

# **8th Wingate Seminar**

## **Strategies in e-learning and e-teaching**



**Seminar Programme**

**14<sup>th</sup> - 18<sup>th</sup> May 2007**





8th World ORT Wingate Seminar  
Strategies in e-learning and e-teaching  
14th—18th May 2007



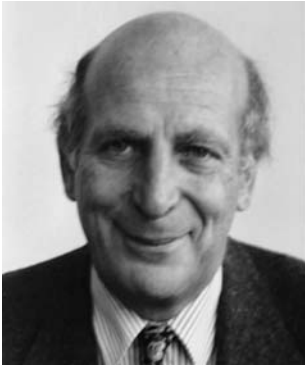
Welcome to the 8th World ORT Wingate Seminar. The subject of this year's seminar is 'Strategies in e-learning and e-teaching', an important and relevant topic in today's fast-moving education arena.

ORT is concerned both with the teaching of technology and using technology to assist and enhance the teaching process. E-learning enables us to widen the access to knowledge, helping us to engage with more students as well as to enlarge the breadth and depth of the subjects that we teach. Encouraging and supporting teachers in the use and management of these new tools is, in effect, one of the best services that we can offer to our students. During this seminar you will encounter some of the latest e-learning and e-teaching methodologies and you will have the opportunity to learn techniques that will help you to adopt these technologies in your own classrooms.

I firmly trust that, on your return home, you will share the knowledge and experience you gain during the week with your colleagues and your students. In this way they, too, will benefit from the seminar and the standard of ORT's educational offerings will continue to rise.

I wish you a constructive and enjoyable week and continued success in your careers.

Robert Singer  
Director General, World ORT



It is my privilege and my pleasure, on behalf of the Trustees of the Harold Hyam Wingate Charitable Foundation, to welcome the delegates to the 8th World ORT Wingate Seminar. Over the years, the Foundation established by my father has been able to help many client organisations over a wide spectrum of human endeavour, but ORT has a special place in our portfolio.

The commitment of the Foundation to the cause of education does not merely acknowledge the wishes of Harry Wingate; it is also a reflection of the collective hands-on experience of the Trustees as educators. For my part, the last 28 years of my working life were spent in academe, latterly travelling the globe in the cause of postgraduate medical education. In the electronic age, my accumulated collections of 35 mm lecture slides now resemble a collection of fossils, and the many thousands of air miles that I travelled to present them are an anachronism.

E-technology and e-learning offer opportunities of teaching and learning that obliterate the physical constraints of getting teachers and students into the same room. We live in a global village, and pressing a few keys gains admission into not only the next room but many thousands of rooms. The major issues that we now confront concern the ability of teachers to adapt their material to new technologies so that it is meaningful and useful and available to students.

We are on an educational roller coaster. Hopefully, this seminar will help you to survive the ride and become even more effective in your working lives. Meanwhile, welcome to London, and enjoy.

Professor David Wingate  
Harold Hyam Wingate Charitable Foundation

## Monday 14th—Regents Room

- 9:15 - 10:45      [Welcome Session at ORT House](#)
- David Wingate  
Robert Singer, Director General, World ORT  
Vlad Lerner, Head of Education & Technology, World ORT
- 10:45 - 11:00      [Coffee Break](#)
- 11:00 - 12:30      [Collaboration Scripts in e-Learning: Potential and Challenges](#)
- Miky Ronen, Holon Insitute of Technology, Israel
- 12:30 - 13:00      [Break](#)
- 13:00 - 14:00      [Lunch](#)
- 14:00 - 15:00      [Distance Learning: Theory and Practice](#)
- Marina Bukharkina, Igor Pavlov, Ann Pakhomova and Ann Teper-Baidina.  
ORT CIS and Baltic States
- 15:00 - 15:15      [Coffee Break](#)
- 15:15 - 16:15      [ORT's e-Learning Strategies](#)
- Tiphaine Lalonde, ORT France
- 16:15 - 17:00      [e-Learning and e-Teaching in our ORTSEED High School](#)
- Kevin Velensky, ORT South Africa
- 19:30                [Welcome Dinner](#)
- Solly's Restaurant, Golders Green

## Tuesday 15th—Media Lab

- 9:15 - 10:15      [LAMS Walkthrough](#)
- James Dalzeil, Professor of Learning Technology & Director  
Macquarie University e-learning Centre of Excellence (MELCOE)  
Sydney, Australia
- 10:15 - 11:15      [Pedagogic Planning Tools and Design for Learning](#)
- Liz Masterman, Learning Technologies Group  
Oxford University Computing Services, UK
- 11:15 - 11:30      [Coffee Break](#)
- 11:30 - 12:30      [An e-Learning Strategy Informed by Stakeholder Perspectives](#)
- Anthony Basiel, Middlesex University, UK
- 12:30 - 13:00      [Break](#)
- 13:00 - 14:00      [Lunch](#)
- 14:00 - 15:30      [The Role of e-Knowledge in e-Learning](#)
- Philip Barker, University of Teesside, UK
- 15:30 - 15:45      [Break](#)
- 15:45 - 16:45      [Teaching Materials for Virtual Environments:  
today's and tomorrow's challenges](#)
- Cinthia Plotkin and Marcelo Dal Molin, ORT Argentina
- 16:45 - 17:15      [Reflective Aspects of Student Web Pages](#)
- Shem Gulst, Shaar HaNegev High School, Israel
- 19:30                [Theatre Visit](#)
- Musical: Wicked

