"Education: Empowerment through literacy"

John Hurley – H2 Learning

What We Do…

www.h2.ie

Planning and Development

Piloting and Rollout

Purchasing Decisions

Professional Development

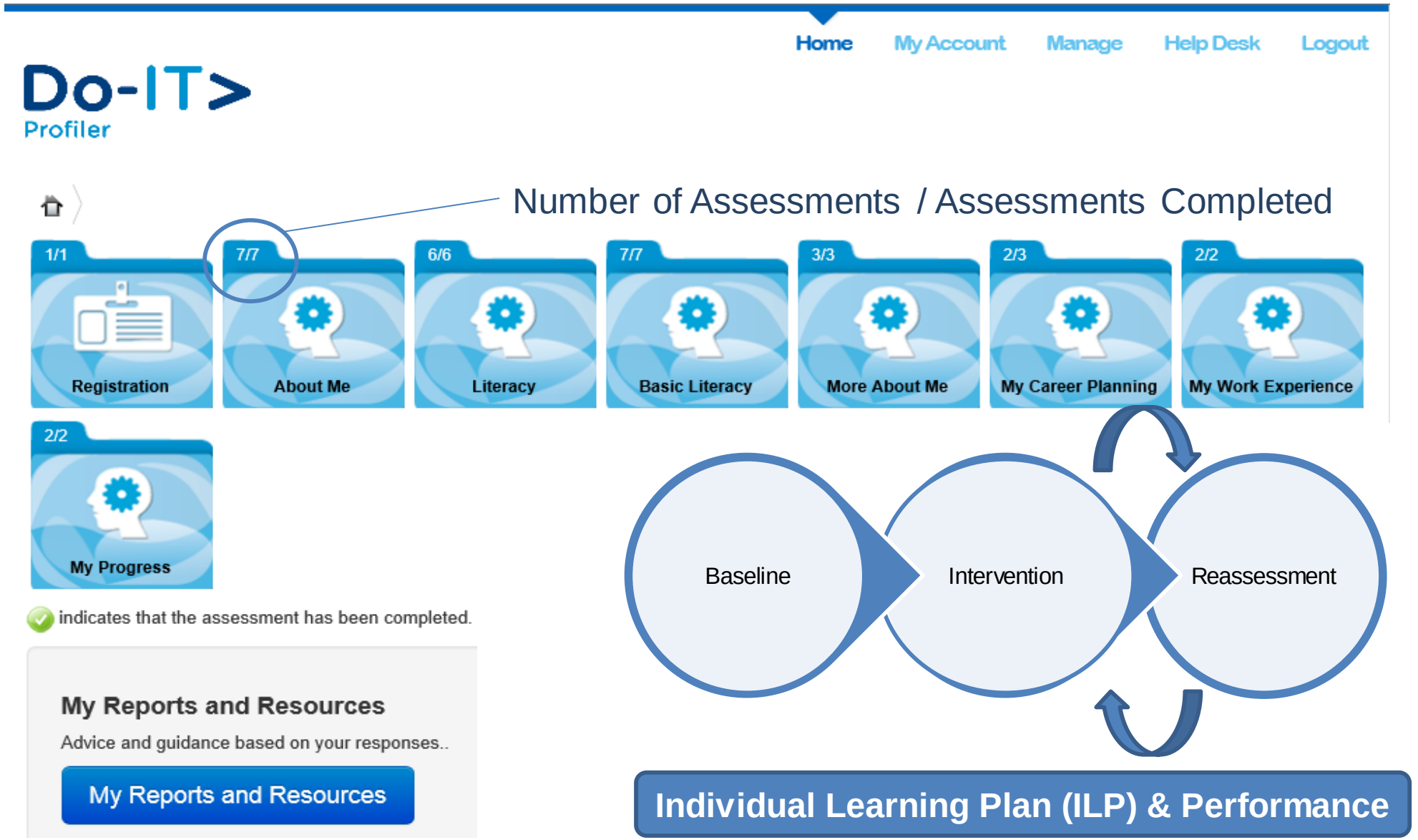
Distance Learning

Using Technology to Support Literacy

CDETB PROFILER

CDETB Profiler Assessment

- Online assessment taken by all learners in every Youthreach Centre:
  - Hard Skills & Competencies
    - Literacy,
    - Numeracy (and associated sub-assessments)
  - Soft Skills
    - How I Do Things
    - Stress Profiler,
    - How Do I Feel
    - Study Skills


Home
My Account
Manage
Help Desk
Logout
Do-IT>
Profiler
Number of Assessments / Assessments Completed
1/1
Registration
7/7
About Me
6/6
Literacy
7/7
Basic Literacy
3/3
More About Me
2/3
My Career Planning
2/2
My Work Experience
2/2
My Progress
indicates that the assessment has been completed.
My Reports and Resources
Advice and guidance based on your responses..
My Reports and Resources
Baseline
Intervention
Reassessment
Individual Learning Plan (ILP) & Performance

Management Information & Drill Down

- Dashboard and high level management screen for drill-down:
  - Programmes
    - Activity, Average Scores, Demographic Survey / Responses
  - Centres
    - Evaluation of the learner
    - Individually, by cohort, by class, by grouping, by centre, across all centres in an education programme

