



## Presenter's notes: *Learners - tuning in workshop:*

The following material provides:

- a list of the resources required for this session
- an outline of the session topics
- suggested activities for each topic
- hotlinks to the various handout materials provided in Microsoft® Word format
- download options for the various resource files required.



Approximate times for the session are provided, however, the structure of the workshops allows presenters to select activities appropriate for their circumstances and to shape the final workshop in accordance with their own aims and the time available.

These notes assume that the presenter is familiar with the full range of *Different Voices, Different Spaces* resources.

## Resources

Different Voices, Different Spaces 2005 CD-ROM – copy for presenter and participants

1. Microsoft® PowerPoint® presentation slides – note that the slide numbers outlined in this material correlate to the numbers viewable on the left hand side from 'normal' view in Microsoft® PowerPoint®.
2. Print version of Microsoft® PowerPoint® presentation notes for each participant
3. Workshop handouts
4. Data projector, projection screen and speakers for showing the video footage
5. Computer access for participants
6. Whiteboard
7. Notepaper



## Outline of session topics

- A. Introductions
- B. Successful e-learning
- C. Engaging learners
- D. 'Voice' online
- E. Further information

## Activities

### ***Introductions and presentation slides 1-3: Learners- tuning in***



This is designed as a 2-hour workshop but could be shortened or lengthened, depending on local circumstances.

### **A. Introductions (15 mins)**

1. As an introductory activity, ask participants to name and share:
  - 3 voices that are widely recognised
  - 3 of their favourite voices.
2. As a group, discuss the question: 'What is the difference between the spoken and the written voice?'
3. Provide background information on the ***Different Voices, Different Spaces*** project. Distribute and speak to **Handout 1**.

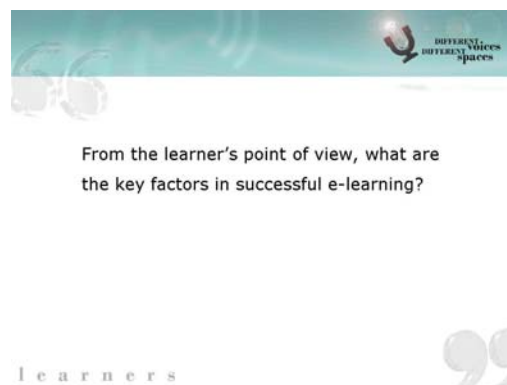
### ***Presentation slide 4: Workshop outline***



4. Present the outline for the session.

### **B. Successful e-learning (30 mins)**

#### ***Presentation slide 5: From the learner's point of view, what are the key factors in successful e-learning?***



1. Ask participants to jot down their response to this question.
2. Gather all the ideas together into a collective mind map on the whiteboard.
3. Invite participants to share examples or stories from their own experience as online learners.
4. Distribute **Handout 2**. Discuss: 'Do you agree? Can we find, in the group, a personal example for each point? Should anything else be added to this list?'

## C. Engaging learners (20 mins)

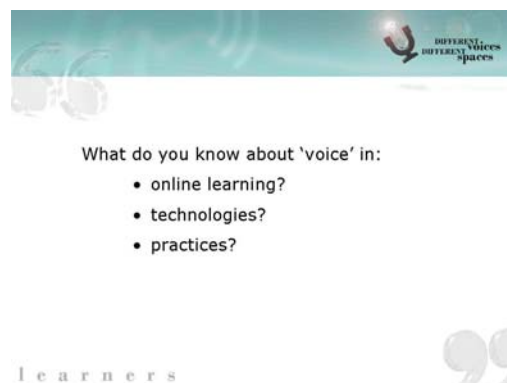
***Presentation slide 6: How do effective educators succeed in engaging learners in an online environment?***



1. Explain to participants: 'With a partner, choose two examples, from what you have seen, heard, experienced or read, that answer this question. After a few minutes, share with two others'.
2. Distribute **Handout 3**. Discuss: 'How do your examples compare to this list?'

## D. 'Voice' online (50 mins)

***Presentation slide 7: What do you know about 'voice' in online learning? Technologies? Practices?***



1. Ask participants to fill in the table, 'Voice technologies and practices', listing the ones they know. Distribute **Handout 4**.
2. Hear the results of this exercise, encouraging those experienced in 'voice' online to share their stories.
3. Distribute **Handout 5**. Explain anything unfamiliar.

