

Removing barriers and creating new opportunities for learning

Section 3: Blurring the distinctions between formal and informal learning

The UniServity cLc gives learners the freedom to work anywhere and at anytime, The cLc enables learners to make use of social technologies that they currently use informally, yet very effectively at home. The following ideas and examples show how the UniServity cLc helps to support this approach:

Podcasting / audio

Ideas: Record stories and children's own written and musical compositions for sharing and evaluation on the cLc. Speaking and listening activities at KS1- record rhymes, songs and games for playback at home. Record lessons and conversations in modern foreign languages. Allow students to discuss ideas or add sound files to blogs. Provide a voice to SEN students. Download free software such as 'Audacity' <http://audacity.sourceforge.net/> to support story telling and broadcasting.



tí xī lín bì sū shì
题西林壁 苏轼

héng kàn chéng líng cè chéng fēng
横看成岭侧成峰，

yuǎn jìn gāo dī zǒng bù tóng
远近高低总不同。

bù shí lú shān zhēn miàn mù
不识庐山真面目，

zhī yuán shēn zài cǐ shān zhōng
只缘身在此山中。

hear it Part 2

hear it Part 3

hear it Part 4

hear it Part 5

hear it Full version

Students from a Beijing High School produced a podcast of Chinese poetry, uploaded it onto their Learning Platform and shared it with their cLc partner school in the UK.

Year 1 students learned how to add sound and voice to PowerPoint presentations.



Click here for the Home School letter.

We have been learning how to add sound to our work in ICT.

Year 1 Memories

We have been learning how to insert sounds into PowerPoint

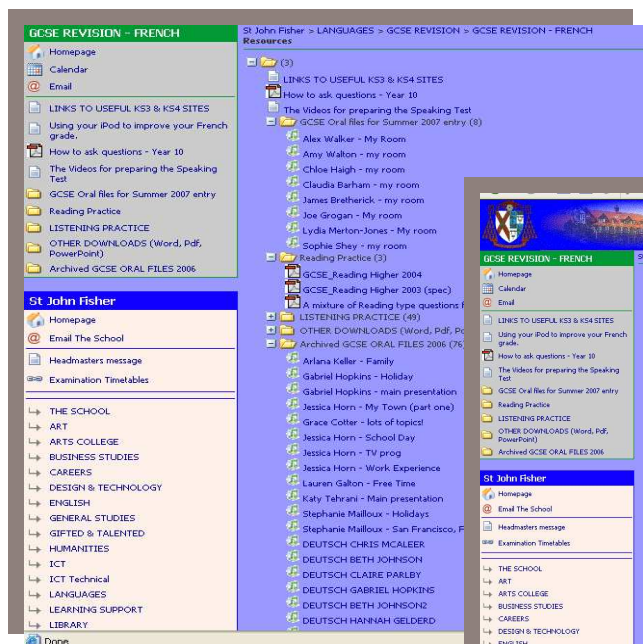
Click here to hear our work

Download your work and see if you can insert some more sounds. Maybe add your thoughts about things you are looking forward to next year

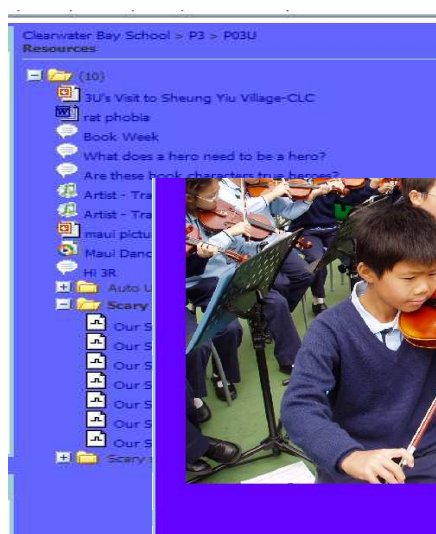
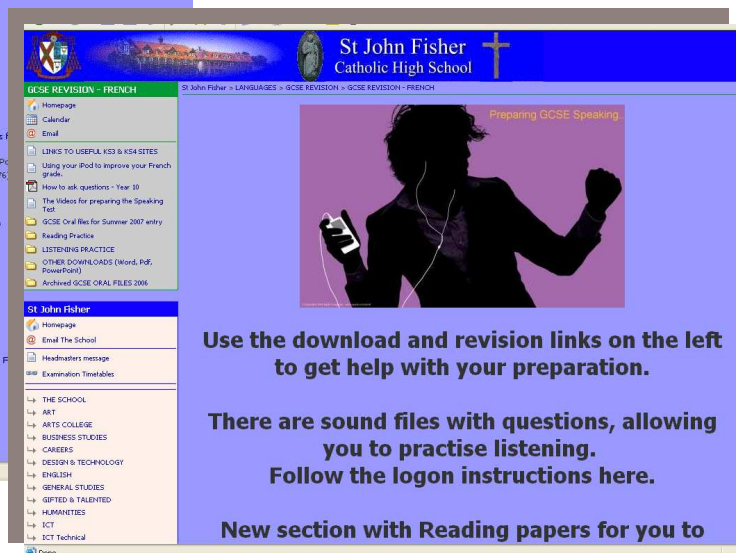
Blurring the distinctions between formal and informal learning

