

# Flexible Learning Leaders 2004

## E –learning on a Shoestring - Developing a Solution ☺

*2004 Flexible Learning Leaders are asked to pass on their learning to an audience who would be likely to be interested, challenged or excited by it. They are encouraged to choose a means of communication appropriate to reach that audience*

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**October 2004**

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## 1 Introduction

When I started my [Flexible Learning Leader](#) year I had no idea how much fun I was going to have exploring the [Free](#) and [Open Source](#) (FOSS) options for e-learning. The possibilities are endless.

However as a busy micro RTO owner/director and mother I had to stay sane and focused – something to do with making a living? – wry grin. So from the beginning my specific perspective was to end up with a

'start-up' kit for micro to small sized business(es) to help them get started in flexible learning in affordable and effective ways.

My motivation came from my business clients (mainly Registered Training Organisations) who desperately wanted to make the move online but didn't know where to start. Naturally they wanted to do so as inexpensively as possible. It also fitted our business strategy as our business, [Pelion Consulting](#) Pty. Ltd., is a virtual micro-organisation which develops people's skills in using intuitive tools for e-facilitation, e-learning design and open knowledge sharing.

Why do the businesses want to move online? I guess they've read the statistics - [Marc Prensky](#) talks about digital natives (under 25, technically savvy, on average - have had approx 10,000 hours on electronic/computer games in their lives so far, have sent 250,000 emails, watched 20,000 hours of TV, have done less than 5,000 hours of traditional reading from books, as a cohort have sent 3 mill text messages everyday, make up 50% of the world's population). I'll say no more.

So, here it is! I hope you enjoy dipping into it as much as I did testing out the various programs and sharing them with others. I'd be very happy to receive any feedback, suggestions or comments that you have on this 'work in progress'. Post your thoughts to my website at [www.pelion.com.au](http://www.pelion.com.au) or email me at [frankie@bigpond.net.au](mailto:frankie@bigpond.net.au)

Frankie Forsyth  
Pelion Consulting Pty Ltd. Nov 2004

## 2 Getting started with moving online – some warm-ups

While you may want to 'just do it', as always, there are benefits from doing your warm-ups. So here are some pre-steps to take while doing your business planning.



Frankie Forsyth ably supported by Guy Kemshall-Bell.

(Many thanks for the graphic Guy, ☺).

- Do an online learning [course](#) yourself, preferably using the type of technologies/software you intend to use with your learners.
- Immerse yourself in the online world and seek out others who are working in similar areas. Join open online communities like the [Australian Flexible Learning \(AFL\) Community](#) or [Learning Times](#), or ones specifically for your State such as the [TAFE VC](#) in Victoria (ask your [Flexible Learning Leaders](#) if you're not sure if your State has one).
- Identify 'good practitioners' and talk to them about what they are doing and why.
- Find out what resources and/or professional development opportunities are available to you in your organisation and put your hand up to access them. (Check out the [Knowledge Tree e-Journal](#), [LearnScope](#) and [Reframing the Future](#) projects).
- Register for online conferences like [Net\\*Working 2004](#) or check out the list at [EdNA Online](#).
- Access and read resources about facilitating communities online. [Gilly Salmon](#) and [Nancy White](#) are good starting points.
- Start thinking about the online 'component' of your teaching as a core activity, not 'just an add on'. Integrate it into your normal practice.
- Consider how you are going to manage your online workload. Here are some further [hints](#) for being prepared.
- Check what your organisation's software policy says. This might limit your ability to use certain tools.
- Decide how you will facilitate your learners' learning and what tools you'll need to do so i.e. whether to use blogs, discussion boards, chats etc or a blend.
- Think about what you plan to do from your own, your colleagues and, of course, your learners' perspectives.
- Make time to plan your own professional development (PD) strategy; a good place to start is [Flexways](#) (go straight to the skills checklist if you are pushed for time) and [George Siemen's](#) website.
- Finally take some time to consider how you will model what you consider to be 'best practice' in whatever form that takes.

### 3 Getting started with moving online – some brain-teasers (tools and philosophies)

Ok, so you've developed your business case – got your key sponsors behind you and identified some participants to work with – now what?

There are many ways of working online - think of it as a continuum that ranges from 'everything online' to sending the odd (no, I mean occasional!) email to participants. Once you get used to using e-technologies it's very easy to get carried away with the possibilities of working online or with great gadgets – there are so many cool tools to play with.

In my book the main focus is always on the learners and meeting their needs. As far as we can, given current technology, it's about personalising the learning.

☺ So a good question to ask is:

- **What tool(s) will best enable me to meet the learners' needs?**

I'll come back to the tools bit later,

but, (chuckle, there's always a 'but') there's another question to ask yourself first. It's

- **What learning philosophy underpins my practice and how can I ensure that I remain true to my preferred style online?**

Huh? Why is this important? Well, because unless you understand your own preferred philosophy of learning it's hard to make the switch to the online world or choose an appropriate tool or e-learning process to use. Confused? Time for some brain teasing.



[Stephen Downes](#) writes about an emerging pedagogy that is and will impact on our learning world. The New Pedagogy is provided courtesy of Stephen's speech, [10 Years After](#) given at NAWeb October, 2004.


In his view, the new pedagogy is moving...

<i>from</i>	—————→	<i>to</i>	
Linear	→	Multi-threaded	The idea of a web rather than a (causal) chain
Static	→	Dynamic	Learning not as books and (objects). Learning as a resource. Flowing, like water, electricity. Always available, always on
Content	→	Experience	Moving away from the idea of 'delivery'. Moving toward the idea of immersion, interaction
Demonstration	→	Inference	Learning as what people <i>do</i> rather than what people are <i>told</i> ...
Objectives	→	Goals	The locus of control is changing... Learning

'objectives' are not set by a designer. It's what people do to reach their goals!)

Uniformity → Diversity From *standardization* to *personalisation*

It's important to note that the level of technology does not yet support the 'New Pedagogy' and full personalisation of learning, as envisaged by Stephen Downes. Still, it's worth bearing in mind (in the light of the digital natives) as we explore the tools and e-learning options. In the meantime the impetus is there for educators to move

from  to

Didactic (Sage on the Stage) → Facilitative (Guide on the Side)

Why? The e-world possibilities challenge us to move in our thinking about the world of learning and the changing role of 'educators' from being a 'sage on the stage' towards playing a role that could be described more as a 'guide on the side'. (McCown & Driscoll 1995). They offer fabulous opportunities to explore and try different ways to support learners' needs.

My personal view is that the new e-tools and the web lend themselves to educators who are creative in their thinking, at the facilitative end of the continuum and to those who build in active learning as an essential component of their practice. Time will tell!

#### **4 Getting started - underpinning knowledge (or things you'll need to know)**

I find it useful to consider the tools and processes I use against a range of factors. Sometimes I don't have a choice about which tools I use but if I do I consider:

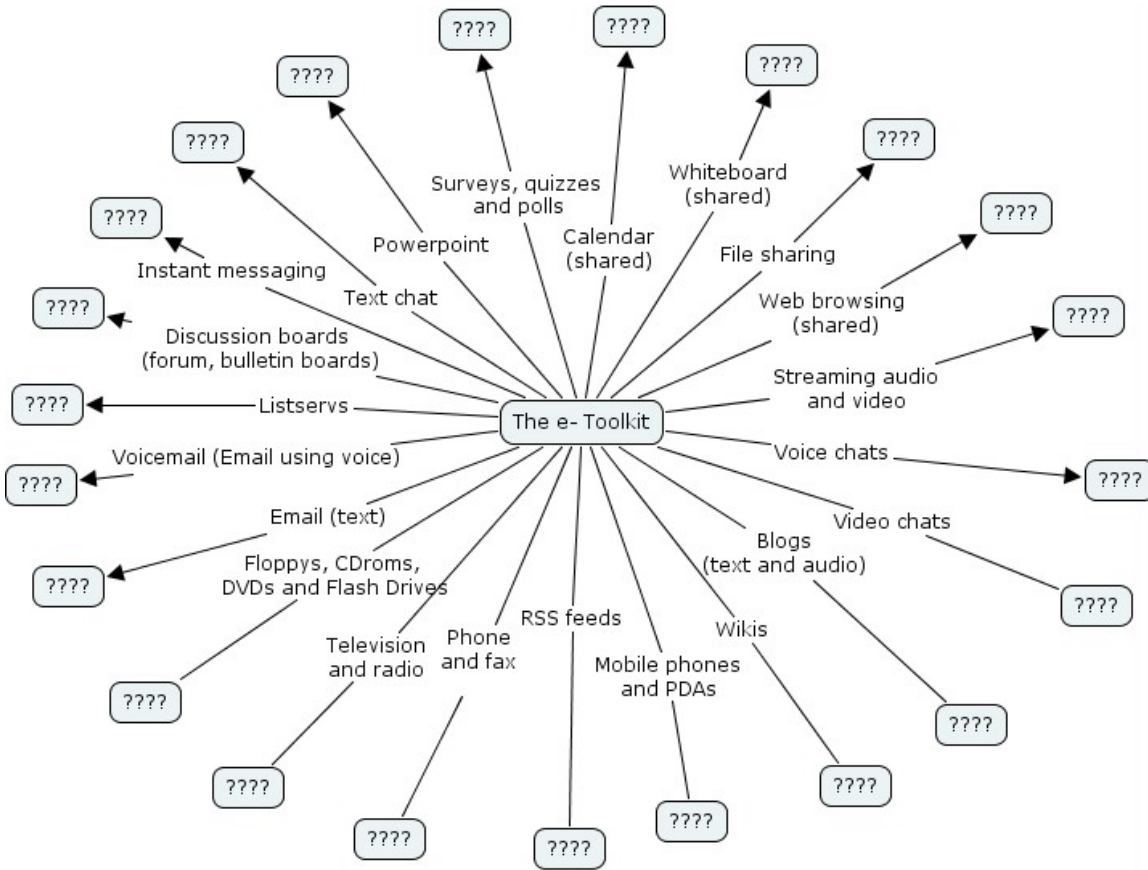
- What is the main activity or function I want the tool to support? (i.e. information exchange, idea creation, decision making, social/group building experiences.)
- Is it the best tool for the job?
- Will participants have the machine power and bandwidth to successfully use the tool?
- Does it work on both MAC and PC platforms?
- Does it require high bandwidth?
- Does the system support fonts in other languages? (Some of these issues are tool based, some are browser based.)
- Is the cost/support requirement reasonable? At what scale?
- Is there a "snapshot" utility to capture/archive the interactions (i.e. for a CD)?
- What will I do if (when) the technology doesn't work as planned?