Do-IT> Dashboard Organisation Reports Standalone Search

CDETB (cdetb)

- **Overview**
- Programmes
- Profiler Managers
- Recent Activity

OVERALL REPORTS
- Activity

ASSESSMENT REPORTS
- Average Scores

SURVEY REPORTS
- Responses

System Details

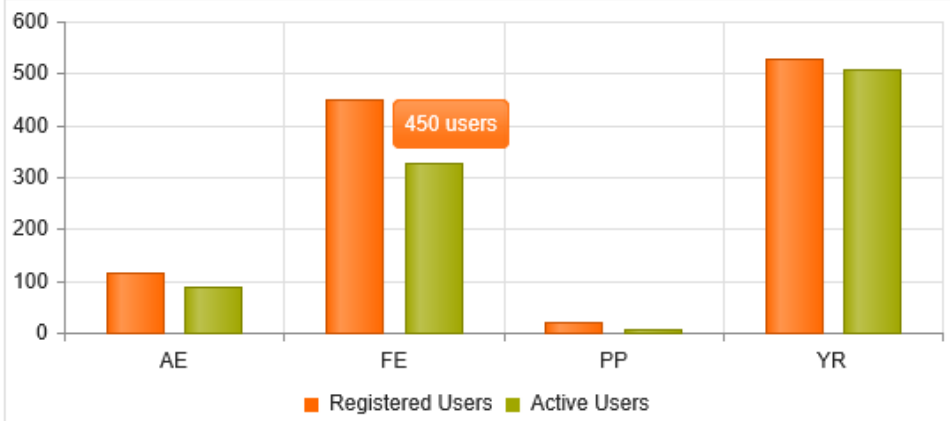
Code: cdetb

Name: CDETB

Users online: 0

Activity (Total users = 1115)

By organisation | By date



Common reports

Activity Analysis Report	Run Report
Activity Analysis Report (XLSX)	Run Report
Activity Analysis Report for Institutions	Run Report
Assessment Average Scores Report	Run Report
Assessment Average Scores Report 2	Run Report

Your Programmes

Adult Education	AE	View
Further Education	FE	View
Post Primary	PP	View
Youthreach	YR	View

Add/Edit Programmes

Dashboard of Registered and Active Learners by Education Programme.

Reports to analyse learner activity across Centres and Programmes.

Do-IT> Dashboard Organisation Reports Standalone Search

Youthreach > YR Region 9

Region: YR Region 9 (R9)

- **Overview**
- Region Details
- Sites
- Region Leaders

OVERALL REPORTS

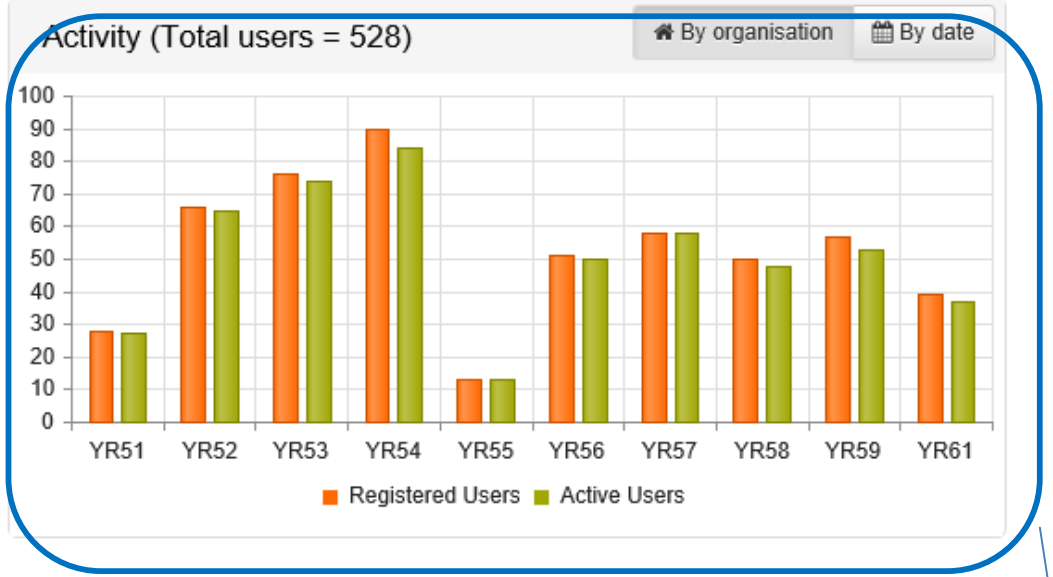
- Activity
- Individuals Activity
- Individuals Bands
- Individuals Scores