Digital video / video conferencing

Ideas: Talking heads/ voxbox sharing views on topical issues. Record performances for review, analysis or celebration. E.g Gymnastics, athletics master classes, school plays and ceremonies. Record opinions at conferences and events to get immediate responses from participants. Produce scripts for partner schools to perform and produce to your direction. Record moments that are otherwise difficult to capture such as the use of robotics, dance, and drama.



Students at St John Fisher Catholic High School Pod casting their GCSE French oral files.

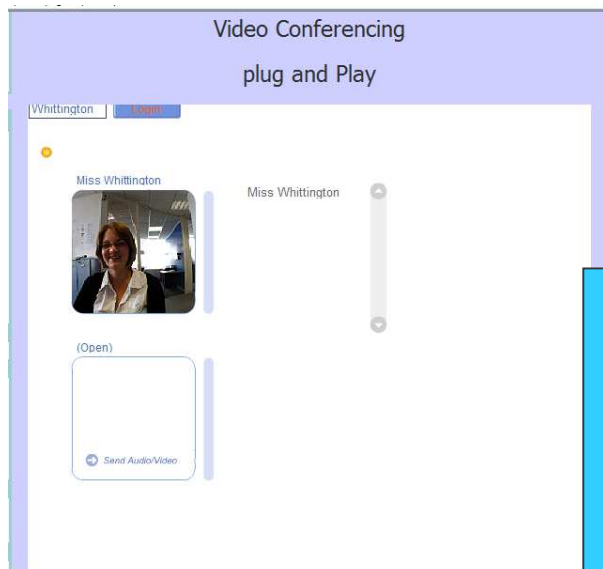


The Virtual Concert Hall

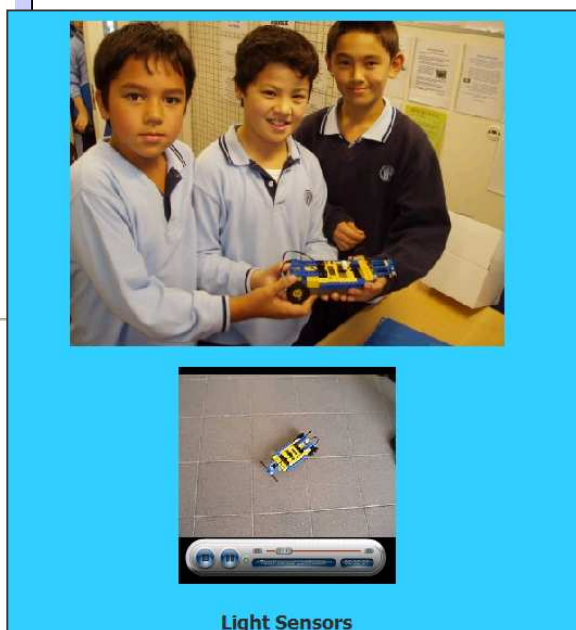
Hear the work of our children in CD quality recordings, through the Virtual Concert Hall. Open the Virtual Concert Hall Folder in the MUSIC section on the left, and click on the titles to hear the music!

These Year 3 students have been using 'Audacity' to record the start of their scary stories whilst working on developing their story writing skills. They recorded their voices and added sound effects to music to create atmosphere and suspense. The music teacher at this Hong Kong school shares the children's performances in a 'Virtual Concert Hall'. This has added benefits as the children can move the recordings to their ePortfolios to show progress over time.