## Wednesday 16th—Media Lab

- 9:15 - 10:45 [e-Portfolios](#)  
Neal Sumner, City University, UK
- 10:45 - 11:00 [Coffee Break](#)
- 11:00 - 12:30 [Harnessing Technology – The e-Strategy](#)  
Stuart Jones, Assistant Director: Knowledge Systems  
Becta, UK
- 12:30 - 13:00 [Break](#)
- 13:00 - 14:00 [Lunch](#)
- 14:00 - 15:00 [Workshop: CeLS Script Development](#)  
Miky Ronen  
Holon Institute of Technology, Israel
- 15:00 - 15:15 [Coffee Break](#)
- 15:15 - 17:15 [Workshop continued](#)

[Free Evening](#)

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## Thursday 17th—Greenwich

09:30 - 10:30 Travel to Greenwich

10:30 - 12:00 [Greenwich Visit:](#)

Maritime Museum, Greenwich Observatory, Greenwich Market

12:00 - 13:00 [Lunch](#)

13:30 - 17:00 [e-Tutoring workshop](#)

Malcolm Ryan and Simon Walker, University of Greenwich, UK

17:30 [Thames Cruise followed by Pub Visit](#)

Cruise from Greenwich to Tower Bridge then enjoy a drink at the Dickens Inn

## Friday 18th—Regents Room

- 09:15 - 10:45      [Workshop on e-Assessment](#)  
Terry Freedman, Terry Freedman Ltd, UK
- 10:45 - 11:00      [Coffee Break](#)
- 11:00 - 12:00      [In-service Teacher Development:  
an analysis of distance versus traditional modes of teaching and learning](#)  
J. Victor Paulós Greco, ORT University of Uruguay
- 12:00 - 13:00      [Sea Change in Education Communications](#)  
Tali Be'eri, Emek HaHula High School, Israel
- 13:00 - 14:00      [Lunch](#)
- 14:00 - 15:00      [Bramson ORT e-Learning Centre](#)  
Eran Waxman, ORT USA Ops
- 15:00 - 15:15      [Coffee Break](#)
- 15:15                [Closing Session](#)

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Wingate Seminar  
Guest Speakers

## Philip Barker

School of Computing  
University of Teesside, UK

Philip Barker is an author, researcher and lecturer based at the University of Teesside in Middlesbrough, United Kingdom. He works in the School of Computing (where he is Professor of Applied Computing) and is responsible for directing research within the Human-Computer Interaction Laboratory. His major research interests include: human-computer interaction, interactive systems, technology acceptance, electronic books, performance support systems, multimedia, hypermedia, electronic course delivery and computer-based learning (e-learning).

### The Role of e-Knowledge In e-Learning Environments

Electronic knowledge (e-knowledge) is essentially 'knowledge' that we store in electronic form inside computer systems or on digital storage media. It is an inseparable part, and an inherent component, of a student's involvement with an electronic learning (e-learning) environment. Handling the large volumes of e-knowledge that they encounter and accrue is an important aspect of becoming conversant with e-learning techniques. This presentation will therefore concentrate on exploring the nature of e-knowledge and how it differs from that which we hold in our heads (organic knowledge). My talk will also consider how such knowledge is stored, how it is managed and the ways in which it can be shared, tailored for individual use and used for problem solving. An important part of the presentation will involve demonstrations of applications of new knowledge-management paradigms based on the use of electronic books and dynamic web based structures such as online conferences, weblogs and wikis.



## Anthony Basiel

Centre for Excellence in Work Based Learning (CEWBL)  
Middlesex University, London, UK

Anthony has been researching e-learning pedagogy, and teaching, since moving from the US to England to pursue his graduate education in the mid-1990s. He is a certified online tutor for the University for Industry, has published his research internationally, and has been the keynote speaker at several international e-learning conferences. In 2004, Anthony was awarded the title “eTutor of the Year” by the Higher Education Academy, UK. Anthony’s e-learning research has enabled him to work with trans-national partners in European higher education as well as private organizations, corporate trainers, and government agencies. A prime example is the British Council—CEDEFOP study, hosted by Middlesex University in 2004. A former US primary school teacher, Anthony holds a BS in Education from Central Connecticut State University, as well as an MSc and MPhil in Computing Science from Middlesex University. He is finishing his Professional Doctorate in e-learning Pedagogy at Middlesex University.



### e-learning strategy from stakeholder perspectives

The aim of this session is to make the most of online e-learning/teaching environments and to improve the management and practice of using them. World ORT schools are such that they have a wide range of ICT capability; what is needed is the formulation of an e-Learning Strategy which focuses on the problems faced in education and pedagogy, not the technology.

