

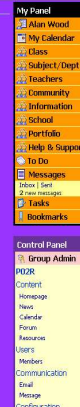
cLc Best Practice

Ideas and Examples

Today, over 1.5 million global learners, teachers and parents are discovering the educational benefits of the UniServity cLc Learning Platform. The following ideas and examples showcase how the cLc is removing barriers and creating new opportunities for learning. More examples of how the cLc is enhancing teaching and improving learning outcomes can be found at www.cLcsuccess.com. If you would like to share and add a Best Practice example of using the cLc, we would be delighted to hear from you. Please contact sean.hunt@uniservity.com



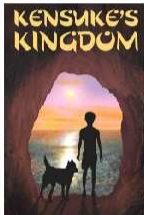
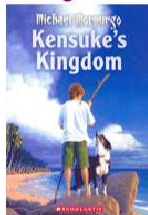
We love the Inuit!



Topic	
Parents and carers	Created By Mr Stubbs
Australia	Created By Mr Stubbs
UK Schools	Created By Mr Stubbs
Singapore	



Kensuke's Kingdom

Think about these covers and then vote for the one you think is best.



BRITISH COUNCIL

What's the evidence

- Homepage
- Global Warming
- Hong Kong
- Thailand
- UK
- Australia

British Council Hong Kong: Climate Cool

- Homepage
- News
- Web links
- Global Warming
- What's the evidence
- Natural Phenomena
- English
- Schools
- Student Zone
- Teacher's Area
- Resources
- Test Area
- Have a go

British Council Hong Kong: Climate Cool Site Map



Chokaria Sundarbans, Bangladesh

Rising ocean levels have flooded about 18,500 acres (7,500 hectares) of mangrove forest during the past three decades. Global sea-level rise is aggravated by substantial deltaic subsidence in the area with rates as high as 5.5 mm/year.

Click on the link below to see how Global warming is impacting on your region



"In my view, climate change is the most severe problem that we are facing today -- more serious even than the threat of terrorism."

With this warning to an international science meeting in February 2004, David A. King, Chief Scientific Advisor to the British Government, brought the issue of global warming into sharp focus.

Removing barriers and creating new opportunities for learning

Section 1: Parental involvement

- Keeping parents informed
- Parent Voice
- Parents as partners in learning

Section 2: Classrooms: redefining learning communities

- Transition
- Collaboration between classes in the same year band
- Vertical collaboration with classes across year bands
- Collaboration within networks of schools
- Professional learning communities
- Global collaboration projects

Section 3: Blurring the distinctions between formal and informal learning

- Web 2.0
- Pod casting
- Video conferencing

Section 4: The Teacher as sole knowledge provider

- Benefiting from the use of experts other than the teacher
- Learning to Learn
- Co-construction

Section 5: The teacher as the principal audience for a student's work

- Peer and self assessment
- Authentic assessment
- Providing access to wider audiences

Section 6: Breaking free of the timetable and the constraints of a school day

- Making anywhere anytime learning a reality

Section 7: Authentic Learning: authenticity and purpose

- Problem solving
- Enquiry based learning

Section 8: Personalised Learning

- Learning to learn
- Teach less: learn more
- Creating autonomous / independent learners
- Student ownership of the learning process
- Gifted and talented/ SEN

Section 9: Student Voice and Choice

- Students determining their own learning pathways
- Giving students a voice: learner democracy

Removing barriers and creating new opportunities for learning

Section 1: Parental Involvement

The involvement of parents as partners in learning is crucial to raising standards. In these examples you will see how parents can become more active in their relationship with their child and the school. Their relationship with learning will change as they benefit from visibility to their child's learning, access to other parents via their own collaborative communities and enhanced communication with the school. These examples show parents as co-constructors of knowledge, experts, audiences and assessors. They are part of the learning process rather than observers from the sidelines. The following ideas and examples show how the UniServity cLc helps support this approach:

Parent Voice

Ideas: Post draft policy documents on the cLc for parent viewing. Their thoughts can be shared and captured using discussion forums. Post weekly newsletters so that parents can stay informed. Create parent specific groups. E.g. a PTA area on the cLc.

Parents' information

- Homepage
- News
- Calendar
- Email
- CWBS Community Choir Rehearsal Schedule
- CLC launch presentation
- Internet safety
- Enquiry Learning Parent Information
- Mathematics
- ICT offers
- Internet Safety
- PTA
- Community
- Uniform Shop
- Camps
- Can You Help?