ASSESSMENT REPORTS

- Average Scores

SURVEY REPORTS

- Responses



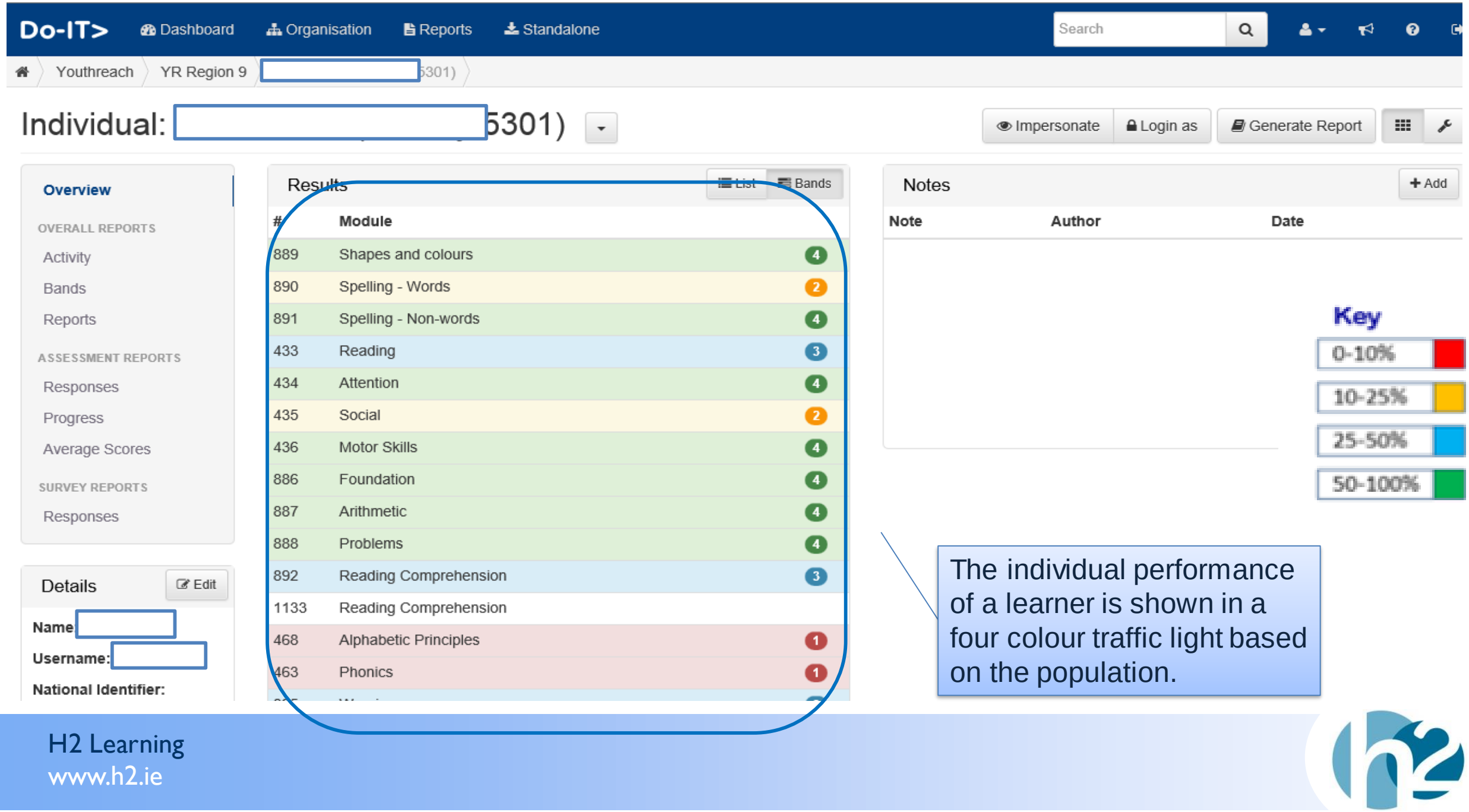
Sites

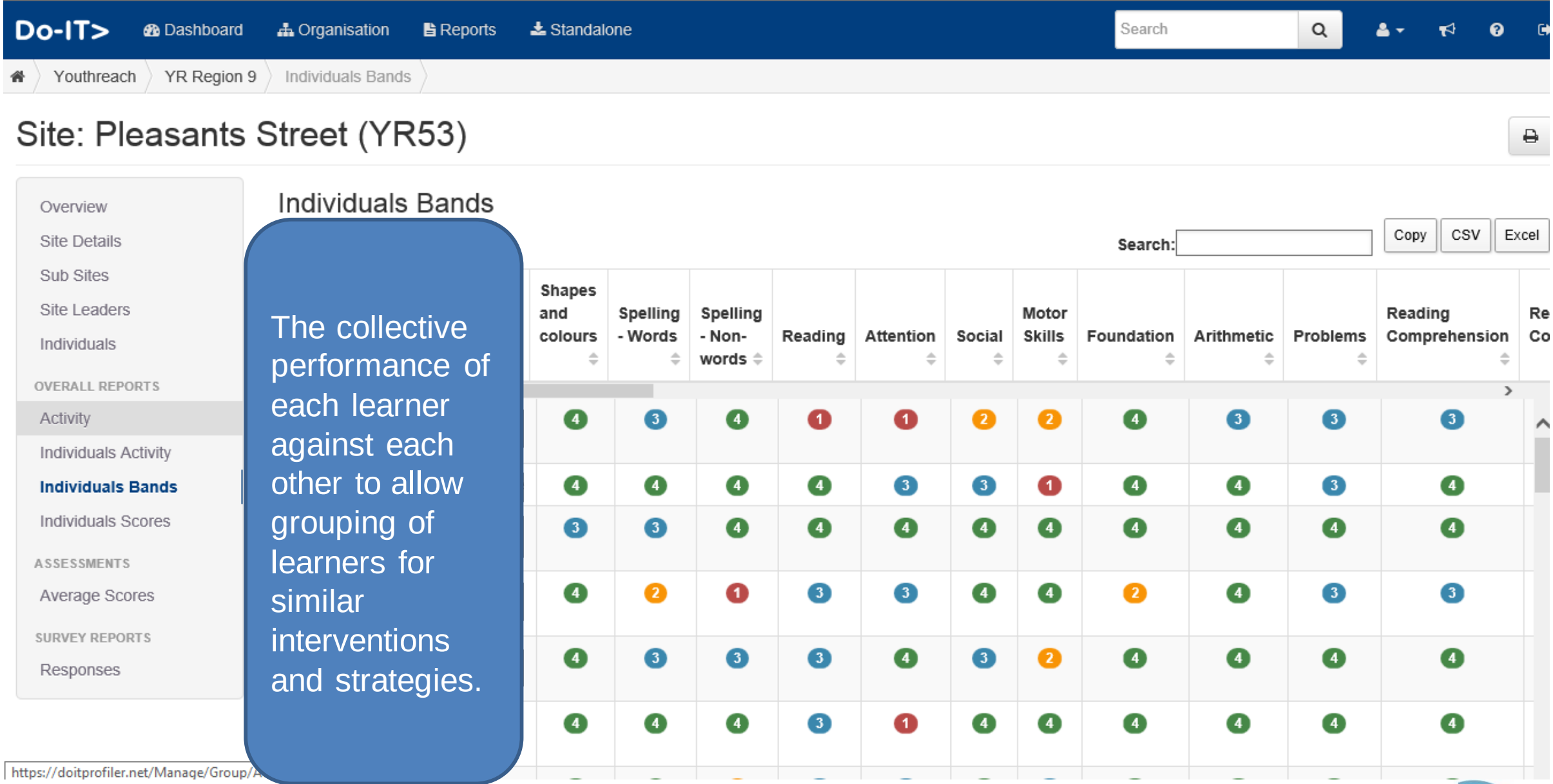
Sherrard Street	YR51	View
North Great George's Street	YR52	View
Pleasants Street	YR53	View
Transition Centre	YR54	View
Crumlin	YR55	View
Ballyfermot	YR56	View
Harmonstown	YR57	View
Kilmore Road	YR58	View

Add/Edit Sites

Dashboard of Registered and Active Learners by Centre.

Region Details


Do-IT>
Dashboard
Organisation
Reports
Standalone
Search
Youthreach
YR Region 9
Individual:
Impersonate
Login as
Generate Report
Overview
OVERALL REPORTS
Activity
Bands
Reports
ASSESSMENT REPORTS
Responses
Progress
Average Scores
SURVEY REPORTS
Responses
Details
Edit
Name
Username:
National Identifier:
Results
List
Bands
Module
889 Shapes and colours 4
890 Spelling - Words 2
891 Spelling - Non-words 4
433 Reading 3
434 Attention 4
435 Social 2
436 Motor Skills 4
886 Foundation 4
887 Arithmetic 4
888 Problems 4
892 Reading Comprehension 3
1133 Reading Comprehension
468 Alphabetic Principles 1
463 Phonics 1
Notes
+ Add
Note
Author
Date
Key
0-10%
10-25%
25-50%
50-100%
The individual performance of a learner is shown in a four colour traffic light based on the population.


Do-IT>
Dashboard
Organisation
Reports
Standalone
Search
Youthreach
YR Region 9
Individuals Bands
Site: Pleasants Street (YR53)
Overview
Site Details
Sub Sites
Site Leaders
Individuals
OVERALL REPORTS
Activity
Individuals Activity
Individuals Bands
Individuals Scores
ASSESSMENTS
Average Scores
SURVEY REPORTS
Responses
Individuals Bands
Search:
Copy
CSV
Excel
Shapes and colours
Spelling - Words
Spelling - Non-words
Reading
Attention
Social
Motor Skills
Foundation
Arithmetic
Problems
Reading Comprehension
The collective performance of each learner against each other to allow grouping of learners for similar interventions and strategies.
https://doitprofiler.net/Manage/Group/A