And most importantly whether:

the **tools**:

- are user friendly or difficult to use
  - what do you like best about them/least?
  - how easy/hard is it to figure them out?
- are push in kind (information comes to you, usually via your email box) or pull in kind (you have to go get it, from the web or the Learning Management System (LMS))

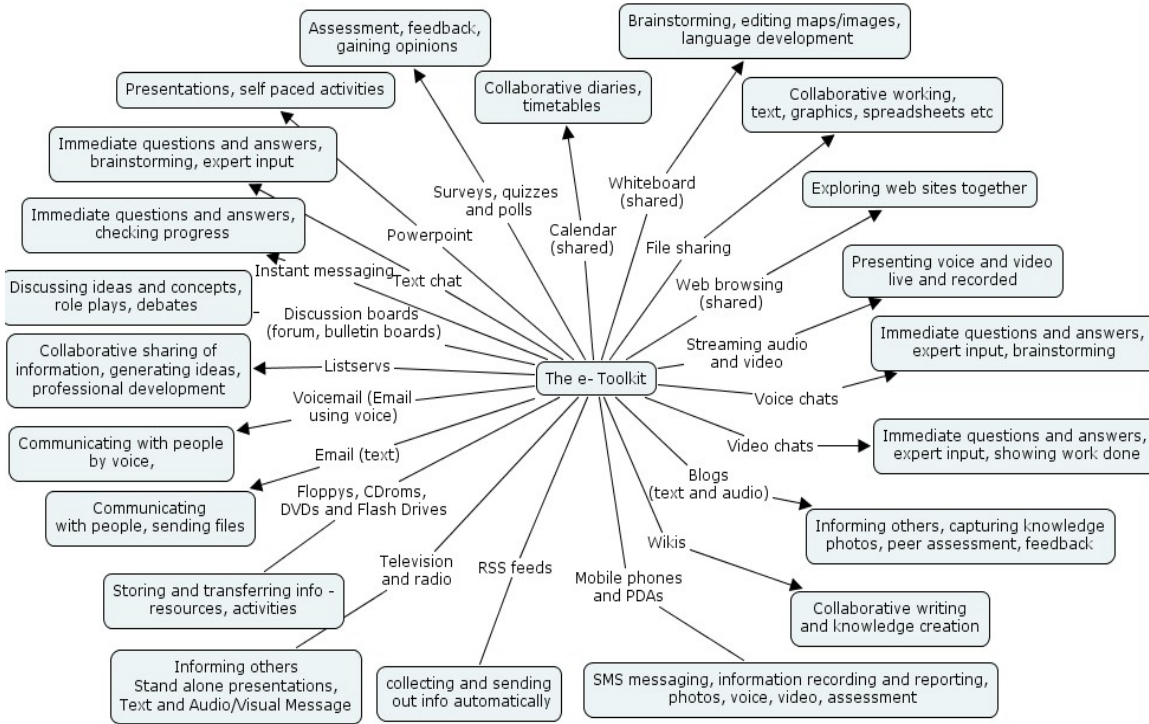




**Graphic 1. The e-Toolkit – base tools.**

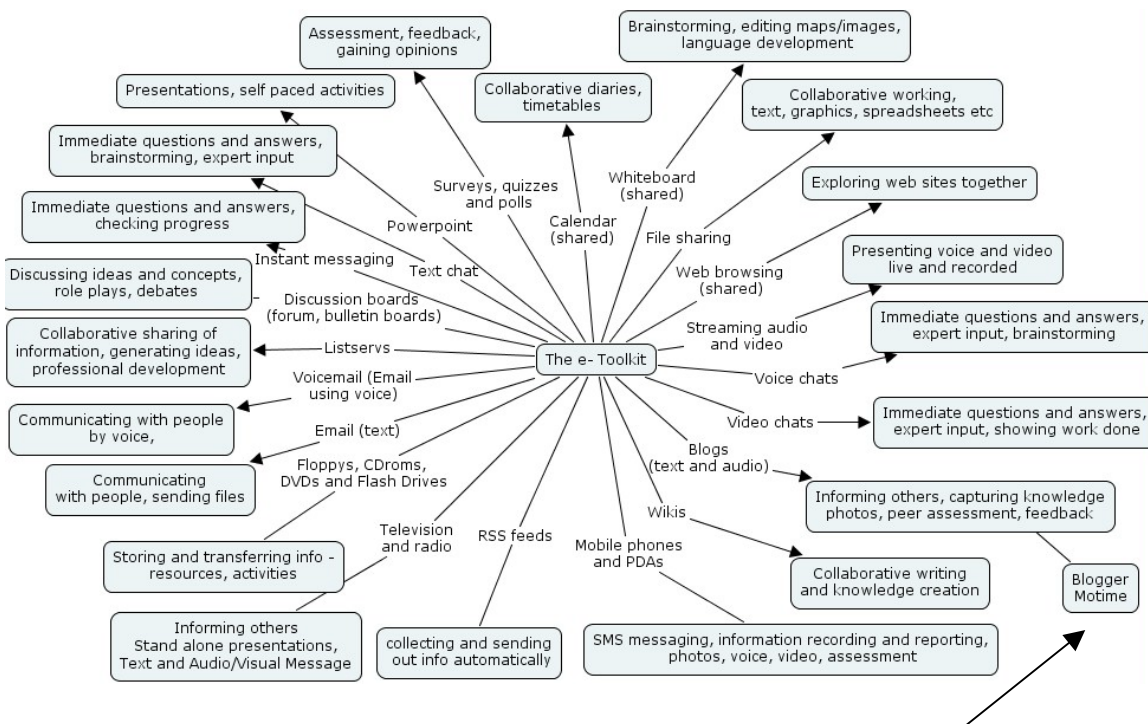
**5.2 Graphic 2. The e-Toolkit – base tools and uses.**

This graphic shows the inner tools plus the outer boxes, which include some ideas for things to do to use the tools. This is also not an exhaustive list and I'd love to hear your ways of using the tools.



5.3 **Graphic 3. The e-Toolkit – base tools, uses and software.**

I'm currently working on a third component, which will list the software associated with these tools. As with the other two graphics this was created in [Cmap Tools](#). I'm working on placing it on the shared Cmap Tools site but in the meantime [email me](#) your thoughts and I'll add them in. Here's what it could look like – note the software suggestions for Blogging.



## 6 Getting into it – some simple fun ideas for working with learners.



Confession time... I didn't see how computers could possibly be used for learning in groups until I discovered bulletin boards and then chat rooms, and then voice boards and then... (let's just say I'm hooked!). So, for those of you who'd like some...

... fun learning things to do with computers, mobile phones and other 'techy' things, here's some ideas. If you aren't sure how to do them – ask a colleague!

### Email/Vmail (voice email)

- Create an email group list so you can easily send out info to your clients and participants - make sure you comply with the new [spam legislation](#) (for Australia) though ☺.
- Show those who don't have an email address how to get one for [free](#).
- Or check out using voice email.
- Create a series of 10 or 15 min activities and send out one per day for 15 days.

### Discussion Board

- Set up a discussion board and provide short activities for your participants to work through.
- Ask participants to share photos and experiences with you to get them used to posting.

### CDs, discs

- Provide resources on CD or discs – old paper equivalents, Power Point presentations, records of online chats and discussions, assessment practices, simulations.

### Text/Voice Chats

- Hold a text chat with your clients or participants to check how their learning is going.
- Hold a text chat to brainstorm ideas.
- Provide a text chat space for group work and a discussion board to post the results.
- Try out a voice chat.
- Keep an eye out for improvements to video chat software too!

### Resources

- Check out any photos, graphics or cartoons that you own and scan into the computer for use in online activities. Create your own library for appropriate occasions. E.g. box of choccy's, gold stars, computers being broken.
- Access free graphics from the web. Check out [Absolutely all free clipart](#)
- Review your filing systems so that you can easily find the resources you need, when you need them, in the format you want them.
- Provide your presentations (e.g. Power Point) on the net.
- Record your presentations on audio and provide on the net or on CD or [podcast](#) it.
- Use an [ANTA toolbox](#)
- Use a digital camera/smart phone/personal digital organizer (PDA) to take pictures and put into presentations, Power Points, handout material on the discussion boards, website, blog.

### Mobile Technologies - Phones/PDAs/MP3 players

- SMS your participants your congratulations when they first come online.
- Send them the timetable.
- Notify them when their next chat session, assignment is scheduled.

- Ask your participants to take a photo/video of themselves at work in their workplace to share with other participants – have them SMS it to you/them.
- Pre-record some information and make it available for download.

#### Blogs – more great ideas at [EduBlog Insights](#)

- Keep a reflective journal of your teaching experience and what you're learning from your learners.
- Post learning related information, calendar, events, tasks, assignments.
- Publish (with permission) examples of exemplary work.
- Ask your learners to comment on issues, web sites you've provided or answer questions you've posed.
- Ask your learners to create their own blogs to present their evidence.
- Get learners to comment on each other's work (provide constructive criticism/feedback guidelines).
- Create a blog around an issue or topic and have everyone contribute.

#### Surveys and quizzes

- Create an online survey for entry and exit feedback purposes.
- Create a quiz for learning or assessment purposes.

#### Games

- Provide information about fun typing games for novice typists.
- Incorporate ice breaker games online before meeting face to face.
- Organise a [webquest](#)
- Get some ideas for other games from [Thaigi](#) and [Marie Jasinski](#) for free plus you can subscribe to a newsletter.
- Play the [AQTF game](#) with your staff.

#### RSS feeds

- Use [RSS feeds](#) to compile your learners' blogs into one easy spot.

#### Left Field

- If you are a part time teacher working for many organisations, consider setting up your own e-system which becomes an asset which you can use regardless of your employer's e-capacity. (thanks to Leigh Blackhall for this great point ☺)
- Give a different Xmas or Birthday present – share your list of favourites/bookmarked sites.

My thanks are due to Wendy Jakeman, Kim Edgar and Peter Allen from whose work I've adapted some of these ideas.

## 7 Getting into it – the mobile office and back end low down

Another aspect of making the move online is to reorganize your own working structures so that you can work more virtually yourself. This year I've created a system which makes it possible for me to work (almost) as easily when out on the road as when in my home office and without huge disruption when moving from one to the other. Things I've found successful (think about this for when you next upgrade your computer) are to use:

- a notepad (or a tablet if you need to draw/prefer writing to touch typing). Make sure it has a wireless card. This is my main computer (and yes, I do have another as backup).
- a large screen, a wireless keyboard and rechargeable mouse for your home base (having 2 screens means you can cut and paste across screens – honest!)
- small portable headphones and microphone
- a mini mouse (or better still, learn how to use the mouse pad!)
- a USB hub to make it easy to plug/unplug the notepad from the home set up
- a camera stick for photos/video (these are cameras on a flexible thin tube)
- an external hard drive for your backups
- a digital camera
- a flash drive for transferring data
- an extendable modem cord so you don't have to work crunched up near the phone in hotel rooms without wireless connection!

With this equipment and the support of some friendly 'techies' I've travelled in Australia and overseas and been able to continue my work from most locations. What's next? Ok, I've my eye on a PDA that will double as a diary, phone, video, camera, presentation tool and will synch to my notepad, then again I've seen some really great A4 sized notebooks and others with cameras included, more research needed here!

So much for the hardware, some other systems I've been tidying up include refining my login and passwords. At last count I had around 120 logins to different sites/communities – roll on single signature logins! Some you have no choice about but for those you do, it's worthwhile considering creating a name that no one else is likely to have and then sticking to it as far as possible. The best one I've seen is Dorothy Waterhouse's username of `whereis_dorothy`. Regardless, if you do end up having to use more than one username and password, work out how to store them safely and be meticulous in adding to them!

Another important consideration when working in e-learning (in e-working) is to set up your email so that it can be accessed from the web – that way it can be accessed from any computer or from your notebook regardless of where you are when you access the net.

Oh! and here's another goodie from Stephen Downes. If you record it electronically then you can share it and use it immediately. In other words – lose the paper and pencil and use your preferred e-device! OR type/record your notes religiously.

## 8 Getting into it – my recommendations of what tools to use and why

I found this section quite difficult to write until I realized I don't have a consistent, 'standard' set of tools. I work across organisations and so I pick different tools from my tool-bank to suit the situation. As my focus is on professional development, most of the time I use whatever tools their organisation has in place and then supplement them with my own. That's not a bad strategy by the way. ☺

Having said that, I do have some tools that I use over and over again. ☺ Depending on the situation they include:

- Email (individual and group)
- Discussion board
- Survey/quiz
- Instant messaging
- Voice chat (VOIP)

plus in the last year I've started using

- OS Learning management system – (because it's open source **and** has many of the above features)
- Mind mapping
- Blog – still in early stages of this
- PDA – very early stages of this.

I've talked to many people about how they work electronically and the tools they like to use. Where choice is possible, in most cases it comes down to personal preference and what works in your context. Because I use a range of tools I've provided some information on the main ones I use. Not all are free or open source (yet!) but wherever possible I've listed these alternatives for those who'd like to explore them. For a quick reference guide to free and open source educational software check out Marty Cielens' great list of [Open Source Tools for training and business](#). So, here are the specific tools that I am using at present – what I'm using next week may well be different but the type of tool is likely to remain similar!

### **8.1 Email (Electronic Mail)**

Email is the sending and receiving of messages electronically. No envelopes or postage stamps and best of all, you can send the same message to many people at once. ☺ There are free email options but most organisations use a paid [Internet Service Provider \(ISP\)](#) as a post office service.

I currently use Microsoft Office Outlook for my email software, mainly because it came with my notebook. My ISP is Bigpond, mainly because it was the first to offer [broadband ADSL](#).

#### **Features**

Can send and receive messages, usually text but also voice, sent from one person to another via computer. Can send email to a group of people at once, store contact information and organize mail into folders.

#### **Cost**

Varies but it is a proprietary software.

#### **What I use it for**

I use it to receive and send email and also to store contact details.

