



Using Technology with under-represented adults

Google Apps for Education Case Study

Title	From Moodle to Google
Summary	<p>Faced with the challenge of a Virtual Learning Environment (VLE) that acted as little more than an online filing cabinet, no one in the organisation who knew how to administer it and Ofsted's recommendations for improvement that they make greater and effective use of technology, Kerry Gray, Head of Adult Skills and Learning at Leicester City Council, felt it was the right time to look at alternative options for a learning platform. Kerry wanted to see if they could find a learning platform that had all the functionality required to deliver and support learning, as well as one that required little expertise to use or administrate. The solution needed to be easy to adopt by both staff and learners.</p> <p>Leicester Adult Community Learning and Skills took the decision to move away from an educational Moodle VLE to Google Apps for Education (GAFE). They did this for a number of reasons:</p> <ul style="list-style-type: none"> It provided a solution that embraced 'real life' rather than one designed specifically for education It supported the introduction of Bring Your Own Device within their organisation
Background	<p>Leicester Adult Community Learning and Skills was award 'Good' for Overall Effectiveness during an Ofsted Inspection in November 2013. However, one key area for improvement given was:</p> <p><i>"Teacher do not make sufficient or effective use of information and learning technologies (ILT) to help learners to develop"</i> Ofsted Report</p> <p>Their Moodle VLE was being used primarily as a storage portal rather than a tool for delivering and supporting learning. The one person within the organisation who knew about administration of the VLE left the service and they were left in a position of having a Moodle that no one knew how to work.</p> <p>Although there was some use of Moodle on some courses, it had not been embraced across the service.</p>
How	

	<p>Kerry used the documents Cloud (Educational Apps) Software Services and the Data Protection Act (DfE) and Cloud Software Services for Schools (Google) to support the case to use Google Apps For Education with the Council's IT Department. Links to both documents are given in the Further Information Section. Expecting a challenge on security, she investigated to see what information was out there that she could take with her to meetings. As a result she faced no challenges to implement the change.</p> <p>Leicester were able to apply for a GAFE account using their 'ac.uk' email account which removed the need for proving to Google that they were an education provider. Kerry said she required a small amount of technical help in setting up the account in the first instance but has not had any subsequent need for technical support.</p> <p>They held a series of drop-in sessions, which they called Google Play times, were open to anyone (managers, co-ordinators and tutors) who wanted to come along and find out more. These were not training sessions, they were times when groups of staff got together to explore the functionality of the software and to find out 'what happens if'.... (I send an announcement, I upload a photo, I set an assignment etc.). The fact that they no longer had a technical person to ask questions or do the training meant that it was a very collaborative approach through trying things out and sharing.</p> <p>Within GAFE there are a lot of Apps which they didn't want tutors to feel overwhelmed by, so the used an approach of asking tutors to consider a problem that they wanted to fix and then identify the right tool to solve it. As a result they now have various members of staff looking at different tools within GAFE to do help them overcome different challenges.</p>
<p>Benefits</p>	<p>To Learners</p> <ul style="list-style-type: none"> ☑ They are using tools they recognise and they're familiar with ☑ They learn skills they can then continue to use in their everyday lives and even work ☑ That get to work on their own devices which they already have experience of using. ☑ They get an email account (Gmail) which they can redirect to a different personal account if they wish ☑ They have access to class resources, forums etc. ☑ Individual Records and Progress and Achievement are shared with them, so they can access and update it at any time – inside or outside class times. ☑ It shows the learner all their assignments across the different courses. Telling them what is due or late and any that have been marked. ☑ They can share their work with others – family members, employers etc. <p>To Teachers</p> <ul style="list-style-type: none"> ☑ Ease of use, prior knowledge of Google and some of the tools like Gmail. ☑ All teachers (and other staff) get an email account (Gmail) ☑ A wide range of tools that could work for them and their learners which encourages innovation ☑ A wealth of online training materials –webinars, videos and communities for on-demand support ☑ Access to resources in community locations via Google Drive. ☑ Share across curriculum areas of resources ☑ Online course files that can be easily shared with managers.

