



core
EDUCATION
Tātai Aho Rau

ELEARNING AS INQUIRY

Review and recommendations

<http://elearningasinquiry.tki.org.nz/>

17 March 2014

Review of e-Learning as Inquiry – Recommendations

This document reviews the *e-Learning as Inquiry* resource <http://elearningasinquiry.tki.org.nz/> on TKI and offers a set of recommendations for future consideration.

We suggest that *e-Learning as Inquiry* is no longer relevant as a stand-alone e-learning resource but might be repurposed for Literacy Online or NZC Online.

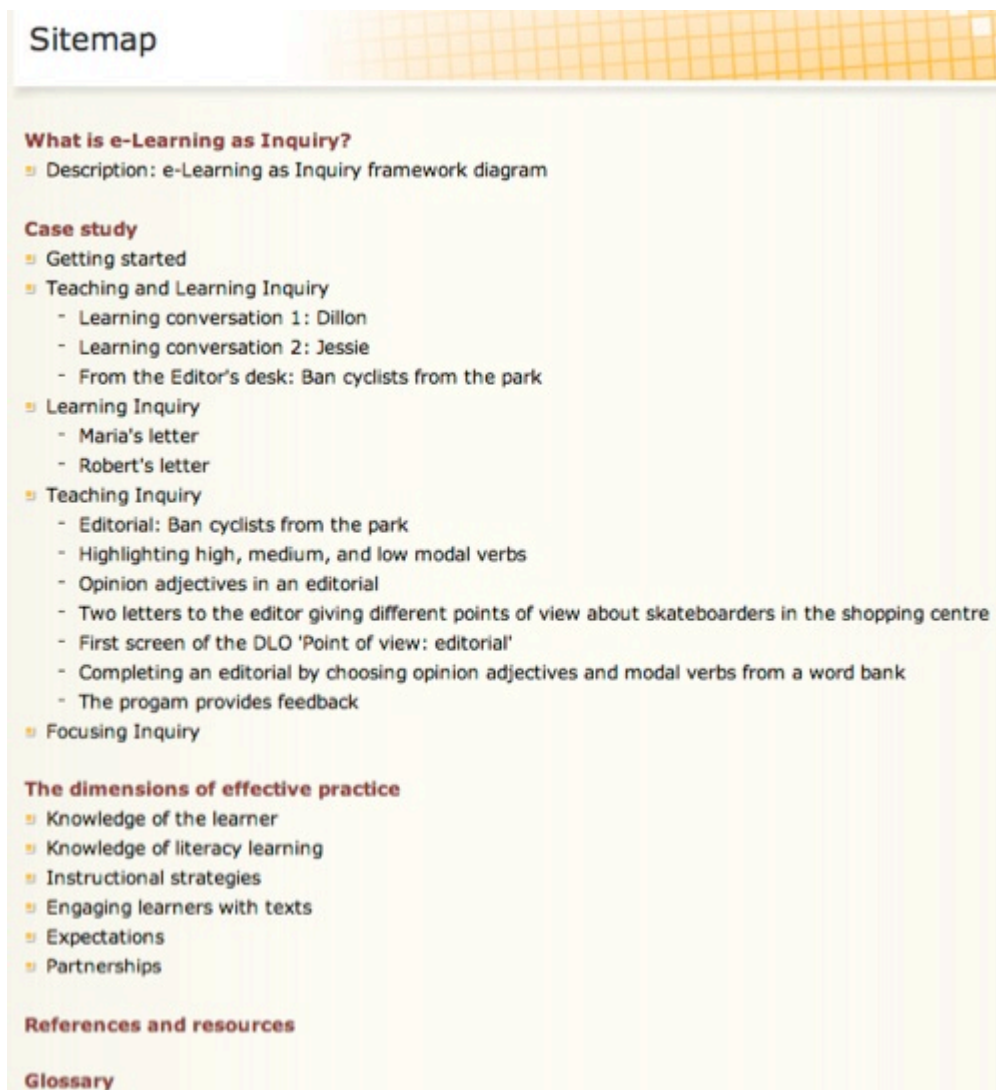
Background

The *e-Learning as Inquiry* resource was developed approximately five years ago and is branded to resemble the Literacy Online site, but is a separate instance on TKI. It integrates a case study into the inquiry framework that features a digital learning object from Digistore:

- <http://bit.ly/1hMD6Wa>: 'Explore a newspaper editorial to learn about structure, purpose and persuasive language'.

The focus of this resource is to illustrate how a digital learning object might be integrated into an effective literacy learning experience within an inquiry framework. It has a strong focus on the deliberate acts of literacy teaching.

The resource comprises 32 separate web pages and structures a single case study around the stages of teaching as inquiry [see Figure 1 for site map].



