

Removing barriers and creating new opportunities for learning

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

Access to learning from any location at times suitable to the learner allows teachers to blur the distinction between formal, non-formal and informal learning. Learning is no longer seen as being sandwiched between a series of bells and students can utilize a highly developed set of social networking skills that serve them so well in the schoolyard to support their own learning. The following ideas and examples show how the UniServity cLc can help support this approach.

Ideas:

- Set 'thinking' homework which allows the students to discuss and construct learning using forums, surveys and blogs. These learning conversations can be captured as evidence
- Consider the use Podcasts and feeds so that students can access learning at times and in places best suited to their needs
- Create resourced learning experiences that require little teacher intervention. Consider your own use of questioning. Remember that you will only get what you ask for so be clear about expectations.
- Consider the use of video for asynchronous learning.
- Create communities where students have editing rights so that they can download and upload resources at times to suit them.
- Make use of ePortfolios as collaborative learning environments
- Set guidelines for students to update their homepages. Develop the social networking using ePortfolios and the User directory and then capitalise on these informal networks when tasking the students with work.
- Build the need for collaboration into out of hours tasks.

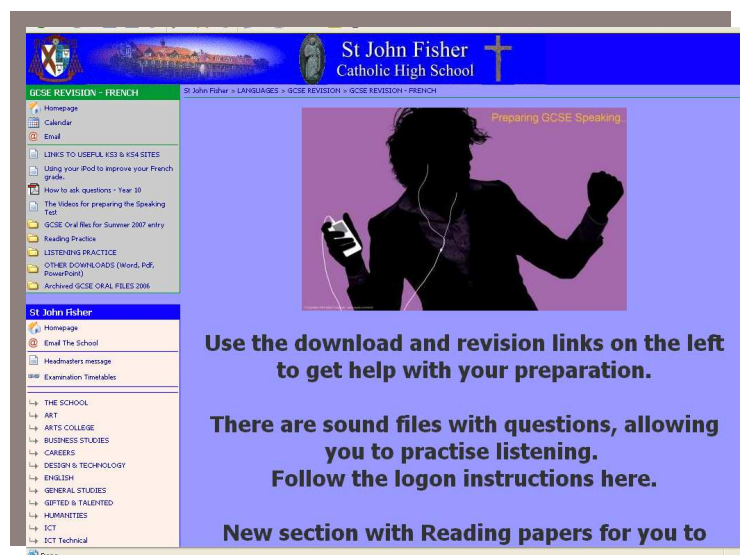


In this example, six-year-old students in three time zones can be seen collaborating on the same piece of poetry.



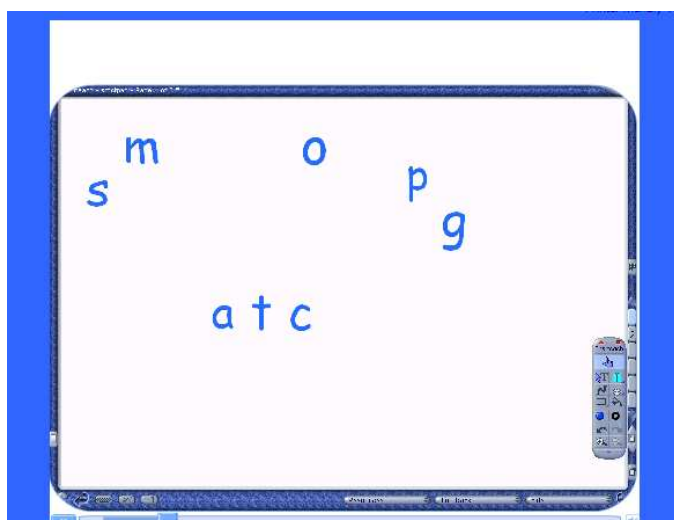
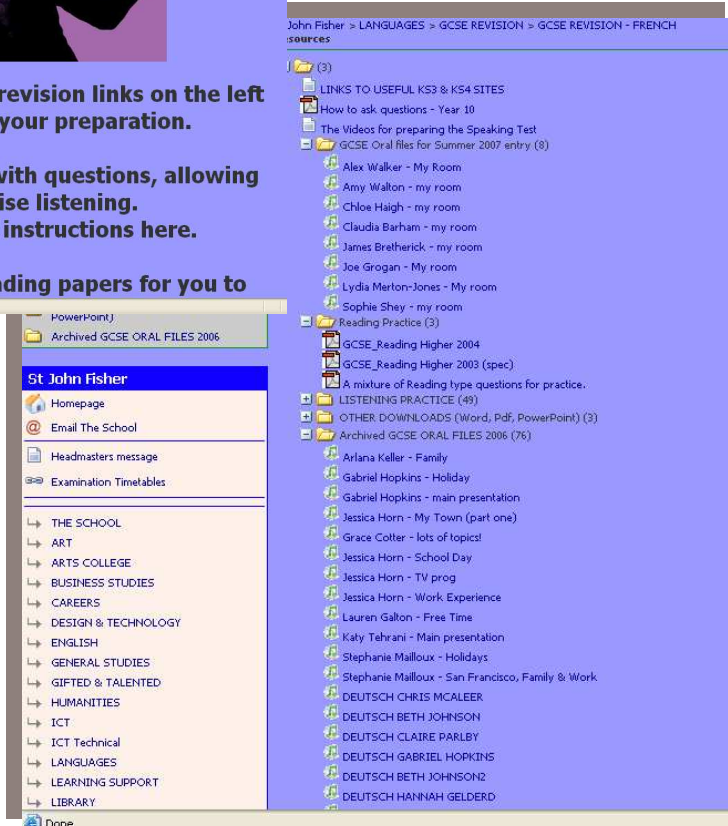
Students in this Hong Kong school frequently stay behind so that they can host video conferences with their UK partner school. The UK students have to come into school early to compensate for the 7-hour time difference. The schools record the sessions so that they can be played back at any time the students wish to review their work.