The first step in this process is to make the e-learning stakeholders’ expectations and perspectives explicit, creating a ‘learner-centred’ design. A technique and toolkit to support this strategy is the Global Rich Picture (GRIP). Through this online mind mapping exercise participants can share view points and bring to the surface elements of the e-Learning strategy that is not anticipated by the designers and managers. Participants will see how they might implement this rich picture in an example online learning environment.

## James Dalziel

Professor of Learning Technology & Director  
Macquarie University e-learning Centre of Excellence (MELCOE)  
Sydney, Australia

James Dalziel is Professor of Learning Technology and Director of the Macquarie E-Learning Centre of Excellence (MELCOE) at Macquarie University in Sydney, Australia. James leads a number of projects including: LAMS (Learning Activity Management System), including roles as a Director of the LAMS Foundation and LAMS International Pty Ltd; MAMS (Meta Access Management System), a national identity and access infrastructure project for the Australian higher education sector; RAMP (Research Activityflow and Middleware Priorities), a project investigating open standards authorisation and e-Research workflows, and ASK-OSS (the Australian Service for Knowledge of Open Source Software), a national advisory service on open source issues for the Australia higher education and research sector. Prior to his current roles, James helped lead the COLIS (Collaborative Online Learning and Information Services) project, was a Director of WebMCQ Pty Ltd, an e-learning and assessment company, and was a Lecturer in Psychology at the University of Sydney.



### LAMS Walkthrough

LAMS (the Learning Activity Management System) is a revolutionary new tool for designing, managing and delivering online collaborative learning activities. It provides teachers with an intuitive visual authoring environment for creating sequences of learning activities. These activities can include a range of individual tasks, small group work and whole class activities based on both content and collaboration. Sequences can also be shared among teachers, allowing other to use and modify good practice descriptions of the educational process. LAMS is freely available as open source software. This presentation will provide an overview of LAMS, a demonstration of the system from the perspective of teachers and learners, and will also discuss the LAMS Community - where teachers can discuss their use of LAMS and share LAMS sequences.

To trial LAMS, visit <http://demo.lamscommunity.org/>

## Terry Freedman

ITC Consultant  
Terry Freedman Ltd, UK

Based in the UK, Terry Freedman has nearly thirty years' experience in education. Specialising in information and communication technology (ICT), he has taught in inner city schools, been Head of Department, worked at the Qualification and Curriculum Authority (a non-departmental government body) and held a 3rd tier officer post, Head of e-education in a London local education authority. He was also an Ofsted (Office for Standards in Education) inspector for ICT and Business Education, has worked with the private sector advising on government policy and bidding for funds and has advised government agencies on specific issues.

Terry is also the Chair of the Executive committee of the ICT subject association, Naace, and is a member of the British Computer Society and the British Computer Society's Education and Training Experts Panel. Whilst at the QCA, Terry devised the "rules base" which underpins the flagship onscreen test in ICT.

A prolific writer, Terry has had some 1500 articles published in periodicals such as the Times Educational Supplement, Managing Schools Today and educ@guardian. He has also written several books, including the well-received *Managing ICT*, and is a member of the UK's Society of Authors. Terry also maintains his own website <http://www.ictineducation.org>, and publishes an e- newsletter, *Computers in Classrooms*, which is read widely by head teachers, teachers, advisors and other ICT "champions", both in the UK and abroad.

### Workshop on e-Assessment

How do you assess pupils' achievements in ICT? In this workshop, Terry will lead the group in looking at some of the challenges involved, and possible solutions that colleagues can implement in their own schools.



## Stuart Jones

Assistant Director: Knowledge Systems  
British Educational Communications and Technology Agency (Becta)

Stuart's main role is to work with Government and key strategic partners to create policy frameworks which support and sustain change in teaching and learning. He provides support and influence for the embedding of ICT and e-learning within existing and future policy. This includes supporting ICT in schools; sixth form, further education colleges, work based and adult community based learning programmes. He leads Becta's developments on e-assessments, e-portfolios and the effective use of data in learning and teaching.

Stuart has a varied career background in both the private and public sectors. He has taught physics, information technology and computer science in sixth form schools and further education, human resource and quality management in colleges and has also owned and run a very successful industry training and consultancy business, specialising in leadership and change management.

### Harnessing Technology - The e-Strategy

The government's e-strategy seeks to apply technology to transform the way in which educational and training institutions operate and are managed, the way they connect with one another and enable interaction, for the benefit of learners, parents, carers and employers.

Becta works with key national and sector agencies, the broader educational community and employers to build a high-level commitment to, and endorsement of, the e-strategy and works toward ensuring that the right technologies, systems, connectivity and content are in place.



## Liz Masterman

Learning Technologies Group,  
Oxford University Computing Services, UK

Liz initially studied modern languages, graduating with a BA in French and Russian. She then moved into the commercial IT sector, where she spent 15 years as programmer, technical author and developer of computer-based training. Liz returned to academic study in 1996, obtaining an MSc in Human-Centred Computer Systems from Sussex University in 1998 and a PhD in Educational Technology from the University of Birmingham in 2004, as part of which she researched, designed, programmed and evaluated a concept-mapping tool for secondary-school history students.

