

Greenwood[®]

Secrets to E-Learning Success

by Patrick Chun, CEO

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This manual is for the training of Greenwood Instructors for their licenses. Licensed Instructors are authorized to conduct Greenwood Teacher e-Learning Courses where Greenwood Teacher e-Learning Certificates are given.

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SO, YOU THINK E-LEARNING IS EASY?

Well, it is! But don't expect success to come overnight. It is a journey where you, as an English teacher, will advance to a new level of professionalism.

So what can you expect to get out of this? First, your students will get better grades, and they will have a higher general English language skill level compared to others. Second, your work load, as you know it, will be lessen. Mind you, you will not be sitting in your class doing nothing!

Actually, the opposite will be true. You will now have time to do a higher level of classroom activities. Things that are “more fun”. For example, if you are doing grammar, with e-learning to help you, you will not need to keep on repeating the same irregular verbs over and over again in your classroom, year after year; this can easily be done by the software. Your job is “lighter” in this sense. And with a lighter load, you will have more time to help students practise *the use of* these irregular verbs in class.

Your classroom activities, instead of serving as a first-time introduction to new materials, will now serve as reinforcements to what students have already picked up from the software. And if there are any weakness in understanding of any of the materials, you can tell students to go over the relevant sections in the software as a review. In other words, you direct the flow of learning and re-learning based on your judgment and experience.

Your teaching role will be more of a motivator, a reinforcer, a director.

How long will it take for me to be good at it?

Don't expect instant success! E-learning is more than putting students in front of good software. You don't become good at it until you have a strategy of using it, that is, you have to know the secrets to success!

Without the secrets, regrettably you may never find the way. This is not because you are not smart or hard-working, but simply because you may not have the time to do little experiments in your professional life in order to find success.

With the secrets, you are armed with the knowledge of hundreds of other teachers with many years of e-learning experiences. The secrets are the combined experiences and wisdom of early pioneers into e-learning. They went through the pain, the trials and tribulations so that you don't have to. It is here for you to pick up.

You will see improvements in your students after 4-5 months of using the software. You will find it difficult to adjust to e-learning at first. Remember, you had never really been trained to use e-learning as a teaching tool back at school, or developed a habit of using e-learning until now. So there is always “growing pain”.

We have found that teachers usually takes one to two years before they are totally comfortable with e-learning. Remember, e-learning is a journey, a process. The more you use and rely on e-learning, the faster you will become better. The experiences that you gain through this journey are invaluable and highly marketable. Nobody can take these

experiences away from you. For teachers who delay or unwilling to adopt this powerful tool, the further behind they will become as the years go by.

How much help should I ask from my principal?

School administrations are as much in the dark as many teachers about e-learning. They had never been formally trained in e-learning. Many schools are currently only using software in a half-baked, haphazard fashion, or are not using software at all.

For those schools who have a computer lab, many are using software and the computer lab more as a selling point, a decoration, an after-thought. It is something that students and parents would see in school brochures and advertisement.

In other words, school administration may be your biggest obstacle to your success. They need your help!

You may be given one or two lab sessions per week where students are free to go to some free web sites to learn English. You may even have a few of your favorite free sites. How much do you think your students are learning from these freebies? How much time are students wasting in going from one site to another, each with its own user's interface and way of doing things? Are they reliable? Have a long history? Are they basically a paper form moved onto the web? Do they have ads on their web pages?

The danger of using free services is that these services may come and go. How much time and effort do you invest in building lesson plans? Do you want to base your lesson plans on these free services? Are your administration willing to bet the school's reputation on these free sites?

Every school is using these same free web sites, so there is very little competitive edge to it. You need to help your school build a unique and reliable differentiator, a unique brand to strengthen its reputation.

Secret #1 You don't ask for help, you offer help!

Do you know why some teachers seem to be able to get promoted or a raise while others don't. The secret is that those who are seen as to provide solutions are those who are respected and promoted. While those who complain or ask for help all the time are those who stay behind.