In a well-developed Parent's area of the platform, Clearwater Bay School created a group page on Internet Safety. Parents were given access to resources and guidance on keeping their children safe at home. A discussion forum allowed parents to share their thoughts on a draft school Internet Acceptable use policy document at the consultation stage



Internet safety in the home

Making your Family Internet Code



Click here for a safety presentation from Kid Smart

Top 10 Safety Tips

Please add any recommendations or comments regarding our Internet Acceptable Use Policy consultation document into this discussion forum.	
26 Sep 2005 11:19 Post 1 Sarah COLLINS Renaissance College 26 Sep 2005 08:29 Post 2	Hi Mr Stubbs, This is Sarah's mum, Fiona. I can only see the first page of the consultation document and the Internet Rules for CVBS. It cuts off at the bottom of the first page. Do I need to do something special to download the complete document? Many thanks Fiona Collins
02 Oct 2005 18:03 Post 3 Sarah COLLINS Renaissance College 17 Oct 2005 15:11 Post 4	I will try to solve this on monday for you Mrs Collins. Hi Mr Stubbs, Finally had a chance to read through the AUP, think it is fantastic. I believe it could be useful to include a little more clarification in Section 3 regarding the correct action if a student comes across inappropriate material. The last two paragraphs seem a little confusing. Are you planning to have the older children sign their agreement to the Internet Rules? In my experience the older ones, especially, are more likely to "buy" into the idea if they have to sign their agreement to stick to the rules - just a thought. Final a small point, there is a typo towards the end of the rules - "I see anything I am unhappy with or receive messages I do not like, I will tell a teacher or immediately" Sure you have noticed this already. Best regards Fiona Collins

Parents as Partners in Learning

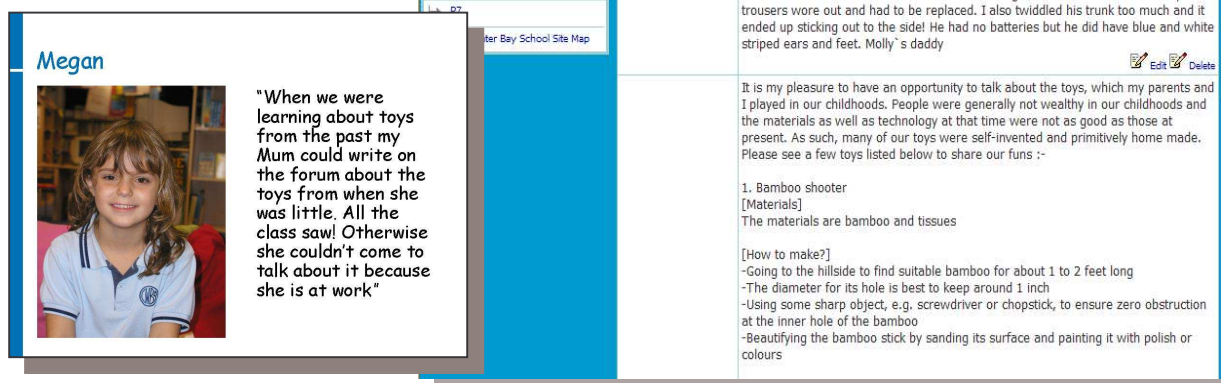
Ideas: Invite parents to join in discussion forums where their input can be significant. E.g. All parents could participate in a debate on smoking or a discussion on significant moments in history. Invite parents to share their experiences through surveys and custom pages. E.g. Holidays taken in the past. Share resources and training materials for parents to use at home to support their children's learning. The following are examples of how the cLc can support this approach.



The screenshot shows a school website with a sidebar menu on the left and a main content area on the right. The sidebar menu includes links for Internet Access Rules, Clearwater Bay Makes the News, Chinese New Year Lion Dance, Year Groups (P1 to P6), Curriculum, Planning and resources, Staff, Staffroom, Individual needs, Parents and Community, Parents' information, Charities, Children's Pages, Clubs, Teams and Cool stuff, Befrienders, School Library, Library, School Events Gallery, Gallery, CLC Training, Training pages, and Test. The main content area displays a survey titled 'Thank you for attending our Rainforest Awareness Day. We hope that you enjoyed it and that you will spend a few minutes completing the survey.' Below the survey text is a photograph of a rainforest scene with a large tree trunk and lush green foliage. The survey text continues: 'The purpose of the survey is for the children to reflect upon whether their 'Rainforest Messages' made an impact on you-the target audience!' and 'Your replies are anonymous but will of course be viewed by the children.'