Liz has been working at Oxford University since 2003, and is currently a researcher with the University's Computing Services, where she has worked on a number of externally funded projects investigating the tools and processes involved in design for learning. She has now conducted pedagogical and usability evaluations at all educational levels, and retains a strong interest in the integration of cognitive and socio-cultural approaches in the design and evaluation of learning technologies.

### Pedagogic planning tools and Design for Learning

For many teachers, introducing digital technology into their pedagogy can have ramifications for the whole of their practice, even forcing them to re-plan from scratch, lessons which they have taught successfully for years. In this session we will consider the role that a pedagogic planning tool can play in helping teachers get to grips with technology and explore its implications both for their pedagogical (i.e. theoretical) approach and the practicalities of their teaching. We will also look at a new perspective on the planning process, known as "Design for Learning," which lays emphasis not only on the role of technology in learning, but also on effectiveness: that is, planning learning experiences that are motivating, enjoyable and productive for students and teaching staff alike.



## Miky Ronen

Head of the Instructional Systems Technologies Department  
The Holon Institute of Technology, Israel

The department offers a BA program fully dedicated to prepare professionals that will lead and support the use of ICT for corporate training and for teaching and learning in all levels of the educational system.

She has received her PhD in Science Education from the Weizmann Institute in 1986. Prof. Ronen has designed and developed interactive systems for science teaching that are used worldwide, and taught numerous online graduate, undergraduate and teacher training courses and faculty training programmes.

Her research focuses on the instructional design of interactive learning environments and on the incorporation of technology in the teaching and learning process.

### Collaboration Scripts in e-learning: Potential and Challenges

One of the declared unique advantages of e-learning is its potential to support online collaborative learning (CL). The first generation of e-learning, and systems designed to facilitate its implementation on a large scale, has regarded learning as an individual process mainly based on content resources. As a result, the corresponding standards developed for Learning Management Systems (LMS) focused on the organization of the resources. Additional tools for conducting free communication with the teacher and between peers (discussion group boards, chats, groupware) were provided, but these elements were not integrated with the other parts of the LMS.



## CeLS ([www.mycels.net](http://www.mycels.net))

CeLS is a web-based system designed to create and reuse Activity Structures; runnable formats reflecting various collaborative instructional strategies e.g., creating and analyzing a common database, reaching an agreement, peer-product evaluation, contest, creating a group product. The unique feature in CeLS's design is its ability to use learners' products from previous stages and to conduct complex, multi-stage, structured activities. CeLS provides a sample of content-free Activity Structures and a searchable domain of all the activities that were implemented with students. Teachers can explore these examples, adopt them for personal use and adapt their structure and content to suit their specific needs. If none of the existing pre-designed resources seems to suit the needs, they can create new structures using basic building blocks.

## Lecture and Workshop

Collaborative activities have existed and were successfully implemented by teachers well before the era of e-learning. These activities are not just free group discussions, but instructional strategies that comprise of well-defined structures (scripts), consisting of distinct stages that are interconnected and based on each other in various ways.

One way to enhance the effectiveness of online CL systems is to reify the scripts in the interface of the learning environment, enabling the teacher to create and implement "pedagogical collaborative scenarios" designed for specific instructional purposes.

The lecture will present the potential and challenges of applying online scripts for all levels and subject domains. CeLS (Collaborative e-Learning Structures), a new approach and tool system for creating, implementing, sharing and reusing scripts will be presented.

During the workshop participants will be given the opportunity to explore a variety of examples and challenged to create their own activities.

## Malcolm Ryan

University of Greenwich, UK

Malcolm Ryan currently has two roles within the University of Greenwich. First as a principal lecturer in Education in the School of Education and Training and second as a Learning Enhancement Coordinator within LEAP. He is a qualified and experienced educational technologist and brings these skills to both of his roles.

He is tutor to a wide range of adult students undertaking continuing professional development (CPD) programmes. He specialises in working with students at a distance and has developed considerable expertise in exploiting information and communication technology (ICT) in support of learning and teaching and is programme co-leader of the innovative Certificate of Professional Development in e-learning, Teaching and Training (CeLTT).

He is known for working collaboratively with colleagues across Europe and regularly acts as a consultant within and outside the university. Recent projects include an analysis of innovative practice in the training of trainers Europe-wide and in the provision of on-line learning events for teachers and trainers through the eTTCampus. Within the UK he has been a member of the JISC DEL eLISA project seeking to make the teaching of study skills more effective through the use of learning design tools and collaborated with other colleagues from both Further and Higher Education institutions as a member of the successful JISC CAMEL project.

In addition to his own publications in the field of e-learning, he is a member of the Editorial Board of the International Journal of e-Learning (IJEL), on the Steering Committees of AACE's Ed-Media and the ALT-C conferences and a reviewer for ALT-J.

Malcolm will be coordinating the workshop with Simon Walker (see opposite) at the University of Greenwich campus.