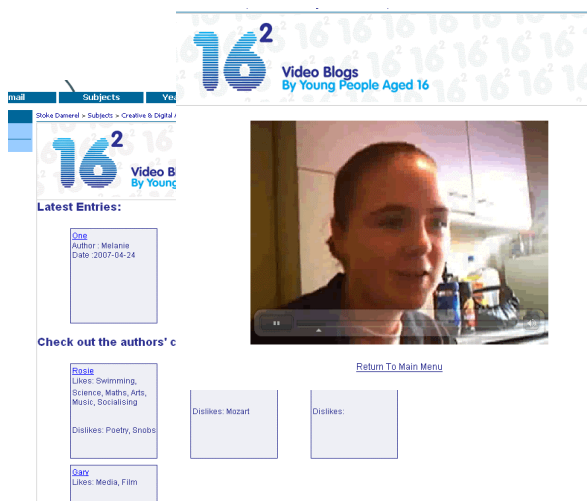
Blurring the distinctions between formal and informal learning



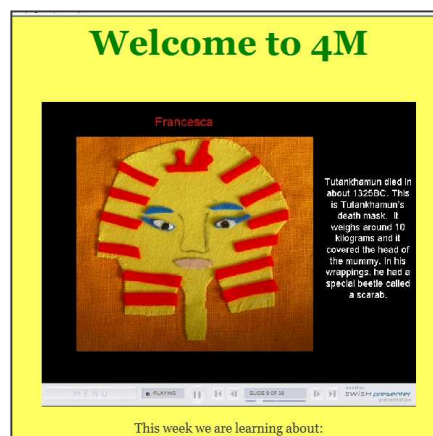
In this example, Year 1 students have been engaged in online speaking and listening activities using a UniServity Flash template to video-conference with children in other classes.



These Year 6 students have used the cLc to chart their progress through a 3 day unit using Robolab. They have inserted images and video clips into custom pages showing their progress and the development of their ideas over time. These pages were then forwarded to the individual student's ePortfolios for further reflection and comments from their peers.



Students at Stoke Dameral Community College have been sharing their thoughts using video blogs.



This teacher has downloaded a free version of Swish Presenter to capture PowerPoint slides of her children's tapestries for presentation on the class home page.

Removing barriers and creating new opportunities for learning

Section 4: The Teacher as Sole Knowledge Provider

When students have access to vast quantities of information at their fingertips they need to be educated to be critical consumers of knowledge. The teacher can no longer present limited views of the world and how it works. Students need access to levels of expertise previously seldom seen in the classroom and skills to critically analyse the information they are presented with. By opening up the world of industry, inviting parents and the community to take part and extending learning outside of familiar territories, the learners experience is immediately enhanced. Using learning partners, for example, parents, industry experts or other schools from around the world, teachers are able to extend the learning opportunities beyond their own specialism and invite the experts to set projects and give new dimensions on particular learning objectives. This expertise can be shared across schools. The following ideas and examples show how the UniServity cLc helps support this approach:

The benefits of using experts to supplement teaching :

- Giving students access to experts other than the teacher through the use of forums, custom pages, blogs and extended communities
- Giving students editorial rights or ownership of their own communities
- Encouraging students as experts. Giving them access to communities where they can share their own expertise.
- Sharing expertise across classes or federations of schools (See Holocaust Project Section 2)
- Creating user accounts for experts and significant learning partners (E.g 14-19 work experience employers)
- Tapping into the expertise within the existing school community. E.g parents, advisors, governors, librarians. (See Section 1 – Parents as Partners in Learning)
- Setting permissions for students to view and publish to each others ePortfolios
- Peer mentoring. E.g transition units
- Vertical collaboration within and across schools.
- Teachers sharing skills and expertise.

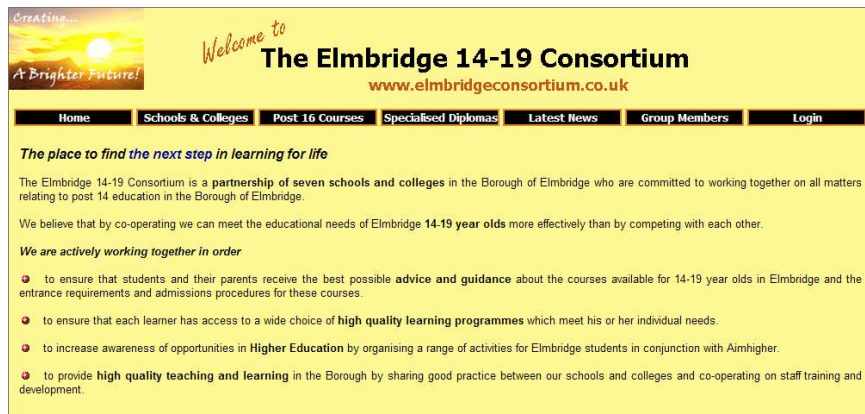
Co-construction

- Creating opportunities for students to construct their own learning.
- Offering students space to publish, share ideas and pursue lines of enquiry
- Using ePortfolios as collaborative desktops



Students at West Island School, Hong Kong teaching UK students Mandarin. Many of the schools involved in this project did not have Chinese Departments so all of the learning was informal and its success is in part attributed to the fact that the language development was based upon what students needed and wanted to learn rather than an enforced curriculum.