In this example, Year 4 students using the cLc constructed a survey for parents to gather their feedback from 'Rainforest Awareness Day' held in the school. The students regularly survey their parents as they see them as useful assessors of their work as well as an audience with whom they are only too happy to share.

In this example, Year one children have been learning from the experiences of their parents when learning about toys in the past.



The screenshot shows a school website with a sidebar menu on the left and a main content area on the right. The sidebar menu includes links for Charities, Children's Pages, Clubs, Teams and Cool stuff, Befrienders, School Library, Library, School Events Gallery, Gallery, CLC Training, Training pages, and Test. The main content area displays a forum post titled 'Hello from Molly's family! We have enjoyed talking about our favourite toys..lots of them were the same as you all play with now - and some of them have even been played with by Molly at her grandma's house(her grandma keeps EVERYTHING!)'. The post is dated 09 March 2006 18:41:29 and is by MRS TAYLOR, Clearwater Bay School. The post text describes Molly's favourite toys, including a baby doll named Mary and a soft grey elephant named Babar. Below the post text is a photograph of a young girl named Megan. The photograph is captioned 'Megan' and the text next to it reads: 'When we were learning about toys from the past my Mum could write on the forum about the toys from when she was little. All the class saw! Otherwise she couldn't come to talk about it because she is at work'.

Parents as Partners in Learning



Mrs West (Molly's Granny) has sent in a photograph from the Lake District. It was taken in 1957.

Mr Harris (Jake's Grandad) on holiday in Wales in 1955



Mr Grant (Harvey's Grandad) on holiday in Hong Kong in 1953

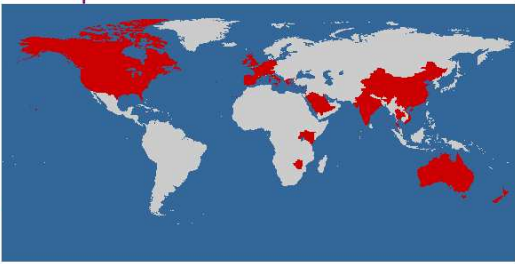
In this year 2 class, parents and grandparents have been sharing their photographs and memories of holidays in the past. Pupils were intrigued to learn how grandparents took ships to far-flung corners of the globe



Message Mr Hunter

- Working Together
- homework for year 2
- Where in the world? (Parents)
- Holiday memories
- Our grandparents' holiday photo's
- Our holiday photo's
- Our parent's holiday photo's
- Holidays 100 years ago
- Customisation

Grandparents



Parents



In this example, the class teacher has recorded her whiteboard lessons on synthetic phonics and placed them onto the cLc for parents to follow up with their children at home. She has also supplied parents with their own parent support forum so that they can share ideas with each other and resources such as CVC cards and camera words have been made available to download at home.

Rockets

- Homepage
- Message Miss Tabram & Mr Duncan
- Parents Forum
- Definitions of technical terms
- Objectives for the Rocket Programme
- Demonstration Activities
- Basic Code 3 sound words
- Basic Code 4 sound words
- Advanced Code
- Camera Words

Clearwater Bay School

- Homepage
- News
- Calendar
- Internet Access Rules
- ESP Parent Newsletter May 06
- CLC and Learning Conference
- What we think of our CLC
- School Calendar 2006/7
- School Weekly Newsletter
- Meet Our New Principals

Clearwater Bay School > P2 > Rockets > Demonstration Word Building

Printer friendly version

s m o p g

a t c

mutt dug rug

jig we hug

My Panel

- Phil Stubbs
- My Calendar
- To Do
- Tasks
- Messages
- Bookmarks
- My Resources

My Groups

- Other
- Class
- Subject/Dept.
- Teachers
- Admin Staff
- Governors
- Community

Parents as Partners in Learning

At Memorial School, Year 12 students inviting parents and grandparents to share their views on and experiences of the partition of India. The students concerned consulted their families in India, Pakistan and the UK, gaining insight from Muslim, Hindu and Sikh families.

