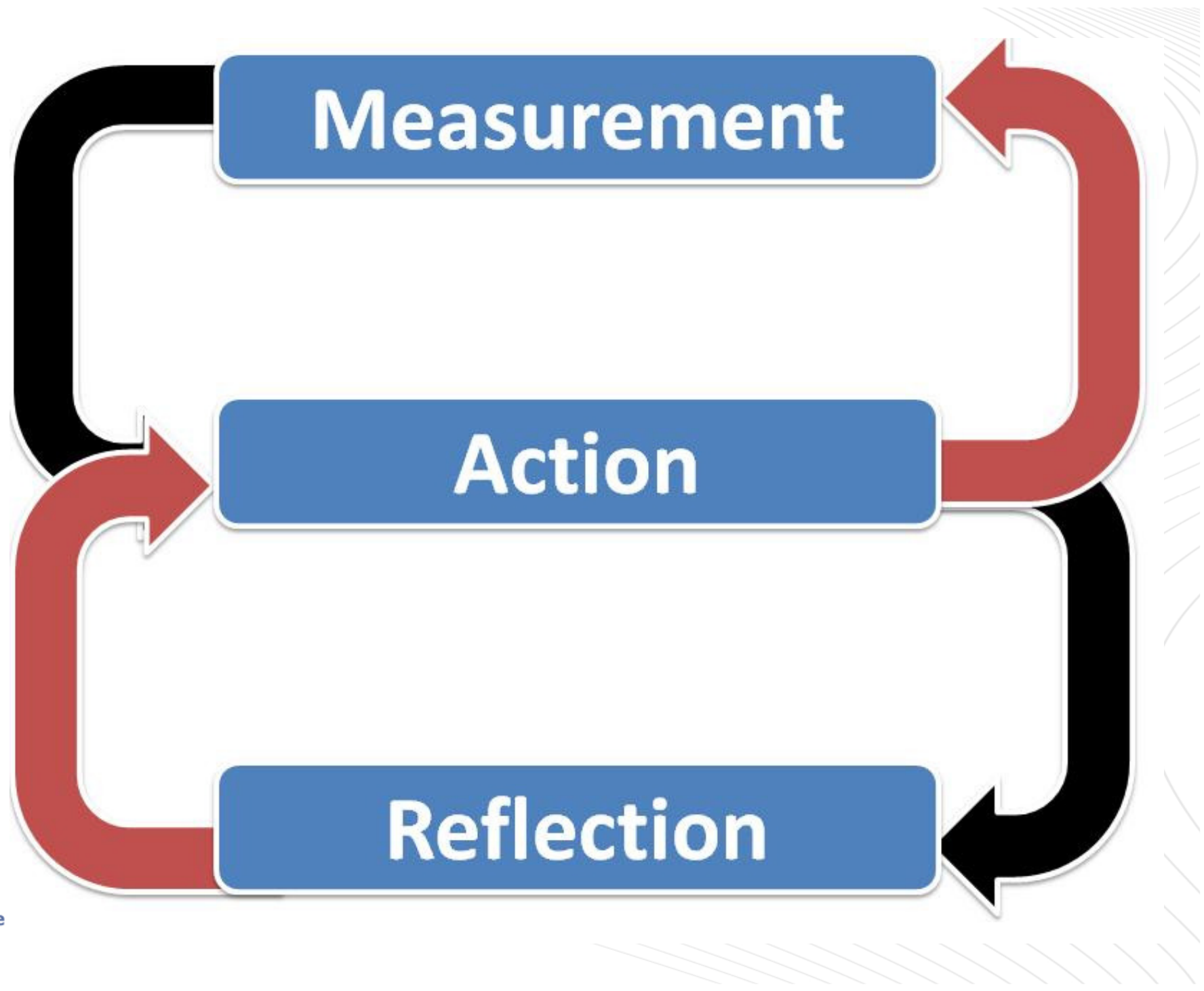
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ICT Awareness (Plan)

THE R.A.M. MODEL

- **Reflect** on strengths and weaknesses in relation to the integration of e-learning
- Identify **action**(s) that will facilitate increased competence, confidence and capability of e-Learning, and
- **Measure** and report on the impact e-learning has had on teaching and learning activities and administrative practices.