## Simon Walker

University of Greenwich, UK

Simon was appointed a National Teaching Fellow in 2006 for developmental work with teachers in e-learning. He was appointed Principal lecturer for excellence in teaching in 2002 and is a teaching fellow at the University of Greenwich. He is currently directing a Becta Research project called iBEL (International Baccalaureate e-Learning Laboratory). He is Deputy Director: JISC (DEL) eLISA project, Deputy Director: JISC (D4L) eLIDA CAMEL project and strand leader (Art and Design) of the FDTL5 Associate Online project. He has extensive experience of consultancy in higher and further education. He is Pathway leader for the MA in Education (e-Learning) and BSc/FD Education and Training (e-learning) and has experience of doctoral supervision to completion. He has an international publication record in e-Learning. He is a member of AACE Ed Media Editorial Board, Journal of Partnership and Professional Development and the LAMS conference review board.



### e-Tutoring Principles workshop

The role of the tutor is a fundamental part of learning and teaching in virtual and traditional classrooms. What is likely to be different in a virtual classroom is the blend of skills and activities, the fact that teacher and students are separated by geographical distance and that a range of technologies are likely to be used to facilitate interactions and access to materials. In this face to face workshop we will compare and contrast the range of activities and skills that constitute teaching and tutoring in conventional and on-line contexts. We examine a model of and various approaches to e-Tutoring and reflect on the implications for teachers and trainers.

#### Outcomes:

Compare and contrast the role of the tutor/trainer in F2F with e-Learning environments. Identify the skills required of an e-Tutor/Trainer. Examine a model of e-Tutoring and consider the implications for tutors/trainers of operating on-line. Draft an action plan that addresses e-Tutoring skills and knowledge gaps.

## Neal Sumner

e-Learning Consultant  
City University, UK

Neal is an e-Learning Consultant at City University, specializing in staff development, the impact of learning technologies on organisations and the personalisation of learning. Current projects include leading on the implementation of e-portfolios at City, contributing to an ESRC scheme on Technology Enhanced Learning and developing a Masters Degree in Educational Technology and Management. He has provided e-learning research and consultancy services for the University of Reading as well as government agencies. He has published research on building online communities, and technology and organisational change.

Neal has extensive and varied experience in teaching and learning, including roles as an Associate Lecturer with the Open University in the Arts and Technology Faculties, Head of Sixth Form and Head of History and Social Sciences at an international college. He has also published papers in medieval history, the subject of his post-graduate research.

### e-Portfolios

e-Portfolios have emerged onto the educational landscape partly because they intersect with both the personalisation of learning and lifelong learning agendas. This session will aim to provide a global overview of e-portfolios, although the main focus will be on the UK context.

The presentation will include a survey of some of the e-portfolio tools which are currently available, an examination of the policy background and a discussion of the various functions of e-portfolios. How might e-portfolios impact on learning and teaching? There will be a demonstration of the e-portfolio tool we are piloting at City University and a summary of some of the lessons learned from our project before we move to institution-wide implementation in September 2007.



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## Wingate Seminar Participants

## Tali Be'eri

Head of Science and Technology Department and ICT Project Leader  
Emek HaHula Regional High School, Kfar Blum, Upper Galilee, Israel

Tali Be'eri is the Head of the Science and Technology Department and the Leader of the ICT Project at the Emek HaHula Regional High School in Israel. She is a member of the Academic Executive Committee of the School and was the Ministry of Education's Head of the Biology Education Department in Northern Israel. She has more than 25 years of science teaching experience, 20 of which as the department head. In her current position, she leads and supervises 15 science teachers in the fields of Biology, Physics, Chemistry and general sciences and teaches high school students between the ages of 13 and 18.

In recent years, Tali's classes and faculty have been ranked first in Northern Israel in terms of diploma degree achievements. She is credited with the promotion and implementation of some of the most innovative ICT projects and speaks regularly on topic on national level. One of her uncompleted dreams is to attract sponsorship for the creation of a new science teaching building in her school to incorporate the latest e-learning and e-teaching technologies.

Tali Be'eri holds a MSc Degree in Science Teaching from the Technion Institute of Science and a BSc Degree in Biology and Chemistry from the Oranim College, Haifa University.

### Sea Change in Education Communications

The implementation of the internal school communication system and the distant learning project will be presented. Different stages of these initiatives will be discussed with the focus on cultural changes that are taking place among the teachers, students and their parents.



## Marina Bukharkina

Senior Expert, Research and Development Department  
ORT CIS and Baltic States

Marina graduated from Moscow Linguistic University in 1979 with an MA in Applied Linguistics. She started her career as a teacher of English at secondary school in 1981 and within six years reached the position of superintendent assistant of Kuntsevo School District of Moscow. In 1994 Marina obtained her Ph.D. in Educational Technology (Telecommunication in Education) at the Russia Academy of Education and took the position of assistant principal of Moscow ORT Technology School № 1299 and teacher of English and American Culture. At the same time Marina continued research work at Russian Academy of Education and worked as a teacher of Text Analysis at Moscow State Linguistic University.