As a professional teacher, you offer help to your administration. And is only when your administration is ready to start, then you suggest certain conditions that would allow you to succeed.

Hold on! You say, "Aren't you playing with words here?! Aren't you still asking for the same help?"

Not at all. When you suggest a better way of doing things and taking on the responsibility of the change, you are different from someone who complains and wants management to do everything. It is all about you taking charge of things.

You may be doing the same thing but for different reasons, so the result will be different!

E-learning is now an extremely mature and powerful solution, but yet most administrations have not realized. With a “let's wait and see” kind of thinking, it gets most schools nowhere with e-learning. Simply building a computer lab and throwing in a list of free websites just don't work. Schools need a good e-learning tool and good teachers' training. Otherwise, it is ineffective and the computer lab is basically a waste. The school would have fail to take full advantage of the lab. The lab would be nothing more than a nice photo in a school brochure or a touring attraction for parents and students. It is like boil water but only using very little heat. And you know what? The water will be all gone before it is boiled!

You need to indicate to your administration that a good e-learning strategy may or may not save money in the short run, but it would certainly have the potential of saving money in the long run. An early start with a good e-learning system steers the whole school in the right direction.

Money aside, a good e-learning system puts the school above other schools. The longer a school has time to use e-learning, the further ahead it will be. It is difficult for other schools to catch up because these other schools would need to go through exactly the same journey.

A good e-learning system is good advertisement. Parents and students see that the school has put more thoughts and efforts into better learning than other schools who just present an empty computer lab. Consumers are smart and they can tell the difference.

When your administration is ready, you need to indicate that you would need time and space to “play” and experiment with various aspects of the e-learning system.

If e-learning is mature and proven, why would a new teacher still need to experiment? It is because every school and classroom is different. You are different from your colleagues. Everybody works differently. What we suggest here may or may not work perfectly for you. Our guidelines have been proven, but the details may need changing for your taste.

What else do I need from my school?

When you have good support and understanding from your principal, there is another important person to be good friends with:

Secret #2 Make friend with your computer technician!

Since the Greenwood software is encouraged to be used in students' homes, invariably there will be cases where there are installation troubles and other technical difficulties. Don't try to solve technical problems; you are a professional teacher, not a computer techie. You are more productive in finding a better way to teach than anything else. Without somebody in the school who can answer these technical questions, you as a teacher will be ineffective in dealing with these issues.

Make sure your administration understands that they must provide one or two school technicians.

What are some of the traps and pitfalls I should be careful of?

Fear, Uncertainties, Doubts (FUD). The worst thing you can do to yourself is to pretend or force yourself into doing something, especially when you don't really believe in it. Have you ever tried to lose weight when you don't have a lot of confidence that you will lose weight? It didn't turn out very well, did it? You need to first understand your internal feelings before you begin the journey. You need to face your FUD directly, study it, think about it, and, most importantly, beat it!

Secret #3 Understand your fear, uncertainties, doubts.

First, fear. There is a general sense of fear when many teachers hear the word 'computer' or 'software', especially for teachers who grew up before the Internet age. The Greenwood software takes this important factor into account. It doesn't ask teachers to pretend to be computer programmers. Teachers are not asked to build materials in anything like PowerPoint or Visual Basic. In fact, teachers can use Greenwood without building any materials. Building and writing new materials are hard work and should be done by specialist teachers only. All Greenwood materials are pre-built and ready to be used!

Over the years, we've found there is also a fear of using any software in front of the class. It is a waste of class time if the computer doesn't work or there is a bug in the software. So we actually do not encourage you to use any Greenwood in your classroom! In fact, we suggest Greenwood to be used *outside* of the classroom, and mainly by students in the lab or at home. This is what some teachers are referring to as **blended learning** where existing classroom face-to-face teaching is combined with out-of-class web learning. Teachers only use Greenwood to check up on students' work, and that's only outside of the classroom, with privacy in the teacher's office or at home.