Self-Review Framework

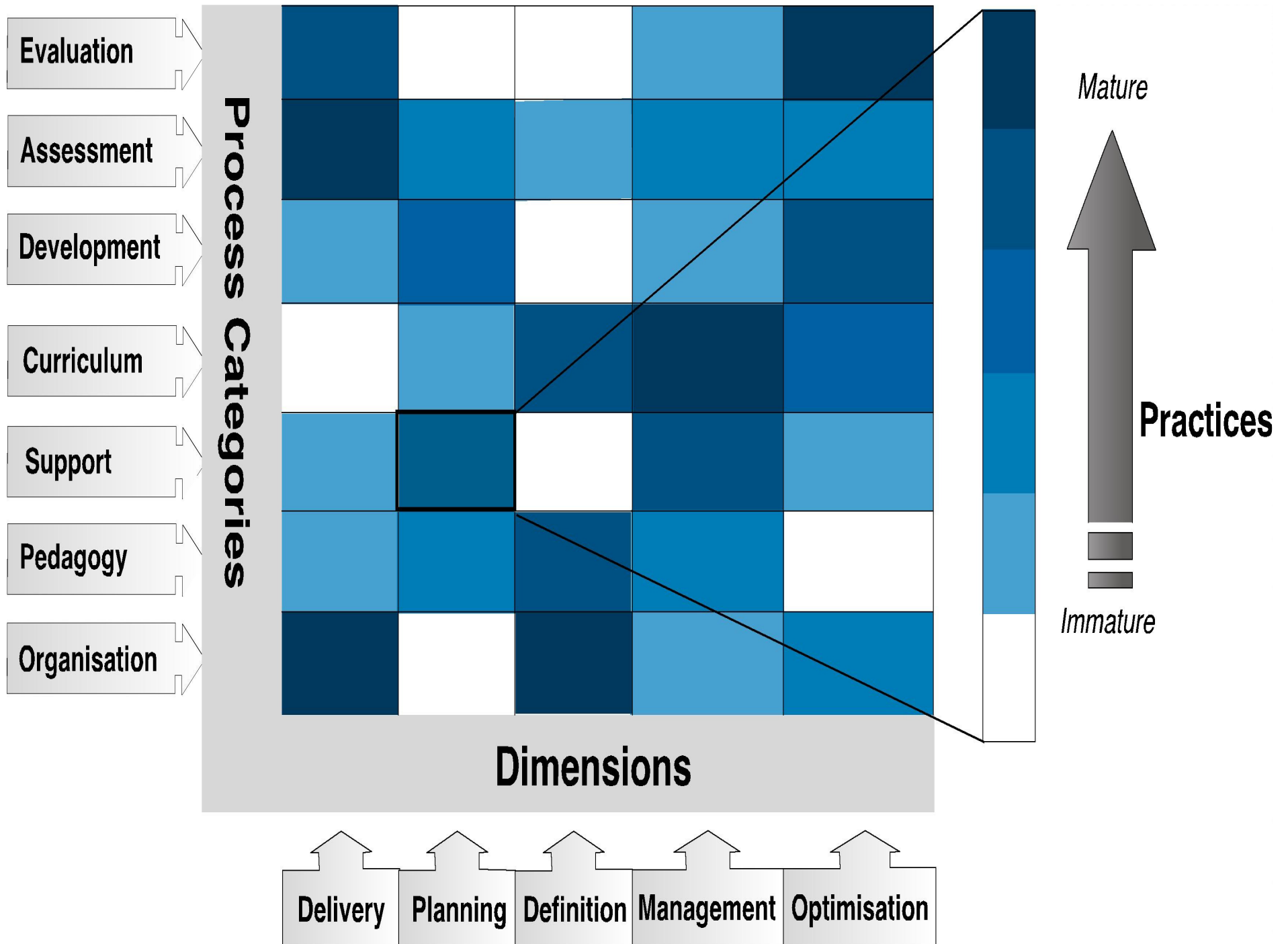
- The frameworks are based on categories, dimensions and practices
 - **Categories:** identify the “processes” that support ICT development
 - **Dimensions:** Dimensions serve to break down the processes into examinable aspects.
 - **Practices:** These serve to measure the institution’s actual practices.