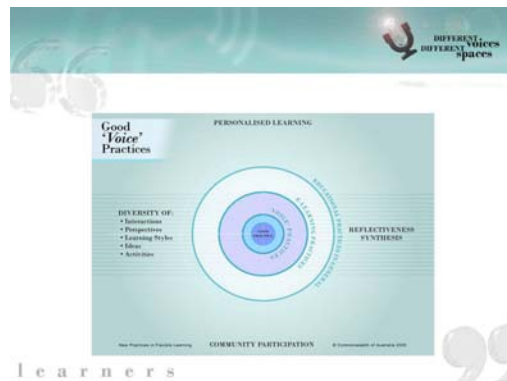
**Presentation slide 8:** *What is the special educational contribution 'voice' offers online learners?*



Learners

4. As a group, discuss: 'How do we evaluate educational worth?'

**Presentation slide 9:** *Good 'voice' practices*



Learners

5. Introduce 'good practice' model. Distribute, introduce and discuss **Handout 6**.
6. Distribute **Handout 7**, linking the quotes to the four principles.
7. Ask participants to think of a situation where introducing 'voice online' would enhance and enrich the learning of those concerned, considering what would be required and what would be the educational benefits.
8. Call for volunteers to share their thoughts and plans.

## E. Further information (5 mins)

### ***Presentation slides 10 - 11: Further information***



1. Inform participants of the range of ***Different Voices, Different Spaces*** resources and how to obtain them.
2. Thank participants for coming and conclude the workshop.



## *Learners - tuning in workshop: Handout 1*

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### **About the project**

*Different Voices, Different Spaces* is a collection of resources that features a 'good practice' model applied to voice technologies in teaching and learning within a range of adult education and vocational training settings.

This collection comes out of a 2005 *New Practices in Flexible Learning* initiative linking an external educational mentor with three voice technology related *New Practices* projects.

The three projects, developed during 2005, were:

1. *Beyond Text*: using your voice online
2. *Connecting the Dots*: breaking down the barriers to participation
3. *Social Interaction Packs*: overcoming social barriers to online learning.

*Different Voices, Different Spaces* is a portal to an exploration of the following concepts:

- the role and significance of voice technologies in e-learning
- the relationship between technologies and 'good educational practice'
- the educational and social implications of specific voice technologies and
- the place of educational mentoring.

*Different Voices, Different Spaces* also provides related educational resources. These have been designed to assist in the implementation of new ideas and practices around social e-learning, with particular reference to voice.

There are two sorts of resources:

- The *Different Voices, Different Spaces* professional development materials which examine the application of the 'good practice' model from three focal points: learners, teachers and organisations, and
- The reports and resources developed by each of the three 2005 *New Practices in Flexible Learning* projects.



## *Learners - tuning in workshop: Handout 2*

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### Successful e-learning

An examination of studies on this matter, including the three voice-related 'New Practices' project documents<sup>1</sup>, names the following as **high priorities for learners**:

- a personalised learning environment
- a feeling of empowerment through increased ownership
- a sense of belonging through participation in communities of interest
- an increase in self-efficacy, and
- noticeable progress as a learner, technically and socially.

*Different Voices, Different Spaces*, Project report, Part 2:  
The place of voice in e-learning: Key issues

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<sup>1</sup> *Beyond Text*: using your voice online

*Connecting the Dots*: breaking down the barriers to participation

*Social Interaction Packs*: overcoming social barriers to online learning



## *Learners - tuning in workshop: Handout 3*

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### Engaging learners

The following **learners' responses** to an evaluation survey conducted by the 'Social Interaction Packs' project on how the teacher encourages or helps evoke poignantly the learner's view of a 'quality' learning environment:

- *The teacher lets discussions happen.*
- *Support for each other was provided by class discussions.*
- *He (the teacher) tried to get every one to share, which developed a feeling of belonging to a community.*
- *Sense of community is established by the ability of students to talk together.*
- *The feeling of being welcomed seemed to help all to get along with each other.*
- *The group work provided individual motivation.*
- *The teacher encourages everyone with positive comments and provides a sense of accomplishment.*
- *A conversational tone made every thing very clear and encouraged me.*
- *The teacher made the learning experience fun.*
- *Gave time for questions and asked if there were any questions and encouraged a questioning attitude.*
- *Most teachers are approachable which establishes a level of trust between the teachers and the students.*
- *The teacher has fun with us in class.*
- *Always being greeted by the teacher when we came to class made us feel welcomed.*