Breaking free of the timetable and the constraints of a limited school day



Podcasting makes key lessons available on demand.

A podcast is a digital media file, or a series of such files, that is distributed over the the internet using syndication feeds for playback on portable media players and and personal computers. Students were are to download lesson content and revision links at home. The term 'podcast,' like 'radio,' can mean either the content itself or the method by which it is syndicated; the latter is also termed podcasting.



This teacher has recorded her whiteboard screens and actions. Wearing a headset meant that she was also able to capture her voice, making this lesson on phonics available on demand.

Breaking free of the timetable and the constraints of a limited school day

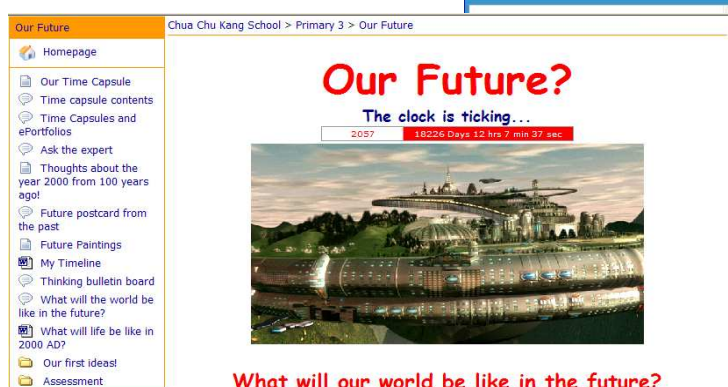


The UniServity “Our Future “ project offers learners and teachers a fully resourced learning experience, requiring out of hours collaboration and knowledge construction. Forums and surveys require discussion with parents. Students are asked to collaborate with learners in different time zones. The look and feel of the project is engaging and the authors have high expectations of all participants. Forums and surveys are timed to maintain focus and to scaffold thinking and their lifespan ensures that they do not deteriorate. Learners are independent of their teachers and required to make decisions based upon the outcomes of their collaborations. Ask your CSM for details of how your students can be involved.

This teacher has supported her students by using the survey tool to build a learning journey in a similar way that she has created web quests in the past. She has added links to a range of resources and questions to guide the thinking of her year 7 students. The learners have been given deadlines to complete all sections as homework. Some students worked through the whole resource in one go whereas others used the support in lessons before advancing through each section. The responses of all students were automatically captured and shared for peer review and teacher evidence of learning.



This photograph appeared in the special news magazine for Land Girls - why do you think the Ministry of Agriculture did not use it as a poster to recruit for the Land Army?



Removing barriers and creating new opportunities for learning

Section 7: Authenticated Learning - authenticity and purpose

As lessons give way to problem solving and enquiry learning, students need to be presented with authentic problems to solve. By definition these should involve authentic audiences, authentic collaborators and importantly; authentic assessors. The following ideas and examples show how the UniServity cLc helps support this approach.

Ideas: Define student roles within groups: e.g project manager, information manager, buyer etc... Use the task tool to request student applications for roles. Allow visibility and a forum so they can 'interview' each other online.

- Connect learners with appropriate experts, collaborators and audiences for the task at hand
- Plan for authentic research. Use surveys and forums to assess what needs to be learnt
- Use forums and surveys to assess learning outcomes / changed behaviours
- Give students choices so that they can invest in an area of personal interest
- Use ePortfolios to allow students to pursue related studies in tandem with class based and out of hours learning
- Engage experts to support the learning whilst you, the teacher support the learning process.
- Build thinking and discussion time into planning
- Use class calendars to for project management; setting deadlines
- Use messaging for internal 'company' or 'client' memos



In this example, year 4 students have been connected with a year 1 class. They have been tasked to create a book for a younger audience. They used the survey tool to carry out research to assess their audience's needs. They looked at the responses for common criteria and then used these to create an assessment framework, which they then pushed to the younger students following their presentations of their prototype books. These criteria were supplemented by additional elements following a trip to the library to look at how other authors had solved the same problem. The feedback from the target audience was then incorporated into the designs before the children were presented with the final versions.

When you have read one of our stories, let us know your thoughts....

we can learn from your comments.

Thank you!