The Teacher as Sole Knowledge Provider



Welcome to The Elmbridge 14-19 Consortium
www.elmbridgeconsortium.co.uk

Home | Schools & Colleges | Post 16 Courses | Specialised Diplomas | Latest News | Group Members | Login

The place to find the next step in learning for life

The Elmbridge 14-19 Consortium is a partnership of seven schools and colleges in the Borough of Elmbridge who are committed to working together on all matters relating to post 14 education in the Borough of Elmbridge.

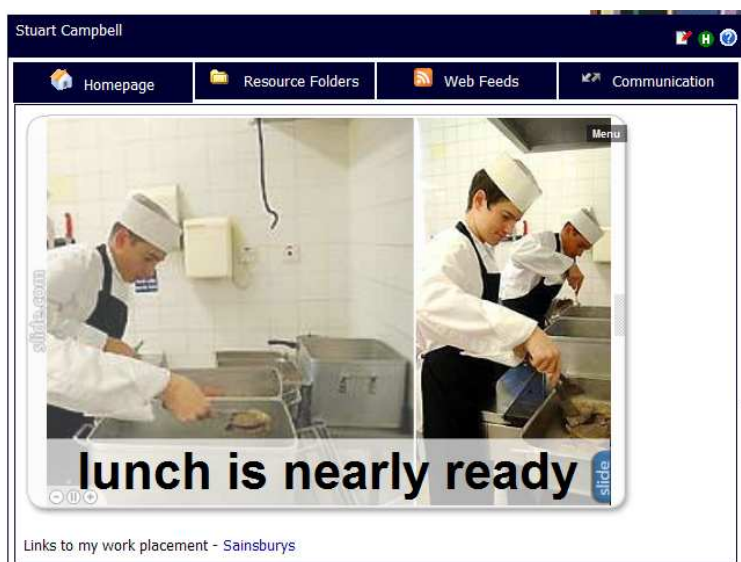
We believe that by co-operating we can meet the educational needs of Elmbridge 14-19 year olds more effectively than by competing with each other.

We are actively working together in order

- to ensure that students and their parents receive the best possible **advice and guidance** about the courses available for 14-19 year olds in Elmbridge and the entrance requirements and admissions procedures for these courses.
- to ensure that each learner has access to a wide choice of **high quality learning programmes** which meet his or her individual needs.
- to increase awareness of opportunities in **Higher Education** by organising a range of activities for Elmbridge students in conjunction with Aimhigher.
- to provide **high quality teaching and learning** in the Borough by sharing good practice between our schools and colleges and co-operating on staff training and development.

The Elmbridge 14-19 Consortium uses the cLc to create an extended community of seven schools and colleges to meet the needs of Elmbridge 14-19 learners more effectively.

A student used his ePortfolio to record his work experience placement. His employers were given usernames and log-in details so that they could contribute to his work experience blog by offering feedback and support and supplying his teachers in school with evidence of his achievements. All students involved had access to each others blogs and were encouraged to support each other.