**Social Interaction Packs**, project report, page 33



**DIFFERENT.  
DIFFERENT VOICES  
spaces**

*Learners - tuning in workshop: Handout 4*

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Voice technologies and practices

'Voice' technologies	Related practices



*Learners - tuning in workshop: Handout 5*

Voice online

'Voice' technology	Pedagogical virtues
<b>Podcasting</b>	<ul style="list-style-type: none"> <li>- Being audio, with all its virtues, it is also portable and not time restricted</li> <li>- It gives access to new horizons and a vast array of materials and ideas previously beyond reach</li> <li>- Automatic subscription format enables regular downloads of 'up to date' programs of interest</li> <li>- For kinaesthetic learners, it is something they can do while doing something else</li> <li>- Delivery straight into the ear helps easily distracted learners tune in better</li> </ul>
<b>Audio/Voice Board</b>	<ul style="list-style-type: none"> <li>- Teachers and learners can post voice messages with accompanying printed text messages into voice-based, threaded message boards</li> <li>- Students can listen to a recording as many times as they need and also re-record their response until they are satisfied with the result</li> <li>- They enable individual oral communication skills development - including pronunciation practice</li> </ul>
<b>Virtual Classroom</b>	<ul style="list-style-type: none"> <li>- The virtual classroom is communication- rich, providing an opportunity to use a range of interactive and collaborative tools to develop a socially engaging learning environment</li> </ul>
<b>Audio/Voice Chat</b>	<ul style="list-style-type: none"> <li>- By virtue of the fact that it adds voice to the chat room, voice chat provides new ways of creating a sense of community amongst the learners, of facilitating a course and engaging learners who prefer oral communication</li> </ul>

## Learners - tuning in workshop: Handout 5 continued

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<b>Voice E-mail</b>	<ul style="list-style-type: none"><li>- It is especially good for:<ul style="list-style-type: none"><li>• introductions and icebreaker activities</li><li>• engaging learners with the course, especially at the beginning</li><li>• announcements</li><li>• reminders about tasks due</li></ul></li></ul>
<b>Audio Blogging</b>	<ul style="list-style-type: none"><li>- While voice boards are an effective discussion tool for learners enrolled in courses, audioblogs are:<ul style="list-style-type: none"><li>• more flexible- you can post by phone or personal computer</li><li>• more attractive and media rich – you can add graphics and personalised layout (colours, font, banners, etc)</li><li>• more personalised – they can function as a simple means of creating personal or interactive web pages, and they remain active after the course is finished</li><li>• more accessible – they can be made available to the public domain for wider participation</li></ul></li></ul>

*Different Voices, Different Spaces*, Project report, Part 2: The place of voice in e-learning:  
Introducing voice technologies and practices

