



School of Education and Training
Department of Education Leadership and Development

Dear Colleague,

Certificate in eLearning, Teaching and Training (CeLTT)

Thank you for your enquiry. In this pack you will find the following:

- General information about the CeLTT programme
- An application form

The Certificate in eLearning, Teaching and Training (CeLTT) will equip you with the fundamental knowledge, skills and attitudes to operate more effectively and efficiently within eLearning environments. The programme focuses on teaching and learning and seeks to prepare teachers and trainers to exploit new technologies sensitively and appropriately. It will help you to develop innovative and reflective practice in response to new challenges in education and training.

We hope you will find that the information contained in the pack answers most of your questions, however if you have any further enquiries regarding the programme, please do not hesitate to contact either of the co-programme leaders at: celtt@gre.ac.uk or visit the CeLTT website at: <http://www.gre.ac.uk/celtt>

When you have completed the application form, please return it to: Chris Higgins, CeLTT Admissions Officer, Recruitment and Marketing, Bank House, Woolwich, London, SE18 6PF.

Yours faithfully

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Introduction to the programme

Research has shown that Information and Communication Technology (ICT) has the potential to radically alter and improve the way we learn. However this promise will only be realised if educators review their methods and adopt new approaches to teaching and learning. Traditionally, staff development programmes have facilitated the acquisition of skills necessary to use ICT tools. Few have equipped teachers and trainers with the necessary knowledge and concepts underpinning the use of new technologies in learning and teaching.

In recent years we have witnessed an unexpected and exponential growth of and interest in the Internet in general and in the World Wide Web (WWW) specifically, leading to the articulation of a new concept, eLearning. Whilst eLearning is still a relatively new and ill-defined term it is generally characterised by the use of web-based technologies to:

- deliver materials
- search for information
- facilitate collaborative work
- provide feedback
- provide a range of on-line support services including tutoring

Emerging models of eLearning help us to more effectively exploit, manage and maximise the potential of new technological tools. In particular, various web-based tools have been, and are being developed, to deliver eLearning. Many of these are integrated into virtual or managed learning environments (VLE/MLEs), but eLearning and Teaching, within a VLE or in support of traditional face-to-face learning and teaching, is neither just about familiarity with the technology nor is it solely about knowing how to use the latest software application. These skills are important and do provide some of the pre-requisite competencies for being an eTeacher/Trainer. However, to operate effectively within an eLearning environment requires an understanding of the underlying pedagogical principles and an awareness of the impact of technology on learning, teaching and training. The four resource-based courses (see *table 1*) that make up the Certificate programme represent a range of approaches to eLearning that model current good practice.

What are the aims of the programme?

The Certificate in eLearning, Teaching and Training (CeLTT) aims to equip participants with the fundamental knowledge, skills and attitudes to operate more effectively and efficiently within eLearning environments. The programme seeks to prepare teachers and trainers to exploit new technologies sensitively and appropriately. It will help to develop innovative and reflective practice in response to new challenges in education and training.

Specifically the programme is intended to:

- raise awareness of potential users, designers and managers to a range of models, principles and theories that underpins approaches to eLearning, Teaching and Training world-wide
- enable participants to gain personal experience of using selected tools and methods employed in the delivery, design and assessment of eLearning
- help participants to appreciate the range of issues that will need to be addressed by different stakeholders and inform their decision-making with regard to the adoption of eLearning

The learning outcomes of the programme will enable participants to:

- define, compare, contrast and evaluate a range of models and approaches to eLearning, Teaching & Training
- acquire and develop knowledge and skills in the selection and use of a range of tools and methods for designing, delivering and assessing eLearning
- consider the implications and reflect upon the likely impact of using eLearning, Teaching & Training in a range of contexts
- gain an understanding of the ways in which eLearning, Teaching and Training take place within particular contexts
- experience collaborative working with others in a VLE
- operate effectively as a reflective eLearner
- apply and evaluate eLearning, Teaching and Training tools in selected contexts
- acquire knowledge of the skills required to operate as an eTutor/Trainer

Who is it for?

Any person, irrespective of geographical location, who has an interest in or requires an understanding of the theory and practice involved in the design and delivery of eLearning, Teaching and Training and wishes to gain personal experience of working within a virtual learning environment (VLE). This would include; teachers, lecturers, trainers, administrators, managers, educational/learning technologists, consultants and learning facilitators/assistants.

What are the entry requirements?

All prospective participants must:

1. have regular access to an appropriately specified multimedia computer with an Internet connection and e-mail account
2. be reasonably confident and competent users of that computer and able to make effective use of a word processing program, a web browser (i.e. Netscape Navigator or Internet Explorer) and e-mail software. Some courses require participants to make use of additional software.
3. have a good standard of general education to enable them to study successfully at CATS levels 1 and 2
4. hold a professional or academic qualification at NVQ level 3 or above
5. have a minimum of 2 years full time (or part-time equivalent) experience of teaching or training
6. have access throughout the programme to a teaching or training context in which to apply the newly acquired knowledge and skills

What is the selection policy?

You must complete an application form and written statement. The statement needs to outline your current understanding of eLearning and suggest how you think it might be exploited within your own teaching or training context. It should also indicate what you would gain from undertaking the CeLTT programme.

