

Use of eTools

I found a list of EdTech Tools at <https://learn.nie.edu.sg/etoolsnie/> through [Dr. Samson Tan's LinkedIn](#), Dr. Tan is the Head, Centre for Innovation in Learning, National Institute of Education, Singapore.

They are in the following categories:

Analyse Data	Annotation
Backchanneling	Collaborative Brainstorming
Collaborative Learning	Collaborative Writing
Content Creation	Creating Animation / Interactive Video
Creating e-Portfolio	Creating Formative and Summative Assessments
Creating Infographics and Images	Creating presentations
Creating resource websites	Engagement and Motivation
Gamification	Immersive Learning
Join existing or setup PLN	Lesson Builder
Mindmapping	Note Taking
Online Chatting	Podcasting
Polling	Reflective writing
Research Specific	Screen Readers
Screencasting	Searching and Sieving
Social Bookmarking	Social Interaction
Storing and Organizing Files	Story-boarding
Storytelling	Text-to-Speech
Use of Audio, Video and Images	Video Collaborative
Whiteboarding	Word Processing
Working with Spreadsheets	Most popular

Question

Armed with a repertoire of eTools, how do we start? Which tools to use?


If that was your first question, you are barking up the wrong tree.

The first question should be, “what do you want to do?” “What is the pedagogical approach that you wish to associate with your intentions?” before considering the Tools (Technology) – sometimes common sense is not that common after all – no pun intended.

CoCCA – The Framework of e-Learning

We can use the CoCCA framework, an e-Learning framework that is synonymous with a menu in a restaurant. In essence, you can order your choice of content, the mode of collaboration, and the assessment approaches. You can visit the free e-learning resources

<https://edtrixsolutions.com/index.php/2020/04/08/free-online-modules-for-online-trainers-and-learners/>, and select the module on “[The E-Learning Framework: CoCCA](#)” for more details.



CoCCA Framework

Communication – established mode of informing your learners

	Content	Collaborate	Assessment
Level 1	Slides with voice-over	1-1	Remember & Understand
Level 2	Interactive Learning or Video	1-Many	Analyze & Apply
Level 3	Live Lecture	Many-Many	Create & Evaluate

An example

For example, I would want to do L2-Video for Content, L3 for Collaborate (many-many), and L3 for Assessment (create). By listing the choice in CoCCA framework is putting the cart in front of the horse. Remember, the choice of the learning approach should come later. Your **intention of the lesson** is the priority.

A breakdown of the intention

The following is an example of Chemistry for Secondary 3 students fictitiously.

You can answer the following to derive your intention.

Question	Question	Answer
1.	Who is the learner?	Secondary three students
2.	What is the subject?	Chemistry
3.	What is the topic?	Elements – 1 st 10
4.	What do they need to know?	Remember the name, symbols, and properties of the elements
5.	What is the pre-requisite?	Gone through the module on the Atom and Bonds
6.	Instructions to students	The things they need to know of each element
7.	Discussion	To be given an element on the spot, and each student will share what they know about that element.
8.	Discussion options	The students can rate the presenter
9.	Assessment	A test will be administered at the end of the discussion to assess the student knowledge for the 1 st ten elements.

A narrative

The lesson is for my students to learn the first ten elements of the periodic table. They are required to remember and spell the names of the elements, know the associated symbols, and their basic properties.

I will take about 5 minutes to share with the Secondary 3 students (the learners) the focus of this module, and what they are supposed to learn and expectations of assessment. In the discussion, they will be put into groups for each to share the element and its details. During the session, each student will be assigned to an element to be “teach” the rest in the group. During the discussion, participants can query the presenter and rate the presentation too.

Choosing the approach

Content	Collaborate	Assessment
Interactive Learning or <u>Video</u>	Many-Many	Remember & Understand
I want to deliver a short 5 mins video on the instructions and expectations	The students will be going into their groups for “teaching.”	An MCQ will assess student proficiency in the first ten elements

Armed with the choices of Content, Collaborate, and Assessment modes, I can review the list of eTools and derive the following:

Content	Collaborate	Assessment
Interactive Learning or <u>Video</u>	Many-Many	Remember & Understand
I want to deliver a short 5 mins video on the instructions and expectations	The students will be going into their groups for “teaching.”	An MCQ will assess student proficiency in the first ten elements
Content creation for video	Use a Discussion Board or Forum that allows putting students into Groups	A summative tool
Loom (not listed) I can use my mobile camera to shoot the video and upload to Youtube	Blackboard Collaborate	Quizizz

Go for the tools that you are confident; if time permits, explore the new ones to understand its affordance. There are also sites where educators share their experiences in using a particular tool; all you need to do is just Search for them (using your favorite Search Engine).

Conclusion

Tactical thinking is “doing things right,” while Strategic thinking is “doing the right things.” Strategic thinking is typically leadership: creating the vision. Whereas Tactical thinking is management: implementing the vision.

So, an explanation of how to use the eTools, and the eTools itself are doing things right (tactically). It is definitely Strategic thinking on the part of Dr. Samson Tan’s effort to help educators with putting their lessons online. Kudos to the team from the Center for Innovation in Learning.

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