Optional unit essay

Review and justify them to show how they could be adapted/developed to enhance inclusive practice. Part 3: Define Intellectual property rights and relevant legislation. Discuss the Implications of these to organizations and tutors. 13 Referencing 15 Opt Unit 3: Developing and managing resources in the lifelong learning sector. Part 1: Discuss the purpose of resources In relation to inclusive practice, then review effectiveness In meeting Individual learner needs.

The purpose of resources or aids are to supplement and or enhance the learning that takes place. Within the learning environment we use a vast range of resources from paper based hand outs, electronic presentations, multimedia content such as died and finally demonstration using various equipment. Outside of the classroom homework Is often set. The common resource that would be used In this Instance Is the Internet my many learners as a quick access resource that contains a plethora of information.

In the above example many practitioners would allow their learner to use the Internet for digital research however would require that the information is inserted into paper based documents this helps maintain the development of handwriting, reading and spelling skills that are shown to have a profound effect on he development of the brain Including fine motor skills.

(Handwriting In the USSR century. 012) Let's discuss some of the considerations we must take Into account environments during initial assessment on the programmer learners are often required to complete the learning styles diagnostic many of these basic tests will highlight preferred learning styles. These diagnostics are sometimes referred to as the VS. test.

The three categories are as follows V is for visual, A is for auditory and K is for kinesthesia.

The test is usually made up off number of questions and the earner would pick what best suits them from a range of answers.

The results of the test can aid in the selection of your resources' for example if a majority of the class are shown to the visual, supplying the class with audio files would be an inappropriate choice. However it is worth mentioning that if as stated above your class are shown to prefer visual stimulus this does not mean that this is the only learning style in which the learn. For differentiation strategies it is important to know how each individual learner prefers to learn however you're teaching and resources should include a variety of approaches.

One theory suggests that there are three main domains in which we learn they are: Psychosomatic: This domain covers the Manual skill such as manipulation of objects, tools, supplies or equipment. Cognitive: This domain covers the thought processes for specific information such as defined by the terms, select a suitable material and summaries this topic.

Affective: This can remain reflects the learners emotional response how they are feeling all the attitude towards people, ideas or the subject at hand. Race and Walker, 2006) Within the Psychosomatic domain skills are usually learnt by watching the ministration all following the list of specified instructions. Within this domain learning he's usually derived by three specific steps the first is understanding the purpose, what is the objective, what are we aiming for? The second step would be the procedure this is the guidance given for a

specific task it can range from how to complete the task safely and how to complete the exercise in the most efficient manner.

Thirdly and possibly the most important step is practice, all skills require practice the more often you practice at a skill the easier it becomes. It is incredibly important to iron out any shortcomings in the procedure section before practice takes place I was own learning it ask that you have completed repetitively can be difficult. The second on our list was the cognitive domain our thought processes.

This uses the link in of information to make meaningful sense for example within the IT industry there are a lot of standards from the Institute of Electrical and Electronic Engineers that are noted as an alphanumeric code.

One particular section the learner struggle to remember and recall are the codes for networking. The codes are as follows: IEEE 802. 3 IEEE 802.

5 IEEE 802. 1 These cold numbers have to be learnt from multiple exams however to many people they Just looked like a string of letters and numbers. To add in learning these codes I explain that 802 refers to communication over a network and for the standards that are required to be learnt for their exams this number stays the same.

In order the standards cover Ethernet, Ring and Wife networking.

On a flowchart I would write 802. In one color and the final number in an alternate color and size highlighting the they are separate. We then look for similarities between the number and networking technology as below: IEEE

802. Ethernet -The word contains xx the letter sang rather than simply spoken.

IEEE 802. 1 FWIW – At this stage it's mentioned that many fonts have a 1 and I that look the same. Therefore we have W 1 FL.

Finally under these three domains we have the affective domain. This domain should never be under estimated having an emotional attachment to a subject can dramatically increase the amount of effort the learners put into the task for example a research task on computer hardware asking learners to spec their own ideal system gives the learner an intrinsic motivator to look into hardware especially when you set budget this stops the learner simply picking the best parts and relates the task to a more real world scenario.