CDETB Profiler Benefits

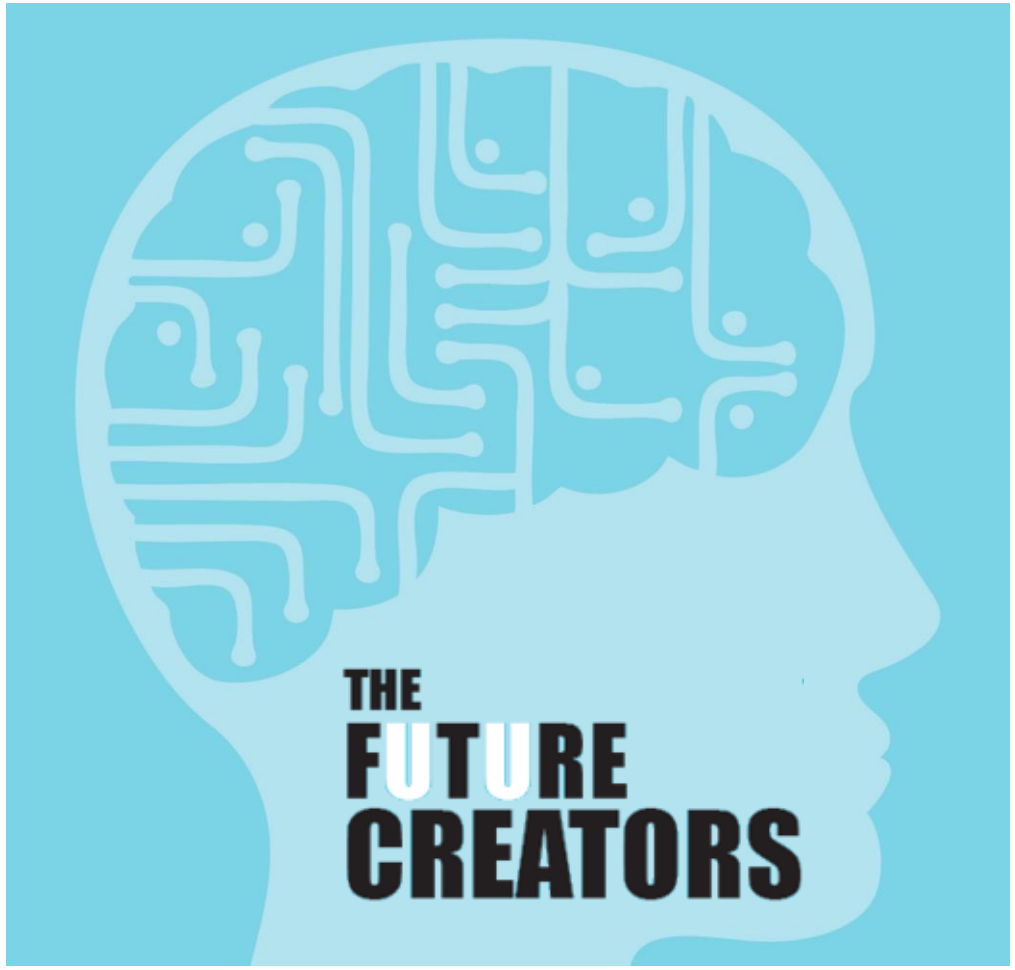
- One model to understand the needs of your learners.
- Allows you to understand the learner across multiple dimensions (not just educational attainment) and across multiple levels - individual, class, cohort, centre and institutional.
- Available and accessible online to all registered learners.
- Immediate learner reports with advice and recommended strategies for success.
- Can be used multiple times during the academic year to track progress
- Can be used to assess the impact of learning interventions to drive their further improvement and refinement (feedback loop).

Future Creators

Using technology to define new literacies

Who are the Future Creators

- 24 young people
  - 13 to 16 years old
  - Dublin 8
  - Boys and girls
- Out-of-school context
  - 2 evenings per week