Marina has more than 200 publications. Since 2004 she has been working for ORT CIS and Baltic States as a senior expert in the Research and Development Department, where she is in charge of educational projects for ORT schools, publishing the *ORT teacher* newsletter. She also plays a lead role in organizing seminars on teacher training projects, managing *ORT teacher* site and conducting master classes in educational technology.

### Distance Learning: Theory and Practice

In this presentation, distance learning in Russia, Ukraine and Moldova with the focus on the development of distance learning in ORT centres will be discussed. The legal and practical issues of the organization and course development will be illustrated through the personal experiences of each speaker, who have all been distant learning students, teachers or tutors at some point.

Marina Bukharina will be presenting in concert with Igor Pavlov, Ann Pakhomova and Ann Teper-Baidina.



## Bella Picciatto

English and ICT Teacher  
Colegio Maguen David, Mexico

Born in México City in 1964 Bella enjoyed contiguous education from kindergarten to high-school in the Colegio Columbia in Mexico and was the graduating class valedictorian.

She obtained her bachelor's degree in computer science from the Anahuac University.

After working as a volunteer in the Jewish community in Mexico for several years, she chose to study English and obtained a teachers certificate in 1998. That same year, she started teaching English at the Colegio Maguen David in Mexico City. With a background in computers, she started using IT as a tool to make richer content in her teaching. This encouraged Bella to return to school to get a Master's degree in education and technology from the Universidad Anahuac where her research focused on the perception of the students and teachers towards the use of information technologies.

Bella continues to teach English and also teaches information and communication technologies to middle high students at the Colegio Maguen David in Mexico City.



## Marcelo Dal Molin

Electronics and Communication Teacher  
CREA office, Belgrano Campus, Argentina

Marcelo is a teacher in several electronics and communication subjects and is now in charge of the CREA office at the Belgrano Campus. He has much experience in designing and implementing computer networks and developing educational applications over network environments, particularly internet based applications.

Marcelo is a qualified electronic engineer and is head of computer and communication technology at the ORT Technology Institute.

### Teaching materials for virtual environments: today's and tomorrow's challenges

Students of today were born in a digital world that shapes new ways of learning. ORT Argentina, while keeping track of these changes and anticipating the educative situation in the next ten years, is implementing its virtual campus which enlarges the school frontiers and possibilities.

This session will present the CREA (Centre of Learning and Teaching Resources), as a space focused on the research and production of teaching and learning materials, in both real and virtual environments.

Teachers are the best developers of teaching materials. At CREA we consider how the best teaching materials may be achieved to meet the requirements of these new environments and we believe it important to share our design criterion and our ways of producing those teaching materials.

Marcelo will present with Cinthia Plotkin (see page 32).



## **J. Víctor Paulós Greco**

Head of the School of Technology  
ORT University of Uruguay

Since 2006 Victor has worked at the ORT University in Montevideo where he is the head of the School of Technology.

He completed postgraduate studies at Stanford University in the Introduction to Artificial Intelligence, Management Education at Diego Portales University in Chile and has a Diploma in Education with the academic co-operation of the Harvard Graduate School of Education. Victor also has a Masters in Business Administration from ESERP University Foundation in Spain.

Victor has held computer science positions in San Francisco, Uruguay and Paraguay and was Coordinator in charge of the 'First Video Conference Site for a Distance Learning Programme' at the ORT University in Uruguay.

### **In-service Teacher Development: an analysis of distance versus traditional modes of teaching and learning**

Since 1996, ORT Uruguay has developed a series of programmes, based on distance learning technologies such as videoconferencing and the Internet. One of these courses is the "Diploma in Education" with two delivery modes: distance learning and traditional teaching. The main objective of this postgraduate programme is in-service teacher development of teachers, oriented towards change projects and processes within the educational system.

In this presentation, we will analyze from a comparative perspective, among other indicators—student performance, drop-out rates, student course perception, graduate satisfaction and costs involved over a period of more than five years on both delivery modes.



## Shem Gulst

Physics Teacher and Educational IT Consultant  
Sha'ar HaNegev High School, Israel

Shem Gulst served in the Israeli Defense Force as Communication Instructor and pedagogical developer of computer mediated learning and training software for communication systems. He obtained his BA in physics at Ben Gurion Negev University then an MA in education and now teaches physics in Sha'ar HaNegev High School.

Since 2000 Shem has headed the Pedagogical IT Team and is the school's web master having coordinated the development of a student website that came 12th in an *EU School Net* contest. As part of this team, Shem has been involved in developing a civic education enrichment programme with partners in the Gaza Strip, West bank and Jordan. He is also responsible for administration of IT systems such as student and teacher user accounts and virtual course management and virtual courses for Ben Gurion Negev University.

### Reflective Aspects of Student Web Pages

Education is shifting from using IT systems as simple data resources and communication spaces to semantic communities where learners submit their entries in to the community and discuss them. One aspect of CSCL (Computer Supported Collaborative Learning) communities is the creation knowledge representations through linked web pages. Some of the links that students create in such environments are explicit, others require explanation. When a student makes a non explicit link to a peer web page, he is required to create a bi-directional "bridge page" where an explanation of the where, what and why of the link is presented, creating meta-knowledge for the link. The bridge page allows the teacher a deeper evaluation of the student's work and is also an important reflective tool for the student.

