

3) MINING FOR GOLD DUST

Relevant for the following LLUK Domains:

- Domain A Professional values and practice
- Domain B Learning and teaching
- Domain C Specialist learning and teaching
- Domain D Planning for learning
- Domain E Assessment for learning
- Domain F Access and progression

Short description:

Trainees / learners review online resources and rate them in various categories using a ready made template.

Aims and objectives:

- To identify suitable online resources for either generic teaching or specialist area teaching.
- To develop a greater criticality on the selection and adaptation of resources.
- To contribute to the understanding of ways of using resources of their peers.

Detailed Description:

- **The preparation:**

1. Identify suitable online resources such as:

The Excellence Gateway

<http://www.excellencegateway.org.uk/>

Learning and Skills Information Service (LSIS)

<http://www.lsis.org.uk/Pages/default.aspx>

Itslife

<http://www.itslifejimbutnotasweknowit.org.uk/>

The PCET network

<http://www.pcet.net/>

Teaching in Lifelong Learning Journal

http://eprints.hud.ac.uk/journal_till/

Reflective Practice wiki

<http://reflectivepractice-cpd.wikispaces.com/>

- 2. Provide the links for participants – and allow them to review their own, but ensure review template is used.**

Assessment:

Learning which has taken place about the use of online resources, application of ICT, digital and information literacy are key elements which can be assessed with this activity. It is also possible to assess how participants work in groups, and how they communicate with each other, and if they can develop a plan for sharing resources across their peers and possibly across their team or organisation.

Hints and tips:

- Students could work in pairs or small groups
- This activity can be used in a range of different vocational areas and build to an ongoing resource bank.
- This activity can also be used when training vocational teachers to help teachers to develop ICT and Digital Literacy skills.

Resources follow

**THE ‘WHAT, WHERE, WHEN and HOW’ CHECKLIST
FOR USING ONLINE RESOURCES**

When you are browsing or searching these resources, you will start to consider how you may be able to use, adapt or contextualise them. This checklist helps you to think that through in a structured way so that you can make an informed practical decision, and think through a range of ways you can make best use of the resources. ***You can use the full checklist or just the sections which are most helpful for you.***

WHAT is it?	
Resource Name	
Your own brief description of the resource selected	
Which aspects of the resource do you think are potentially useable?	
Have you made sure you will find it again?	Yes or No
Bookmarked / Tagged / Saved	
What format is the resource available in?	Tick as many as you wish
Web Page	
Video	
Document / s	
Online activity	
Download	
WHERE can you make use of it?	Tick as many as you wish
On an Initial Teacher Education course - PTLLS, CTLLS, DTLLS, Cert Ed, PGCE, Advanced Diploma etc.	
For CPD activity	
In any other programme / activity related to Teaching & Learning	
As part of other staff or professional development	
Notes / Other places you could make use of it	
WHEN could you make use of it?	Tick as many as you wish
For face to face learning	
Within an online or blended learning programme	
To support one to one learning	
To support group learning	
In more than one course or learning activity	

**Sharing Innovation in Teacher Education Project
(SITE) - Innovation Catalogue**



Across a range of sessions			
In one session			
With new teachers			
With experienced teachers			
With all teachers			
With other professionals			
Notes			
HOW could I use it?	Tick as many as you wish		
Which key topics, themes or cross curricular areas could it address? (The resources are already in categories, so this should help)			
Does it support embedding or development of:			
- Equality and Diversity?			
- Language and Literacy?			
- Numeracy?			
- ICT?			
- Sustainable Development?			
What facilities are needed to use it?			
What equipment / technical support is needed to use it?			
How would you rate the resources overall?			
1 – Very Good	2 – Good	3 – Average	4 - Poor
Comments			

Example 1 – Generic resources which can be widely used

WHAT is it?	
Resource Name 'Developing the expert learner' video and 'introducing the expert learner' activity	
Your own brief description of the resource selected A two part video (5 minutes) of groups of staff and students discussing what an 'expert learner' is, and an activity to raise awareness of this particular concept.	
Which aspects of the resource do you think are potentially useable? <i>All aspects</i> – combines good focussed video with many discussion points and well structured and documented learning activity to be used with it. Readily useable as it is. <i>Can be contextualised into almost any subject.</i> The idea of the 'expert learner' can be related to most subjects by asking practitioners to consider these questions: <ul style="list-style-type: none"> • what are the characteristics of an 'expert' plumber / nurse / technician? • how does that compare to an 'expert learner', as presented in the resource? • how do you help your own learners become 'expert learners' in your subject? 	
Have you made sure you will find it again?	Yes or No
Bookmarked / Tagged / Saved	Yes
What format is the resource available in?	Tick as many as you wish
Web Page	✓
Video	✓
Document / s	✓
Online activity	
Download	✓
WHERE can you make use of it?	Tick as many as you wish
On an Initial Teacher Education course - PTLLS, CTLLS, DTLLS, Cert Ed, PGCE, Advanced Diploma etc.	✓
For CPD activity	✓
In any other programme / activity related to Teaching & Learning	✓
As part of other staff or professional development	✓
Notes / Other places you could make use of it This could also be used in any context where teaching and / or learning was the theme	