	<p>☑ Time saving, for example no need to take pictures, print, cut them out and stick them on an ILP. Photos are simply moved inserted into the online ILP.</p> <p>☑ Shared learner information. For example within the Childcare provision the team are using Google documents for shared trackers where both tutors and assessors can see and comment on learner progress. All of which is then overseen by the Course Co-ordinator.</p> <p>The ability to set up a Google Site(s) (website) for their course to promote learner work or for projects. These can be set as private to the organisation or open to the public.</p> <p>The use of online private discussions through Google+. Learners on a photography course, found Google+ extremely valuable they were able to upload photographs for their tutor and peers to review.</p> <p>As a teacher using Google classroom, you can see across all your different courses on one page to quickly identify what work needs marking or any learners who are late with assignments.</p> <p>There are no version control problems with assignments; Google classroom creates a version of that document in each students' Google Drive which is labelled with the course and the learner's name.</p> <p>To the organisation</p> <p>It provided a fresh start with Learning Technologies enabling teachers and learners the ability to use tools to fit to their individual needs both in terms of their courses and themselves.</p> <p>☑ Reduced budget costs: Students use their own devices, no Moodle server or external hosting costs, free online storage area (after the initial licence fee), reduced training costs and no corporate IT technical or administration support is required.</p> <p>☑ Unlimited storage area. Although this is only true if you embrace Google applications, the amount of space provided if you wish to use Microsoft is limited. They have found it is possible to load documents from Microsoft to use, however there are sometimes formatting challenges.</p> <p>☑ They've found everything really simple to use. Google Classrooms allows you to set up a page per class, for announcements and assignments.</p> <p>☑ Google classroom is really mobile device friendly.</p> <p>☑ Enrolling students on the course has been very simple. Each class has a code, you give that to the learner and they log into it.</p> <p>☑ It provides a learning platform that looked modern and up-to-date. They felt their Moodle VLE looked very dated.</p> <p>☑ Easier to communicate with staff through Gmail accounts. Corporate accounts caused challenges to staff on term time only contracts as they lost access over the summer break when they didn't log in after a certain number of weeks.</p> <p>☑ Google Sites provided a way to establish a Staff Filing Cabinet and Tutor Toolkit to contain all staff documents in one place and the next stage is to develop a Resource Bank.</p> <p>☑ All newsletters are produced and distributed online.</p> <p>☑ More people have engaged with GAFE than Moodle and more staff are now doing interesting things with learning technologies.</p>
Features they'd	Being able to set assignments to selected individuals for differentiation purposes rather than only having the option to send to all learners.

like to see in GAFE	A more sophisticated domain level administration function for Classroom and Google+ groups. At present there isn't the equivalent of a 'Manager' role who can access and see what is going on without being granted permission via the teacher.
Hull City Council's experience	<p>Hull Training and Adult Education introduced Google Apps for Education as part of a JISC funded project. Jacky Jordon, Lead Manager Learner Experience and Performance, says that through their development and use of GAFE they now have a fully functional VLE.</p> <p>They divided the learning platform into the occupational areas and then included additional generic areas. They have found the platform, via their home screen, easy to navigate. They are involving learners and staff in the ongoing design of the site and the resources stored within it. Jacky says the platform is being well used, with both e-Guides and members of their teams uploading resources all of the time. They are working towards getting a consistent look and approach to the learning platform, as they feel this will support its promotion and aid its ease of use.</p> <p>On a monthly basis a Technology Learning Lunch takes place, delivered by a member of the e-Guides Team. These events are open for anyone to attend and promoted through their staff newsletter. Topics covered change depending on new resources they have identified or teaching techniques they wish to share. In future they will video record the events and upload them onto the platform so that staff can access the sessions at a later date.</p> <p>All staff and learners enrolled on courses have an account providing them with a personal Gmail address, unlimited Google Drive storage space and access to their own personal calendar in addition to the resources uploaded.</p> <p>The Tools:</p> <p>Jacky stated that learners at their Craven Park Centre had fully embraced the use of Google Classroom. They use it to share their assessment work with their tutor and to create online portfolios. The success of this App at Craven Park has resulted in further trials now taking place within other occupational areas.</p> <p>Google Forms are providing staff with the opportunity to create interactive resources which provide feedback to the teacher helping them to develop sessions and identify areas of weakness in knowledge.</p> <p>Google Calendar has been used on home page of the learning platform to display term dates and important calendar events. They had originally hoped to be able to set up individual calendars that displayed lesson timetables but have yet to achieve this. Learners have access to their own calendars as well as the generic calendar.</p> <p>Google Scholar provides learners with a way to search specifically for academic literature. The team feel this is a really useful tool, not widely used yet but they will promote it with learners on the higher level courses.</p> <p>Google Hangouts has been piloted by their e-Guides, they have found slow connection speeds and lack of WiFi at some of their sites means that to-date this tool hasn't been used very successfully.</p> <p>Finally</p> <p>Hull Training and Adult Education would recommend Google Apps for Education as an alternative VLE. Jacky says</p> <p>"This free resource has provided us with everything we need. The restrictions we have as a result of being part of the Council would have impacted on us equally if the VLE was free or chargeable. If money were no object perhaps in</p>

	the future we could look at migrating to Office 365. The advantage of this would be the compatibility and familiarity for learners and staff alike.”
Further Information	<p>Cloud (Educational Apps) Software Services and the Data Protection Act Departmental advice for local authorities, school leaders, school staff and governing bodies. (DfE) https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/441812/Cloud-services-software-dept-advice-July_03_2015.pdf</p> <p>Cloud Software Services for Schools (Google) https://drive.google.com/folderview?id=0B4froD7RGVqtaFIKc3VnTHF0THc&usp=sharing#</p> <p>JISC Google Apps for Education https://www.jisc.ac.uk/google-apps-for-education</p> <p>JISC Google Apps Community Page https://community.jisc.ac.uk/groups/google-apps</p> <p>JISC Janet Cloud Services for Education Agreement – Google Apps for Education http://repository.jisc.ac.uk/5910/1/JanetCloud_GoogleApps_2013.pdf</p> <p>The Progression of Cloud Computing in FE Colleges AoC November 2013 http://www.aoc.co.uk/sites/default/files/The%20Progression%20of%20Cloud%20Computing%20in%20FE%20Colleges.pdf</p>