The Memorial School

Year 12 - History

Memorial School > History Department > Year 12 - History

[Homepage](#)
[Email Mr Stubbs](#)
[Partition](#)

English

Maths

History

Art

Geography

15 अगस्त का दिन हिन्दू, मुसलिम सिख और अन्य के लिये बहुत महत्वपूर्ण था। इस दिन भारत का 2 हिस्से में बँटवारा हुआ, मुसलिम नियन्त्रित पाकिस्तान एवम् हिन्दू बहुल भारत। भारत को 200 वर्षों के बाद ब्रिटिश राज से आजादी मिली। अनेक घटनाओं ने इस बँटवारे के फैसले को प्रभावित किया।

18 व 19 सदी के दौरान ब्रिटिश शासन ने भारत पर पूरी तरह से नियन्त्रण कर लिया था। ब्रिटिश शासन के हिन्दूओं और मुसलमानों को सरकारी और से ना के उच्च पदों पर नौ करी दे ने से इन्कार करने पर भारतवासियों के मन में ब्रिटिश राज के प्रति कटुता और प्रतपी।

Partition timeline
1930: Alama Iqbal advocates the two-nation theory
1933: The name Pakistan is coined
1940: Jinnah calls for a separate Muslim state

Info	Post
Stubbs 15 Aug 2006 17:34 Post 1	14 August, 1947, saw the birth of the new Islamic Republic of Pakistan. At midnight the next day India won its freedom from colonial rule, ending nearly 350 years of British presence in India. The British left India divided in two. The two countries were founded on the basis of religion, with Pakistan as an Islamic state and India as a secular one. Even the imposition of an official boundary has not stopped conflict between them. Boundary issues, left unresolved by the British, have caused two wars and continuing strife between India and Pakistan. Explain why you think the partition has been successful or unsuccessful.
Mr - UniServity Staff www.cLcSuccess.com - cLc Knowledge Hub 21 Aug 2006 15:19 Post 2	14 अगस्त 1947 को पाकिस्तान के नये इस्लामिक गणतंत्र का जन्म हुआ। अगले दिन मध्यरात्रि में भारत को ब्रिटिश राज से आजादी हासिल हुई और लगभग 350 वर्षों से चले आ रहे ब्रिटिश राज का अन्त हुआ। ब्रिटिश राज ने भारत को देशों में विभाजित कर दिया। दो नो देशों की स्थापना धर्म के आधार पर हुई मुस्लिम नियन्त्रित पाकिस्तान एवम् धर्म निरपेक्ष भारत। सरकारी नियन्त्रण रेखा भी दो नो देशों के मध्य के संघर्ष को नहीं रोक पायी। ब्रिटिश राज द्वारा अनुसु लझा छोड़ा गया नियन्त्रण रेखा का मसला भारत एवम् पाकिस्तान के बीच दो युद्धों और निरन्तर अनबन का कारण बना है। आपके विचार से क्या विभाजन सफल रहा या असफल विस्तार से बतायें।

Above are just a few examples of how the UniServity cLc Learning Platform is breaking down the traditional barriers to learning and involving parents more proactively in their child's education. More examples are found on the cLc support site at www.clcsuccess.com

"Parents should be seen as vital partners in a child's education, as not only can they help making sure homework is in on time and in giving a child vital coaching and advice out of school hours, but they also determine the child's home environment, where children spend much of their waking hours"

DCSF (DfES)

Removing barriers and creating new opportunities for learning

Section 2: Classrooms: redefining learning communities

The classroom has traditionally been the place where learning has been expected to take place. Students are rigidly grouped according to chronological age and are consequently limited in their access to appropriate learning partners from suitably diverse backgrounds. The audience and assessor for most of their output is the teacher. As Lemke once said: "It takes a village to educate a child". UniServity supports schools in breaking down the walls of the classroom to make the village bigger and installing the learner at its centre. The following ideas and examples show how the cLc helps support this approach.

Transition

- Primary pupils develop their ePortfolios and through a process of selection and reflection, publish examples of work including learning conversations to their new teachers
- Year 6 students given access to the secondary school's cLc from September and start to become familiar with the high school life and identity.
- Year 6 and 7 students share experiences of change at the start of September and continue to have peer discussions at regular intervals throughout the year culminating in visits and buddy / mentor arrangements on entry to year 7
- Dynamically linking schools together using the cLc means that secondary teachers can set work for year 6 students. Teachers can share planning and resources and transition projects can be distributed across feeder schools.
- Secondary schools can host master classes and booster classes for students where appropriate.

Leyland St Mary's used some of its Specialist School community funding to create a Connected Learning Community, which included its feeder primaries. Link activities that were often limited by geography, transport and materials were more easily accessed.