Almost following on from above by the emotional connection the learners would have with tasks all resources is important to try and engage multiple senses. We have spoken about visual or auditory and torch two kinesthesia leaving the others with taste and smell. If you look at traditional classroom environment where the lecturer stands at the front of a room and talks therefore using the learners hearing sends, only 12% of what is learnt comes through erring according to psychologists whereas 75% of what we learn comes from visual stimulus, making sight approximately six times better when learning. Race and Walker, 2006) Professor Albert Meridian pioneered the early understanding of body language and non-verbal communications therefore keeping in mind the above lecture style scenario here is what Meridian surmised: Meridian, A. (1981) Additionally resources' created are not only for augment the delivery to the learners within a classroom they can

be used as an enabler of additional support or further developments allowing the stretching and challenging of all learners.

OFFSET have frequently reported that there is a link between Paula Resources and Paul learning similarly there has been a link made between affective learning through the effective use of resources. Reviewing the effectiveness of different types of resources to meet individual learning needs and in specific contexts shows that it is difficult to have one resource that will successfully engage all learners.

One particular resource used throughout many areas of study is that of the Microsoft's Powering presentation application. The basic concept of a Powering presentation is to deliver information with visual tumulus and not to be the only source of information as it sometimes appears.

Let us look at the Powering presentation from that of the learner delivering information collected from a research project and how effective it would be for the individual.

If we break this task down the learner needs to first be able to research using appropriate resources as to collect their information, then be able to filter the information they have collected to make it relevant, secondly the learner needs to have knowledge and be proficient in actually creating in Powering presentation peeping in mind the target audience novice or expert when choosing the appropriate language or avoiding Jargon when necessary.

Taking into account the possibility of visual impaired members of the audience the font size needs to be large enough and the font clear enough to

see from the back of the room and remembering that less is more and to avoid clutter on the slides. This is of course no different to when the points as a resource has been both the good and bad tool by that think of this scenario the learner could hold a MOSS (Microsoft Office Specialist) certificate in

Powering and create a wonderfully exceptional presentation however this could have a negative impact on the learners character if they are an introvert and are incredibly uncomfortable delivering information to a group of people even if that the group is made of their peers, the opposite could also be true.

Therefore moving forward many practitioners would use the creation of a presentation as an inclusive exercise for a group allowing each member of the group to contribute to the final goal splitting the above tasks equally and the whole team working towards a common goal.

Now let's look at the Powering presentation as a resource for learning as delivered by a lecturer. When Powering was used in the task above the learner contributed so much more to the task at hand as covered when we broke down the presentation its component parts. When a learner is sat watching the Powering the vast majority of the time the presentation could be distracting from the learning. As we have already covered 75% of learning comes from a visual stimulus and 12% from audio however we have Just mentioned that the visual aspect of a Powering presentation is there to aid the lecture not be 75% of it.

A good technique when delivering in Powering presentation is to use the no show or hide button tool on your remote alternatively if you press the ' B' key on a keyboard this would have the same effect of blacking out the screen. The idea is that rather than the learner Just staring at the slides this then encourages the learner to change focus back to the lecture, this little technique has an added bonus as you can then see who is paying attention.

The use of Powering presentations as a multimedia platform has expanded in recent years many presentations now have links to external sources such as Youth video clips or hyperlinks to external sites thus expanding on the power of this resource. The effectiveness for the individual with regards the information delivered via the Powering will depend on the individual themselves.

It is wise to always have the paper copy of your Powering for those learners who prefer to take notes next to the slight it is also worth having a black and white high contrast copy available either as paper or digital for learners with visual difficulties.

Studies have shown that dyslexic learners can sometimes benefit from a colored overlay when reading the text on slides it is possible to change the color scheme within the presentation and indeed the computer system itself to match the desired color scheme for example it is possible to change what appears white I. E. The paper in Microsoft Word to default to blue visual background onscreen but not print out the blue background when printing.

The small alterations when using Microsoft Powering can greatly increase the inclusion and effectiveness of this tool taking into consideration learning styles and the visually impaired or dyslexic readers we have mentioned.

Lastly when talking about the Powering resource I would like to bring to light that sometimes although we have spoken in great detail how we can manage the visual aspect of power points we need to think about the possibility that a learner's visual impairment could be so severe that they cannot see the Powering at all.