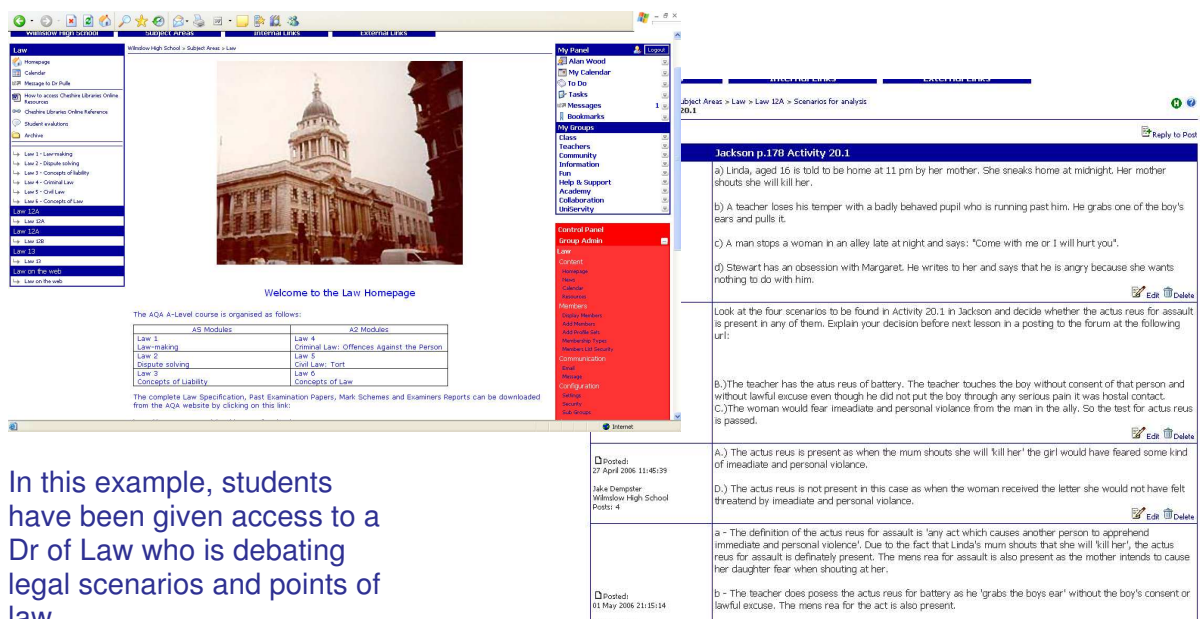


Stuart Campbell

Homepage | Resource Folders | Web Feeds | Communication

lunch is nearly ready

Links to my work placement - Sainsburys



Welcome to the Law Homepage

The AQA A-Level course is organised as follows:

AS Modules	A2 Modules
Law 1: Law-making	Law 4: Criminal Law: Offences Against the Person
Law 2: Dispute-solving	Law 5: Criminal Law: Offences Against the Person
Law 3: Concepts of Liability	Law 6: Civil Law: Tort
Law 4: Concepts of Liability	Law 7: Concepts of Liability

The complete Law Specification, Past Examination Papers, Mark Schemes and Examiners Reports can be downloaded from the AQA website by clicking on this link.

Jackson p.178 Activity 20.1

a) Linda, aged 16 is told to be home at 11 pm by her mother. She sneaks home at midnight. Her mother shouts she will kill her.

b) A teacher loses his temper with a badly behaved pupil who is running past him. He grabs one of the boy's ears and pulls it.

c) A man stops a woman in an alley late at night and says: 'Come with me or I will hurt you'.

d) Stewart has an obsession with Margaret. He writes to her and says that he is angry because she wants nothing to do with him.

Look at the four scenarios to be found in Activity 20.1 in Jackson and decide whether the actus reus for assault is present in any of them. Explain your decision before next lesson in a posting to the forum at the following url:

B.)The teacher has the actus reus of battery. The teacher touches the boy without consent of that person and without lawful excuse even though he did not put the boy through any serious pain it was hostile contact. C.)The woman would fear immediate and personal violence from the man in the ally. So the test for actus reus is passed.

A.) The actus reus is present as when the mum shouts she will 'kill her' the girl would have feared some kind of immediate and personal violence.

D.) The actus reus is not present in this case as when the woman received the letter she would not have felt threatened by immediate and personal violence.

a - The definition of the actus reus for assault is 'any act which causes another person to apprehend immediate and personal violence'. Due to the fact that Linda's mum shouts that she will 'kill her', the actus reus for assault is definitely present. The mens rea for assault is also present as the mother intends to cause her daughter fear when shouting at her.

b - The teacher does possess the actus reus for battery as he 'grabs the boys ear' without the boy's consent or lawful excuse. The mens rea for the act is also present.

In this example, students have been given access to a Dr of Law who is debating legal scenarios and points of law.

The Teacher as Sole Knowledge Provider

Design for Living Meet The Experts



Click on the photographs to visit each expert's home page where you will find more information, samples of their work, challenges and resources to help you with this project

Architect
Eduardo Gonzalez

Commercial Interior Designer
Craig Menzies

Year 5 students at this school were connected to an architect and Commercial Interior designer to support their work in art, design and technology and IT. Time is no longer a barrier as the professionals can work both synchronously and asynchronously at times to suit all participants. The professionals were given editing rights to the 'Design for Living' community.

They supported the teachers in setting a design brief and used forums to help the children to solve problems. The experts acted as both client and mentor offering support and assessments of the children's work.

Custom pages were added to share details of buildings which might influence the children's designs. The two professionals used custom pages to model the creative process using buildings they had designed themselves.

Microsoft Internet Explorer

Can I help with your design brief?