When I'm facilitating online groups I use the 'subscribe' function in discussion boards (if it's available) which then pushes (automatically forwards) the postings to my email box. I create 'rules' so that the mail from each group is stored in a specific folder. With some learning management systems I can also respond to postings from my email box. Once the activity is finished I either delete or archive the messages.

#### **Why I like it**

It works; it's familiar and has automatic updates

#### **Problems/downside**

I find setting up address lists and inputting/extracting information is harder with Outlook. It's more prone to virus and other attacks because it is Microsoft.

### Examples to check out (places to play are marked with an \*)

- [Microsoft site](http://www.microsoft.com/) - <http://www.microsoft.com/>

### Alternatives

[Thunderbird](#) is open source and comes highly recommended. There are tons of free email services. Check out the [free email address directory](#) for more details. If you are worried about viruses and worms then web-based email services enable you to access your email via your web browser. You log into your email account via the Web to send and retrieve email. Depending on your bandwidth this can be a slow (but safe) process.

### Criteria/factors re tools and processes - Outlook

Criteria		Comment
User friendly	Yes	Especially if you are used to using Windows
push or pull in kind	Pull	You need to log on and open it regularly to get the most from it.
low or high interaction with participants/facilitators	High	One of the best ways to keep in touch with learners ... if they also log on and use regularly. Otherwise you may be better off with SMS or phone.
synchronous or asynchronous activity,	Mainly Asynchronous	Can be used synchronously (like an Instant Message) if happen to be online at the same time.
facilitator skills of a low or high level	Both	Low skills needed to use the basics but calls for more high level knowledge to use features like filtering, group emails etc.
participant skills of a low or high level	Low	Only need to be able to read emails. Mmmm, only other issue is dealing with all the spam and learning to avoid viruses, worms etc.

### 8.2 Discussion Boards for educators –[Pelion Consulting Pty Ltd](#)

Discussion boards provide a space where people can post messages and respond to what others have posted. They can be publicly available but in the education context many are private and specific to a group in a learning situation. These often require a login and password to access and post messages (as do some publicly available ones).

Discussion boards or forums tend to come as part of a package rather than as standalone beasts. For example, my website which uses Moodle has a number of discussion boards as well as chat, links to other sites, resources etc. Other sites, like Yahoo, provide discussion boards which can be set up as list-servs (like group email but you don't have to remember

to press 'Reply all' as everyone on the list gets any responses), calendar, photos, database, chat, links, polls –you name it and they probably have it (or will have tomorrow). There are so many options that knowing what you want to do /use it for becomes critical.

Most learning management systems (LMS) have discussion boards with varying features – some are very simple with date based postings, others can display the posts by thread, by a range of dates, author, not yet read etc. Some can attach files, include graphics, animations, provide html editors and so forth.

Most of the big LMS are proprietary i.e. they cost big bucks to use. WebCT, Janison, Blackboard, First Class are some of the most well known ones. [Open Source](#) LMS do the same job (often a better job) as the proprietary ones but don't cost anything to download and use. [Moodle](#), [Claroline](#) and [Atutor](#) are some of them. However, just because they are free to download and their source code is open to all there's an expectation that you will contribute back any improvements you make yourself.

So, again I've focused on ones I've used or mentored others to use and I've provided the context in which they've been used to assist you in making your own choice.

## Features

Pelion's discussion board is a Moodle one. It's Web based so no downloads are needed. To use it just login as a guest member and you'll be able to read and post messages. The discussion boards have email subscription options (this automatically emails postings to you) but you need to create a specific log in with your email address before you can use this feature. You can view the messages by thread, date and post replies with attachments, urls and graphics. There's also a great search facility in this discussion board. Like most LMSs you can set up different 'course' or learning areas and provide facilitators with a range of admin rights from none to full!

If you want to learn more about any of the features or set up your own course to test the features and/or trial a group using it – just email me and I'll provide the space for you. It's really straightforward.

## Cost

Free to play!

## What I use it for

I use it now with all my groups for discussion, text chat, playing with layouts of courses and of course it's our website so we have heaps of links and resources available there. So far Jo (my business partner) and I love it! Our context is professional development and so our discussions tend to focus on issues around software and processes – your context may be different but the uses are the same.

## Why I like it

This can be summed up in two words – control and ease. Yes, it's easy to use and changes can be made almost as quickly as you decide what you want to do. That means I have complete control over all aspects of it. From a learner's perspective it's fairly intuitive and easy to post and move around. I'm also fairly cautious and I'm reassured by the large numbers now using Moodle, including many Universities. Of course because it's open source I also feel good about being part of that community.

## Problems/downside

The front page isn't as 'pretty' as some as it's a LMS but with a bit of tweaking (get your Internet Service Provider (ISP) to do this for you) it's passable and very functional.

## Examples to check out (places to play are marked with an \*)

- [Pelion Consulting site](http://www.pelion.com.au/moodle/) \* - <http://www.pelion.com.au/moodle/> come in for a safe discussion board spot just to play and learn the ropes.
- [Moodle Home page](http://moodle.org/)\* - <http://moodle.org/> you can have a look at the features in a mock course here too.

### Criteria/factors re tools and processes -

Criteria		Comment
User friendly	Yes	Definitely easy to use – and if you are having any problems you can email/call us for help
push or pull in kind	Both	You have to go to the site to access it but you can also elect to have the discussions emailed to you.
low or high interaction with participants/facilitators	High	Can have high interaction and as this is our website we're there pretty much every day and we love to interact!!
synchronous or asynchronous activity,	Both	If you want to chat that'll be synchronous and if you want to post at 3am – go for it, we'll respond when we're next online (that's asynchronous).
facilitator skills of a low or high level	Both	It's a great space to go in and play and learn some of the skills you'll need to facilitate online.
participant skills of a low or high level	Low	Everything is user friendly

### 8.3 Discussion Boards for Educators - Australian Flexible Learning (AFL) Community

The [Australian Flexible Learning Community site](http://www.afl.edu.au/) is a fabulous resource for support and information about flexible learning. It is based in the Janison toolbox environment, which is proprietary software but made accessible via the [Australian Flexible Learning Framework](http://www.afl.edu.au/). You can create a private or public group in this space or join one of the open community ones. To set up a group you need to email the administrators and send information about the group, its purpose and details of participants so that they can set up the discussion area.

#### Features

Web based so no downloads needed. You do need to become a member of the community and then you have access to Instant Messaging (IM) too. Has private or public discussion boards that have email subscription options (this automatically emails postings to you). Can view messages by thread, date, author and post replies with attachments, urls, graphics etc.

#### Cost

None, it is subsidized by the Australian Flexible Learning Framework.

#### What I use it for

For [LearnScope](#) groups and other groups with limited or no experience of discussion boards.

### Why I like it

It's free, reliable, located in one of the best resource sites so I like to encourage people to be there, simple and relatively easy to use.

### Problems/downside

Need to go through the site administrators to manage the discussions including set up and maintenance. No ancillary toys like whiteboard, voice, web browsing, file sharing, calendar etc – just the discussion boards. Not suitable for commercial purposes.

### Examples to check out (places to play are marked with an \*)

- [Pelion Consulting site](#) \* - <http://www.pelion.com.au/moodle/> come in for a safe discussion board spot just to play and learn the ropes.
- [AFL Community Hub](#) - <http://learnscope.flexiblelearning.net.au/LearnScope/home.asp> (AFL community home page) has lots of discussion areas. Just scroll down and find a discussion that interests you – e.g. check out the 'Ask a Techo' discussion.

### Alternatives

For RTOs Edna Online is providing community space at no cost. Also Yahoo provides a free discussion board (plus more).

### Criteria/factors re tools and processes – Australian Flexible Learning Community

Criteria		Comment
User friendly	Yes	Initial site 'look' is busy but once discussions are located it's relatively easy to read and post.
push or pull in kind	Both	Can subscribe participants (sign them up for emailed postings) automatically or make it optional.
low or high interaction with participants/facilitators	High	Can have rich discussions among participants/facilitators.
synchronous or asynchronous activity	Asynchronous	Postings can be sent and read independent of time or location.
facilitator skills of a low or high level	Medium	Need some knowledge of Janison and facilitating online communities to get the most out of the discussion board.
participant skills of a low or high level	Low	Novice users can get on board relatively quickly with some assistance.

### 8.4 Discussion Boards for Educators – EdNA Online (Education Network Australia) Online

[EdNA Online](#) is a non-profit government funded service that provides information (including a Developers Kit) and communication services - its tools are free to Australian educators. I

have mentored those who use the Communities features in EdNA and used many of its services.

The Communities section on EdNA Online supplies a range of online tools and services that support communication, collaboration and cooperation.

To create a group you need to email the administrators and send information about the group, its purpose and details of participants so that they can set up the group.

### Features

Web based so no downloads. You do need to become a member of the site. Features include discussion and distribution lists, forums and chats, and online community spaces. You can share documents, upload files, do your own publishing, add forums, and share your information. They also have a dead easy 'add an RSS feed' component.

The discussion boards don't have a subscription feature (so no automatic emails). There's no limit to the size of file uploads.

### Cost

Free to Australian educators including RTOs.

### What I use it for

As a general discussion area and to upload files.

### Why I like it

It's free, reliable, located in a safe resource site so I like to encourage people to be there. Once set up it's very easy to use and add/edit content and layout (within set boundaries).

### Problems/downside

Need to go through the site administrators to manage the discussions including set up and maintenance. Not many ancillary toys like whiteboard, voice, web browsing, but does have attachments, calendar RSS feeds etc. To use an EdNA Online community tool, your organisation must be not-for-profit and non-commercial **but** RTOs are eligible.

### Examples to check out (places to play are marked with an \*)

- [Pelion Consulting site](http://www.pelion.com.au/moodle/) \* - <http://www.pelion.com.au/moodle/> come in for a safe discussion board spot just to play and learn the ropes. \* -
- [EdNA Online play site](http://www.edna.edu.au/edna/page1477.html) \* - <http://www.edna.edu.au/edna/page1477.html>

### Alternatives

Yahoo provides a free community site with many of the same features.

### Criteria/factors re tools and processes – EdNA Online

Criteria		Comment
User friendly	Yes	Initial site is busy but once discussions are located it's relatively easy to read and post.
push or pull in kind	Pull	Need to go to the site to get the information.
low or high interaction with participants/facilitators	High	Can have rich discussions among participants/facilitators.

synchronous or asynchronous activity,	Asynchronous*	Discussion board postings can be sent and read independent of time or location.  *There is a chat feature which can be used synchronously.
facilitator skills of a low or high level	Medium to high	Need some knowledge of setting up community space (or prepared to have a go!) to get the most out of the community space. Need some knowledge of facilitating online communities to get the most out of the discussion board.
Participant skills of a low or high level	Low	Novice users can get on board relatively quickly with some assistance.

### 8.5 Community spaces – My connected community (mc2)

[My connected community](#) (mc2) is provided by the Victorian Government in Australia, as a free community resource for the benefit of all Victorians, both community groups and individuals. Because it's on the web all can access it but it's up to your conscience how you use it. It's not designed for commercial purposes.

#### Features

You can join an existing online community, or create your own online community. This takes about 5 minutes as it's web based (so no downloads) and your log in and password details will be emailed to you. Note if you are away from your home base when you do this you'll need to be able to access your email remotely to get the sign on details. When you create your own community you get your own web space with discussion board, chat, calendar, notice board, photos, file uploads (1mg limit). The discussion board has an email subscription facility too.

#### Cost

Free

#### What I use it for

I use it for showing people how easy it is to set up and facilitate your own webspace and for practice in contributing to discussions about a topic they relate to in a safe space. The fear factor tends to vanish pretty quickly. I also use it for groups who have moved beyond the pure discussion board phase.

#### Why I like it

It's dead simple and easy to use, friendly format. And no Adverts!

#### Problems/downside

It's intended for Victorians and non-commercial purposes, so some groups aren't really eligible if you read the fine print.

#### Examples to check out (places to play are marked with an \*)

- The [MC2 site](http://mc2.vicnet.net.au/index.html) \* - <http://mc2.vicnet.net.au/index.html> has some open communities and details of site features.

## Alternatives

[GeoCities](#) offer free (advert supported) websites with limited features and cost based options.