We should recognize that students are the power users of computers; they grow up with computers, cell phones, game boys, etc. It is only natural to get *students* to use the software as much as possible, not the teachers.

Question: If teachers don't really want to touch the computer at all, but still want the benefit of Greenwood for their students, can this be done? How can these teachers know what the Greenwood materials are?

Answer: Yes, it can be done! If you choose not to use or touch a computer at all, you can still allow your students to benefit from the Greenwood system. We have paper copies of the materials (many teachers call them the "Red Binders" because we always present the paper copies in red binders). In fact, we have quite a few cases of senior and extremely experienced teachers who just refuse to use the computer. But they still have been very effective in using the Greenwood materials based on the red binder, and directing their students into using the software.

Second, uncertainties. The No. 1 reason why e-learning projects failed can be summed up in one phrase: believing in myths.

Why are myths so powerful? Consider these myths:

We will be able to have paperless office.

Computers will take over teachers.

E-learning will fix everything.

First myth: paperless office. How much money do you think has been wasted by governments and businesses in trying to attain the goal of a paperless office? For example, the Malaysian Government, around 1999, called for their government to be eventually paperless. What is happening now? They don't talk about a paperless office nowadays anymore! A book published by MIT Press in 2002 called 'The Myth of the Paperless Office' found that e-mail alone caused a 40% increase in paper use in many organizations!

So if you are blinded by myths and tried to aim towards a direction of the myth, it would be like holding a wrong map when you walk in a forest! The result? You will be wasting a lot of time and energy, and never get there!

Second myth: computers will replace teachers. Have you seen many airline pilots being replaced by a computer? Or doctors replaced by a computer? Or an accountant replaced by accounting software? At the end of the day, many jobs that require professional experiences and judgment are not going to be easily taken by computers.

It might be instructive to think like this:

*Computer is about speed and efficiency.
Teaching is about judgment and experiences.*

Ok, you may argue that many secretaries lost their jobs when the computer arrived in the early 1990's. But a teacher's job is much more complex than a secretary. As a teacher, you went through years of training and you are a professional. Furthermore, did you know that many of those secretaries actually got promoted to be something like an executive assistant, an editor, or an accounting manager? In other words, many old jobs were replaced by new jobs. Many of these new jobs were higher pay and more interesting. True, some secretaries never managed to find a good job and had to settle for a lower-paying job. However, good secretaries will always find good jobs; e.g. those who know how to work with a computer have a much better chance in getting a good job than those who don't.

Many years ago, an accountant used to calculate all the numbers by hand. Nowadays, there are many accounting software programs to help accountants. Are accountants going away? No, the demand for good accountants are not going away. In fact, the demand for accountants is increasing because the field of accounting is increasingly complex. The same is true in other professional fields, including teachers.

With the work load of teachers increasing, and the demand of administration and parents getting higher, do you think you can produce twice as much within the same current working

hours? Why do you think some of your colleagues left the teaching profession all together? Or worst, committed suicide?! You think because they didn't care? Or that they are "bad" teachers to begin with? No, not at all! Reports have shown that these teachers tend to care very much, perhaps too much! These teachers were those who can't see a way out of the situation. They had high standard for themselves. They wanted to do a good job but the environment didn't allow them to do that.

You don't want to get into a position as these less-fortunate teachers. You need to be prepared so that you can totally avoid these situations. You need to find a way, or a tool, that will help you not only in avoiding these situations, but also to get ahead. The beauty of computer software is that, once you have learned how to use it, it is always there. It never gets tired, and you can deploy it for all your students. It doesn't matter whether you are teaching one student or 1,000 students, the software is the same. You use the same amount of energy and time to get one student to use the software as you would for 1,000 students.