Author	Can I help with your design brief?
Posted: 15 January 2006 12:08:03 Eduardo GONZALEZ Clearwater Bay School Posts: 15	Happy New Year. As you can see, I have presented you with a design brief for your project. Please use this forum to ask me any questions about your designs. I am looking forward to seeing your final presentations. Remember to think carefully about the brief and to plan out your ideas before you put a pencil to paper. A few quick sketches can be useful before you start your perspective drawing. That way you will have a picture of what it should look like in your mind before you start. Good luck.
Posted: 18 January 2006 09:20:15 Tony EUM Clearwater Bay School Posts: 4	what colour do you want the building to be?
Posted: 18 January 2006 09:25:19 Agnes YU Clearwater Bay School Posts: 1	Mr Gonzalez , can i ask what do you mean by a recessed walk way?
Posted: 18 January 2006 09:25:53 Catriona HART Clearwater Bay School Posts: 3	What do you mean by display doors and windows?
Posted: 18 January 2006 09:29:40 Ethan FOO Clearwater Bay School Posts: 5	What does "feature reception/public entrance extending to all 3 floors measuring the full height of the building with access to the lift shaft" mean?
Posted: 18 January 2006 09:30:00 William L. Clearwater Bay School Posts: 1	What are "recessed units"?

Mr Gonzalez: Architect
Mr Menzies: Interior designer

Building
3 storey building with a flat roof
Ground floor: 4 Retail Units with a covered recessed walkway (Collonade) Large display doors and windows
First floor: 4 residential units
Second floor: 4 residential units
All rooms must have windows
Feature reception/ public entrance extending to all 3 floors measuring the full height of the building with access to the lift shaft.
The site faces onto the Sai Kung waterfront with a private road to the front and sides of the building.
The site must be landscaped
Materials: The client is open to suggestions as to the materials used but the use of all materials must be explained and justified in the final presentation.



Project Information
Client: Clearwater Bay School
Address: 100, Clearwater Bay Road, Clearwater Bay, Hong Kong
Project: Design and construction of a new building for the school.

Project Description
The project is a new building for the school, designed to provide a modern and functional learning environment. The building will be a three-story structure with a flat roof and a covered recessed walkway (Collonade) on the ground floor. The first floor will contain four residential units, and the second floor will also contain four residential units. All rooms must have windows. The building will feature a reception/public entrance extending to all three floors, measuring the full height of the building with access to the lift shaft. The site faces onto the Sai Kung waterfront with a private road to the front and sides of the building. The site must be landscaped. The client is open to suggestions as to the materials used but the use of all materials must be explained and justified in the final presentation.



The Teacher as Sole Knowledge Provider

In this example, some Year 3 students were given access to a wide range of experts to support their writing. They had to apply for a range of jobs, seek help in solving crimes and consider the work that each professional did. Later in the project they also had help from a forensics expert.



Mystery and Detective Stories.

Apply for a job?



Reporter



Police



Private Investigator

Have a go at solving some crimes



St Nicolas CE Junior School

2005 - 2006

- Homepage
- Ask the Expert - Sarah Fowler - SHARKS
- Shark Expert - Sarah Fowler
- Ask the expert photos
- Old School Discussion
- Our Ideas for Improving the School
- Would you like to live in an Indian Village?
- Rural and City Life In India.
- Design Technology - Xmas Decorations
- Design Technology - 4C's decorations.
- Christingles
- Katesgrove
- Sock Puppets
- Samba Workshop
- Land of foo foo
- Spring Term Report
- ICT challenge group
- St. Nicolas ~ The old school

St Nicolas Junior > Year 4 > 2005 - 2006 > Shark Expert - Sarah Fowler



Sarah Fowler

Printer friendly version

Sarah Fowler (Matthew and Becky Spencer's mum) is a marine biologist and conservationist who specialises in shark conservation and management. She used to work full time for the UK government, undertaking diving surveys, monitoring marine wildlife and helping to look after important coastal areas all around the British coast. Now she's the managing director of an environmental consultancy and publishing company, based in Newbury (www.naturebureau.co.uk), and works for lots of different governments and organisations on various marine conservation projects around the world. Her job includes providing advice to

Shark, Ray Food	
Posted: 07 June 2006 13:39:03 Joseph Brace St Nicolas Junior Posts: 3	What do sting rays eat? Edit Delete
Posted: 07 June 2006 13:45:21 Jessica Blissell St Nicolas Junior Posts: 28	Do sharks eat dolphins? 😊😊 Edit Delete
Posted: 07 June 2006 13:45:32 Thomas Richardson St Nicolas Junior Posts: 6	do sharks bite people? 🐢😬😬😬😬 Edit Delete
Posted: 07 June 2006 13:46:37 Mrs Black St Nicolas Junior Posts: 40	Some sharks eat dolphins if they get the chance! Usually dolphins that are already dead, but white sharks have been known to catch them too. Stingrays mainly eat shellfish (molluscs and crustaceans), sometimes small fishes. Edit Delete
Posted: 07 June 2006 13:47:05	Sharks sometimes bite people. Divers will (and do) get bitten if they pull a shark's tail - that's a good way to get bitten by dogs too! Fishermen can be bitten when they are handling sharks that they have caught. Those are bites in self-defence. Some sharks bite swimmers by mistake because they see a white flashing hand or foot and think it's a little fish. They let go and swim for their lives as soon as they discover their