### Criteria/factors re tools and processes – MC<sup>2</sup>

Criteria		Comment
User friendly	Yes	Very easy to set up and use, good support and help information.
push or pull in kind	Both	Can set up discussion boards to email to participants otherwise you need to visit the site.
low or high interaction with participants/facilitators	High	Potential for high interaction with people, only downside is low file size for uploads.
synchronous or asynchronous activity,	Both	Has synchronous chat as well as asynchronous features.
facilitator skills of a low or high level	Low – High	Can get started here without needing high level skills and build as you go.
Participant skills of a low or high level	Low	Very friendly interface so easy for those with low skills to use.

## 8.6 Community spaces – Yahoo! Groups

[Yahoo! Groups](#) is a free (ad supported) resource which includes a whole stack of features. Again the fine print says that it's not designed for commercial purposes.

### Features

You can create your own online community space. This takes about 5 minutes as it's web based (so no downloads) and your log in and password details will be emailed to you. When you create your own community you get your own web space with discussion board, listserv, chat, calendar, notice board, photos, database, polls, file uploads (5 megabyte per file limit) and RSS feed. Messages posted to the discussion board are emailed to you and can be replied to from your email box.

### Cost

Free

### What I use it for

I use the listserv feature mainly and for showing people a range of tools in small group work. I also belong and contribute to a number of listserv communities using Yahoo! Groups, as a professional development opportunity for myself.

### Why I like it

Good help, easy to use, stable.

### Problems/downside

Can't use it for commercial purposes, ads get in the way and because Yahoo! has so many features it's easy to become lost initially. Attachments to messages aren't archived.

### Examples to check out (places to play are marked with an \*)

- Just visit the [Yahoo! Groups](http://groups.yahoo.com/) - <http://groups.yahoo.com/> site and check out the features.

### Alternatives

[ICQ](#)

### Criteria/factors re tools and processes - Yahoo! Groups

Criteria		Comment
User friendly	Fairly	Reasonably easy to set up and use. Don't need to go through a 3 <sup>rd</sup> party.
Push or pull in kind	Both	Messages are emailed to you (and can respond from them) but need to go to the site to access full features.
low or high interaction with participants/facilitators	High	Good potential for high interaction
synchronous or asynchronous activity,	Both	Has synchronous chat as well as asynchronous features.
facilitator skills of a low or high level	Both	Fairly easy to set up and use but need higher skills to make full use of features
Participant skills of a low or high level	Low	Friendly interface (except for ads) so easy to use. Only confusing part can be that Yahoo! offers so much.

### 8.7 Survey and quiz – [Hot Potatoes](#)

Survey and quizzes can be fun online and it's really easy to create/convert your own using survey and quiz tools. Online polls (a type of quiz) are often used too.

#### Features

Need to download the software, the Hot Potatoes suite includes six applications, which enable you to create interactive multiple-choice, short-answer, jumbled-sentence, crossword, matching/ordering and gap-fill exercises for the web. Once created you just put them on your website or web space.

#### Cost

Hot Potatoes is not freeware, but it is free of charge for those working for publicly-funded non-profit-making educational institutions, who make their pages available on the web. Other users must pay (a single user licence is \$120 US).

#### What I use it for

Teaching people how easy it is to create quizzes online.

**Why I like it**

It's easy to download and to create the quizzes. Fabulous selection of tutorials in a range of languages.

**Problems/downside**

Need to have somewhere to put them i.e. a website/space.

**Examples to check out (places to play are marked with an \*)**

- The Hot Potatoes [tutorial site](http://web.uvic.ca/hrd/hotpot/tutorials6.htm) - <http://web.uvic.ca/hrd/hotpot/tutorials6.htm> has heaps of examples.

**Alternatives**

Please add your favourite one here.

**Criteria/factors re tools and processes – Hot Potatoes**

<b>Criteria</b>		<b>Comment</b>
User friendly	Yes	Easy to download and use.
push or pull in kind	Pull	Need to let people know where to go to do the quiz or survey.
low or high interaction with participants/facilitators	Low	The quiz/survey itself doesn't do this although it can be combined with features that are high interaction (like debriefing results on the discussion board or chat session)
synchronous or asynchronous activity,	Asynchronous	Participants can respond whenever they wish so long as the quiz is available.
facilitator skills of a low or high level	Medium	Fairly easy to set up and use but need higher skills in quiz making to make it effective!
participant skills of a low or high level	Low	Friendly interface so easy to use.

**8.8 Survey and quiz – [Survey Monkey](#)****Features**

Web based so you create your survey on the net and participants go to the site to respond, or you can create a link from your site. No ads. Basic subscribers are limited to a total of 10 questions and 100 responses per survey.

**Cost**

The basic subscription is free.

**What I use it for**

Simple quizzes.

**Why I like it**

It's easy to use and create the quizzes. Can either create from scratch or use templates. Participants can access from the web.

**Problems/downside**

Limit of 10 questions for free version.

**Examples to check out (places to play are marked with an \*)**

- The [Survey Monkey](http://www.surveymonkey.com/Home.asp) - <http://www.surveymonkey.com/Home.asp> site has examples.

**Alternatives**

Let me know your favourite and I'll add it in here.

**Criteria/factors re tools and processes – Survey Monkey**

<b>Criteria</b>		<b>Comment</b>
User friendly	Yes	Easy to log in and create the survey.
push or pull in kind	Pull	Need to let people know where to go to do the quiz or survey.
low or high interaction with participants/facilitators	Low	The quiz/survey itself doesn't do this although it can be combined with features that are high interaction (like debriefing results on the discussion board or chat session)
synchronous or asynchronous activity,	Asynchronous	Participants can respond whenever they wish so long as the quiz is available.
facilitator skills of a low or high level	Medium	Fairly easy to set up and use but need higher skills in quiz making to make it effective!
participant skills of a low or high level	Low	Friendly interface so easy to use.

**8.9 Instant messaging –[Yahoo! Messenger](#)**

Instant messaging is about communicating with others in real time, usually by text but more frequently now by voice and video. In many messaging facilities (like the IM feature in the Australian Flexible Learning Community) there's a facility for messages to sit and wait for you to respond, so it doesn't necessarily need to be in real time (just faster that way!).

**Features**

Yahoo needs to be downloaded (very easy process) and a password and login set up. You also need to add your contacts or groups of contacts by adding their email addresses. It offers text, voice and video communication. You can also appear offline to some but not to others and can talk in a chat room. It also allows conference calls and files transfer.

**Cost**

Free

### What I use it for

To talk to people when there is no inbuilt IM in the software I'm using with them.

### Why I like it

It's very easy to use and many people already have it and know how to use it. It's also easy to add people if you know their name and email address.

### Problems/downside

The text seems to be fine but the voice can drop out and I've experienced time delays depending on the connection and location of participants. South Africa worked fine one night and was awful the next. It's not a specific education service so to protect your privacy provide the minimum of information (just the required fields).

### Examples to check out (places to play are marked with an \*)

- The [Yahoo! Messenger](http://messenger.yahoo.com/newtoim.php?_ylt=Anka0v3xVW_8LwcxWlIjUR1VMIF#q1) New to Instant Messaging? site - [http://messenger.yahoo.com/newtoim.php?\\_ylt=Anka0v3xVW\\_8LwcxWlIjUR1VMIF#q1](http://messenger.yahoo.com/newtoim.php?_ylt=Anka0v3xVW_8LwcxWlIjUR1VMIF#q1) has lots of information.

### Alternatives

[ICQ](#)

### Criteria/factors re tools and processes – Yahoo! Messenger

Criteria		Comment
User friendly	Yes	easy to download, set up and use.
push or pull in kind	Both	if leave running on your desktop it will notify you if someone wants to talk to you.  Or you can preset a call time and then open it just when you need it.
low or high interaction with participants/facilitators	High	Very high interaction (or can use in lecture style)
synchronous or asynchronous activity,	Synchronous	Synchronous for voice and can use synchronously or asynchronously for text chat
facilitator skills of a low or high level	Lowish	Fairly low depending own how many features you choose to use.
participant skills of a low or high level	Low to medium	Medium for download and set up of mike and speaker/headset then low as it's very easy to use.

### 8.10 Voice over the Internet protocols (VOIP) – [Skype](#)

Skype is one example of a tool that allows you to use the computer like a telephone (except you usually use headphones and mike/speakers. It needs to be downloaded (very easy

process) and a password and login set up. Works on Windows, Mac OS X, Linux and PDAs using Pocket PC.

### **Features**

Has both voice and text chat for up to 5 participants in different locations.

### **Cost**

Freeware for up to 5 participants. Only cost is for your time online.

### **What I use it for**

Talking to people whether for personal or work use. For work I've co-facilitated a workshop in Hobart while physically located in New Zealand. I've also used it with a face to face group with an external expert guiding us through the use of another online product.

### **Why I like it**

Works well through firewalls (this may freak out your IT security people). Straight through talking (like on the phone) so you can hear people laugh and respond directly to what you are saying. Works well with most bandwidth on a one to one basis. No other fancy tools to distract. Because it's voice you can minimize and have it in the background while viewing/using other tools or activities (like web browser or slide presentation)

### **Problems/downside**

Not education specific so, if you don't want to be bothered by people you don't know, just provide the absolute minimum information about yourself (fill in the required fields only when signing up). Pass this on to your learners too.

I did have a problem with multiple participants (max 5) with the last person 'in' experiencing time delay – this could probably be solved if you include a dummy computer as the last one 'in'. Others report problems with low bandwidth.

Doesn't have some of the other tools useful in voice chat (whiteboard, joint web browsing) and no option for video (due out in 2005).

### **Examples to check out (places to play are marked with an \*)**

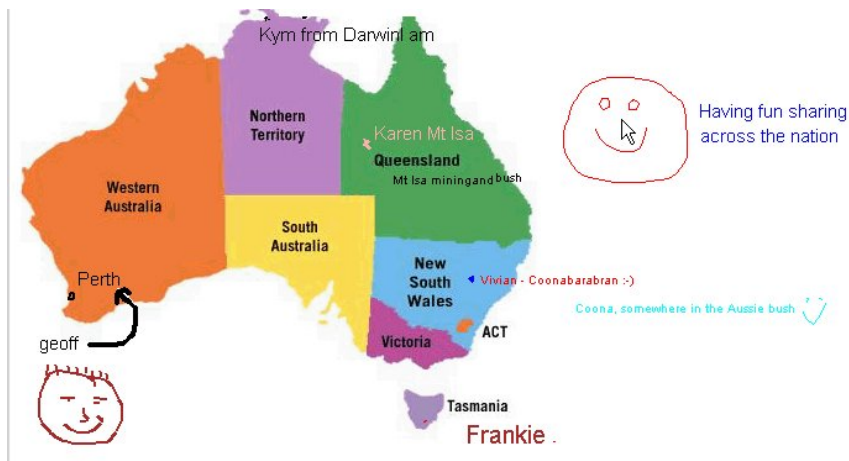
- Easiest way to do this is to download it and organize with a friend to test it out. Download available from the [Skype website](http://www.skype.com/) at <http://www.skype.com/>

### **Alternatives**

[Yahoo Messenger](#), [ICQ](#) are free. Yahoo also offers video.

[Wimba](#), [Elluminate](#) both cost.

[CompuEd](#) is a low cost Australian alternative (10 users for \$85 US for a month) which also offers a whiteboard, application sharing, web browsing and file transfer. It's well worth a look. Here's the sort of thing you can do with a shared whiteboard. Thanks to Viv Evans for permission to use this graphic. ☺



### Criteria/factors re tools and processes - Skype

Criteria		Comment
User friendly	Yes	easy to download, set up and use.
push or pull in kind	Both	if leave running on your desktop it will notify you if someone wants to talk to you.  Or you can preset a call time and then open it just when you need it.
low or high interaction with participants/facilitators	High	Very high interaction (or can use in lecture style)
synchronous or asynchronous activity,	Synchronous	Synchronous for voice and can use asynchronously for text chat
facilitator skills of a low or high level	Lowish	Fairly low as there's only the voice (which is constantly on) and the text feature to monitor.
participant skills of a low or high level	Low to medium	Medium for download and set up of mike and speaker/headset then low as it's very easy to use.