Shem's presentation will focus on this pedagogical tool and the importance of reflective writing in web pages created as a part of an assignment that students submit to knowledge communities.



## Tiphaine Lalonde

Project Manager  
Innovation and Technology Department, ORT France

Tiphaine Lalonde is project manager in the Innovation and Technology Department of ORT France. She represents the end user needs in two European research projects, iClass and ELEKTRA, that aim at revolutionising technology enhanced learning. She focuses on the cognitive-based open learning system's side of the technology enhanced learning through the iClass project and on the digital learning game's side of it with the ELEKTRA project.

### ORT's e-learning strategies

After an overview of ORT France, we will focus on its Innovation and Development department which is fully engaged in a specific e-learning strategy. We will see its characteristics and how it addresses the public sector as well as the corporate. We will present the European projects in which ORT is involved and describe the usage of the MOODLE platform.



## Daphna Mendelson

Science Teacher  
Misgav High School, Israel

Daphna Mendelson has taught Life Sciences at Misgav High School for 22 years and for the last ten years she has been part of an innovative project integrating science and computers skills using Excel to analyse science experiments. This is a new discipline at her school for pupils in the 12th grade taking the matriculation exam. In the last four years, she has been responsible for all the computer related learning. Daphna has made several website initiatives and in the last year has joined her school to a new project called *Sulam Ladder* (<http://www.sulam.co.il/>). Within Sulam, a teacher can build a website to upload learning materials, create forums and conduct surveys for distance learning for 8th and 9th grade students.

As part of her studies for her second degree (A Masters in Science Education), she attended a research seminar at School of Education, Tel-Aviv University on web based learning that examined the barriers to technology adoption by teachers. The final project of this degree involved building a website dealing with the "Early Effects of Salinity on Water Transport in Arabidopsis Roots."

[http://www.tau.ac.il/~ecology/virtau/6-Dafna\\_Mendelson/index.htm](http://www.tau.ac.il/~ecology/virtau/6-Dafna_Mendelson/index.htm)

Daphna also attended a distance learning course led by Professor Amram Eshel; a member of the Department of Plant Sciences at George S. Wise Faculty of Life Sciences at Tel Aviv University. She has participated in various in-service teachers courses dealing with web learning, site building and computer technology.



## Anna Pakhomova

Technology teacher  
ORT Odessa Technology Centre, Ukraine

Born in Odessa in 1971, Anna attended the Odessa State University, studying at the faculty of mathematics and mechanics, Scientific-Industrial Department, gaining a higher education diploma in 1994.

Initially Anna worked as a systems programmer and in 1998 she became a teacher of computer science and technology at the Odessa Technology Centre of World ORT, where she is still currently working.

Besides teaching 6-17 year-olds, Anna is involved in developing training appliances and methods of education.

Over the years Anna has participated in many seminars both in the former Soviet Union and abroad including the first Wingate Seminar in London in 2000.

Anna has received 'The best teacher of Odessa' award and another for 'Excellence in Ukraine Education'. She was awarded an honorary diploma from the Ministry of Education and Science in the Ukraine for the contribution in the development of innovative technologies in education and a honorary diploma from the cabinet of ministers of Ukraine.



## Igor Pavlov

Director

Moscow ORT Vocational Training Centre, Russia

Since 2001 Igor has been the Director of the Moscow ORT Vocational Training Centre, where he has developed many new educational projects including teacher training programmes. He has also organised a distance learning centre.

Prior to this, he has worked for ORT both at the Technology College in Moscow and also for ORT Russia where he was involved with World Bank projects.

Educated at the Moscow State University of Culture and Art, he specialised in TV media and whilst at the Moscow State Technical University he studied mechanical engineering. He has also attended training courses and seminars in Israel, Switzerland and the UK.

Igor has written more than 20 scientific methodological publications on the use of information technology in education.

### Distance Learning: Theory and Practice

In this presentation, distance learning in Russia, Ukraine and Moldova with the focus on the development of distance learning in ORT centres will be discussed. The legal and practical issues of the organization and course development will be illustrated through the personal experiences of each speaker, who have all been distant students, teachers or tutors at some point.

Igor Pavlov will be presenting in concert with Marina Bukharina, Ann Pakhomova (*opposite*) and Ann Teper-Baidina.



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## Plamen Petrov

Director of Lauder  
ORT Science centre, ORT Bulgaria

Plamen Petrov, a regular participant on ORT seminars, teaches ICT and provides in-service IT teacher training at Sofia University and Hebrew and English Language School as well as lecturing in web design at the New Bulgarian University. Plamen has recently co-authored several student course books for 5th and 6th grade IT students drawing from his computer science and mathematics education and his ongoing IT experience. He has further qualifications in Jewish studies and educational technologies.