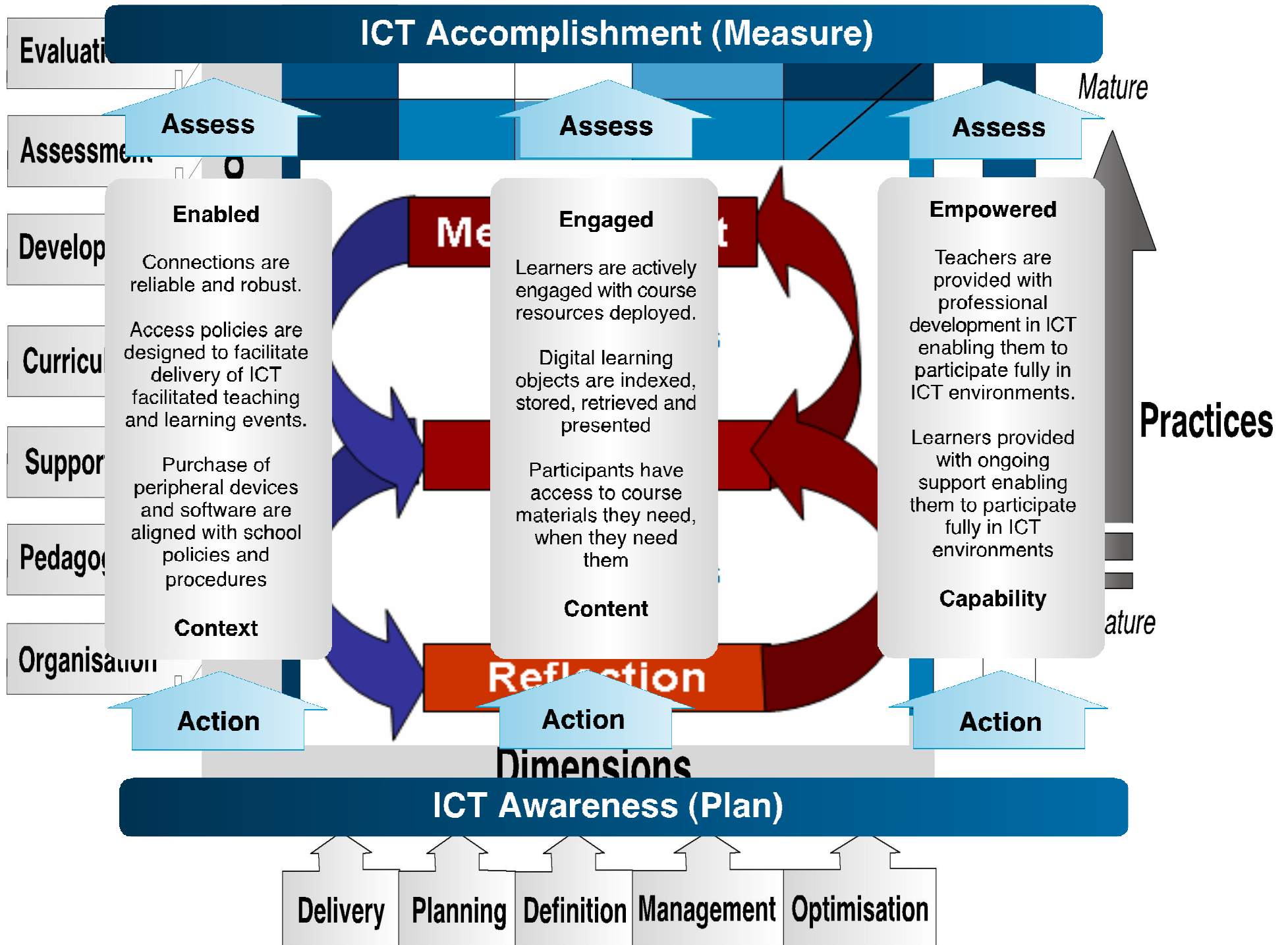


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ICT Accomplishment (Measure)



Assess

Enabled

Connections are reliable and robust.

Access policies are designed to facilitate delivery of ICT facilitated teaching and learning events.