#### 8.11 Mind mapping tools - [Cmaps](#)

Cmaps software needs to be downloaded but this is an easy process, just click on the link in the Cmap.

#### Features

Create and share concept maps and mind maps with colours, different shapes and text.

#### Cost

Free. The CmapTools client is free for use by anybody, whether its use is commercial or non-commercial.

#### What I use it for

I used it to create the concept maps in this resource and I've also used it for brainstorming sessions with people who think in terms of visuals rather than words.

### Why I like it

It's pretty straightforward to set up and get started. It's easy to learn how to do the basics and it works! Also you can export it into other formats.

### Problems/downside

I haven't worked out how to share it on the internet yet and it doesn't create a 'pretty' text friendly version with the layers or levels showing.

### Examples to check out (places to play are marked with an \*)

- [Cmaps site](http://cmap.ihmc.us/) - <http://cmap.ihmc.us/>
- Marty Cielens' site showing [Open Source tools for teachers](http://www.designplanet.com.au/Marty/moodle/mod/resource/view.php?id=12)  
<http://www.designplanet.com.au/Marty/moodle/mod/resource/view.php?id=12>

### Alternatives

[FreeMind](http://freemind.sourceforge.net/wiki/index.php/Main_Page) - [http://freemind.sourceforge.net/wiki/index.php/Main\\_Page](http://freemind.sourceforge.net/wiki/index.php/Main_Page) I haven't tried this but some say it's ok.

### Criteria/factors - Cmaps

Criteria		Comment
User friendly	Yes	Easy to download and set up and a reasonable help feature.
push or pull in kind	Pull	You need to access it to use it.
low or high interaction with participants/facilitators	Not sure yet	You're supposed to be able to share them and work on them together – not sure how yet.
synchronous or asynchronous activity,	Asynchronous	See above.
facilitator skills of a low or high level	Low to medium	Just need to be able to add in text and structure maps.
participant skills of a low or high level	Low to medium	Low to read and navigate. Medium to add comments, create new 'boxes'.

### 8.12 Blogging - [Motime](#)

No downloading – fairly easy to set up, has a password and login set up.

### Features

Has date based text records and can categorise entries. Can add photos etc with a bit of fiddling.

**Cost**

Free. Only cost is for your time online to post entries.

**What I use it for**

Knowledge sharing - although I'm in early days with blog. As I'm more of an audio reflector I may end up in audio blogging rather than in text based reflection.

**Why I like it**

It's pretty straightforward to set up and get started. Also has the categories which I like.

**Problems/downside**

For me this is more to do with getting comfortable with the tool. I don't find it as intuitive as many tools – perhaps this is because I'm more of a talker than a writer.

**Examples to check out (places to play are marked with an \*)**

- [Stephen Downes' blog](http://www.downes.ca/) - <http://www.downes.ca/>
- [Dorothy Waterhouse's blog](http://dots.cops.blogspot.com/2004/10/main-page-freemind-free-mind-mapping.html) - <http://dots.cops.blogspot.com/2004/10/main-page-freemind-free-mind-mapping.html>
- [Jo Murray's blog](http://www.jomurray.blogspot.com) - <http://www.jomurray.blogspot.com>
- [Peter LeCornu's blog](http://lecornu.blogspot.com/) - <http://lecornu.blogspot.com/>

**Alternatives**

[Blogger](#) is the simplest alternative and is really easy to set up and use, but doesn't have the categorizing feature.

**Criteria/factors** - Motime

<b>Criteria</b>		<b>Comment</b>
User friendly	Yes	Easy to set up with lots of templates to choose from and ok to use.
push or pull in kind	Pull – can become Push if use RSS	You have to be disciplined to add entries to it.
low or high interaction with participants/facilitators	Lowish	Readers can post comments so there is potential for interaction.

synchronous or asynchronous activity,	Asynchronous	
facilitator skills of a low or high level	Low	Just need to be able to add in text.
participant skills of a low or high level	Low	Just need to be able to access a website.

### **8.13 Learning Management Systems (LMS) - [Moodle](#)**

Learning Management Systems are software packages that imitate, online, the sorts of things that you would experience in a formal face to face learning situation. These typically include discussion areas or forums, resources for download, quizzes, journal spaces, assignments, assessment results etc. You can use all or some of the features and set them up as virtual 'classroom' or as a community space.

As the digital natives emerge into the workforce and the technology to accommodate their learning needs is invented (probably by them!) LMSs may well evolve into something quite different or just disappear. In the meantime if you want to use one but can't afford the proprietary brands – try Moodle.

#### **[Moodle](#)**

Moodle is an Australian software package 'designed to help educators create quality online courses/communities'. Its design has a strong grounding in [social constructionist pedagogy](#).

From a users perspective it has a simple browser interface (no downloading needed), has WYSIWYG (What you see is what you get) HTML editor and facilitator control over all settings for a course.

#### **Features**

These include forum, chat, journal, quiz, resource, survey, assignment, workshop, user logging and tracking, mail integration etc. Regular upgrades (so try not to customize too much or it makes it harder to upgrade).

#### **Cost**

[Open source](#) written in [PHP](#) under the [GPL license](#) – allows you to make modifications to suit your needs. So, no cost to download or use it. Cost comes from loading onto your server or paying your ISP to load it onto theirs and from the potential extra cost of having a more active website (we went from \$220 to \$720 per year plus a one off set up cost). The set up cost was reasonable given that we customized it.

Too much? You can use [L40](#) and just pay US \$5.95 per month (US \$71.40 per year) with the server in the USA rather than Australia. And, if you aren't in a hurry and want to minimize set up costs, you could talk to your local computer training providers and see if they will do it for you as a student project.

#### **What I use it for**

I initiated Pelion's use of it as an experiment in Open Source so currently we use it as our website, to provide resources and information, as a safe space for clients to learn and/or set up their own courses and to provide us with our own text chat room and forums.

#### **Why I like it**

Once set up it is really easy to change, add things to it, load files to it etc without needing to go through an ISP or know lots of html. Also there's a really strong [community](#) of Moodle users if you need answers. If you want to go down the LMS path this is a good way to go.

### Problems/downsides

Need some knowledge of OS/code to do the download and set up to your own server (we didn't bother – we just asked our ISP to do it for us).

### Examples to check out (places to play are marked with an \*)

- [Pelion Consulting](#) \* - <http://www.pelion.com.au/moodle/>
- [Moodle](#)\* - <http://moodle.org/>
- [Marty Cielens](#) - <http://www.designplanet.com.au/Marty/moodle/>

### Alternatives

[Atutor](#) Why didn't I pick it? I had a quick play but I didn't find it so user friendly as Moodle. I have been told that it has better plug-ins and it has a strong support base but perhaps not as strong (or locally available) as Moodle.

### Criteria/factors Moodle

Criteria		Comment
user friendly	Yes	Very easy to set up once loaded onto server
push or pull in kind	Both	Can choose to have forum messages emailed to you
low or high interaction with participants/facilitators	Both	Can be used in many ways
synchronous or asynchronous activity,	Both	It contains many tools such as chat, forum and can add others
facilitator skills of a low or high level	Both	Accommodates both
participant skills of a low or high level	Both	Accommodates both

Bear in mind that 'YOU DON'T NEED A LEARNING MANAGEMENT SYSTEM TO DO FLEXIBLE LEARNING. ([Peter Allen](#)) All you need is the willingness to do things differently.

Pelion e-learning design and facilitation mentors - Microsoft Internet Explorer provided by APC

File Edit View Favorites Tools Help

Address http://www.pelion.com.au/moodle/ Go











 **We mentor e-learning designers and facilitators.**

PELION  
CONSULTING PTY LTD

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-  [Pelion forum - Come and say hi!](#)
-  [Pelion Chat](#)
-  [Knowledge Tree e-Journal](#)
-  [Ellumination: Team E-moderation in Elluminate \*Live!\*](#)
-  [RSS, Blogging Online Voice Interview Archive](#)
-  [Top Tips for Online Facilitation](#)
-  [Cross Cultural e-Moderation](#)
-  [P2P Collaboration in groove](#)
-  [Flexible Learning Toolboxes](#)
-  [Developing an online product case study](#)
-  [Online Facilitation and Community Building](#)

**Available Courses**

**Try Moodle 01**

Facilitator: [Frankie & Jo](#)  
Facilitator: [Client 1](#)  
Facilitator: [Wow team LearnScope](#)



Small RTOs can use this space to explore what Moodle can offer.

Create a guest log in and join us. 😊

**Welcome!**

Pelion, a virtual micro-organisation, co-directed by Jo Murray and Frankie Forsyth develops people's skills in using intuitive tools for e-facilitation, e-learning design and open knowledge sharing. Pelion assists organisations, globally, to make the move online, working with **online facilitators/e-moderators** and managers through e-learning professional development programs.

Frankie has developed a 'start-up' kit for organisations to get into e-learning in affordable and effective ways. It contains e-techniques, hints and 'how-to' scenarios that enhance learning using low-cost, open source software.

## **9 Case studies, scenarios or e-learning examples that work**

### **9.1 Case Study – Moodle, resources and discussion boards**

One client of mine, Transtrain, is a small, private Tasmanian RTO which offers qualifications in the area of tourism (amongst other things). They have one technical support person and their own server. They have participants in Tasmania and around Australia working towards a qualification in Events Management. They had trialed a static website with downloadable resources which drew favourable responses from their participants, but were seeking a more interactive and easily updated website. They pride themselves on providing individualised services to their clients rather than group sessions.

With Pelion Consulting's support and some LearnScope funding they explored a range of open source LMSs. They trialed Moodle, initially on the Pelion site and then downloaded it onto their own server. Within a few weeks and with little previous experience of LMS (or this style of technology) they had created a space where participants could download the resources (as before) plus some interactive templates for assessment and they are now experimenting with bulletin boards (again using Moodle) in which individual participants can choose to connect with others and share experiences.

For more information check out their website at <http://www.transtrain.com.au>

### **9.2 Case Study – Enterprise RTO using MC2 and EdNA Online.**

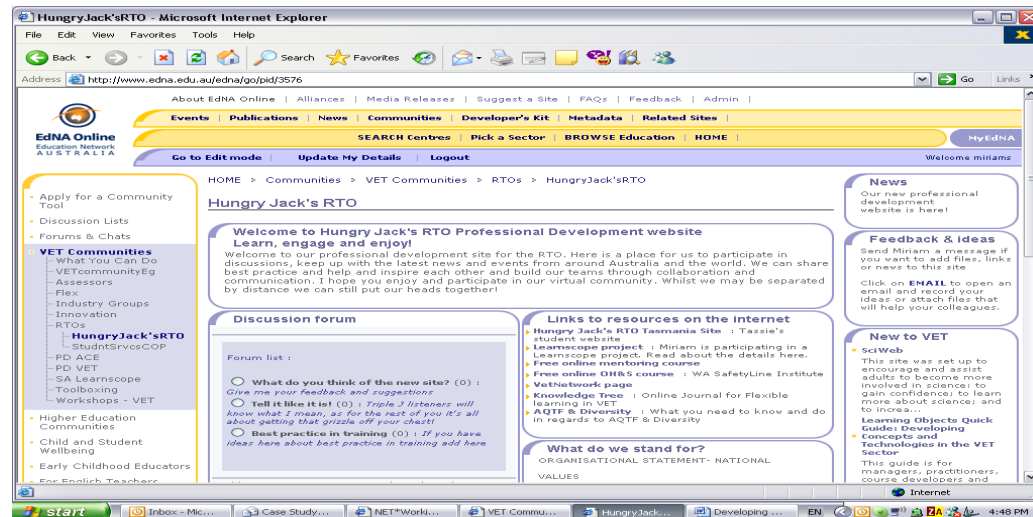
This case study concerns a fast food outlet which is a national enterprise RTO with a young staff and training personnel in each State. The Tasmanian branch had a little knowledge of online possibilities through an E-business course at TAFE but joined the WOW (women on the web) Tasmanian Start Up team to explore some options surrounding flexible delivery of training within the VET sector. The WOW team experimented with bulletin boards on the AFL community, WebCT and Moodle, text and voice chatting with SKYPE and Janison, creating community spaces in EdNA online and MC2, creating and using Power Points on the laptop and on PDAs, looked at incorporating Toolboxes into their work and investigated blogs and LMS like Moodle and WebCT.