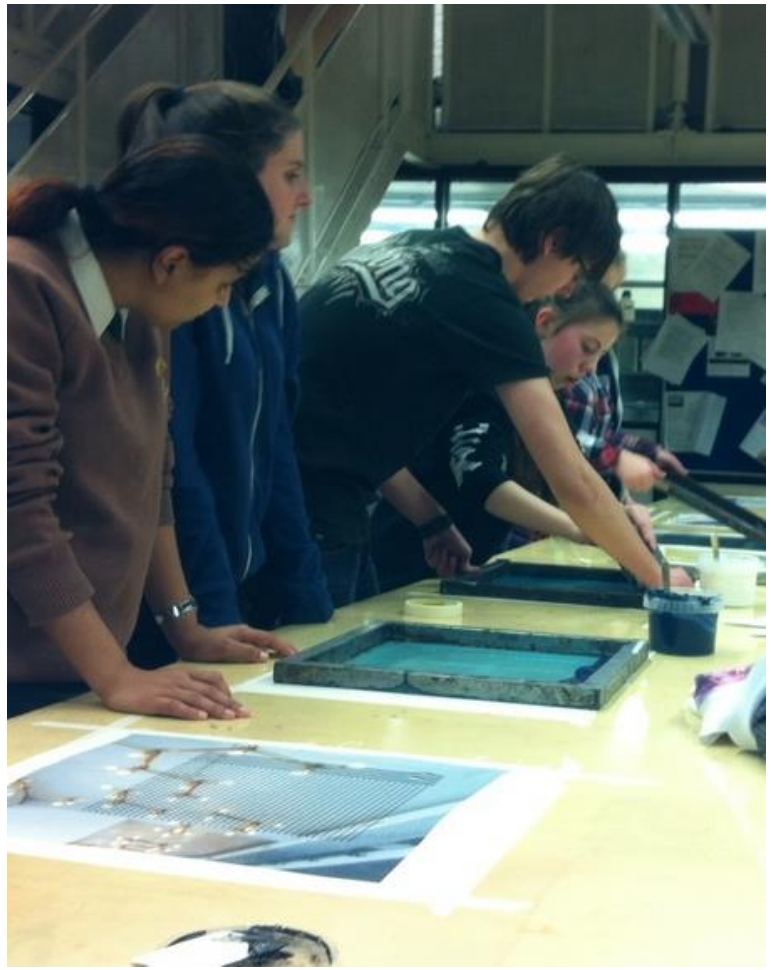


Why Future Creators

- Opportunity to acquire digital skills
  - coding, animation, etc.
- Focus on 21st century skills
  - team-building, problem solving and communication
- Help them consider future possibilities
- **While exploring their creative potential**

So what is Digital Media?

- Social media
- Digital image manipulation
- Stop motion animation
- Sound editing
- Flash animation
- Digital 2D & 3D print
- Film-making
- Chroma Key (green screen)
- Coding



Celebrating Achievement

- Showcase event held in NCAD
- NCAD Future Creators certificate
- Showcase their work
  - Films, apps, design
- Talk about their experience
- Share with family and friends
- Future Creators Alumni

DIGITAL HUB TV
End-of-Year
Showcase
2014
FUTURE CREATORS AWARDS & SHOWCASE
NCAD
25/06/14

Giving young people a voice…

I didn't think I'd be able to do all this

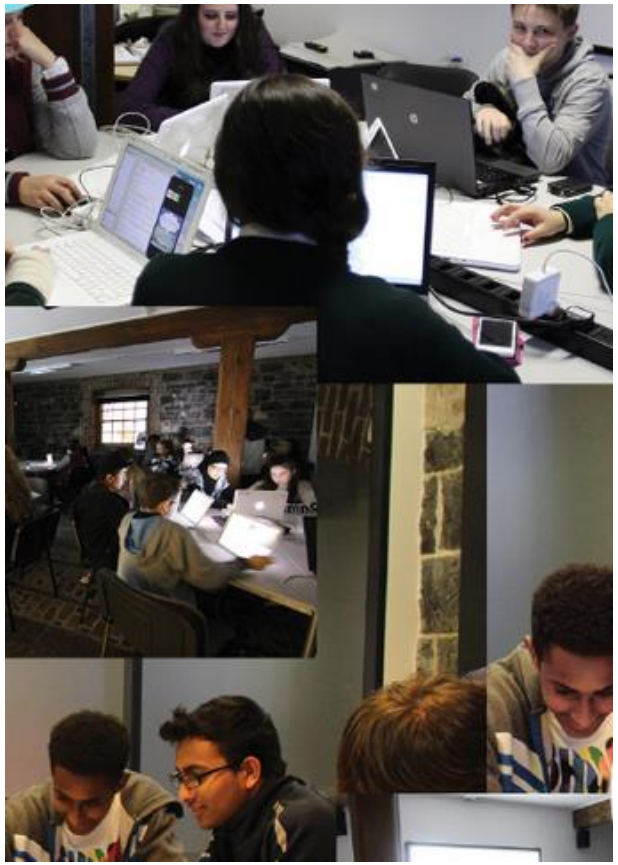
I feel a lot more confident than I was. Before I came here I was really shy, I didn't talk to anyone at all and now I talk so much... wow I can actually talk to people

Definitely different from school because you can talk to people and figure out how to solve something

It's challenging ...I see it like a puzzle, you get all these things and you have to fit them together.

You can make your own app to do anything you really want and can feel really proud of yourself that you made it

Now I'm looking up stuff and I know where to go for information.



iScoil

Developing a new model of online learning

iScoil

- An online learning community
- An alternative path to further education and employment.
- Provides personalised learning plans negotiated with students and based on their needs and interests.
- Ireland's first virtual school

iScoil works with young people at their pace and in a supportive way.

Background

- The original iScoil is based on Notschool.net
  - Created by Professor Stephen Heppell in the UK
- The Presentation Sisters developed the model here
  - Commitment to learning innovation and learning inclusion
- Evidence of educational/learning needs amongst a considerable cohort of young people.
  - Almost 2,500 young people left school before Junior Certificate
  - 1,500 of these left at First and Second years (ESRI 2007)
  - 1,100 young people who had left before completion of Junior Cert were unemployed, seeking their first job or unavailable for work, one year after leaving school.

In iScoil, we aim to…

- Engage young people in learning.
- Build confidence and self-esteem.
- Offer Accreditation opportunities.
- Support progression to further education and employment.
- Based on principles of inclusivity and equality
- Adopts a non-judgemental approach

The iScoil approach is learner centred and based on the concept of a personalised journey of learning.