Purchase of peripheral devices and software are aligned with school policies and procedures

Context

Assess

Engaged

Learners are actively engaged with course resources deployed.

Digital learning objects are indexed, stored, retrieved and presented

Participants have access to course materials they need, when they need them

Content

Assess

Empowered

Teachers are provided with professional development in ICT enabling them to participate fully in ICT environments.

Learners provided with ongoing support enabling them to participate fully in ICT environments

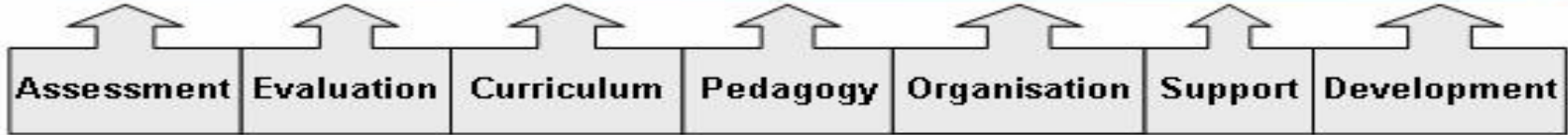
Capability

Action

Action

Action

ICT Awareness (Plan)



Conclusion

- For educational institutions to iteratively improve their e-learning capability they need to **systematically** plan for improvement. Obtaining
 - the **Right** information
 - From the **Right** people
 - At the **Right** time



One Dimensional



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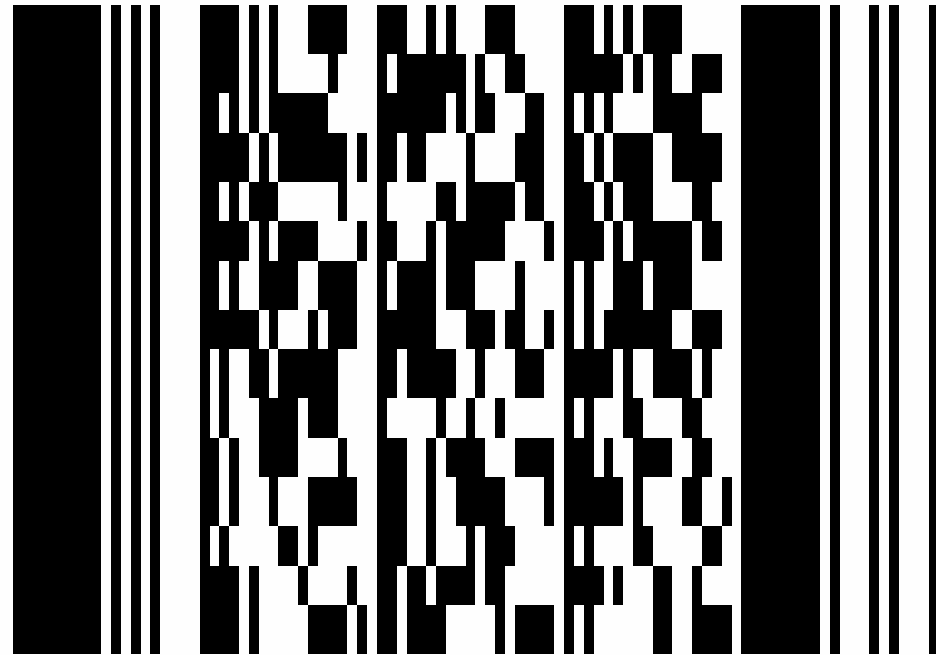
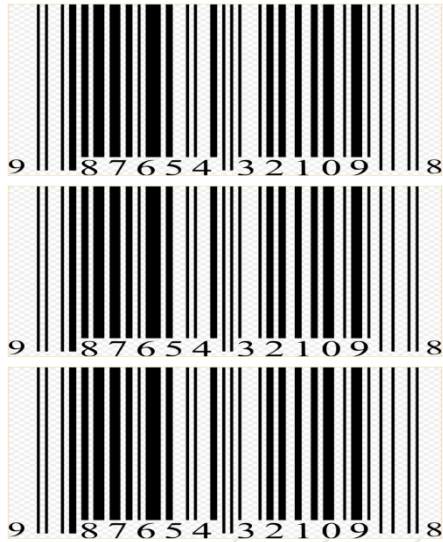