Staff at St Nicolas Junior School have been making use of the expertise that exists in their parent community. This parent, a marine biologist and conservationist, answered pupils' questions, such as "Do sharks eat dolphins?"

Removing barriers and creating new opportunities for learning

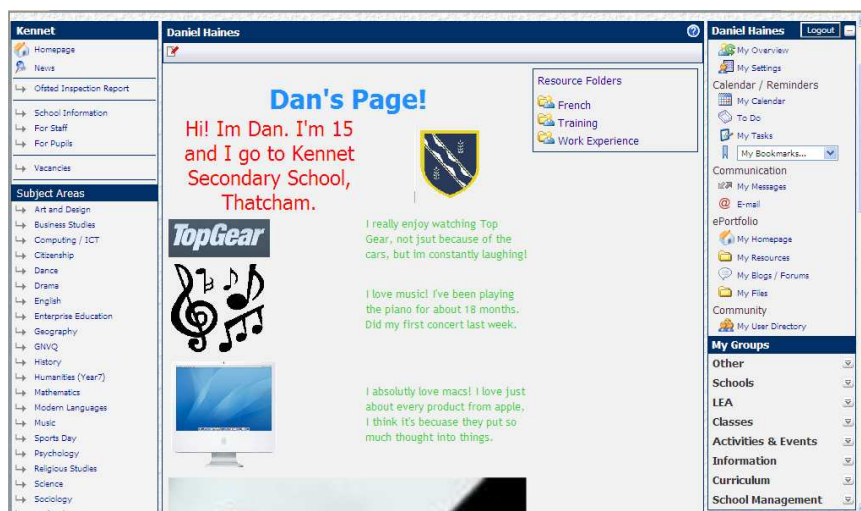
Section 5: The Teacher as the Principal Audience for a Student's Work

If students are to be active, discerning consumers of knowledge, collaborating with a wide and diverse community of learning partners, they must be empowered to make use of what they learn about knowledge, and the way that it is presented, in their own work. It is no longer acceptable for the sole audience of the student's work to be the teacher in the classroom. As collaborators, just as they consume, they must also process and publish the knowledge, which they construct for equally wide and diverse audiences. The cLc presents students with a hitherto unheard of audience drawn from within their own class, the wider school community, their family and friends as well as other learners and experts drawn from different communities around the world. Without this audience there will be no authentic learning, no authentic assessment, fewer reasons to write, a greatly reduced focus when processing and presenting information and far fewer opportunities for learning. The following ideas and examples show how the UniServity cLc helps support this approach:

- Make links with other schools
- Allow cross year band collaboration
- Open communities to learners from different year groups
- Insist that all that is produced has an identified purpose and audience.
- Use surveys to research the needs of your audience prior to commencing any tasks and again to assess how closely those needs are met on completion
- Use audiences as valuable assessors (See Authentic Learning)
- Carefully consider the parameters you set with regards to visibility of ePortfolios
- Give learners editing rights to communities so that they can publish their work and seek feedback from target audiences
- Encourage the use of digital narratives in students' ePortfolios.

A typical secondary school ePortfolio. This student has reflected on his learning and selected resources and learning conversations to publish to different parties. His work experience folder is visible to his teacher, employer and peers. His training folder is published to teachers only as it contains INSET materials that he has produced to

support their use of the cLc. His French folder is published to a group of friends with whom he is collaborating to produce a video on their favourite music. Dan's teacher carefully considered her use of the settings in *User Directory Security*. She has set the parameters so that Dan has an appropriate range of audiences to work with.



The Teacher as the Principal Audience for a Student's Work



Students at West Island School, Hong Kong are part of the ***Towards the Olympics Project*** which connects 32 UK secondary schools with schools in Hong Kong and Mainland China. With such a diverse audience these students have been given time, permissions and space to build their own communities and to construct an international student eMagazine. The magazine has features in English, Mandarin and Cantonese and available to student in all the schools involved in this groundbreaking collaborative project in conjunction with the Specialist Schools and Academies Trust in the UK. (SSAT)

The magazine meets the needs of the diverse audience by presenting all information in English and Cantonese and even in Mandarin where necessary. The students have also added sound files and video clips to make the community more engaging. Forums and surveys make the work interactive.