## Cinthia Plotkin

Technology Education Teacher  
CREA—Centre of Learning and Teaching Resources, Argentina

Cinthia is a technology education teacher and is project leader and didactical materials developer at CREA. She has much experience in helping teachers to develop innovative materials for e-learning environments used in complement to face to face teaching. Cinthia is also very experienced teaching children in the classroom and in virtual environments.

Cinthia specialises in visual arts and educational informatics and is currently doing a masters degree on didactics. She is the technology education teacher at ORT Technical School and she also trains teachers for the government of Buenos Aires.

### **Teaching materials for virtual environments: today's and tomorrow's challenges**

Students of today were born in a digital world that shapes new ways of learning. ORT Argentina, while keeping track of these changes and anticipating the educative situation in the next ten years, is implementing its virtual campus which enlarges the school frontiers and possibilities.

In this session we will present the CREA (Centre of Learning and Teaching Resources), a space focused on the research and production of teaching and learning materials, in both real and virtual environments.

Teachers are the best developers of teaching materials. At CREA we consider how the best teaching materials may be achieved to meet the requirements of these new environments and we believe it important to share our design criterion and our ways of producing those teaching materials.

Cinthia will present with Marcelo Dal Molin. See page 24 for details.



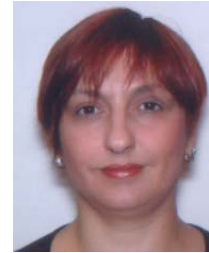
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## Smadar Sharvit

Physics and mathematics teacher  
Makif Alef High School, Israel

Smadar Sharvit is a qualified nuclear physicist with an MSc in Nuclear Engineering. She uses this enthusiasm for science in her role as area manager for the Israel ministry of education project, encouraging girls to study physics and computer sciences.

With more than 10 years work experience as an engineer in various roles including management of training systems development and assimilation, installing and supporting computerised training systems, writing and teaching courses in various technical subjects, Smadar has solid foundations for her role as a science and maths teacher.



## Anna Teper-Baidina

Informatics and Technology Teacher  
ORT Technological Lyceum "B.Z. Herzl", Moldova

Anna Teper-Baidina is currently working as a social services administrator in the fundraising department of the Jewish Family Service in Kishinev. Anna has previously worked for various Jewish organisations including the JDC.

Anna's love of dance and choreography means that over the years, besides working, she has studied this subject at different universities, including in London. Since 2004 she has been studying social services and psychology at the Beltsy State University in Kishinev.

As well as organising different projects and grant proposals, Anna has participated in various courses and seminars on leadership skills, organised by the JDC. She has also managed international missions and enjoys public speaking and is a born organiser having also arranged different kinds of conferences, meetings and seminars.

Besides Russian, Anna speaks Romanian, English and Hebrew and her computer knowledge has been that she has even taught computer science at the Beltsy State University.

### Distance Learning: Theory and Practice

In this presentation, distance learning in Russia, Ukraine and Moldova with the focus on the development of distance learning in ORT centres will be discussed. The legal and practical issues of the organization and course development will be illustrated through the personal experiences of each speaker, who have all been distant students, teachers or tutors at some point.

Ann Teper-Baidina will be presenting in concert with Marina Bukharina, Ann Pakhomova and Igor Pavlov.



## Kevin Velensky

Senior Manager, ORT-Technology Institute  
ORT South Africa

Kevin Velensky has been a technology teacher for 14 years and most recently has presented at the Sasol Science Festival in Grahamstown, South Africa. For the last few years Kevin has been writing as co-author for the "Doing Technology" series in coordination with the publishers, Juta-Gariep. In September last year he delivered a paper on investigations at the National Technology Conference. In addition to science and technology, Kevin widens his experience with seminars on business law for non-profit organisations.

### e-Learning and e-Teaching in our ORTSEED High School

The aim of our school is to set up and successfully run an e-learning centre. This presentation will deal with aspects of setting up an e-learning centre at our ORTSEED High School as well as the challenges facing us. Kevin will briefly give the delegates an overview of the ORTSEED project as well as a glimpse of the e-learning strategy of the National Education Department.



## Eran Waxman

Hillel ORT Technical Coordinator  
Hillel Community Day School, USA

Eran has some twelve years experience as technology director and system engineer in K-12 ORT academic multi-user environments. In his role as communications and technology systems integrator, Eran designs, integrates and implements IT infrastructures in complex multi-platform environments for 2000 users of 500 computers.

As the technical coordinator, he is instrumental in the execution of both long and short term school-wide technology plans and ongoing IT projects. He has also been successful integrating technology into all levels of the curriculum at the Hillel Community Day School.

### Case Study: Bramson ORT E-Learning Center

The presentation will demonstrate various e-learning techniques and use in the K-12 Jewish schools and Yeshivas educational environments, as created and crafted by Bramson ORT e-Learning Centre. The technology savvy program has played host to a Hebrew class given via satellite from Israel and students partake in occasional lessons delivered over the Internet.

Bramson ORT College, where the e-Learning Centre is hosted, is supported by American ORT. The after-school program is a unique way of providing children from 7-18 with individualized attention so they can meet the custom tailored educational needs and requirements of their schools.



## Participant Contacts

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## Getting to ORT House









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