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Stacked



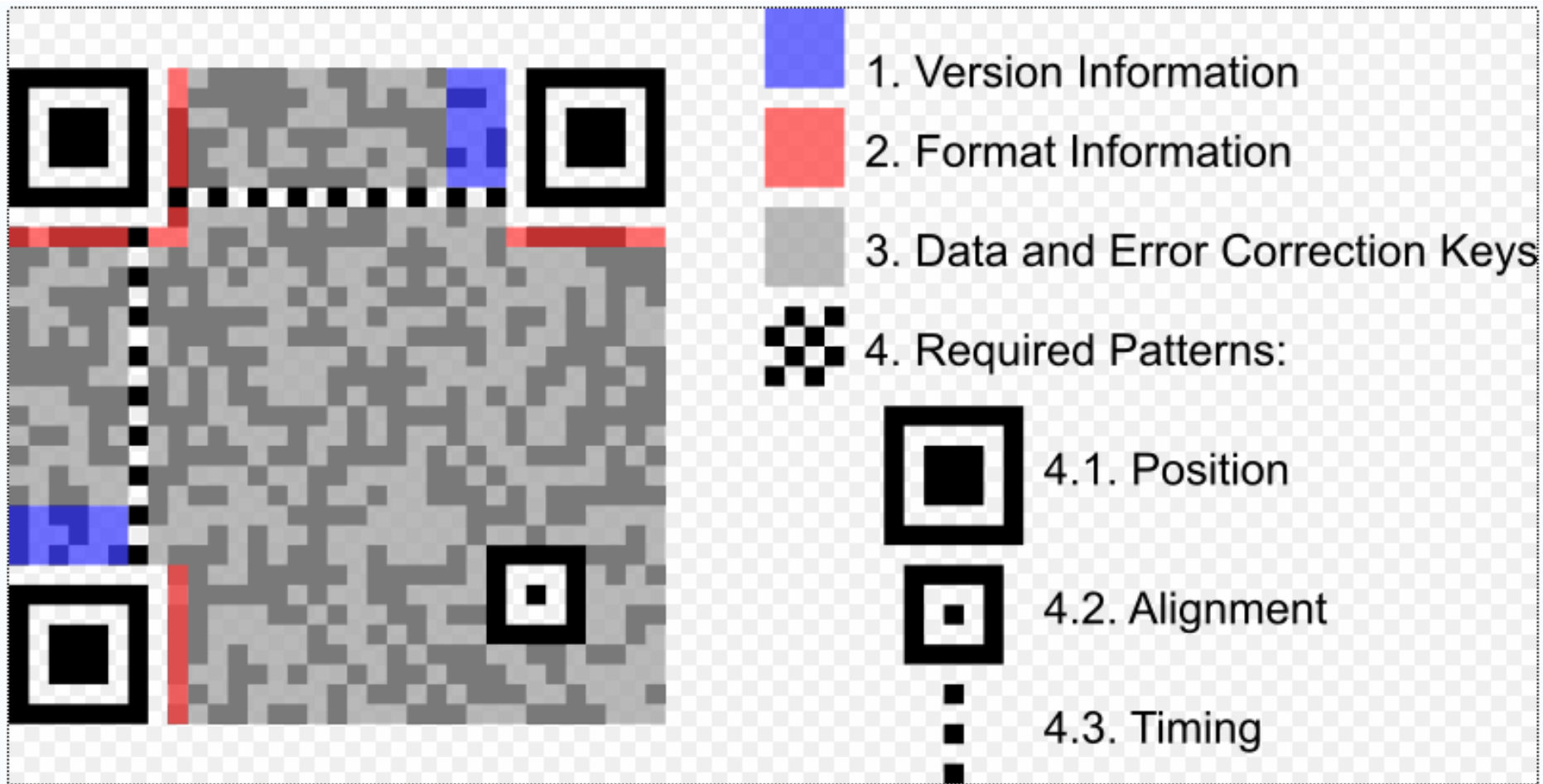
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Accomplishment

Assess

Enabled

Connections generated by codes are reliable and robust.



Infrastructure facilitates the transfer of information between disparate information platforms and systems to mobile devices.