For this situation if possible get a brail copy and you can also activate as part of Microsoft Windows the text to speech feature meaning you may need to provide the information regarding Microsoft Powering as a tool. Sometimes demonstrating hat not to do on the Powering is simpler than trying to explain it this is shown in this video available on Youth, ' Life After Death by Powering 2010' McMillan (2010). Even though this is a fantastic resource it comes with a warning as the comedian makes reference to a particular font that some may find offensive thus a good opportunity to bring in a safeguarding discussion with the class.

If we take poster work into consideration as a commonly used non-electronic resource we find that this can be used to promote group interaction and if used in small groups offers n easily accessible and relatively inexpensive resource. Although poster work can be used in a similar scenario to the Powering presentation as above we find that it offers the ability to be used in our broad ranging environment for example the carpenter's workshop to the executive board room.

Poster work can be used as an excellent resource when trying to gauge the level of meaning the learners have taken from the lesson, the learners will often draw their thoughts and opinions in a way that makes sense to themselves individually which when discussed as a fall class environment offers the secondary form the feedback therefore not only the visual poster but listening to the learner explain the poster to the class.

As we have already covered 75% of what we learn can come from a visual input therefore it is good practice to create posters enabling the learner to visualize the information they are trying to remember and as an addition leaving the posters on the walls around the classroom especially when working with facts and figures has being shown to increase retention of knowledge in working memory when used as a memory aid.

Brain World (2011) " Writing words in the air on an imaginary blackboard forces students not only to visualize the order of letters in a word, but to maintain visually what they have already written in working memory as they continue to write. From first grade to medical school, this technique is equally effective.

When young learners are taught to construct diagrams that show relationships (graphic organizers), their memory of content improves substantially. Robert Maroon found that these " nonlinguistic representations" can increase achievement scores by 27 percentile points. " Wesson (2012)

Some potential barriers to learning when using poster work our that the individual or individuals that create the posters will do so from their own

meaning, if these posters are to be used as memory aids for the entire class they need to be checked for accuracy before they're used on the wall you may also need to check the spelling and grammar. Once the poster is ready, factually and grammatically correct this resource can be used to augment any classroom discussion allowing for question and answer sessions building on the knowledge for the entire class and offering a quick reference to the study material.

An example of good use of this resource within IT training is when studying ports on the back of a Computer System. When the learner draws report on the poster paper as explained above it allows the learner to construct a relationship between the image and the information for example DB 15 port is the technical name for the port used with a VGA monitor to remember this the learner would draw the port which is D shaped on the base plate that contains 15 rather than looking at the technical name on the list in my opinion has aided in the retention of this knowledge.

This view has been shared by the learners that have also positively commented on how the drawing of ports aided in retention of knowledge. Part 2: Design three resources for your skills specialist, one of which must incorporate the use of emerging technologies, and analyses how they will engage learners. Review and Justify them to show how they could be adapted/ developed to enhance inclusive practice. Resource 1 – Trivial Pursuit: The first resource we will discuss is that of a version of the Trivial Pursuit board game.

This resource is used as part of revision sessions towards the Compact A+ award and various Microsoft certificates. The board it's self was created using Microsoft Word printed on to AH paper and then laminated. If you're not familiar with the game you would traditionally have a colored cheese and the aim of the game is to answer questions and collect all the available colored cheese segments whilst moving around a number of places after throwing a die. I have created small cheeses with all the colors on and when you collect a cheese segment you mark of the color using a dry wipe pen.

Before the learners can start to play the game the question banks require making. The learners create these questions from set homework and as a stretching exercise within the classroom.

Some questions come from the various digital question banks the learners have access to such as Measure whereas others come from end of chapter review questions. The best questions tend to come from homework where the learners are asked to create questions on the topics they find most difficult. These questions are then categorized into the colors that match that she's segments, orange may represent networking for example.

It is a fact that the IT industry at the moment is a very male dominated environment also the age of learners in my classroom ranges from 16-24 at the moment.

I have found that naturally a majority of the class become competitive and really want to win the game perhaps not realizing that they are revising not simply playing a game. A common misconception from some of the male members of the class is that the female members of the class won't be as

competitive however this is not true and offers a fantastic opportunity to challenge stereotypes and promote equality and diversity.