Remember, as a teaching professional, you are really paid for your *influence* that you have over your students, not the *time* you worked. (If your principal disagree with this, you need to help and educate him/her about this!) Your salary increase and your promotion are based on the *results* of your students. It doesn't really matter whether you are working yourself to death with 16-hour days standing in front of the students with extra tutorials and lessons, or if you get smart, work a regular 8-hour day, and let e-learning help you along the way with twice the result, half the work!

If accountants are not allowed to use computers and accounting software, while the demands of their clients keep on increasing, what do you think would happen to accountants? Don't you think they would go crazy too? Just like the situation with teachers nowadays?!

A small group of English teachers are beginning to see that the only solution out of the current mess in education is to train teachers in using a good-quality, well-designed e-learning system.

*With software, teachers can do more work,
but with less workload.*

Software doesn't take anything away from teachers. On the contrary, software enhances the teaching profession, just like software enhanced the accounting profession. Software gives teachers more "free" time to handle other administrative tasks, to take a professional course, or to spend more time with their students.

Third myth: e-learning will fix everything. This myth is just as damaging as the last myth! While the myth of 'software will replace teacher' is a mistrust of computers, the myth that software will change a bad school into a good school is equally unreasonable. This myth puts too much blind trust into computers!

Secret #4 Find a way to best fit the tool into your environment.

Take the accountant example again. If accountants put a blind faith into their accounting programs, what could happen? Certainly they will not have many clients for very long! As professionals, accountants still have the final responsibility to their clients, not the software. As powerful as accounting software can be, it is just a tool in their profession. Experienced accountants will tell you that they constantly try to find a better way of doing things, and they also do checks and inspections of the existing system to make sure everything is working the way they should.

Similarly in teaching, you should not expect something wonderful to happen immediately the day your school installed Greenwood and that you could declare that you are an e-learning school. This is just the beginning of the journey. A journey where you would be able to gain valuable experience and increase your professionalism in time. This journey starts by you inspecting the e-learning materials to find a way to best fit it into your particular situation.

You think your current curriculum at your school is old and boring? Or you see that the current teaching style where you stand in front of the classroom to be out with the time? Your students are using cell phones, the Internet, video games outside the classroom while you have nothing to offer except books and papers in the classroom?

Yes, the Greenwood software is a proven product, but don't believe anyone telling you that your problems will immediately go away. It requires hard work to fit a new tool into any existing environment.

There is always "growing pain".

As soon as human beings began using tools to help improve their lives from the Stone Age, it is wise to note that tools will occasionally fall apart, break down, have a software bug, or get an Internet virus!

*You would be better off not to use any tools
if you totally trust your tools!*

So, as professionals, what do you do when your tools don't work? This is another reason why we emphasized that a good technical support person at your school is very important. Don't try to solve technical problems yourself. It is not efficient. Get the tech person to help you.

If the problem is related to the contents, you should let your administration know and call Greenwood so that the problem could be fixed. By letting your administration know, you are letting them know that you have been paying attention -- a good item on your performance record! By letting Greenwood know, you get a better software the next year.

And you know what? Other teachers could very well be running into the same problem, but too afraid or lazy to call for help! When you are the first to solve the problem, you are seen by others to be an expert in this matter. People come to you for help. You become a natural leader. Your job becomes more secure.

Problems can be seen as an annoyance, a waste of your time. Don't think like that! As a professional, your job *is* to solve problems! You should turn your thinking from seeing it as a negative to something positive, something that gives you the opportunity to be recognized in a positive way by your colleagues and your boss!

Who do you think will have a better chance of getting a promotion or a pay raise next time at the performance review?

Secret #5 Give feedback, it makes you look good!

Third, doubts. Be honest. Do you doubt any software can actually have a big change with your students? If e-learning is so good, why are there so few success stories? If e-learning is so good, how come they are not training teachers in universities to pick up on e-learning in a big way?