Context

Action

Awareness

Mobile Learning Engine

MyMLE - End Users For private persons

MyMLE is for everyone, who wants to use mobile learning for himself. It allows you to create your **own mobile learning content** and to pack it to a mobile phone application, which you can use on your phone.

ENTER



MyMLE is a stand-alone PC application (for Windows and Linux) which is easy to use. The mobile phone application it creates runs on nearly every mobile phone.

MLE-Moodle - End Users For institutions/companies

An **out-of-the-box mobile Learning** system. Which contains everything you need to build a mLearning system. Easy to install and easy to use.

To use MLE-Moodle you need a web-server!

ENTER



MLE-Moodle is a plugin for **Moodle**, which adds mLearning functionality to this open-source eLearning system. The mobile learning area can be accessed with the mobile **phone browser** or with a special mobile **phone application**, which is designed for mobile Learning.

MLE mobile application framework - Developers

The mobile phone learning-application offers a very powerful **mobile application framework** for your own mobile projects. Extending the MLE is very easy due to a plugin-system.

For **developers only!**

ENTER



Accomplishment

Assess

Engaged

Learners have open access to interactive content at any time from anywhere.



Learners have ready access to the contextualised content they need when they need it.

Content

Action

Awareness

Definitions

- **Scape:** Denotes a pictorial representation of a scene or view, as specified by an initial element: *seascape, landscape, mediascape*.
- **Phenomenology:** The study of “*phenomena*”: appearances of things, or things as they appear in our experience, or the ways we experience things

My Maps



Create personalised, annotated, customized maps using Google Maps.

Your maps can contain the following:

- Placemarks
- Lines
- Shapes

Once you have created a map, you can:

- Add descriptive text, including rich text and HTML
- Embed photos and videos in your map
- [Share your maps with others](#)

To create or edit maps, you must be signed in to your Google Account. If you do not have an account, [create one now](#).

Creating a Map

Creating a map is easy. Here are the basic steps:

1. Click **My Maps**
2. Click **Create new map**.
3. Add a title and description for your map.
4. Decide whether the map should be **public** or **unlisted**. Public maps are automatically included in Google Maps search.
5. Use the icons in the top left corner of the map. These include:



Selection tool. Use this to drag the map and select placemarks, lines and shapes.



Placemark tool. Use this to add placemarks.



Line tool. Use this to draw lines.



Shape tool. Use this to draw shapes.

You can return to your map at any time. Just go to Google Maps and click **My Maps**. Sign in to your Google Account and select the map from your list of maps.

Accomplishment

Assess

Empowered

Participants are competent, confident and capable of using QR/MT.



Ongoing support in QR/MT learning applications provided to learners and tutors.

Capability

Action

Awareness

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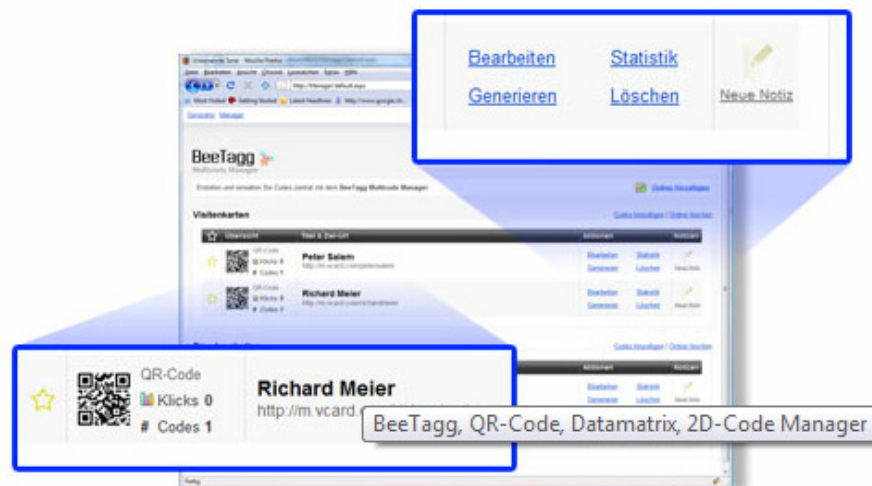
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