The screenshot displays three overlapping web pages from the St. Marys Catholic TC website:

- Top Left Page:** Titled "Transition in Science 2007". It describes a streamlined Science Passport bridging unit with two sections: "The fieldwork visa" and "The investigative visa". It mentions a record sheet to be completed and downloaded as Word documents. A link is provided for Year 6 activities.
- Top Right Page:** Titled "Survival Guide to Year 7". It features a navigation menu with links to: Homepage, Email, Our School, Finding your way around, Equipment, Merit Points, School Day, Homework, School Library, Uniform, and Form Tutors.
- Bottom Page:** Titled "Key Stage 2 - 3 Transition Units". It includes a photograph of a school building and text stating that the units are for transition from primary schools to Year 7. It mentions links to exercises in Literacy, Numeracy, and Science.

Transition

Stephenson Primary School 25th

Stephenson Primary > Year 6 > Year 7 Passport

Kensuke's Kingdom



Think about these covers and then vote for the one you think is best



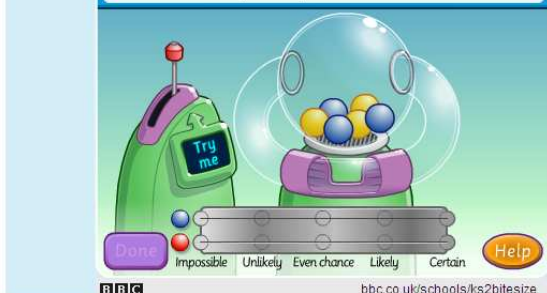
In this example a series of primary schools are engaged in a transition unit based upon the book *Kensuke's Kingdom*.

One teacher could provide resources for the whole network of schools.

The forum on the right shows children from Westende Junior School getting ready to move school and sharing their fears and concerns with year 7 students at The Holt School.

Can I ask you a question? What food do we cook in food technology? What is the best lesson? Created By Westende Junior School	39	11	05 Jun 2007 16:57	Ellie Wheeler
Help! Did you get lost? I am worried that I am going to get lost and I will miss my lesson! Created By Westende Junior School	34	10	01 Jun 2007 15:57	Ellie Wheeler
what do you do what do you do in the science lab Created By Aborfield School	32	11	01 Jun 2007 15:35	Ellie Wheeler
how long did it take you to learn your way around the school? i am a bit scared of not knowing my way around the school please could you tell me how long it took you to know your way around the school! Created By Hawkedon School	42	10	01 Jun 2007 16:09	Ellie Wheeler
	44	9	04 Jun 2007 11:58	Megan Jones
	51	11	04 Jun 2007 12:04	Megan Jones

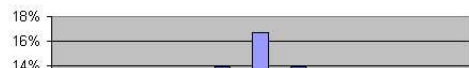
Drag the pulsating blue and red balls on to the correct positions on the probability line and click Done.



The colors of the body of the table illustrate the number of ways to throw each total

The following shows the probability of throwing each total in a chart. As the chart shows the closer the total is to 7 the greater is the probability of it being thrown.

Probabilities of two dice totals



Using the cLc, Primary students were set an exercise in probability by their secondary teacher as part of their 'Year 7 Passport' Transition work.

The teacher used the task tool to 'push' work to all year 6 students in the project.