Please answer all of the questions. Question 1

1)
What was the title of the story you read?

2)
What did you think of the story?

☐ It was awesome: I really enjoyed reading it.

☐ It was pretty good: it kept me entertained for a while.

☐ It was okay.

☐ I didn't really enjoy it.

3)
What was good about this story?

Authenticated Learning – authenticity and purpose

My Life? Your Life? Our Lives!

Click below to learn about the
lifestyles and culture of Taiwan



**Taipei
Zhongshan
Municipal Girls
High School
Taiwan**

Click below for a selection of
tasty recipes from the USA!



**Ankeny High
School
Iowa, USA**

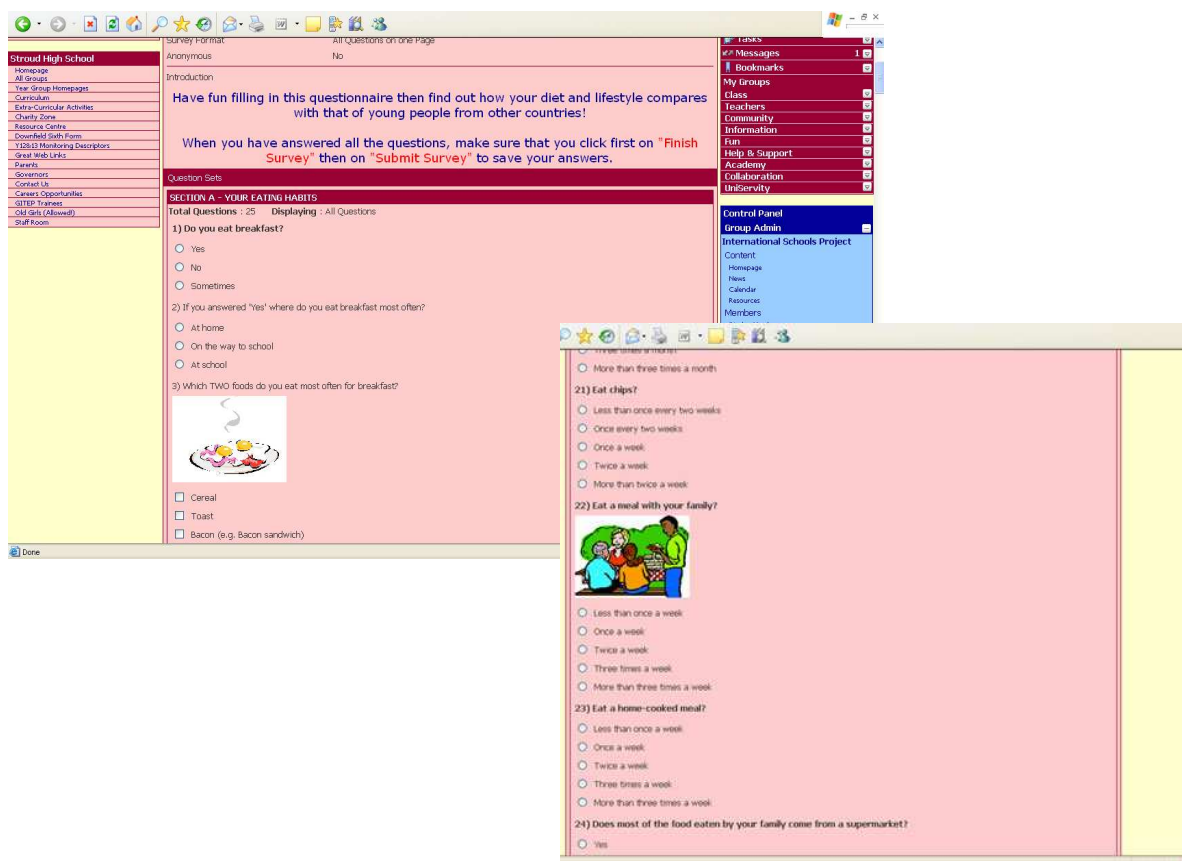
A very big welcome from [Stroud High School](#) to our new friends
across the Globe!
We are looking forward to working with you.

Hello!

Здравствуйте!

li ho bo!

In this example, students from Stroud High School are gathering evidence from primary sources for a global collaboration on diet and lifestyles. The teacher has used forums and surveys to collect genuine data, address misconceptions and validate research



The screenshot shows a web browser window displaying a survey titled "SECTION A - YOUR EATING HABITS". The survey is hosted on a website with a sidebar menu on the left and a top navigation bar. The survey questions are as follows:

- 1) Do you eat breakfast?
 - ☐ Yes
 - ☐ No
 - ☐ Sometimes
- 2) If you answered "Yes" where do you eat breakfast most often?
 - ☐ At home
 - ☐ On the way to school
 - ☐ At school
- 3) Which TWO foods do you eat most often for breakfast?