The Tasmanian Training Consultant set up two separate discussion areas to meet her organisation's training needs. The first, for her young employees, was set up in MC2 as she could create a 'look' to suit her audience. It took her about 2-3 hours to do this (mainly because she wanted to get the 'look' just right. In MC2 she has a bulletin board, calendar, chat space, photo space. She uses it for contact with her trainees online and to build a sense of community amongst trainees who are separated geographically, but share their employment and desire to learn through a traineeship in common. The only drawback she has found is the limited amount of space for file uploading, so it's not really suited to holding masses of resources but is great for community discussion and is easy to add/remove members.

The second site she chose to set up in EdNA Online Community space as, while the 'look' is not so pretty it does offer RSS feeds which provide regular and current information for her work colleagues across Australia. EdNA also allows file uploads so they can work on files collaboratively. It's harder (takes longer) to add/remove members because you have to go via the EdNA personnel and so this is more suited to a stable group membership. The main purpose of this site is to assist training consultants nationally share best practices in training within the organisation, to

share information and news about the VET sector and the organisation and to promote continuous improvement through professional development activities.

This is a great example of an enterprise trialing online working nationally without spending the big bucks.



The EdNA Online community site

### 9.3 Case Study - Voice/Text Chat group facilitation

One of the groups I was facilitating had limited dates available to meet and unfortunately I was to be in New Zealand at the time of their first meeting. Their brief was to design and develop an online learning resource to cover the competencies of the unit 'Writing for the World Wide Web'. The group comprised school students, teachers and industry representatives and staff from a Hobart RTO - GlobalNet ICT

Before the first session both the GlobalNet ICT staff and I downloaded Skype and tested it individually. Once in New Zealand I organized a broadband link with the technical staff and coordinators of the conference that I was attending. I didn't have my wireless card at this stage or this step wouldn't have been necessary. I used SKYPE with my headphones and microphone to call Ian about 1 hr before my activity was due to test the setup. We'd agreed to use the Janison text chat (as a backup) and to show the participants a range of online tools in action. This was pre-arranged with Janison staff and we used the 'test' area on their website.

To my delight when I called Ian the speakers were on broadcast and the group microphone operating well so I could hear everyone clearly. We agreed to move from a 'test' in advance into the actual session we'd planned for later. Everything was operational and the fascinating outcome was that we used SKYPE to explain the Janison text chat and its avatar features. Also, intuitively Ian and I started to capture the voice comments and learning on the Janison text chat – taking it in turns to do so while the other was facilitating. The only thing that would have enhanced the session even more was if we had supplied the group with a photo of me before the session. In the end I emailed one through shortly after our discussion ended.

Who says you can't facilitate from the other side of an ocean!!

For more information about the project go to the site at

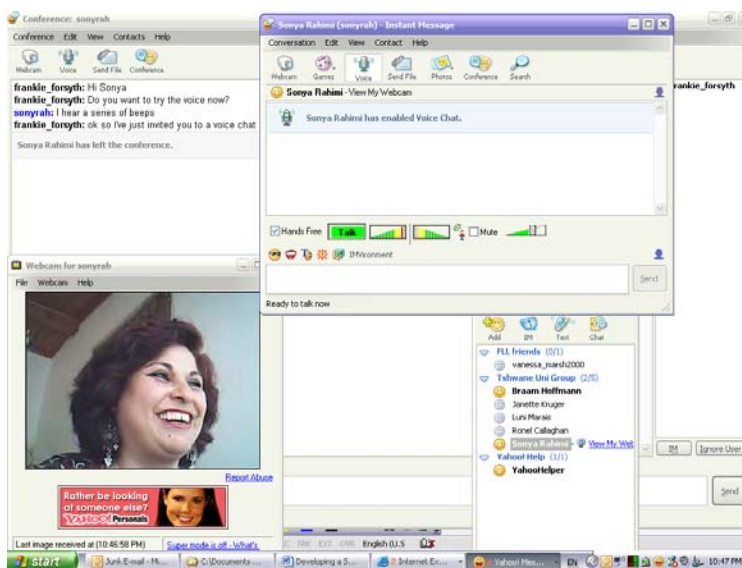
<http://www.globalnetict.com/web/>

#### 9.4 Case Study – South African Video chat

I've been e-moderating (facilitating) a 5 week fully online course on e-moderating with a University in South Africa. The participants have varied skill levels, some had never used the University's LMS (WebCT) before. They live in various parts of South Africa and keep in touch by Yahoo Messenger which has a voice, chat and video feature. When Yahoo isn't working well (which sometimes happens if the bandwidth is very busy) they also use a Wimba Voice Board to talk to each other.

I was working on the course one morning (around 11 am Tassie time) when one course participant buzzed me on the Yahoo Messenger! I have this open on my desktop most days. She had a question about the course. I accepted her call (you don't have to ☺) and we started off in text and then moved to voice, I wanted to try out Yahoo Messenger! video using my new stick camera and so we moved to voice and video combined. After an initial hiccup when her computer fell over, she rebooted and it worked really well. I answered her question and she continued on with her work.

I have used Yahoo Messenger! with South Africa before (in their daytime) and sometimes had to move to a Wimba board to regain the voice quality (even though it has time delays). I think the reason it worked so well was that it was 2 am in the morning (South African time) and so not busy. It shows what can be done though!!



#### 9.5 Case Study – Cmaps

I first came across Cmaps when attending an EdNA Online information workshop. Marty Cielens used it to capture participant's brainstorming information. It looked so easy that I thought maybe I could use it. What he did was to type in the information to the Cmaps boxes on his computer and projected it onto a screen, rather than putting it on a whiteboard to be typed up later. It's a great time saver.

You could use this for any kind of face to face brainstorming session or in combination with a voice tool like SKYPE or Yahoo! I haven't tried doing this on a virtual whiteboard (yet!) but I expect it would work.

The nice thing about Cmaps is that if you want to share the Cmaps and have people work on them you can do so by loading them up onto the shared space in Cmaps or just email them to your colleagues or participants.

### **9.6 Case Study – GeoCities, Hot Potatoes, Amplify, Survey Monkey**

One of my Flexible Learning Leader colleagues this year, Dorothy Waterhouse, has been creating websites in [GeoCities](#) using [Hot Potatoes](#) and [Amplify](#) (a tool you can use to create online activities to put on your web space). She works for the NSW Adult Migrant English Services teaching adult migrants English and uses online activities to support and extend her face to face teaching.

One example of this is a simple yet very effective site about Magpies. There's a quiz (Hot Potatoes), survey, online worksheet (Survey Monkey), mini webquest (Amplify) and an interactive Power Point presentation.

Have a look at her Magpie site at [www.geocities.com/mstrial04](http://www.geocities.com/mstrial04) and try for yourself!

### **9.7 Case Study – Blogging, Newsletters and RSS feeds,**

Stephen Downes has probably perfected the art of capturing his knowledge and sharing it easily with anyone wishing to access it. He has custom built a content management system. In it he has embodied the integration of learning, practice and research, of content and community, has provided content syndication and dynamic organisation - his technical knowledge enables him to do this but ultimately the software will be available for anyone to do so easily (now there's an opportunity for someone!).

In the meantime I urge anyone involved in planning, developing and offering educational activities to look at what he has done and why. The site newsletter, OLDaily, is a great example of a blog, in fact Stephen's Web was the world's first educational blog, beginning in 1998 with dated links and commentary. The newsletter is generated automatically as HTML content, text content, an RSS syndicated feed, and Javascript syndication. All four versions of OLDaily are available as email subscription newsletters.

If you want to find out more it's worth reading [Stephen's explanation of his site](#) or just browsing [Stephen's site](#) itself.

## **10 Where to play and learn**

This is a list of places where you can go and play with the tools and/or learn about how to use them. It's based on the information in the Tools section but I've also added some other links that weren't covered there, so there are some 'hidden' goodies here. Sorry, there's no particular order to this!

1. [Pelion Consulting Pty Ltd site for trying out Moodle](#), discussion boards, chats and all sorts of 'stuff'!
2. [OpensourceCMS](#) to find, try and play with open source stuff. This site was created to give you the opportunity to "try out" some of the best php/mysql based free and open source software systems in the world. You are welcome to be the administrator of any site here; allowing you to decide which system best suits your needs.

3. [Moodle Home page](#)\* - <http://moodle.org/> you can have a look at the features in a mock course here too.
4. [Marc Prensky](#) to learn about digital natives and game playing
5. Get some ideas for other games from [Thaigi](#) and [Marie Jasinski](#) for free plus you can subscribe to a newsletter.
6. Join communities to learn more about e-everything! At [Australian Flexible Learning \(AFL\) Community](#) or [Learning Times](#), [Knowledge Tree e-Journal](#), [LearnScope](#) and [Reframing the Future](#)
7. For more resources and reports from [Flexible Learning Leaders](#).
8. Enrol in a fully online course e.g. [Gilly Salmon](#) - covers e-moderating in discussion boards, [Nancy White](#) covers this from a more advanced/in depth perspective, [Gipps TAFE](#) also offer a 3 week version. Do a search and find one that suits you.
9. Check out these [hints](#) for being prepared for e-working
10. [Flexways](#) (go straight to the skills checklist if you are pushed for time)
11. [George Siemen's](#) – site on e-learning
12. [Stephen Downes](#) – blogs and current information on the e-world
13. Info on [spam legislation](#)
14. Show those who don't have an email address how to get one for [free](#).
15. [Absolutely all free clipart](#)
16. [ANTA toolbox](#)
17. Blogs and how to use them – more great ideas at [EduBlog Insights](#)
18. Info on [webquest](#)
19. Play the [AQTF game](#) with your staff
20. [RSS feeds](#) - all you wanted to know
21. Marty Cielens' great list of [Open Source Tools for training and business](#).
22. [Open Source LMS](#) - [Moodle](#), [Claroline](#) and [Atutor](#)
23. [Australian Flexible Learning Community site](#) and [Australian Flexible Learning Framework](#) are fabulous resources for support and information re flexible learning.
24. [EdNA Online play site](#)
25. [My connected community](#) (mc2) for free (for some) websites/communities
26. [GeoCities](#) offer free (advert supported) websites
27. [Yahoo! Groups](#)
28. The Hot Potatoes [tutorial site](#) for examples of quizzes.
29. The [Survey Monkey](#) site for surveys.
30. Download [Skype website](#)
31. [CompuEd](#) for voice and whiteboard sharing
32. [Stephen Downes' blog](#)
33. [Dorothy Waterhouse's blog](#)
34. [Jo Murray's blog](#)
35. [Peter LeCornu's blog](#)
36. [Marty Cielens](#) - info about Open Source for educators.
37. [Map your blog](#) – haven't tested this but it looks like fun.
38. [Amplify](#)
39. Information for students about [working online](#)
40. [Michael Coghlan's blog](#) focusing on voice technologies (VOIP)
41. [Wiki sandpit](#) (write something and then edit it and ask a friend/colleague to add/edit your work).
42. Great [guide to writing for the web](#)
43. [Arachnophilia](#) free web editor
44. [Acronyms, emoticons and smilies](#)
45. Save, share and recall anything you find online with [Furl](#)
46. [Tucows](#) for free downloads
47. [Tiny url](#) for making long urls into little ones.

## 11 The last word (almost) – Acknowledgements

My thanks go to so many people who supported me in this 'work in progress'. I'd like to acknowledge the Flexible Learning Leader project team for their willingness to be flexible! My business partner and Flexible Learning Leader Josephine Murray (2000) for her willingness to support my application while knowing full well what it entails☺.

Also other past Flexible Learning Leaders: Rita Bennink 2002, Michael Chalk, Mardi Dwyer and Michael Coghlan 2003 and those 'flexible learning leaders in everything but name' especially Marty Cielens. This project would not have been completed without the contributions of Jenny Dunbabin and my co-FLLs this year, Kirsty Sharp, Janine Bowes, Dorothy Waterhouse and, of course, Kim Edgar and Wendy Morrow. Thanks also to my two coaches and mentors, Stephen Downes and Gayna Wade. I'd also like to thank my many clients and customers who survived my enthusiastic ramblings about – 'let's try this software' and 'anyone game to join me in doing...?' And if I haven't mentioned you here and I should have – email me and I'll add you in ☺.