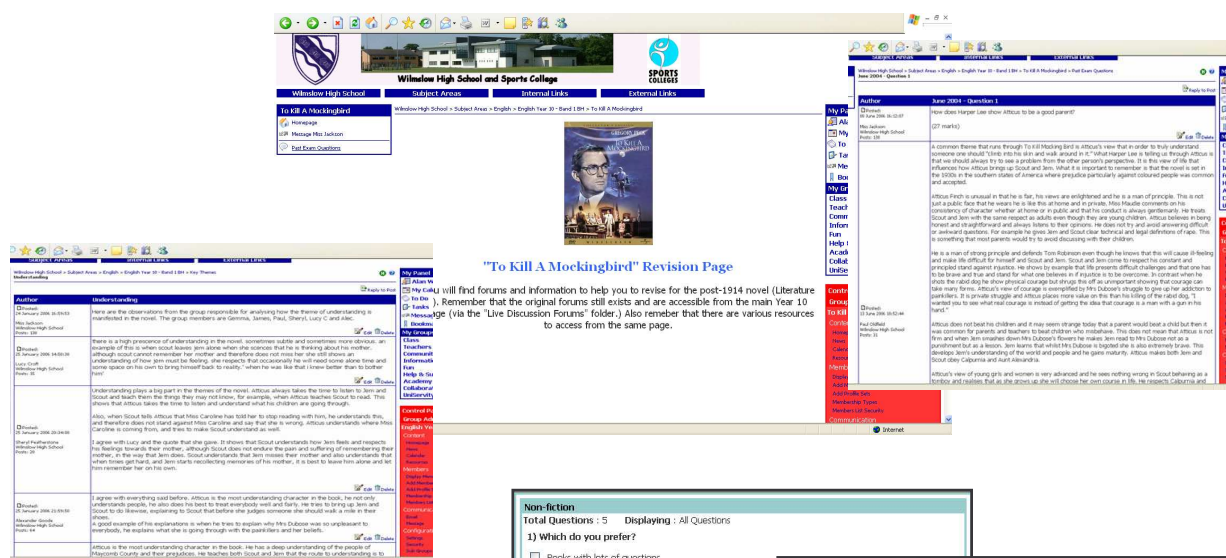
Collaboration

Consider the membership of each Group in your school. Adding additional profile sets, requesting partnerships or opting to join one of UniServity's global projects can greatly enhance the learning experiences of all users. Global collaboration puts students in touch with learners who traditionally would not be able to come together for short and long-term learning. This presents particularly strong opportunities for geography and MFLs whilst also adding cultural diversity to all curriculum areas.

- Allow students in the parallel classes or tutor groups to collaborate on issues. This serves to increase the number of available learning partners and can support reductions in teacher workload.
- Vertical collaboration across traditional year groupings can be very effective. We know children of all ages learn from each other in the playground and at home so we now need to provide them with the same opportunities in school.
- Collaboration across networks of schools allow savings in workload and open up the learning experiences to a wider audience, a greater variety of collaborators and opinions from different catchments including social, religious and ethnic groups.

Collaboration between classes in the same year band

Wilmslow High School and Sports College Year 10 students share their reactions to a set text 'To Kill a Mockingbird'.

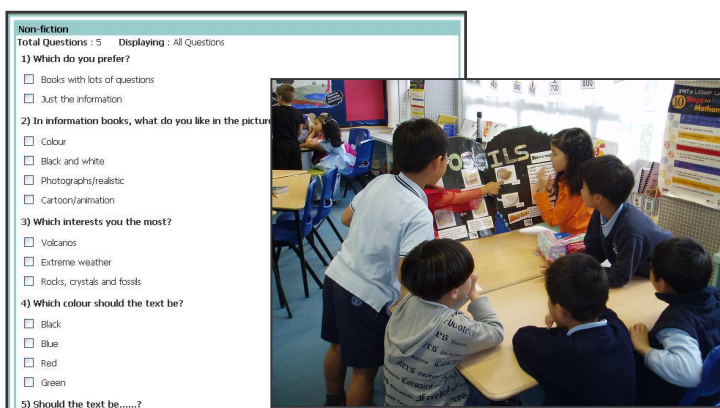


"To Kill a Mockingbird" Revision Page

Author	understanding	Questions
Harper Lee	There is a high precision of understanding in the novel... consider what the theme of understanding is... example of this is when Scout looks at her father when she is thinking about her mother... although Scout cannot understand her mother and therefore does not see her she still shows an understanding of how her mother feels... she respects that occasionally he will need some alone time and some space on his own to bring himself back to reality... when he was like that I never better than to bother him	1) What is the main theme of the novel? 2) What is the main character? 3) What is the main conflict? 4) What is the main setting? 5) What is the main message?
Scout	understanding plays a big part in the themes of the novel... although Scout takes the time to listen to her and Scout and teach them the things they may not know... for example, when Atticus teaches Scout to read... this shows that Atticus takes the time to listen and understand what his children are going through	1) What is the main theme of the novel? 2) What is the main character? 3) What is the main conflict? 4) What is the main setting? 5) What is the main message?
Atticus	also, when Scout tells Atticus that Miss Caroline has told her to stop reading with him, he understands this, and therefore does not stand against Miss Caroline and say that she is wrong... Atticus understands where Miss Caroline is coming from, and tries to make Scout understand as well	1) What is the main theme of the novel? 2) What is the main character? 3) What is the main conflict? 4) What is the main setting? 5) What is the main message?
Jem	Jem agrees with Scout and the quote that she gave... it shows that Scout understands how Jem feels and respects his feelings towards her mother... although Scout does not understand the pain and suffering of understanding her mother... it is not that she does not understand... Scout understands that Jem misses his mother and also understands that when times get hard, and Jem starts respecting his mother, it is best to leave her alone and let her remember her on his own	1) What is the main theme of the novel? 2) What is the main character? 3) What is the main conflict? 4) What is the main setting? 5) What is the main message?
Calpurnia	Jem agrees with everything said before... Atticus is the most understanding character in the book, he not only understands people, he also does his best to treat everybody well and fairly... he tries to bring up Jem and Scout to be decent, respecting to Scout that before she judges someone she should wait a while... it is a good example of his experience is when he tries to explain why this Dill was so unpleasant to everybody, he explains what she is going through with the children and her beliefs...	1) What is the main theme of the novel? 2) What is the main character? 3) What is the main conflict? 4) What is the main setting? 5) What is the main message?
Atticus	Atticus is the most understanding character in the book... he has the best understanding of the people of Maycomb County and their prejudices... he teaches both Scout and Jem that the rule to understanding is to	1) What is the main theme of the novel? 2) What is the main character? 3) What is the main conflict? 4) What is the main setting? 5) What is the main message?