☐ Cereal
☐ Toast
☐ Bacon (e.g. Bacon sandwich)

The survey also includes a "Finish Survey" button and a "Submit Survey" button. The sidebar menu on the left includes links to Home, All Groups, Year Group Homepages, Curriculum, Extra-Curricular Activities, Charity Zone, Reports Centre, Downloadable Forms, 125-13 Monitoring Descriptors, Great Web Links, Parents, Government, Contact Us, Career Opportunities, Q125-13 Training, Q4 Girls (Abused), and Staff Room. The top navigation bar includes links to Home, Messages, Bookmarks, My Groups, Class, Teachers, Community, Information, Fun, Help & Support, Academy, Collaboration, and UniServity.

Authenticated Learning – authenticity and purpose




Resources

- [Homepage](#)
- [Message Ella](#)
- [British Council - Learn English](#)
- [University outreach support](#)
- [Global foot print](#)
- [El Nino](#)
- [Documentary and video](#)
- [Useful web links](#)
- [Downloadable resources](#)

British Council Hong Kong: Climate Cool > Resources > Documentary and video
Phil Stubbs



An Inconvenient Truth

Al Gore's groundbreaking book, *An Inconvenient Truth*, brings together leading-edge research from top scientists around the world, as well as photographs, charts, and other illustrations to document the reality of global warming - and to sound a warning bell for action before it's too late. Filled with personal anecdotes and observations about how this issue has become a central focus in Mr. Gore's life - and why he believes it is the crucial issue of our time - **AN INCONVENIENT TRUTH** argues that global warming is not just about science, nor is it just a political issue: it is a moral issue and we have a responsibility to do something about it. Destined to become a classic, this accessible, entertaining, and thorough book is a unique reference for anyone who wants more information about global warming as well a guidebook for those who want to join the fight.

Class 06/07

Community

Information

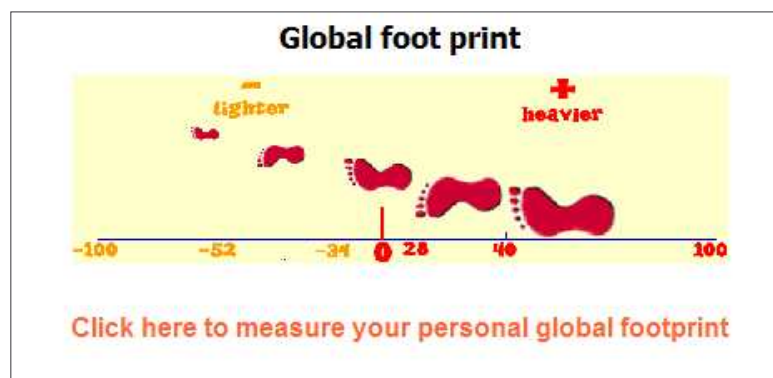
Form

School

Collaboration

Class 07/08

[Logout](#)



UniServity and the British Council have collaborated to produce the groundbreaking 'Climate Cool' project aimed at secondary schools around the world.

In this project, students have access to media rich, authentic data from observatories, scientists and explorer vessels

around the world. They have support from experts in the field and access to articles, learners and teachers from across the globe. Taking articles from leading newspapers as starting points, students in each country look at how the issues presented affect them. They look for commonalities, possible local and global solutions and ways of advocating change locally and internationally. Students and school are required to measure their global footprints and share their results. Through access to communities and social networking, learners can share solutions and attempts to reduce their impact on the environment whilst forming groups to pursue their own climate related lines of enquiry. Contact your CSM for information on how you may be able to take part.



Authenticated Learning – authenticity and purpose



Katie WHITE I had a favourite dolly called Tiny Tears, because she cried real tears, which was amazing in those days. I also used to love bouncing around on my big blue space hopper. The children in our street used to have space hopper jumping competitions with rosettes for the winners!

19 Mar 2007 08:31

Post 13



Diana (Katie's Mum 1C)

Year 1 students studying Toys in the past used forums and surveys to collect evidence from parents and grandparents. The Toys were then shared and discussed using custom pages.

Ryan ANDERSON

06 Mar 2007 21:15

Post 5

Back when I was young I used to play Ludo, Snakes and Ladders and Tiddly Winks. As I grew older Monopoly was invented and I loved playing that. When I was 10 I was given a real steam engine. I used to boil up water in the boiler which made steam and this could drive a wheel which in turn was used to turn a sharpening stone.



Ryan's Pop Pops (Grandfather), PIE

In this example, a Year 2 teacher has used forums and surveys designed with his students to find out about the places visited by the children in the class and their parents and grandparents when they were 7 years old. The results were shared using a free download from www.World66.com so the children could see that the world is becoming a smaller place.

- 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



Parents and grandparents were then asked to submit their holiday photographs and memories for inclusion in a series of custom pages. The children compared the experiences of their families with their research on holidays 100 years ago.