I have found that offering the victor of the game time' by way of a longer lunch break or the opportunity to leave early one day as an excellent motivator. When using the game in groups based on ability I have found that this offers the chance is a mentor to sit and play the game with the learners and if they get an answer incorrect I would take that opportunity to expand on the question offering information and additional study. When looking at ways to adapt this resource to ensure an inclusive approach I have found that the game suffers from a fundamental flaw.

The board itself is followed dependent on the players being able to differentiate between colors therefore if a player is color-blind they could have difficulty been included in the game. A potential solution for this would be to not only have the board game colored but possibly each section or color could be combined with the text your or printed pattern for example the orange Current Cheese: Possible adaptation: Other than the above for more regarding the of play and it is color-blind another adaptation for a player that is visually impaired could be the addition of a texture to the game taking into account the touch sense.

I feel that this game users many senses including an emotional connection be that the desire to win or Just taking part in a game with peers. When groups are organized into ability it offers the trainer another opportunity to monitor and mentor individuals or groups and even if the learner had very little to no prior knowledge by the end of the game they will have acquired

knowledge based on the other players answering questions and getting them correct. Resource 2 – CRY Codes on equipment: This secondary resource I use are created in conjunction with Compact's owned text book and the Professor Messes website.

As part of the delivery of the technical certificates from Compact in the class we must use as a basis of learning the official ours materials as printed by GETS learning these materials consist of a textbook, the lab book for practical exercises, and official Powering presentations. Within the theory textbooks to highlight key points in chapters placed within the margin there are CRY (Quick Reference) Codes that linked to an external information and videos. CRY codes are a very quick and simple way to offer links to additional study. Therefore I print the CRY codes out and place them either next to equipment or around the Training Centre.

Using CRY code resources offer a refreshing multimedia alternative to he standard textbook and Powering delivered lectures. The CRY codes can be used in conjunction with a device consisting of a camera and internet connection. The most prolific use of these codes is with a smart phone where you can access many applications for creating and reading CRY codes that are free. When used in conjunction with equipment these codes can be used as a stretch and challenge exercise to allow individual study and further research or as a guide to revision material.

Analyzing how effective the use of codes are in reference to inclusion does bring up a few problems for example not every learner has a smart phone. A current trend throughout education at the moment is the use of BOYD or

bring your own device in which learners are encouraged to use their own device to for learners that do not own their own device resolutions to this could range from teamwork to supplying the device owned by your establishment.

Some learners may feel embarrassment as they do not have a device this could be due to a range of reasons one possibly being financial.

Again this is an opportunity to promote equality and diversity by reminding all learners that some learners may not wish to own the smart device and may rather spend their money on something else. In this situation as mentioned earlier to aid inclusive at the use of a shared device or supplier device would be required this may sometimes need to be booked in advance. Resource 3 – Virtual Machines: The third resource it using class can be used throughout assignments, lab work or even Just as a personal trial.

Whilst on the programmer I teach it will organize access too free software as supplied by Microsoft as part our IT Academy license.

The basic concept is that software such as Microsoft's virtual PC or Microsoft's Hyper-V will be used to create a simulated environment in which multiple Computer Systems inning various operating systems and software can be installed on two virtual machines to be used for practice, demonstration or as part of a structured task following the labs provided by official courseware.

I a strongly promote the use of virtual machines within my class and explain to the learners that the use of this software enables a " break it and don't

worry environment", I explain that they have the opportunity to modifying system files, creates scripts, developer mallard and troubleshoot in a safe environment that will not affect the host computer they are using to complete coursework. A very common saying I use in class is " if you can learn to break something and understand why it's broken, you will be in a better place to understand how to fix it".

A particular example of this would be the labs where the learner would receive a pre-configured, possibly damaged system that they must troubleshoot and repair. During the first few weeks of the programmer with time permitting I will use the overpopulation technology to introduce a range of operating systems. I have observed during my time teaching that most learners have only had experience with three operating systems at best and only across the mindful of devices.

The main program that I deliver is a level three advanced apprenticeship that aims for the learner to become a support technician by the end of their apprenticeship.