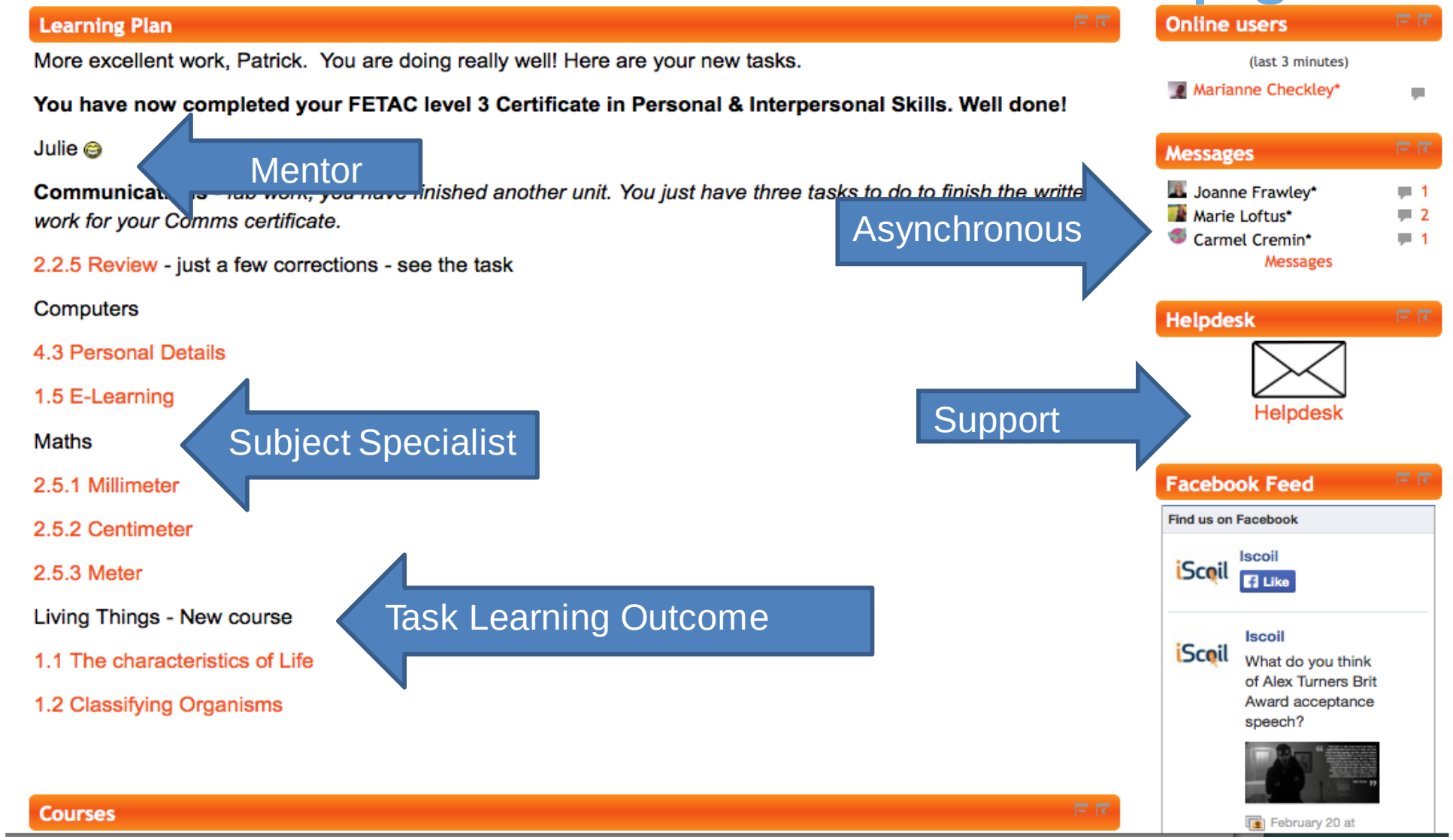
Referral

- iScoil welcomes a range of young people who are out of mainstream education.
- Students aged from 13 to 16 who have not attended school for at least six months and have had other interventions which did not work.
- Reasons why young people might need to avail of the service range from school phobia, illness or mental health problems.
- Referrals usually come through the Child and Family Agency (formally the National Educational Welfare Board)

Blended learning model

- Involves both online and face-to-face engagement.
- Blended programmes in Longford, Mullingar, Limerick and Roscommon
- Developed locally in partnership
  - National Educational Welfare Board
  - School Completion Programme
  - Garda Diversion Programme
  - Youthwork Services

What does it look like …… The iScoil Homepage



The approach within iScoil includes

- Individualised learning plans
- Identification of and building on students' interests
- Work at students' own pace
- Blended learning combining online and face-to-face work (in some cases)
- Adaptable flexible curriculum
- Work towards recognised accreditation within the National Framework of Qualifications.

Certification

iScoil learners can achieve FETAC Level 3 accreditation in the following subject areas:

Core Modules	Other Modules
• Communications • Mathematics • Personal and Interpersonal Skills Computer Literacy	• Living Things • French • Spanish • Personal Effectiveness • Career Preparation

To complete the Certificate in General Learning students need to complete four core modules plus any other two modules.