Authenticated Learning – authenticity and purpose



The screenshot shows a web browser displaying the Sir Thomas Rich's School website. The main content area features a large image of a sandwich with the text "Pure The Organic Sandwich Shop" overlaid. The left sidebar contains a navigation menu for "Louise & Robin" and "Sir Thomas Rich's". The right sidebar contains a "My Panel" section with links to "Alan Wood", "My Calendar", "Class", "Teachers", "Community", "Information", "Fun", "Help & Support", "Academy", "To Do", "Messages", "Tasks", and "Bookmarks". Below the "My Panel" section is a "Control Panel" section with links to "Group Admin", "School Admin", "Configuration", "Settings", "All Groups", "p3p", "Statistics", "Marketing", "Banners", "Email Footers", "Appearance", "Header", "Header Menu", "Footer", "My Panel Colours", and "Control Panel Colours".

The main content area also displays a "Cash flow and Break Even" section with a line graph showing a profit trend. The graph has a green line representing profit and a red line representing loss. The x-axis is labeled "Time" and the y-axis is labeled "Profit/Loss". The graph shows a green line starting at the origin and rising steadily, and a red line starting at the origin and rising more steeply, crossing the green line at a point labeled "Break Even".

Below the graph, there is a "Spreadsheet explanation:" section with text explaining the business model and the spreadsheet calculations. The text mentions that the business is a sandwich shop and that the spreadsheet calculates the cash flow and break even point. It also mentions that the business is a sandwich shop and that the spreadsheet calculates the cash flow and break even point.

In this Lower 6th Business Studies Unit, students were supported in setting up their own businesses. They used the cLc to collaborate, project their brand, publish cash flow and financial information and track the progress of their enterprises.

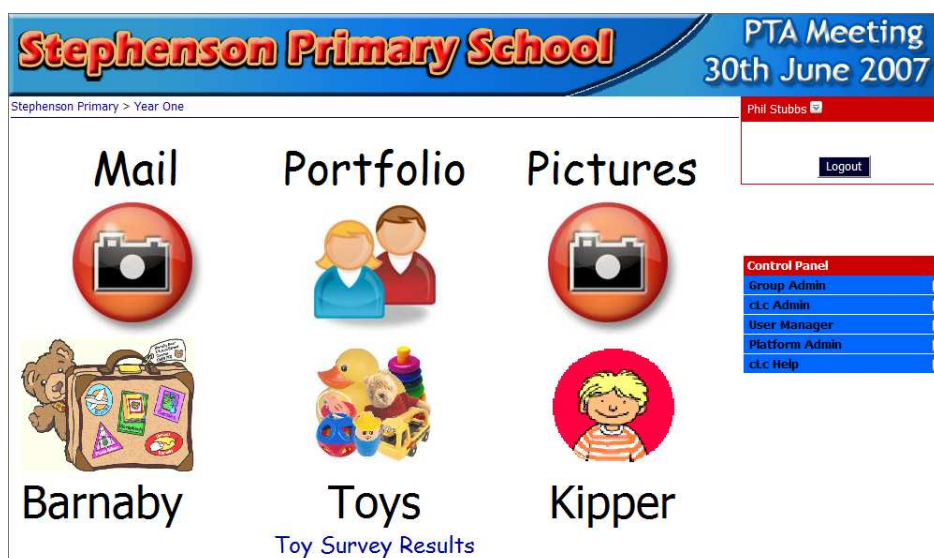
Students were mentored and supported by teachers and several businesses, giving real life examples and experiences to the project. The project covered several key areas of the national curriculum

Removing barriers and creating new opportunities for learning

Section 8: Personalised Learning

Personalized learning has the potential to refocus learning on the individual rather than the institution; to take the roots of best practice in schools and then make this available for all, anytime and anywhere. In its simplest form, personalized learning is about tailoring education to the individual's needs, interest and aptitude, giving children a degree of ownership of the learning process and affording them the opportunity to have a voice and a choice with regard to learning in order to ensure that every child reaches their full potential. Giving pupils their own dedicated learning space, whether for an individual pupil or for a particular interest or ability group, adds a new dimension and level of ownership to the personal learning process. Here are some ideas and examples of how the UniServity cLc helps support this approach:

- The virtual classroom community belongs to the community itself.
- Manage the user interface to ensure the cLc meets the needs of individual users
- Carefully consider the management of ePortfolios in your school.
- Use ePortfolios for capturing learning conversations and target setting
- Offer multiple routes through learning materials.
- Take care to allocate resources and groups to targeted students to cater for individual needs and allow for flexible 'setting' within a class.
- Offer students choice in learning pathways
- Give students ownership of their own areas of the platform where they can pursue their own interests
- Give students the tools they need to be independent



Carefully consider the needs of your users when establishing the look and feel of your cLc. This example shows an image driven navbar supports accessibility for all users in the school.