Without all of their support I really would have ended up like this!



## 12 List of web sites given in this document

Sites are mostly listed in order of appearance – I've edited out some duplicates but not all. ☺

Site	URL
<a href="#">Flexible Learning Leaders</a>	<a href="http://www.flexiblelearning.net.au/leaders/">http://www.flexiblelearning.net.au/leaders/</a>
<a href="#">Free</a> software definition	<a href="http://en.wikipedia.org/wiki/Free_software">http://en.wikipedia.org/wiki/Free_software</a>
<a href="#">Open Source</a> software definition	<a href="http://en.wikipedia.org/wiki/Open_Source_Definition">http://en.wikipedia.org/wiki/Open_Source_Definition</a>
<a href="#">Pelion Consulting</a> Pty Ltd website	<a href="http://www.pelion.com.au/moodle/">http://www.pelion.com.au/moodle/</a>
<a href="#">Marc Prensky</a>	<a href="http://www.marcprensky.com/">http://www.marcprensky.com/</a>
Online learning <a href="#">courses</a>	<a href="http://learnscope.flexiblelearning.net.au/learnscope/golearn.asp?Category=10&amp;Parent=3">http://learnscope.flexiblelearning.net.au/learnscope/golearn.asp?Category=10&amp;Parent=3</a>
<a href="#">Australian Flexible Learning (AFL) Community</a>	<a href="http://learnscope.flexiblelearning.net.au/">http://learnscope.flexiblelearning.net.au/</a>
<a href="#">Learning Times</a>	<a href="http://www.learningtimes.org/">http://www.learningtimes.org/</a>
<a href="#">Flexible Learning Leaders</a>	<a href="http://www.flexiblelearning.net.au/leaders/">http://www.flexiblelearning.net.au/leaders/</a>
<a href="#">Knowledge Tree</a> e-Journal	<a href="http://www.flexiblelearning.net.au/knowledgetree/index.html">http://www.flexiblelearning.net.au/knowledgetree/index.html</a>
<a href="#">LearnScope</a>	<a href="http://learnscope.flexiblelearning.net.au/learnscope/projects.asp">http://learnscope.flexiblelearning.net.au/learnscope/projects.asp</a>
<a href="#">Reframing the Future</a>	<a href="http://www.reframingthefuture.net/">http://www.reframingthefuture.net/</a>
<a href="#">Net*Working 2004</a> online conference	<a href="http://flexiblelearning.net.au/nw2004/">http://flexiblelearning.net.au/nw2004/</a>
<a href="#">EdNA Online</a>	<a href="http://www.edna.edu.au/edna/noticeboards?nbpath=2353&amp;date=20041101&amp;show=month">http://www.edna.edu.au/edna/noticeboards?nbpath=2353&amp;date=20041101&amp;show=month</a>
<a href="#">Gilly Salmon's</a> website	<a href="http://www.atimod.com/">http://www.atimod.com/</a>
<a href="#">Nancy White's</a> website	<a href="http://www.fullcirc.com/">http://www.fullcirc.com/</a>
<a href="#">hints</a> for being prepared for online working	<a href="http://learnscope.flexiblelearning.net.au/learnscope/golearn.asp?Category=12&amp;DocumentId=4180">http://learnscope.flexiblelearning.net.au/learnscope/golearn.asp?Category=12&amp;DocumentId=4180</a>
<a href="#">Flexways</a> skills checklist	<a href="http://flexways.flexiblelearning.net.au/">http://flexways.flexiblelearning.net.au/</a>
<a href="#">George Siemen's</a> website	<a href="http://www.elearnspace.org/">http://www.elearnspace.org/</a>
<a href="#">Stephen Downes</a> website	<a href="http://downes.ca/">http://downes.ca/</a>
<a href="#">10 Years After</a> - Stephen Downes NAWeb speech	<a href="http://www.downes.ca/files/TenYearsAfter.ppt">http://www.downes.ca/files/TenYearsAfter.ppt</a>
from <a href="#">Nancy White's website</a>	<a href="http://www.fullcirc.com/community/toolgrid.htm">http://www.fullcirc.com/community/toolgrid.htm</a>
<a href="#">mp3 players</a> definition	<a href="http://www.webopedia.com/TERM/M/MP3.html">http://www.webopedia.com/TERM/M/MP3.html</a>
<a href="#">IPods</a> definition	<a href="http://en.wikipedia.org/wiki/IPod">http://en.wikipedia.org/wiki/IPod</a>
<a href="#">Knowledge Management System</a> definition	<a href="http://en.wikipedia.org/wiki/Knowledge_Management_System">http://en.wikipedia.org/wiki/Knowledge_Management_System</a>

<a href="#">Cmap Tools</a> for concept mapping	<a href="http://cmap.ihmc.us/">http://cmap.ihmc.us/</a>
<a href="#">spam legislation</a> (Australia)	<a href="http://www.aca.gov.au/consumer_info/spam/informationforbusiness.htm">http://www.aca.gov.au/consumer_info/spam/informationforbusiness.htm</a>
how to get a <a href="#">free</a> email address	<a href="http://www.emailaddresses.com/">http://www.emailaddresses.com/</a>
<a href="#">Absolutely all free clipart</a>	<a href="http://www.allfree-clipart.com/main.html">http://www.allfree-clipart.com/main.html</a>
<a href="#">podcast</a> audio recording	<a href="http://en.wikipedia.org/wiki/Podcasting">http://en.wikipedia.org/wiki/Podcasting</a>
<a href="#">ANTA toolbox</a>	<a href="http://flexiblelearning.net.au/toolbox/">http://flexiblelearning.net.au/toolbox/</a>
<a href="#">EduBlog Insights</a> –ideas to use blogs	<a href="http://anvil.gsu.edu/EduBlogInsights/2004/10/05/#a668">http://anvil.gsu.edu/EduBlogInsights/2004/10/05/#a668</a>
<a href="#">webquest</a> – ideas for web quests	<a href="http://edweb.sdsu.edu/courses/edtec596/about_webquests.html">http://edweb.sdsu.edu/courses/edtec596/about_webquests.html</a>
<a href="#">Thaigi</a> for games and freebies	<a href="http://www.thiagi.com/">http://www.thiagi.com/</a>
<a href="#">Marie Jasinski</a> games and ideas	<a href="http://www.designplanet.com.au/moodle/">http://www.designplanet.com.au/moodle/</a>
<a href="#">AQTF game</a> to test and play	<a href="http://www.designplanet.com.au/New_Practices_069SA/aqtftrialsite.htm">http://www.designplanet.com.au/New_Practices_069SA/aqtftrialsite.htm</a>
<a href="#">RSS feeds</a> all you need to know about RSS	<a href="http://learnscope.flexiblelearning.net.au/LearnScope/golearn.asp?Category=12&amp;DocumentId=5365">http://learnscope.flexiblelearning.net.au/LearnScope/golearn.asp?Category=12&amp;DocumentId=5365</a>
<a href="#">Open Source Tools for training and business</a>	<a href="http://www.designplanet.com.au/Marty/moodle/mod/resource/view.php?id=47">http://www.designplanet.com.au/Marty/moodle/mod/resource/view.php?id=47</a>
<a href="#">Internet Service Provider (ISP)</a>	<a href="http://en.wikipedia.org/wiki/ISP">http://en.wikipedia.org/wiki/ISP</a>
<a href="#">broadband</a> definition	<a href="http://en.wikipedia.org/wiki/Broadband">http://en.wikipedia.org/wiki/Broadband</a>
<a href="#">ADSL</a> definition	<a href="http://en.wikipedia.org/wiki/ADSL">http://en.wikipedia.org/wiki/ADSL</a>
<a href="#">Microsoft site</a>	<a href="http://www.microsoft.com/">http://www.microsoft.com/</a>
<a href="#">Thunderbird</a> OS email	<a href="http://www.mozilla.org/products/thunderbird/releases/">http://www.mozilla.org/products/thunderbird/releases/</a>
<a href="#">free email address directory</a>	<a href="http://www.emailaddresses.com/">http://www.emailaddresses.com/</a>
<a href="#">Open Source</a> definition	<a href="http://en.wikipedia.org/wiki/Open_source">http://en.wikipedia.org/wiki/Open_source</a>
<a href="#">Moodle</a> web site home page	<a href="http://moodle.org/">http://moodle.org/</a>
<a href="#">Claroline</a> web site home page	<a href="http://www.claroline.net/">http://www.claroline.net/</a>
<a href="#">Atutor</a> web site home page	<a href="http://www.atutor.ca/">http://www.atutor.ca/</a>
<a href="#">Australian Flexible Learning Community site</a>	<a href="http://learnscope.flexiblelearning.net.au/learnscope/home.asp">http://learnscope.flexiblelearning.net.au/learnscope/home.asp</a>
<a href="#">Australian Flexible Learning Framework</a>	<a href="http://flexiblelearning.net.au/index.htm">http://flexiblelearning.net.au/index.htm</a>
<a href="#">LearnScope</a>	<a href="http://learnscope.flexiblelearning.net.au/learnscope/projects.asp">http://learnscope.flexiblelearning.net.au/learnscope/projects.asp</a>
<a href="#">EdNA Online play site</a>	<a href="http://www.edna.edu.au/edna/page1477.html">http://www.edna.edu.au/edna/page1477.html</a>
<a href="#">My connected community</a> free community space (web page)	<a href="http://mc2.vicnet.net.au/index.html">http://mc2.vicnet.net.au/index.html</a>
<a href="#">GeoCities</a> free community space (web page)	<a href="http://geocities.yahoo.com/ps/learn2/HowItWorks4_Free.html">http://geocities.yahoo.com/ps/learn2/HowItWorks4_Free.html</a>

<a href="#">Yahoo! Groups</a> free community space (web page)	<a href="http://login.yahoo.com/config/login?.intl=us&amp;.src=ygrp&amp;.done=http://groups.yahoo.com%2F">http://login.yahoo.com/config/login?.intl=us&amp;.src=ygrp&amp;.done=http://groups.yahoo.com%2F</a>
<a href="#">ICQ</a>	<a href="http://www.icq.com/">http://www.icq.com/</a>
<a href="#">Hot Potatoes</a> for quizzes and surveys	<a href="http://web.uvic.ca/hrd/halfbaked/">http://web.uvic.ca/hrd/halfbaked/</a>
Hot Potatoes <a href="#">tutorial site</a>	<a href="http://web.uvic.ca/hrd/hotpot/tutorials6.htm">http://web.uvic.ca/hrd/hotpot/tutorials6.htm</a>
<a href="#">Survey Monkey</a> for surveys	<a href="http://www.surveymonkey.com/Home.asp">http://www.surveymonkey.com/Home.asp</a>
<a href="#">Yahoo! Messenger</a> Instant Messenger	<a href="http://messenger.yahoo.com/">http://messenger.yahoo.com/</a>
<a href="#">Yahoo! Messenger</a> New to Instant Messaging? site (tutorial)	<a href="http://messenger.yahoo.com/newtoim.php;_ylt=A nka0v3xVW_8LwcxWiljiUR1VMIF#q1">http://messenger.yahoo.com/newtoim.php;_ylt=A nka0v3xVW_8LwcxWiljiUR1VMIF#q1</a>
<a href="#">(VOIP)</a> definition	<a href="http://en.wikipedia.org/wiki/Voip">http://en.wikipedia.org/wiki/Voip</a>
<a href="#">Skype</a> voice and text chat home page	<a href="http://www.skype.com/">http://www.skype.com/</a>
<a href="#">Wimba</a> voice messages	<a href="http://www.horizonwimba.com/solutions/eduvoice.php">http://www.horizonwimba.com/solutions/eduvoice.php</a>
<a href="#">Elluminate</a> voice tool	<a href="http://www.illuminate.com/">http://www.illuminate.com/</a>
<a href="#">CompuEd</a> voice tool	<a href="http://www.compued.com.au/conference/index.htm">http://www.compued.com.au/conference/index.htm</a>
<a href="#">Cmaps</a> for concept mapping/ mind mapping	<a href="http://cmap.ihmc.us/">http://cmap.ihmc.us/</a>
<a href="#">Marty Cielens' site showing Open Source tools for teachers</a>	<a href="http://www.designplanet.com.au/Marty/moodle/mod/resource/view.php?id=12">http://www.designplanet.com.au/Marty/moodle/mod/resource/view.php?id=12</a>
<a href="#">FreeMind</a> for mind mapping	<a href="http://freemind.sourceforge.net/wiki/index.php/Main_Page">http://freemind.sourceforge.net/wiki/index.php/Main_Page</a>
<a href="#">Motime</a> blogging tool	<a href="http://www.motime.com/">http://www.motime.com/</a>
<a href="#">Stephen Downes' blog</a>	<a href="http://www.downes.ca/">http://www.downes.ca/</a>
<a href="#">Dorothy Waterhouse's blog</a>	<a href="http://dots_cops.blogspot.com/2004/10/main-page-freemind-free-mind-mapping.html">http://dots_cops.blogspot.com/2004/10/main-page-freemind-free-mind-mapping.html</a>
<a href="#">Jo Murray's blog</a>	<a href="http://www.jomurray.blogspot.com">http://www.jomurray.blogspot.com</a>
<a href="#">Peter LeCornu's blog</a>	<a href="http://lecornu.blogspot.com/">http://lecornu.blogspot.com/</a>
<a href="#">Blogger</a> blogging tool	<a href="http://www.blogger.com/start">http://www.blogger.com/start</a>
<a href="#">Moodle</a> Open Source LMS	<a href="http://moodle.org/">http://moodle.org/</a>
<a href="#">social constructionist pedagogy</a>	<a href="http://moodle.org/doc/?frame=philosophy.html">http://moodle.org/doc/?frame=philosophy.html</a>
<a href="#">Open source</a> definition	<a href="http://en.wikipedia.org/wiki/Open_source">http://en.wikipedia.org/wiki/Open_source</a>
<a href="#">PHP</a> computer language information	<a href="http://www.php.net/">http://www.php.net/</a>
<a href="#">GPL license</a> used by many OS applications	<a href="http://moodle.org/doc/?frame=licence.html">http://moodle.org/doc/?frame=licence.html</a>