Learner Profiles

Parent Testimonials

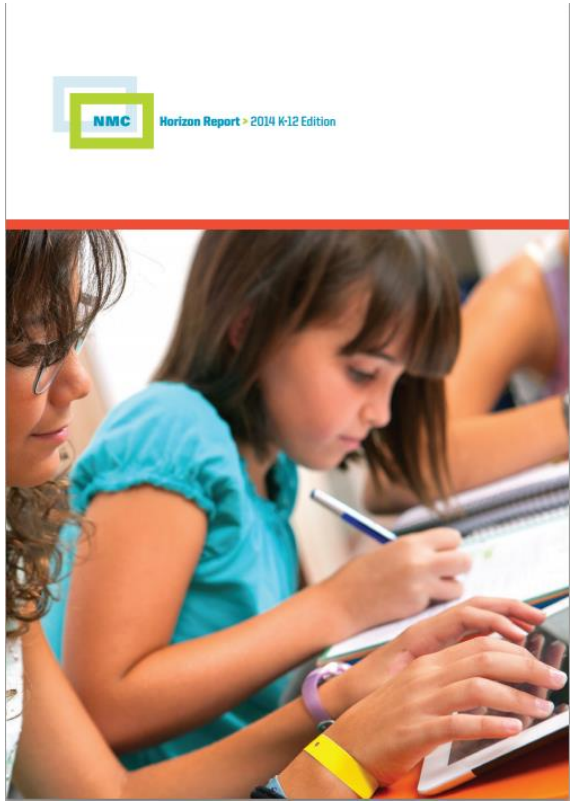
My son had been out of mainstream education for many months. iScoil was that vital bridge between him gaining back his courage, space, and dignity while gaining qualifications at his own pace and in his own time. My son finally found a community of people he could interact with from the safety of his home, and yet, had frequent contact with the iScoil team.

As a parent of a child who couldn't attend mainstream school, iScoil saved my life. My son needed to be educated and was helped so much by the online learning community that is iScoil. To be able to work from home and complete tasks in his own time took the pressure off Alan and helped him achieve goals set by the team at iScoil.

Before my daughter started iScoil she was a fearful and anxious child. For the 2 years she was there she developed from that to be confident, friendly and outgoing. She has completed an Open University course and is now looking forward to starting College in September.

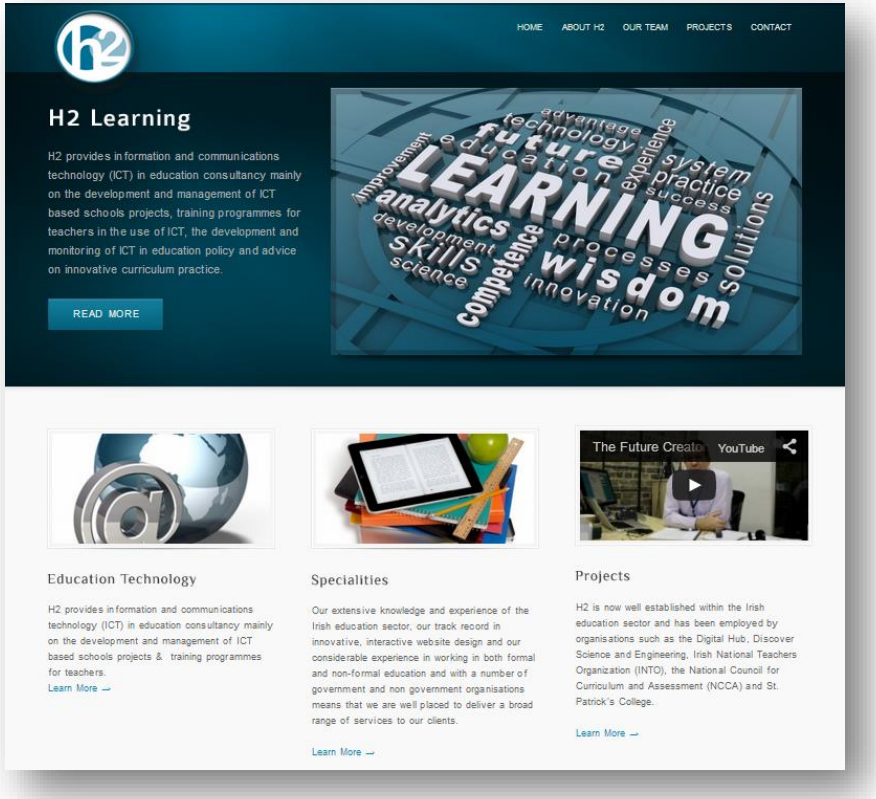
Key Trends Accelerating K-12 Ed Tech Adoption

- Fast Trends (1 to 2 years)
  - Rethinking the Roles of Teachers
  - Shift to Deep Learning Approaches
- Mid-Range Trends (3 to 5 years)
  - Increasing Focus on Open Content
  - Increasing Use of Hybrid Learning Designs
  - Learning Analythics
- Long-Range Trends (5 or more years)
  - Rapid Acceleration of Intuitive Technology
  - Rethinking How Schools Work



Horizon Report K-12
http://cdn.nmc.org/media/2014-nmc-horizon-report-k12-EN.pdf

Contact us

www.h2.ie

Web: www.h2.ie
Blog: TeachNet Blog
Email: jhurley@h2.ie
Skype: jhurley.h2
Twitter: jhurleyh2
Mobile: +353-86-2075393