Personalised Learning

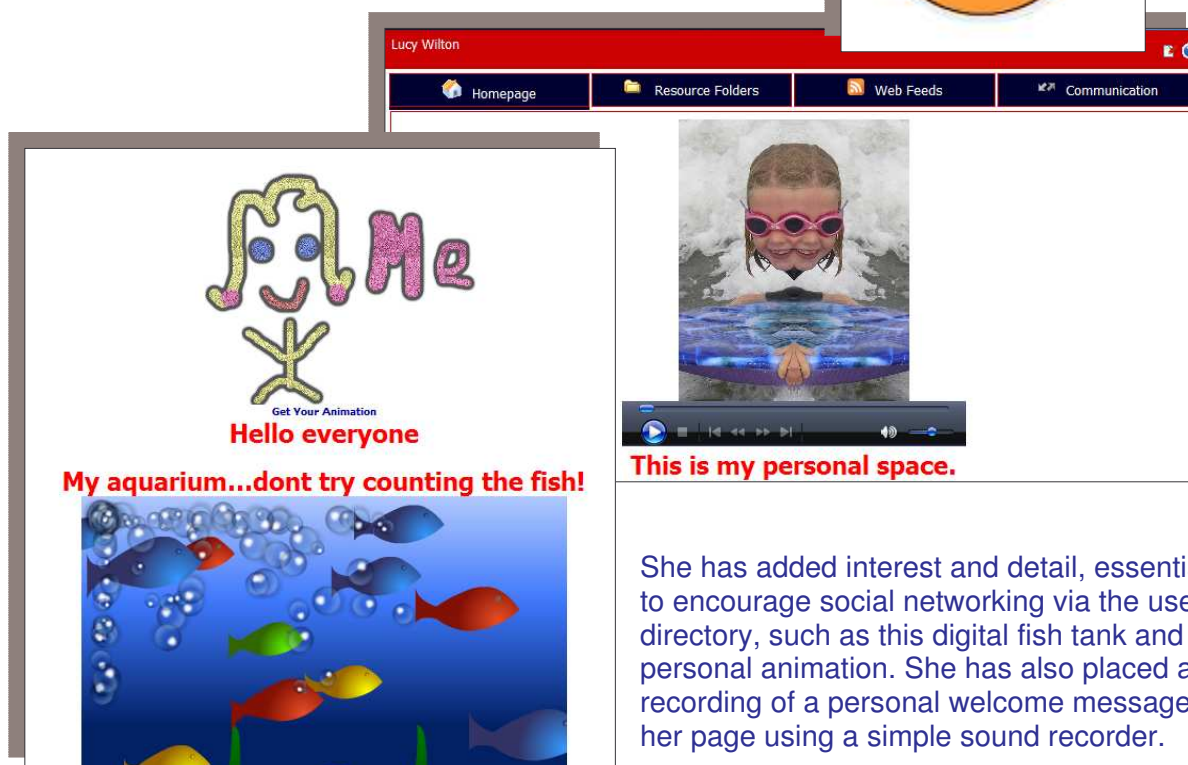
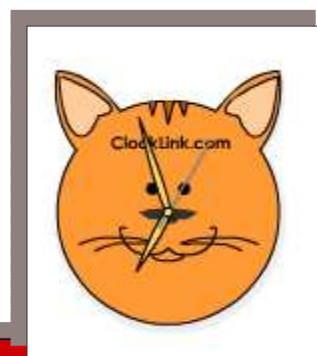


The Year 1 community has kept navigation to a minimum, using icon driven menus on the homepage.

To further personalise access, this student was allocated a look and feel more suited to her individual needs. Her 'My Panel' has been replaced with an icon driven menu to simplify navigation.

Lucy's ePortfolio Home Page paints has been edited to include a media rich digital narrative containing text, graphics, flash, video and sound. She has embedded web applications to convey her digital identity.

She has added useful elements such as this web clock.



She has added interest and detail, essential to encourage social networking via the user directory, such as this digital fish tank and personal animation. She has also placed a recording of a personal welcome message on her page using a simple sound recorder.

Personalised Learning

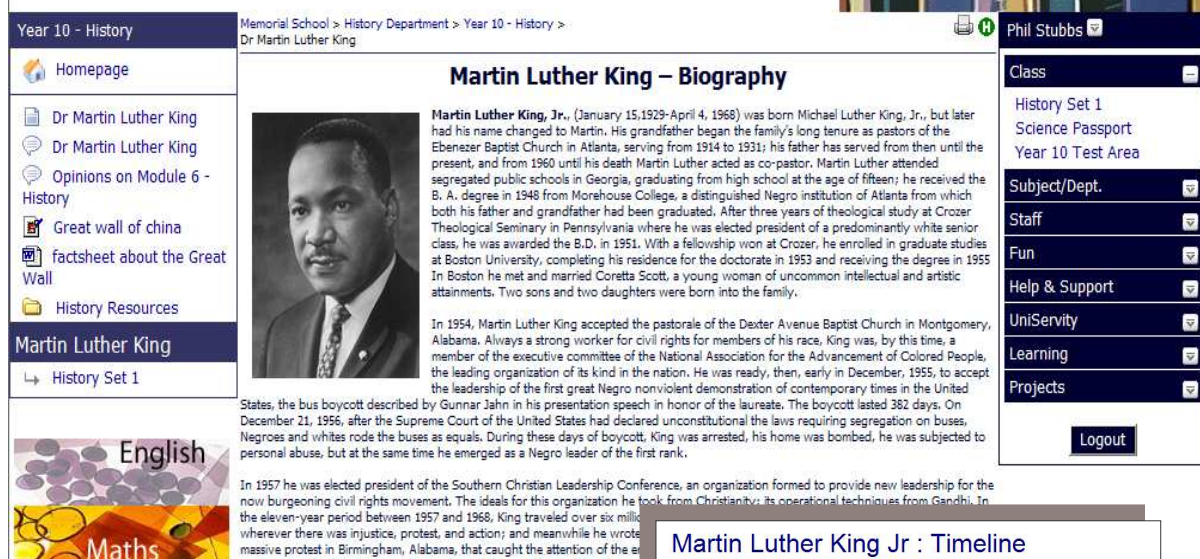


Finally, Lucy has recognised that her homepage is also a collaborative desktop and an environment with the potential to support her own learning. Consequently, she has added links to her favourite websites and sites that will support her learning.