I start by explaining what the software is we will use for example Microsoft's Hyper-Veto the learner the benefits as stated previously. Next I would introduce my learners to windows XP and go through the step-by-step guide on how to install the operating system for many apprentices installing any operating system from scratch is a new experience, for others it may be something they have one often however this grants me an opportunity right at the start to try an iron out any misunderstandings or problems with the learners understanding.

The inclusive capability of the software within the classroom is that all learners have access to the same software on their own host computers therefore there are no limitations of access within the classroom, however training is required on how to use this specific software, an understanding of overpopulation technology he needs to be covered too using the software easily.

Therefore I have found that for the ferry first time the footwear is used I will run through a demonstration first of all and then secondly have all apprentices follow me click by a click giving opportunities for Q&A throughout.

It is highlighted at all learners that the software does have its own help section and also that Microsoft's techno website contains useful information. With all three resources' I have listed varying ways to make the resources available to all learners. Some of the easiest ways to make sure all learners can use the resources provided are by simple demonstration, return instructions via help all the possible change of appearance of the resource itself.

Additional adaptation of resources may be required dependent on the learner and the environment you are in.

The use of the above resources are highlighted in the session plan is under the activities and under the required resources' column. Part 3: Define intellectual property rights and relevant legislation. Discuss the implications of these to organizations and tutors. Defining legislation's: Intellectual property rights A right that is had by a person or by a company to have

exclusive rights to use its own plans, ideas, or other intangible assets without the worry of competition, at least or a specific period of time.

These rights can include copyrights, patents, trademarks, and trade secrets.

These rights may be enforced by a court via a lawsuit. The reasoning for intellectual property is to encourage innovation without the fear that a competitor will steal the idea and / or take the credit for it. Business Dictionary (2013) Copyright A bundle of intangible rights granted by statute to the author or originator of certain literary or artistic productions, whereby, for a limited period, the exclusive privilege is given to that person (or to any party to whom he or she transfers ownership) to make popes of the same for publication and sale.

The Legal Dictionary (2011) Intellectual property rights allow the same rights of ownership, for creative ideas the same as actual physical property. At the moment within my role I am currently involved with the development of a new Windows 8 based curriculum highlighting multiple technologies in the retail and industrial sectors.

Although I personally have created these materials I do not own the rights to these materials as within my contract of employment it stipulates that all materials created as part of my Job role are held as the property of the college.

I have the ability to enter into an agreement between the HER department and legal representatives of the college in regards to the copyright protection of any material that I create. I have however waved my right to

claim copyright on the materials as the author. The UNC (University and College Union) state that in higher education, it is common for the individual institution to be the first owner of the intellectual property and its associated rights generated by any employee, although many waive their rights to the copyright of standard academic regard to the exploitation of intellectual property.

Some institutions have established companies which handle all income generated as a result of the exploitation of intellectual property. Some also have revenue sharing agreements, set up to enable the employee and university to share in the exploitation of intellectual property according to specified criteria.

The rights and use of all materials can also depend on their location for example whether the material is stored on such as a VALE (Virtual Learning Environment) accessible by the public or for example the board game I created that is only accessible from within the training centre.

If information is placed in the public domain for example on the Internet it is still affected by copyright law even though some people think it is not. It is a common misunderstanding that if information on the website does not sure the correct copyright notice including the date and the author and title of work that it is and copy written. The fact is from the 1st of April, 1989 all works are copyright by the owner or the offer whether or not in notice is shown.

The traditional copyright symbol is O.

The Berne copyright convention created a laws for material to be protected worldwide. The correct role when using information on the Internet is that all users should presumed that the work and material is in fact copyright protected unless stated otherwise. Spark (1996) With the Internet offering readily accessible information in an easy to copy format forcing copyright law becomes difficult, many images on the Internet are covered by copyright law however they are freely available when conducting a Google image search.

If I wished to use an image I had seen on the Internet in the creation of the course materials for the programmer I deliver I would have to seek permission from the owner or offer of the image or site to use that particular picture.

Since starting this particular unit and discussing with work colleagues the resources that are available within my organization, we have all now started to create a pall of resources which we share stored for the moment in the cloud.