Excellent questions! You know why? One reason is because of the FUD factor (fear, uncertainties, doubts). People are fearful of what they don't understand. They are fearful of uncertainties, of losing their jobs, of losing face. It is a vicious cycle where FUD feeds inaction, and inaction feeds FUD!

It is like an overweight woman trying to lose weight. She is afraid that it may not work. She doesn't want to lose face in front of her friends. She doubts any methods or products will ever work. So over the years, she tries various suggestions from friends for a short time, or just sits there, because nothing seems to give good results. She seriously doubts anything would work, and over time, she is convinced that nothing will work! It becomes a self-fulfilling prophecy.

E-learning is the same. Teachers and schools may have tried it out and it didn't show good results as expected for various reasons. This breeds FUD. And FUD breeds inaction. Nothing moves forward.

It also didn't help when during the Internet "bubble" between 2000-2001 where a lot of "dot com" web companies, including many new educational companies, went bankrupt! It didn't give people good confidence to the whole e-learning idea. From talking to teachers and schools who had tried e-learning during this period, it was learned that a very common feeling was that some of these young, new e-learning companies back then were over-promising, and everybody wanted results too quickly.

That is why your school should pick a mature e-learning product with a long history of establishment and a solid track record. You don't want your school to be using some seemingly good product just to find out that the company was founded a year or two ago, and they just went out of business yesterday! Pick a company with at least 7-8 years of

history may be a safer choice. Statistically, most new companies that fail will fail within the first 7 years.

Secret #6 Pick a software with at least 7-8 years of history.

Habit. Another reason why e-learning is not common is because of the habit factor. E-learning has not gained wide-spread use because teachers haven't gotten into the habits of using e-learning. Teachers have never been trained in using it at school, and it is not easy for teachers to find out what other teachers in other schools are doing. In short, there is no good model of success to follow. And as with any other habits, it is not easy to get rid of existing habits and form new ones.

In the next section, we will help you develop a strategy to build a proper e-learning habit.

BUILDING GOOD HABITS

Do you know why some people are more successful than others? Do you think it is because successful people are smarter? Harder working?

Surprise! Surprise! Absolutely! You are correct! What? You thought we were going to tell you otherwise?! You thought we were going to tell you a secret that could magically transform you to become more successful?

Successful people *are* smarter and harder working, but it may not be what you think. Studies done by the University of California found that very successful people are generally no smarter than the general population. However, they are “smarter” in the sense that they realize they need to pick and form good habits, and to stick to them consistently for a long period of time.

Good habits are what distinguish success and failure.

A more fundamental difference between success and failure is the thinking of a person. Thinking affects your attitude. Your attitude affects your behavior. Your behavior determines your relationships with others. Your relationships determine how much influence you have. Your influence determines how successful you could be.

If you have no influence towards your boss, you can forget about your next pay raise! You work hard, but that is your duty. People don't usually get substantial pay raises just by working hard the same old way, but succeed only by doing things in a different, better way.

If you want e-learning to be a success journey, you need to have the thinking that says:

I will find a way to use e-learning.

Understanding that there will be barriers, setbacks and mistakes is important. That is what people call 'experience'! And your experience is what could eventually help you in getting the promotion, or pay raise!

Even successful people cannot work twice as hard as others. It is physically impossible. What they do is to work in different ways, solve different problems. If they run into problems and they can't solve them in one way, they will try and solve the problems in another way. In other words, they find a way to their problems. (See Appendix A for recommended ways of using Greenwood.)

The most difficult time of forming new habits is the first 3 months. Once you have kept a routine for more than 3 months, it gets easier to keep doing it. Put it another way, if you set your attitude to expect difficulties, particularly for the first few months, you would have succeeded in taking the first major step towards success!

Secret #7 Expect difficulties, especially the first 3 months.