Vertical collaboration with classes across year bands

Year 4 students at this school designed a series of surveys to establish the needs of their Year 1 audience when creating a big book.



Non-fiction

Total Questions : 5 Displaying : All Questions

1) Which do you prefer?

- ☐ Books with lots of questions
- ☐ Just the information

2) In information books, what do you like in the picture?

- ☐ Colour
- ☐ Black and white
- ☐ Photographs/realistic
- ☐ Cartoon/animation

3) Which interests you the most?

- ☐ Volcanos
- ☐ Extreme weather
- ☐ Rocks, crystals and fossils

4) Which colour should the text be?

- ☐ Black
- ☐ Blue
- ☐ Red
- ☐ Green

5) Should the text be.....?

Collaboration within networks of schools

THE HOLOCAUST PROJECT

- Homepage
- Why did the Holocaust happen?
- How did the Holocaust happen?
- What actually happened during the Holocaust?
- Auschwitz - An in-depth study
- Why was there little opposition to the Holocaust?
- What were the consequences of the Holocaust?
- Who were the most significant individuals?

South Ribble Learning Community

- Homepage
- sample questions
- THE HOLOCAUST PROJECT
- NASA PROJECT ZONE
- ART & DESIGN
- DESIGN & TECHNOLOGY
- HISTORY
- ICT
- MATHEMATICS
- RELIGIOUS EDUCATION
- LEADING EDGE PARTNERSHIP
- PROFESSIONAL DEVELOPMENT
- WORKSHOPS
- South Ribble Learning Community Site Map

South Ribble Learning Community > THE HOLOCAUST PROJECT



The Holocaust Project

All Hallows Catholic High School/Technology College
 Leyland St Mary's Catholic Technology College
 Corpus Christi Catholic Sports College
 Balshaws High School/Engineering College
 Wellfield Business and Enterprise College

South Ribble Learning Community

South Ribble Learning Community of schools collaborated on 'The Holocaust Project'. Students in all schools had access to a greatly increased pool of learning partners and an increased number of teacher 'experts' to work with. Each teacher focused on just one aspect of the project thus benefiting from workload savings.

Professional learning communities

The English Schools Foundation in Hong Kong is made up of 17 schools with 13,000 active cLc users. Their 3, 500 active learning communities allow expertise to be shared from within and beyond the foundation. Action research, moderation of standards, subject based communities, SENCO's and Librarian networks are just a few of those on offer.



- Cross Phase Liaison
- SIS Mobile Technology Pilot
- Critical Thinking Network
- Educational Assistants
- ESF Librarians
- Information Literacy
- Early Years
- Science CPL
- Maths CPL
- English CPL
- Snags

英基學校協會

ENGLISH SCHOOLS FOUNDATION

Connected Learning Community

Login ESF Intranet ESF Schools Olympics 2008 EDC Calendar

CLC News

New Staff. Click here to go to the New Staff Home Page

Version 1.4. Has been released and will be available from August.. more

Roll Over. This will take place in the summer break and will give all users direct access to their personal learning communities .. more

CLC workshops for Autumn Term 2007. Proposed seminars and workshops for next term .. click here

UniServity HK office now open to provide direct support for ESF schools .. click here

Seminars. Between August and November 2007 we will be holding seminars and workshop for Senior Leaders and Classroom Leaders about Learning Platforms and Emerging Technologies.

