Case Study 5 – Professional Development for K-6 Teachers in Remote Areas

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My design for case study 5 contains two CMAP files, one is for the overall project information, another details out the instructional strategy to teach learners use 321 Countdown effectively in classroom.

The project development will follow the system design model. In the analyze phase, I will analyze the technical feasibility, 321 Countdown martials, and the leaners' pre-existing knowledge; I will also decide the learning goal and desired outcome. In the design phase, I will decide media, instructional strategies, and supporting materials. Formative evaluation will be conducted in each stage and a pilot testing will be conducted after development in local and/or nearby district. Project will enter implementation phase after passing pilot testing. From the beginning, the design will keep future extension and scale-up in mind, and the product should be reusable and scalable.

Since the training needs to reach the learners in remote places with the hope to scale up across the country, online learning will be used. However with the limitation of the rural area internet framework, the training materials are also available on CD or can be downloaded to use offline. All users can join the online forums and discussion groups to learn from each other.

After analyzing the learners, I think two type of training is necessary. One is how to use 321 Countdown tool itself, the other is how to use this tool efficiently in classroom. The first task is straight forward. I will use direct instructions with video clips to show how to do common tasks. The initial motivation for the learners is "It is not difficult to use the tool.", and the continuous motivation is "The tool can save my time and make my work easier." The project will focus on the second task, I plan to use **scaffolding** to teach learners to use 321 Countdown to assign tasks to students and monitor student's progress.

I will use **electronic scaffolding** to help learners to master the new concepts and the procedures, by using supporting materials like web link, video tutorial and help pages. There will be extensive support to guide learners through the complete process of Learning Framework in Numbers, and show the learners how to use the teaching support tool to monitor student's progress. The processes will be broken down to steps; the learners are required to practice what they have learned in their classrooms. The learner then can reflect and self-assess during practices. Peer support and communication among co-workers and online communities can provide multiple perspectives and **Reciprocal scaffolding**.

After completing the training, the learners are encouraged to develop their own plan and to use 321 Countdown in their classroom independently. Guided support will be reduced after learners gain more knowledge. Learners can look for help from the training material, or use both online and offline peer support for their questions.

Video demonstrations of using this method for other subjects are also accessible to the learners; this will make it easier for learners to use the same method on other subjects in the future.

Reference:

Scaffolding: A model for learner support in an online teaching environment, retrieved from
http://lsn.curtin.edu.au/tlf/tlf2000/mcloughlin2.html

Instructional Scaffolding, retrieved from http://en.wikipedia.org/wiki/Instructional_scaffolding

http://www.curriculumsupport.education.nsw.gov.au/countmein/teachers.html