To be successful, you need a plan and a log. A plan is where you can measure the results against a time table. (See Appendix B for examples of a plan.) Remember, the road to e-learning success is a road where you will gain much experience and advance your

professionalism as a teacher. Build an attitude that says you treasure your experience, and that is where a log is needed to record your experience.

A log is similar to a diary, or a journal. It doesn't have to be complex or fancy. Your log is similar to what an airline pilot would use to record events related to the airplane and the flight. The simpler the better. (See Appendix C for an example of a log.)

But you still think a plan and a log are a total waste of time? One English teacher who has been using the Greenwood software for the last 4 years told a story where she kept a plan and a log that she wrote. She subsequently wanted to change job at another city and she applied to a popular school. At the interview, she presented her written plan and log to the principal, and suggested she can bring her experience of e-learning into the new school. The principal was so impressed with her organization that she was hired immediately and was put as the head teacher for e-learning. Her role was to help the school into adopting e-learning. She was seen as the expert. Her salary was 20% higher than before.

Secret #8 Make a plan and build a log.

A Polish proverb: Making a plan is easy, after you have done it! In other words, making a plan is difficult before you have the experience of doing it. So the best strategy is to make room for mistakes. Set reasonable expectations, and don't expect perfection the first time. It won't happen.

You should not write a plan once and expect yourself to be able to fulfill it without changes. If you do that, you most likely will fail miserably. A plan is a set of things you need to do. It sets a goal, a target. This is a wish list.

Your work at school will have unexpected events. Your plan must be updated occasionally. Over time, you will be more experienced at this and get better at rewriting your plan. This is valuable experience.

Secret #9 Set reasonable expectations, make room for mistakes.

As we discussed that old habits die hard, make your plan with an attitude that you should change your habits little by little, slowly.

For example, a common strategy of many experienced teachers who have been using Greenwood is to start with the paper version. In their early stage, they used the printed copies (the "red binders") without even touching the computer themselves, and they let students use the computer in the labs and at home. They directed their students strictly based on the red binders! Nothing else! Very little change for these teachers!

This turned out to be an excellent strategy. As you are already familiar with using books and papers, there is very little pain in looking into the printed copies (the "red binders"). An easy step! And if you have little experience with computers, this can buy time for you to gradually learn more about using a computer, but students still get to use the computer right from the beginning. Only when you feel comfortable in using a computer should you move to the next stage where you would start monitoring students' performance inside your Greenwood teacher's account.

Secret #10 Plan for small, gradual changes.

Taking baby steps is good. In case you take the next step and something fails, all is not lost, as you can easily go back to the previous step and catch your breath.

We have seen teachers trying too much, something didn't work well, and they lost face in front of everybody. Taking small steps would have prevented that.

*E-learning is the slow crawl of the turtle,
not the mad dash of the rabbit!*

As we have said that you need to get your principal to give you space and time to adopt e-learning, you also need to build a network of support from your peers and family.

It is very hard to try to quit smoking by yourself, but if you have other friends who are quitting at the same time as you, and you can all talk about it from time to time, it makes it much easier!

E-learning is the same. Find other teachers in your school who would want to try e-learning. These teachers would be your support group. You help one another. Hold a meeting once every two weeks or a month in the beginning. As everybody begins to feel more comfortable with the habits of e-learning, your group can meet less frequently. We recommend after two years of using e-learning, your support group can meet once a semester.

Secret #11 Build support group, tell people about it.

Another thing that experienced teachers have been telling us is that they find telling their friends and family about their new effort in e-learning to be helpful. As you may check up on students' work on a computer at home or somewhere outside of your school, having your family's and friends' understanding is another great support you should not ignore.