Conferences. Learning 2.0 Shanghai September 14th to 16th. ESF will support 4 places but you need to apply..click here

Interschool Projects. Beacon Hill, Bauhinia South Island and West Island schools are using CLC to support aspects of Internationalism .. click here for details.

CLC Upgrade now has Personal Learning Spaces within Digital Portfolios and better Communication Tools and Task Tool..click here for details

CLC Snapshots. Best in full screen mode



Using a Home Page as a Bulletin Board to keep students and parents informed. Links provide access to further resources and information

Global collaboration projects

This class of Year 2 students were connected with an Inuit community in Northern Canada when studying an alternative geographical location. Forums were used by both groups of students to validate their research about each other's communities.



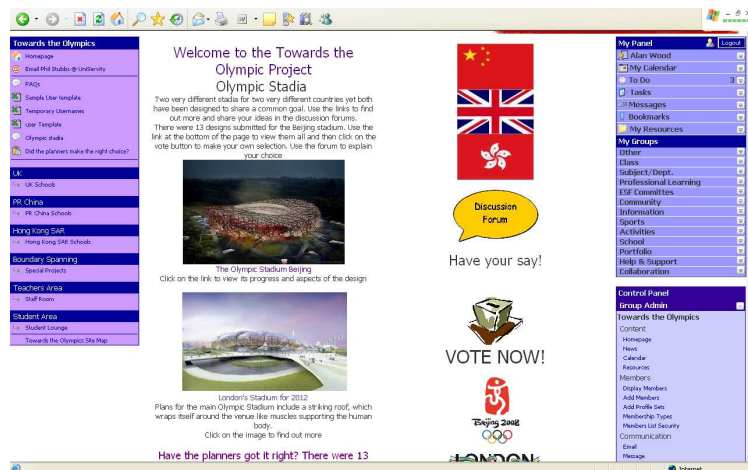
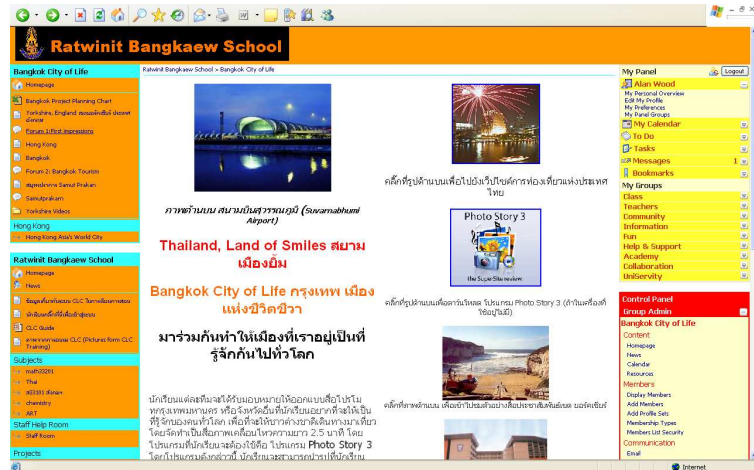
We love the Inuit!



Students and parents in 3 countries collaborated on the UniServity 'Our Future' Project sharing ideas about what should be included in a time capsule. Pupils found this to be a really interesting and thought-provoking project, sharing their ideas about what life will be like in their countries and around the world in 50 years!

Global collaboration projects

The award winning UniServity Project “Bangkok; City of Life: Hong Kong; Asia’s World City” saw Hong Kong and Thai students collaborating to address misconceptions about each other’s cities. The students worked in groups to establish misconceptions and then produce 2 minute movies for their audience abroad. Experts from the travel industry, illustrators, and photographers supported them.



As Great Britain prepares for the 2012 Games, learners in 75 schools in Beijing, Hong Kong and around the UK share their preparations for 2008 and their understanding of the Olympic Ideals. In July 2007 a group of 134 UK pupils and teachers visited their partner schools in Beijing and Hong Kong for a 10 day pupil-led Sport and Cultural Festival based on the ‘Towards the Olympics’ project.

The British Council / UniServity ‘Climate Cool’ Project connects learners from around the world to explore the issues around climate change. This groundbreaking project gives learners the opportunity to share their thoughts with experts in their field, decision makers and leading universities. Further examples of UniServity collaborative projects can be found at the cLc support site www.cLcsuccess.com