She has published folders to students, teachers and her parents and her teacher has systems in place which require her to select and reflect on her own work before publishing for a variety of audiences and purposes.

In this example, year 10 students are studying the impact of Martin Luther King on life and attitudes in the USA today.

The Memorial School



Martin Luther King – Biography

Martin Luther King, Jr. (January 15, 1929–April 4, 1968) was born Michael Luther King, Jr., but later had his name changed to Martin. His grandfather began the family's long tenure as pastors of the Ebenezer Baptist Church in Atlanta, serving from 1914 to 1931; his father has served from then until the present, and from 1960 until his death Martin Luther acted as co-pastor. Martin Luther attended segregated public schools in Georgia, graduating from high school at the age of fifteen; he received the B. A. degree in 1948 from Morehouse College, a distinguished Negro institution of Atlanta from which both his father and grandfather had been graduated. After three years of theological study at Crozer Theological Seminary in Pennsylvania where he was elected president of a predominantly white senior class, he was awarded the B.D. in 1951. With a fellowship won at Crozer, he enrolled in graduate studies at Boston University, completing his residence for the doctorate in 1953 and receiving the degree in 1955. In Boston he met and married Coretta Scott, a young woman of uncommon intellectual and artistic attainments. Two sons and two daughters were born into the family.

In 1954, Martin Luther King accepted the pastorate of the Dexter Avenue Baptist Church in Montgomery, Alabama. Always a strong worker for civil rights for members of his race, King was, by this time, a member of the executive committee of the National Association for the Advancement of Colored People, the leading organization of its kind in the nation. He was ready, then, early in December, 1955, to accept the leadership of the first great Negro nonviolent demonstration of contemporary times in the United States, the bus boycott described by Gunnar Jahn in his presentation speech in honor of the laureate. The boycott lasted 382 days. On December 21, 1956, after the Supreme Court of the United States had declared unconstitutional the laws requiring segregation on buses, Negroes and whites rode the buses as equals. During these days of boycott, King was arrested, his home was bombed, he was subjected to personal abuse, but at the same time he emerged as a Negro leader of the first rank.

In 1957 he was elected president of the Southern Christian Leadership Conference, an organization formed to provide new leadership for the now burgeoning civil rights movement. The ideals for this organization he took from Christianity; its operational techniques from Gandhi. In the eleven-year period between 1957 and 1968, King traveled over six million miles (wherever there was injustice, protest, and action); and meanwhile he wrote massive protest in Birmingham, Alabama, that caught the attention of the entire nation.

Martin Luther King Jr : Timeline

- 1929 Born on January 15, in Atlanta, Georgia
- 1948 Graduates from Morehouse College
- 1953 Marries Coretta Scott
- 1955 Earns a doctoral degree
- 1956 Dr. King's house is bombed
- 1958 Dr. King publishes his first book, *Stride Toward Freedom*
- 1963 Dr. King gives his "I Have a Dream" speech at the Lincoln Memorial in Washington, D.C.
- 1964 Dr. King is awarded the Nobel Peace Prize
- 1968 Dr. King is assassinated in Memphis, Tennessee
- 1986 Martin Luther King Jr. Day is declared a national holiday in the U.S.

This school is focused on developing learners to be autonomous. They have given each year group a Learners Toolbox containing resources, planning guides, notes and rubrics accessible anywhere and ant anytime the children might need them. Students can download materials from an age appropriate resource bank within each year group community.

Personalised Learning



Tool Kits

- [Homepage](#)
- [Thinking Diagram](#)
- [Choices](#)
- [Comparing & Contrasting 1](#)
- [Comparing & Contrasting 2](#)

Chua Chu Kang School > Primary 3 > Tool Kits

Choose the worksheet you want to use,
click to download the file

Thinking Diagram: Choosing

CHOOSING

OPTIONS	

YOUR

This school makes innovative use of forums to capture thinking. In this forum, children are encouraged to add examples where they have 'worn' one of the six De Bono thinking hats. Each year group has a copy of the same forum and the teachers throughout the school compare the children's additions, looking for continuity and progression in the development of thinking in the school.



Use this forum to collect and display examples of thinking when wearing any of the different coloured thinking hats.

Make sure you all agree that the examples chosen fit with the correct hats!