APPENDIX A RECOMMENDED WAYS OF USING GREENWOOD

Here are the recommended steps towards successful e-learning in various school environment:

Continuous-enrollment environment (eg learning resources centres, libraries):

Strategy:

<p>Step 1. Use Lite Edition</p> <p>(Lite Edition is strictly for use in computer room, not at home.)</p>	<p>Students use software in computer room.</p> <p>Details: School install CDs in lab. Students get full use of the materials, but without any recording of marks, and without joining any default online classes or teacher's personalized classes. Students don't need an account and don't need any subscription card or CD. There is no logging in. Teachers don't need to do anything on computer, such as setting up personalized online classes.</p>
<p>Step 2. Use Standard Edition in computer room</p>	<p>Students use software in computer room.</p> <p>Details: School install CDs in lab. Students are given subscription cards. Students get their own online accounts by themselves, and will be put in default online classes. Students will log in to their own accounts to use the materials at the school lab. Teachers don't need to do anything on computer, such as setting up personalized online classes.</p>
<p>Step 3. Use Standard Edition in computer room and at home</p>	<p>Students use software in computer room and at home.</p> <p>Details: School install CDs in lab. Students are given subscription cards and CDs. Students install CDs at home. Students get their own online accounts by themselves, and will be put in default online classes. Students will log in to their own accounts to use the materials both at the school lab and at home. Teachers don't need to do anything on computer, such as setting up personalized online classes.</p>

Cohort environment (eg traditional classes in an elementary or a junior high school):

Strategy:

<p>Step 1. Use Standard Edition at home</p>	<p>Students use software at home.</p> <p>Details: Students are given subscription cards and CDs. Students install CDs at home. Students get their own online accounts by themselves, and will be put in default online classes. Students will log in to their own accounts to use the materials at home. School don't need to install CDs in lab. Teachers don't need to do anything on computer, such as setting up personalized online classes.</p>
<p>Step 2. Use Standard Edition in computer room and at home</p>	<p>Students use software in computer room and at home.</p> <p>Details: School install CDs in lab. Students are given subscription cards and CDs. Students install CDs at home. Students get their own online accounts by themselves, and will be put in default online classes. Students will log in to their own accounts to use the materials both at the school lab and at home. Teachers don't need to do anything on computer, such as setting up personalized online classes.</p>
<p>Step 3. Use Standard Edition in computer room and at home, enroll into teachers' classes</p>	<p>Students use software in computer room and at home, joining teachers' classes.</p> <p>Details: School install CDs in lab. Students are given subscription cards and CDs. Students install CDs at home. Students get their own online accounts by themselves, and will join teachers' personalized online classes. Students will log in to their own accounts to use the materials both at the school lab and at home. Teachers need to set up personalized online classes so they can monitor students' progress.</p>

APPENDIX B EXAMPLES OF A PLAN

Here are a few recommended examples of e-learning plans. We have 3 cases:

- Case 1. For teachers who absolutely refuse to use the computer.
- Case 2. For teachers who don't feel comfortable with the computer from the start, but will learn computer over time.
- Case 3. For teachers who are comfortable with the computer.

Case 1. For teachers who absolutely refuse to use the computer:

Strategy:

Paper-only.	Teachers use Red Binder as teaching materials, students use the software. Details: Students are given default online classes. Teachers don't need to do anything on computer, such as setting up personalized online classes.
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<i>Time</i>	<i>Event</i>	<i>Done?</i>
Year 1, beginning	Get school to install Greenwood CDs in the computer lab.	
Week 1	Get school to distribute CDs and subscription cards to all my students.	
Week 1	Tell students to ask our school technician for help if installation at home failed.	
Week 2	Start looking into Greenwood printed materials (red binder) and see what we can use.	
Week 3	Ask students to make sure everyone can run Greenwood at home.	
Week 4	Finish studying the red binder, finish making notes of what we can use.	
Week 5	Start students in using Greenwood once a week (e.g. ask students to review Level 1 Grammar, Chapter 4 Present Tense, pages 1-12 on the computer).	
	...	
	...	
Second semester	Start students in using Greenwood twice a week.	
	...	
Year 2	Repeat as Year 1, but start students in using Greenwood three times a week.	