Sitemap
What is e-Learning as Inquiry?
▢ Description: e-Learning as Inquiry framework diagram
Case study
▢ Getting started
▢ Teaching and Learning Inquiry
- Learning conversation 1: Dillon
- Learning conversation 2: Jessie
- From the Editor's desk: Ban cyclists from the park
▢ Learning Inquiry
- Maria's letter
- Robert's letter
▢ Teaching Inquiry
- Editorial: Ban cyclists from the park
- Highlighting high, medium, and low modal verbs
- Opinion adjectives in an editorial
- Two letters to the editor giving different points of view about skateboarders in the shopping centre
- First screen of the DLO 'Point of view: editorial'
- Completing an editorial by choosing opinion adjectives and modal verbs from a word bank
- The program provides feedback
▢ Focusing Inquiry
The dimensions of effective practice
▢ Knowledge of the learner
▢ Knowledge of literacy learning
▢ Instructional strategies
▢ Engaging learners with texts
▢ Expectations
▢ Partnerships
References and resources
Glossary

Figure 1: Site map (<http://elearningasinquiry.tki.org.nz/About-this-site/Sitemap>).

Use of the resource

The previous two years have seen a 56% increase in the number of users of this site but the total number for 2013 is still only 5,123. By comparison, for the same period, Enabling e-Learning received 78,000 visitors and Literacy Online 281,750. The bounce rate is high and the majority of users typically visit the resource and leave within less than a minute. The digital learning object that is the focus of the case study was accessed fewer than 70 times in the previous year. The learning object was created six years ago and arguably has been superseded by other online literacy publications.

Broader situation

Since the publication of the *e-Learning as Inquiry* resource, a number of developments have occurred in the way we think about integrating technologies into teaching and learning.

e-Learning

There has been commensurate development within the e-learning products and services offered by the MOE. Enabling e-Learning, the e-Learning Planning Framework (eLPF), and the focus on learning with digital technologies across PLD have broadened the scope of what e-learning might look like beyond simply using digital content.

In addition, the use of digital content itself is increasingly ubiquitous and arguably, in itself, does not model the kinds of e-learning practices that push the boundaries of learning. The *e-Learning as Inquiry* resource still has relevance in terms of its inquiry methodology and focus on deliberate acts of literacy teaching, but arguably it does not now reflect the broader understanding around what might be possible in terms of learning with digital technologies.

Recent developments in the eLPF, driven by recommendations from a Parliamentary Select Committee Reference Group, have included the integration of digital literacy throughout the dimensions of the framework. Again, however, this is broader than simply replacing paper text with an online version as shown in the *e-Learning as Inquiry* case study.

The digital learning object that sits at the heart of the resource is still relevant in terms of its literacy/English, although it may not run on all student devices and it still sits behind a Digistore login which serves as a barrier to access for some schools and other providers.

The resource, then, is reflective of the time in which it was created but has now been superseded by other, more developed MOE resources.

We believe that *e-Learning as Inquiry* is no longer relevant as a stand-alone e-learning resource but might be repurposed for Literacy Online or NZC Online.

Key recommendation

The central challenge, in terms of reviewing this resource, is to establish what its key purpose could or should be. The resource attempts to address three key ideas: **teaching as inquiry** as a process in a literacy context, **deliberate acts of literacy teaching** in action, and the **integration of digital content** in effective literacy teaching.

It would be useful to take one of the above foci and consider whether that would be a starting point for redevelopment.

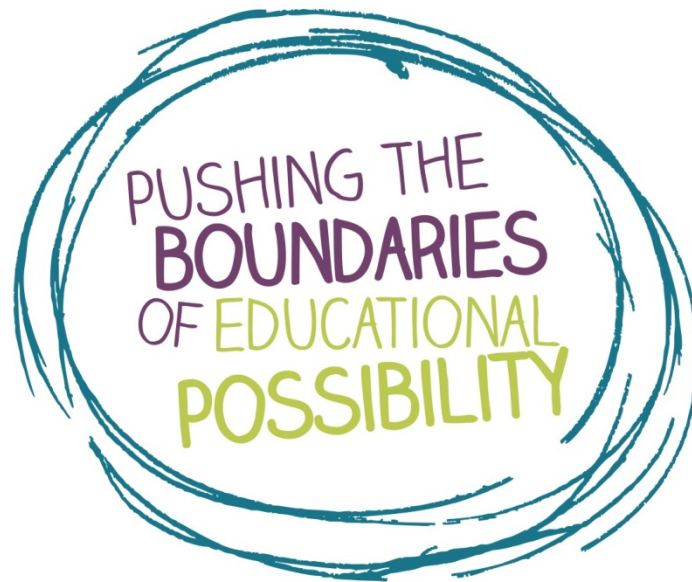
This review has posed the following questions:

- *Is there a need for a case study on Literacy Online that **models the effective literacy dimensions in action?***: There is a need for fresh content on the website that focuses on teachers' stories but the issue of the relevance of the digital learning object (and the wider support for Digistore) is key here.
- *Could the resource effectively model **digital literacy or inquiry in Enabling e-Learning?***: The inquiry cycle in an e-learning context is already well illustrated in Enabling e-Learning <http://elearning.tki.org.nz/Professional-learning/Professional-inquiry-into-e-learning> and the focus on the use of digital content is too narrow to exemplify digital literacy across the curriculum.

On balance, **it is recommended that the MOE consider the following actions:**

e-Learning as Inquiry be removed as a stand-alone resource and archived and that the content be managed as follows:

1. Review the digital learning object that sits at the heart of the case study for access, accessibility on multiple devices and relevance of content.
2. Should the digital learning object still be relevant, review the need for an additional case study on effective literacy practice on Literacy Online and repurposed accordingly.
3. If the learning object is no longer relevant, the *e-Learning as Inquiry* resource should be archived.



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