Additionally, you must complete an ICT skills profile and satisfy the Programme Leader that you possess the necessary levels of competence to successfully engage with the programme as set out in the application form.

Subject to availability, applicants who meet all of the entry requirements and satisfactorily complete an application form will be offered a place on the programme.

How long is the programme?

The programme comprises four core 15 credit point courses (*Table 1*) that will normally be taken sequentially over one academic year with an intake in both semesters. However, the programme is modular and courses may be taken in any order to meet the professional needs of participants. A course profile, listing outcomes achieved, will be issued to those undertaking individual courses. A University Certificate in eLearning, Teaching and Training will be awarded to those participants who successfully complete all four courses.

| SEMESTER 1 | LEVEL | CREDIT | SEMESTER 2 | LEVEL | CREDIT |
|--|-------|--------|---|-------|--------|
| COURSE 1 (CORE) An Introduction to eLearning, Teaching & Training. | 1 | 15 | COURSE 3 (CORE) Principles of eLearning, Teaching & Training. | 2 | 15 |
| COURSE 2 (CORE) Designing eLearning, Teaching & Training. | 1 | 15 | COURSE 4 (CORE) eLearning Project. | 2 | 15 |

Table 1

The programme will normally be completed at a distance by part-time study undertaking 2 courses per semester. It is recommended that courses be taken in the proposed sequence (courses 1 and 2 in semester 1, courses 3 and 4 in semester 2).

How do I study?

The programme employs a range of learning, teaching and assessment methods undertaken on-line within a virtual learning environment. There are no set days of 'attendance' but participants will need to connect to the virtual learning environment on a regular and frequent basis. You will be expected to work individually and in small groups. Most of the interactions with peers and tutors will be asynchronous (not in real time), but there will also be regular synchronous (real-time) on-line meetings in each semester. You will be required to undertake research, write reflectively and analytically, and engage in collaborative and evaluative activities.

At the start of each semester there will be an optional half-day induction event at one of the University's campuses, normally Maritime Greenwich. Additional workshops and study days may be offered.

In overview, course 1 is highly structured with recommended weekly activities and regular group tasks. Course 2 is self-paced and requires participants to individually generate a portfolio of evidence, based upon the completion of a series of activities. Course 3 employs 'learning sets' that help participants to work collaboratively to undertake research on a series of inter-related topics. Course 4 involves participants in individual project work using the peer group as consultants.

Every participant is allocated a personal tutor who is responsible for her or his personal progress through the programme. Communication is by computer conference, e-mail, telephone and face-to-face (f2f) meetings, as appropriate.

Assessment requirements and regulations

The overall assessment strategy has been designed to:

- provide participants with a variety of assessment tasks which reflect the programme aims and rationale
- serve as an integral part of the learning and teaching process
- encourage reflection upon experience
- assess the participants' overall performance in the light of the programme aims and course outcomes
- allow participants to apply new learning to their own teaching/training context

Each course is assessed using those strategies felt to be most appropriate to the aims and learning outcomes of that course. Submission of work is normally undertaken on-line by individuals, and by small collaborative groups. The programme adopts a variety of diagnostic, formative and summative assessment types using a range of methods including:

- computer aided assessment (CAA)
- written assignments
- written tasks (individual and collaborative)
- discursive tasks
- authored multimedia reports
- reflective reports
- portfolio
- showcase
- written specification

In overview, Course 1 is highly structured with recommended weekly activities and regular group tasks leading to an individual written task and a small number of assessed group tasks. Course 2 is self-paced and requires participants to individually generate a portfolio of evidence based upon the completion of a series of tasks and a showcase of examples. Course 3 employs 'learning sets' that require participants to work collaboratively on a series of inter-related topics leading to a group multi-media report. Course 4 involves participants in individual project work using the peer group as consultants resulting in a researched and written specification.

What additional support might I expect?

Support services to students involved in on-line learning and teaching are provided through the University of Greenwich e-Support Office (e-SO), which is a one-stop shop for information, guidance, queries and requests. The e-SO maintains a web interface at <http://www.e-university-of-greenwich.com/e-so/>. This site provides a coherent point of entry into the services that the University provides for on-line students, e.g. Library and Information Services, Marketing, Recruitment, Registry (including coursework submission and student progression), and Student Services.

A major role for the e-Support Office is the provision of an asynchronous on-line Help Line through its web site, which logs queries, comments and complaints on a 24/7 basis. Additionally the office runs a telephone help-line facility (+44 (0)20 8331 9749) from 9.00 to 17.00 GMT and an asynchronous email service (esupport@gre.ac.uk) giving students a number of ways in which they can seek advice and assistance. Queries and requests to the Help Line are monitored at hourly intervals during the working week, acknowledged and followed up on a regular basis.

What do I do next?

Before completing the application form consider the following questions.

1. Do I have access to a suitable teaching/training context to which I can apply the knowledge and skills gained on the programme (*see section 2 of the application form*)?
2. Does my computer meet the minimum recommended specification (*see section 8 of the application form*)?
3. Do I possess the necessary ICT skills (*see section 9 of the application form*)

If you are in any doubt about the requirements, or would like to discuss any aspect of your application, please contact either of the programme leaders at celtt@gre.ac.uk.

For further information (including application form download), please visit the CeLTT website at: <http://www.gre.ac.uk/celtt>

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