<a href="http://www.l40.net/">I40</a> Cheap and reliable US ISP	<a href="http://www.l40.net/">http://www.l40.net/</a>
Moodle <a href="http://moodle.org/">community</a> discussions	<a href="http://moodle.org/">http://moodle.org/</a>
<a href="http://www.designplanet.com.au/Marty/moodle/">Marty Cielens</a> Moodle site	<a href="http://www.designplanet.com.au/Marty/moodle/">http://www.designplanet.com.au/Marty/moodle/</a>
<a href="http://www.atutor.ca/">Atutor</a> Open Source LMS	<a href="http://www.atutor.ca/">http://www.atutor.ca/</a>
<a href="http://learnscope.flexiblelearning.net.au/learnscope/golearn.asp?category=12&amp;DocumentId=6429">Peter Allen's</a> quote and ideas for simple ways to deliver flexibly	<a href="http://learnscope.flexiblelearning.net.au/learnscope/golearn.asp?category=12&amp;DocumentId=6429">http://learnscope.flexiblelearning.net.au/learnscope/golearn.asp?category=12&amp;DocumentId=6429</a>
TransTrain Moodle <a href="http://www.transtrain.com.au">website</a>	<a href="http://www.transtrain.com.au">http://www.transtrain.com.au</a>
<a href="http://www.globalnetict.com/web/">GlobalNet ICT</a> Writing for the Web resource	<a href="http://www.globalnetict.com/web/">http://www.globalnetict.com/web/</a>
<a href="http://geocities.yahoo.com/ps/learn2/HowItWorks4Free.html">GeoCities</a> free community space (web page)	<a href="http://geocities.yahoo.com/ps/learn2/HowItWorks4Free.html">http://geocities.yahoo.com/ps/learn2/HowItWorks4Free.html</a>
<a href="http://web.uvic.ca/hrd/hotpot/index.htm">Hot Potatoes</a> for quizzes and surveys	<a href="http://web.uvic.ca/hrd/hotpot/index.htm">http://web.uvic.ca/hrd/hotpot/index.htm</a>
<a href="http://www.amplify.com/predownload_homepage.asp">Amplify</a> to create online activities for your web page	<a href="http://www.amplify.com/predownload_homepage.asp">http://www.amplify.com/predownload_homepage.asp</a>
<a href="http://www.geocities.com/mstrial04">Australian Magpies</a> example site	<a href="http://www.geocities.com/mstrial04">www.geocities.com/mstrial04</a>
<a href="http://www.downes.ca/about.htm">Stephen Downe's explanation of his site</a>	<a href="http://www.downes.ca/about.htm">http://www.downes.ca/about.htm</a>
<a href="http://www.downes.ca/">Stephen Downe's site</a>	<a href="http://www.downes.ca/">http://www.downes.ca/</a>
<a href="http://www.pelion.com.au/moodle/">Pelion Consulting Pty Ltd site for trying out Moodle</a>	<a href="http://www.pelion.com.au/moodle/">http://www.pelion.com.au/moodle/</a>
<a href="http://www.opensourcecms.com/index.php?option=com_frontpage&amp;Itemid=1">OpensourceCMS</a> find, try and play with open source stuff	<a href="http://www.opensourcecms.com/index.php?option=com_frontpage&amp;Itemid=1">http://www.opensourcecms.com/index.php?option=com_frontpage&amp;Itemid=1</a>
<a href="http://www.marcprensky.com/">Marc Prensky</a> learn about digital natives and game playing	<a href="http://www.marcprensky.com/">http://www.marcprensky.com/</a>
<a href="http://www.flexiblelearning.net.au/knowledgetree/index.html">Knowledge Tree e-Journal</a> latest re e-learning	<a href="http://www.flexiblelearning.net.au/knowledgetree/index.html">http://www.flexiblelearning.net.au/knowledgetree/index.html</a>
<a href="http://www.learningtimes.org/">Learning Times</a> learning community	<a href="http://www.learningtimes.org/">http://www.learningtimes.org/</a>
<a href="http://www.reframingthefuture.net/">Reframing the Future</a> professional development and resources	<a href="http://www.reframingthefuture.net/">http://www.reframingthefuture.net/</a>
<a href="http://www.flexiblelearning.net.au/leaders/">Flexible Learning Leaders</a> resources and reports	<a href="http://www.flexiblelearning.net.au/leaders/">http://www.flexiblelearning.net.au/leaders/</a>
<a href="http://www.atimod.com/">Gilly Salmon</a> fully online course	<a href="http://www.atimod.com/">http://www.atimod.com/</a>
<a href="http://www.fullcirc.com/">Nancy White</a> fully online course	<a href="http://www.fullcirc.com/">http://www.fullcirc.com/</a>
<a href="http://www.gippstafe.vic.edu.au/ilarning/aboutcourse.html">Gipps TAFE</a> fully online course	<a href="http://www.gippstafe.vic.edu.au/ilarning/aboutcourse.html">http://www.gippstafe.vic.edu.au/ilarning/aboutcourse.html</a>
<a href="http://learnscope.flexiblelearning.net.au/learnscope/golearn.asp?Category=12&amp;DocumentId=4180">hints</a> for being prepared for e-working	<a href="http://learnscope.flexiblelearning.net.au/learnscope/golearn.asp?Category=12&amp;DocumentId=4180">http://learnscope.flexiblelearning.net.au/learnscope/golearn.asp?Category=12&amp;DocumentId=4180</a>
<a href="http://flexways.flexiblelearning.net.au/">Flexways</a> skills checklist	<a href="http://flexways.flexiblelearning.net.au/">http://flexways.flexiblelearning.net.au/</a>
<a href="http://www.elearnspace.org/">George Siemen's</a> web site on e-learning	<a href="http://www.elearnspace.org/">http://www.elearnspace.org/</a>

<a href="#">Stephen Downes</a> – blogs and current information on the e-world	<a href="http://www.downes.ca/">http://www.downes.ca/</a>
<a href="#">Absolutely all free clipart</a>	<a href="http://www.allfree-clipart.com/main.html">http://www.allfree-clipart.com/main.html</a>
<a href="#">ANTA toolbox</a>	<a href="http://flexiblelearning.net.au/toolbox/">http://flexiblelearning.net.au/toolbox/</a>
<a href="#">Claroline</a>	<a href="http://www.claroline.net/">http://www.claroline.net/</a>
Download <a href="#">Skype website</a>	<a href="http://www.skype.com/">http://www.skype.com/</a>
<a href="#">CompuEd</a> for voice and whiteboard sharing	<a href="http://www.compued.com.au/conference/index.htm">http://www.compued.com.au/conference/index.htm</a>
<a href="#">Map your blog</a> – haven't tested this but it looks like fun.	<a href="http://www.blogmapper.com/">http://www.blogmapper.com/</a>
<a href="#">Amplify</a>	<a href="http://www.amplify.com/predownload_homepage.asp">http://www.amplify.com/predownload_homepage.asp</a>
Information for students about <a href="#">working online</a>	<a href="http://www.tafe.qld.gov.au/toolbox/pst2/toolbox/s_hared/help/index.html">http://www.tafe.qld.gov.au/toolbox/pst2/toolbox/s_hared/help/index.html</a>
<a href="#">Michael Coghlan's blog</a> focusing on voice technologies (VOIP)	<a href="http://users.chariot.net.au/~michaelc/fll/events_d_ebrief.htm#baw">http://users.chariot.net.au/~michaelc/fll/events_d_ebrief.htm#baw</a>
Great <a href="#">guide to writing for the web</a>	<a href="http://etouring.tafe.tas.edu.au/accessibility/index.htm">http://etouring.tafe.tas.edu.au/accessibility/index.htm</a>
<a href="#">Arachnophilia</a> free web editor	<a href="http://www.arachnoid.com/arachnophilia/">http://www.arachnoid.com/arachnophilia/</a>
<a href="#">Acronyms, emoticons and smilies</a>	<a href="http://www.muller-godschalk.com/acronyms.html">http://www.muller-godschalk.com/acronyms.html</a>
Save, share and recall anything you find online with <a href="#">Furl</a>	<a href="http://www.furl.net/index.jsp">http://www.furl.net/index.jsp</a>
<a href="#">Tucows</a> for free downloads	<a href="http://www.tucows.com/">http://www.tucows.com/</a>
<a href="#">Wiki sandpit</a> (write something and then edit it and ask a friend/colleague to add/edit your work).	<a href="http://www.wiki-thataway.org/index.php?page=SandBox">http://www.wiki-thataway.org/index.php?page=SandBox</a>
<a href="#">Tiny url</a> for making long urls into little ones.	<a href="http://tinyurl.com/">http://tinyurl.com/</a>
<a href="#">Personalisation of learning - from Kirsty Sharp's blog</a> .	<a href="http://www.otheredge.com.au/klogs/fll/archives/002607.html">http://www.otheredge.com.au/klogs/fll/archives/002607.html</a>

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McCown, R. R. & Driscoll, M. P. 1995, 'Using Collaborative Writing and Problem-Based Learning in the College Classroom' in *Proceedings of the Computer Supported Collaborative Learning Conference*, Indiana University, Bloomington

## 14 Glossary

### **Asynchronous**

An asynchronous online activity is one occurring independent of time or location. Examples include email and discussion forums where messages are posted independently by participants and stored for later reading and response by other participants.

### **Open Source**

The term "open source" means that the source code (actual computer code) of the software is freely available for all to see and modify. Thus, you can not only download and use the software for free, but also can tweak the software and customize it to your needs.

### **Personalised learning**

This is about meeting the needs of learners, with reference to their best way of learning, and their interests. In the world of VET, this can include negotiation about how learners will learn, what they will learn and responding to their needs and applying to and working in, their context (extract [from Kirsty Sharp's blog](#)).

### **Pull technology**

To access the information offered you have to log on to the net and 'pull' the information to you. Examples include static websites. If you are using pull technology you may need to push 'triggers' to participants to encourage access, e.g. email them re new postings in a discussion board.

### **Push technology**

The information comes to you, usually via your email box. Examples include alerts of new messages or the whole messages delivered to you.

The technology pushes or delivers the information to you or requires you to actively go to get it.

### **Synchronous**

A synchronous online activity is one occurring in real time i.e. it's independent of physical location but occurs at the same time. Examples include a text or voice chat or video conversation.



**PHEW! If you made it this far, thanks! Please give yourself a virtual choccy or treat!**