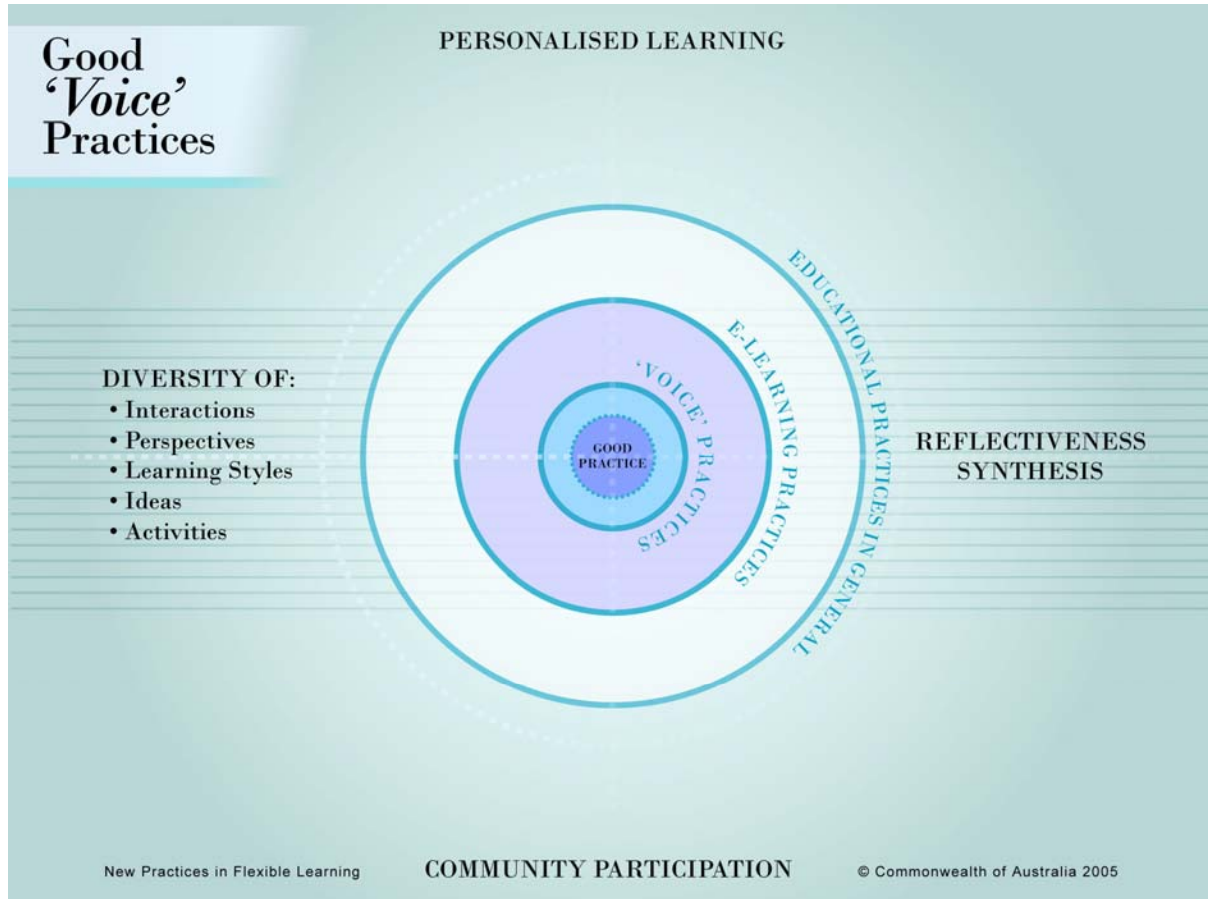


*Learners - tuning in workshop: Handout 6*

Four principles of 'Good Voice Practices'

- Personalised learning
- Community participation
- Diversity of approaches and perspectives
- Reflectiveness and synthesis

*Different Voices, Different Spaces*, Project report,  
Part 2: The place of voice in e-learning: Four key principles





## *Learners - tuning in workshop: Handout 7*

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### Four principles at work

*An advantage of using voice boards, as opposed to text discussions and email, is that when you are facilitating online courses the voice tool allows you to build your profile as a 'real person' more quickly. It also allows learners to do the same thing, that is, to establish their individual personalities more quickly.*

**Beyond Text resource**, Voice boards, Why use voice boards?

*The general understanding of practitioners within these sectors is that, in order to more fully cater for all learners, a multiplicity of modalities and environments are essential. With this in mind, any new option that appears on the horizon represents an opportunity to better accommodate learners.*

**Connecting the Dots**, Project overview, page 13

*The voice board environment appears to create the type of private, even safe, space for learners which can not be created in a face to face classroom. Learners can work at their own pace, have individual access to listening to posting as many times as they need, and can, record when they are confident to speak. They can then listen to their own postings and re-record if they want to before making the posting public - all within the 'private space' created by their headphones and microphones.*

**Beyond Text resource**, Future directions, The future

*In fact many of the students commented that voice boards were more realistic than text discussion boards and that the voice boards allowed them to more easily connect with each other.*

**Beyond Text**, Case Study 4: Disabilities studies – cultural awareness, audio file, outcomes

*Younger students embraced the use of technology (including the audio facilities) easily. Communication was immediate and energetic. It provided an opportunity for students to chat with people that they might not speak with face-to-face.*

**Social Interaction Packs**, Case Study 2 – International and ESL learners, page 13