Life As A Student In Hong Kong



Just like any other student of a ESF school, we all love going out to socialize during the weekends. Whether it is a trip to the beach with friends or a day inside to meet people on the net. Hanging out with friends after school in McDonald to celebrate the end of the week of exams or catching the late afternoon screening of the newest movie out, we always find some way to connect to everyone around us. Hong Kong is a very well developed city and offers many attractions, I will start by introducing to you the many places which are most popular in Hong Kong:

- Causeway Bay: Shopping, movies, dining [Times Square: Sticker pictures]
- Tsim Sha Tsui: Shopping and eating

Eason Chan has won a lot of major awards in past ceremonies. For example, he has won the 'Most Popular Male Singer Award' in one of the major Hong Kong Music Academies in 2006.

淘汰 - greatest hit in his new released album. Well sang, and also brilliantly composed by well-known artist and composer Jay Chau.

陳奕迅 在过去的仪会上得了很多重要奖杯。在2006香港音乐会上, 他得到了'最受欢迎男歌手奖'。"淘汰"是**陳奕迅** 的最新专辑, 曲由著名的艺术家和作曲家周杰伦。



The Teacher as the Principal Audience for a Student's Work

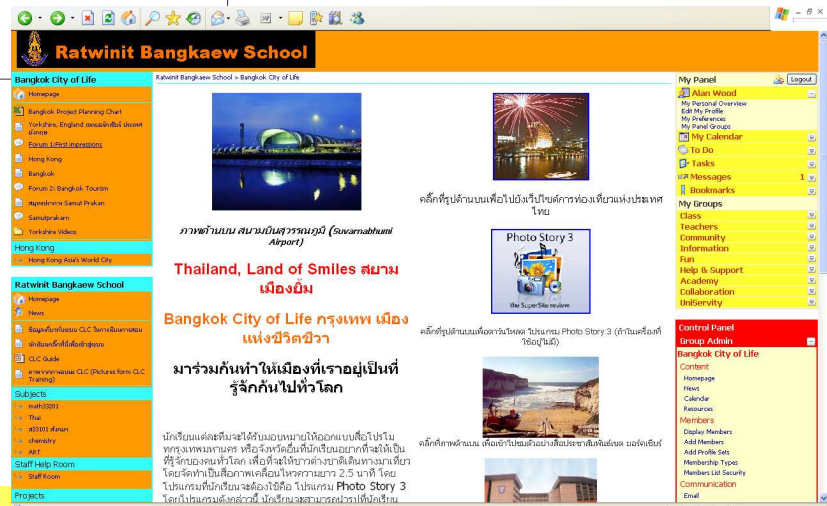


Eli

"I like the CLC because my dad can't come to school. He can see what we are doing because there are lots of photo's"

Teachers at this Primary school recognise that even their youngest learners recognise the significance of the audiences that the cLc allows them to reach. Capitalising on this understanding will raise standards.

The Bangkok City Of Life Project saw learners from Thailand, Hong Kong and the UK producing Photo Stories for a global audience.



PU4TH

- Homepage
- Calendar
- Story Reviews
- Sylviaanna Celebration
- PE photos of jumps
- Collaborative Stories
- Interactive Issues / Dilemmas stories
- Problem solving - making shadufs
- Members
- Email Ms McMordie
- Message Ms McMordie

Resources

- Group Name (1)
- Story Reviews
- Auto Upload (9)
- Sylviaanna Celebration (2)
- PE photos of jumps (8)
- Collaborative Stories (6)
 - CHATTY THE MONKEY by Claudia, Eunice, Heather, Francesca and Katherine
 - LENNY THE ELEPHANT by Joanne, Caleb, Clarence, George and Melody
 - THE MUM LIBRARY by Aidan, Brandon, Curtis, Shradha and Mayu
 - MR HAGGITY by Cameron, Elise, Patrick, Eliza and Jia Jun
 - THE CASTLE STORY by Asher, Chris, Wendy and Casey

This school has created an opportunity for year 4 students to collaborate on story writing. One child wrote a starter with an initial dilemma. Other children then added a variety of resolutions before the author of the first section added links to make the story interactive for the reader.



We love the Inuit!



In this example, 6 year old children have been publishing their work on the Inuit to students from an Inuit community school in Northern Canada. Access to this audience allowed them to access primary evidence and to validate their own research.