Case 2. For teachers who don't feel comfortable with the computer from the start, but will learn computer over time:

Strategy:

Step 1. Paper-only.	<p>Teachers use Red Binder as teaching materials, students use the software.</p> <p>Details: Students are given default online classes. Teachers don't need to do anything on computer, such as setting up personalized online classes.</p>
Step 2. Computer for all.	<p>Both teachers and students use the software.</p> <p>Details: Teachers create personalized online classes where students can join in.</p>

(The first year can be the same as Case 1 above. The difference is in Year 2 and beyond.)

Time	Event	Done?
Year 1, beginning	Get school to install Greenwood CDs in the computer lab.	
Week 1	Get school to distribute CDs and subscription cards to all my students.	
Week 1	Tell students to ask our school technician for help if installation at home failed.	
Week 2	Start looking into Greenwood printed materials (red binder) and see what we can use.	
Week 3	Ask students to make sure everyone can run Greenwood at home.	
Week 4	Finish studying the red binder, finish making notes of what we can use.	
Week 5	Start students in using Greenwood once a week (e.g. ask students to review Level 1 Grammar, Chapter 4 Present Tense, pages 1-12 on the computer). I use the paper materials only, no computer yet.	
	...	
Second semester	Start students in using Greenwood twice a week.	
	...	
Year 2, beginning	Repeat as Year 1, but start students in using my online classes, once a week. Must give students my class ID and password so that they can enroll into my classes.	
	...	
Year 2, second semester	Start students in using my online classes, twice a week.	
	...	
Year 3	Repeat as Year 2, but get students to use my online classes 3 times a week.	

Case 3. For teachers who are comfortable with the computer:

Strategy:

Computer for all.	Both teachers and students use the software from the beginning. Details: Teachers create personalized online classes where students can join in.
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<i>Time</i>	<i>Event</i>	<i>Done?</i>
Year 1, beginning	Get school to install Greenwood CDs in the computer lab.	
Week 1	Get school to distribute CDs and subscription cards to all my students.	
Week 1	Tell students to ask our school technician for help if installation at home failed.	
Week 2	Start looking into Greenwood printed materials (red binder) and see what we can use.	
Week 3	Ask students to make sure everyone can run Greenwood at home.	
Week 4	Finish studying the red binder, finish making notes of what we can use.	
Week 4	Setting up my online Greenwood classes successfully. Noted down my class ID and password.	
Week 5	Start students in using my online classes once a week (e.g. ask students to review Level 1 Grammar, Chapter 4 Present Tense, pages 1-12 on the computer). Must give students my class ID and password so that they can enroll into my classes.	
	...	
	...	
Second semester	Start students in using my online classes twice a week.	
	...	
Year 2, beginning	Repeat as Year 1, but start students in using my online classes, three times a week.	

APPENDIX C EXAMPLE OF A LOG

Here is an example of what an e-learning log may look like:

Jan18,2008	Success in getting the software installed into computer lab. Technician told me they needed to change the school firewall a bit.
Jan22,2008	School distributed CDs to all 60 students of mine. I've asked students to install CDs at home. School has also given subscription cards to students.
Jan25,2008	Some students said they can't install CDs at home. Asked technician to help these kids.
Jan29,2008	Asked technician and students if installation finished at home. Technician said students need to get rid of QQ, MSN, Skype on their home computers before Greenwood could run properly.
Feb20,2008	Finished with looking into the red binder. Picked materials suitable for my Grade 6 class.
Feb28,2008	Asked Grade 6 class to use Greenwood once a week.
	...
Mar15,2008	Held the first support group meeting: Ms. Wang suggested we can save class time by using the software to cover most of the irregular verbs.
	...
	...
Sep21,2008	Asked Grade 6 class to use Greenwood twice a week.
	...
	...
Sep20,2009	Asked Grade 6 class to use Greenwood 3 times a week.
	...