Topic	Views	Posts	Last Post
 for planning, monitory and thinking about thinking Created By Mr Stubbs		4	1 24 Jul 2007 20:14 Mr Stubbs
 Being creative, generating alternative ideas or solutions		3	1 24 Jul 2007 20:07 Mr Stubbs

For the students, they have a growing bank of statements, questions and phrases that can be used to make them more effective learners and their understanding of the 6 hats is deepened.

At the end of units of work, the students are asked to complete a survey reflecting on their thinking and setting personal targets for the Unit ahead.

Target setting

Which hat do you think you now need to try to use more?

☐  Black

☐  White

☐  Red

☐  Yellow

☐  Green

☐  Blue

[< Question 8](#)


Discuss the facts about the problem


Share feelings


Risks, problems, weaknesses


Advantages and opportunities, Strengths


New ideas, possibilities


What has been learnt

Now that you have finished this unit of work I would like you to consider times when you have worn each of these 6 thinking hats. Give me an example for each hat.

I wore this hat when....

Question 1 of 9

Think about each hat in turn and think about a time that you wore it. try to choose the best example of each hat being put to use.



Removing barriers and creating new opportunities for learning

Section 9: Student Voice and Choice

Student Voice is the means by which students articulate their needs and become partners in their own learning, negotiating ownership with their tutors and collaborators.

Try to avoid token school councils with limited 'safe' remits such as uniform, school meals and playground environment discussions. These can serve to build up trust and demonstrate to students that their voice is heard before moving on to broader issues concerning school management, school policies, the curriculum and the recruitment of staff. Here are some ideas and examples of how UniServity cLc helps support this approach:

Students determining their own learning pathways- Ideas:

- Use forums to share, discuss and decide on learning choices
- Incorporate as much choice into planning. Consider the skills, knowledge and attitudes before content where appropriate. If these can be developed with different areas of study of greater appeal or relevance to learners then consider extending learner options
- Collaborate with other school. Form clusters or 14-19 federations offering extended choices to learners.

Giving students a voice: learner democracy

- Use surveys for polls and voting, requesting student feedback, anonymous evaluation of school systems and procedures
- Student owned groups
- Student eMagazines
- Video blogs
- Manage ePortfolios to allow social networking
- Encourage 'Facebook style' digital narratives
- Encourage student ePortfolio blogging
- Develop the use of peer assessment as an essential element of all learning

Students at this school have been using the cLc to sharing their feelings using video blogs, allowing learners opportunities to share personal digital stories. Students have also set up their own voting system using the survey tool to vote for their year 10 representatives on the school council giving every student an opportunity to serve rather than what can be perceived as a hand picked elite.



Student Voice and Choice

Author	Natural phenomena	Author	How the world works.
Posted: 13 December 2005 11:46:31 MS MCMORDIE Clearwater Bay School Posts: 31	Well done P4! You did some wonderful work on our Environment theme and you are definitely becoming enquirers. Our next theme will be 'natural phenomena' but formation. What do you already know? What do you think of some RELEVANT questions?	Posted: 09 December 2005 15:49:28 Ms ROSS Clearwater Bay School Posts: 19	As you can see from the title of this Forum, we are now thinking about our next Theme for after Christmas. The title is 'How the World Works; an inquiry into natural phenomena' I want to know what you would like to inquire into, just like we did for our Environment theme. The first thing you will need to do is, think about what natural phenomena means, you could look in a dictionary for a definition. Then post your ideas on this forum. I am looking forward to hearing your ideas
Posted: 13 December 2005 15:04:58 Jitta JACOBS Clearwater Bay School Posts: 6	what does phenomena mean?		
Posted: 15 December 2005 11:38:10 MS MCMORDIE Clearwater Bay School Posts: 31	What a sensible question to start with Jitta! Have		
Posted: 15 December 2005 18:15:12 Jitta JACOBS Clearwater Bay School Posts: 6	oo but i am going to do it right now!!!!!!	Posted: 15 December 2005 21:16:29 Starri STEINDORSSON Clearwater Bay School Posts: 6	natural phenomena means natural disasters like earthquakes, floods etc. i would like to enquire into floods. starri
		Posted: 17 December 2005 11:03:54 Agoodkva MUPPALA Clearwater Bay School Posts: 9	NATURAL PHENOMINA MEANS THINGS WE CAN'T CONTROL LIKE TYPHOONS .I WANT INQUIRE INTO VOLCANOS
		Posted: 27 December 2005 10:43:31	ACTUALLY I'M CHANGING MY SUBJECT TO EARTHQUAKES

In this example, Year 4 primary students are shown navigating their own learning paths within a unit of work concerning natural phenomena. The learning objectives were not 'content' dependent so the teachers used discussion forums as part of their toolkit so that the children could explore their options in order to give them ownership of the curriculum. This has proven particularly powerful when working with both disaffected learners and learners whose personal experience lies outside the traditional curriculum. The teacher allowed students to form groups looking at each phenomenon. The cLc was then used to publish resources and findings and students were encouraged to interrogate each other's work and look for links with their own.

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Leave a comment at our Guestbook (Requires log in)



HKWIS Editorial Team

allowed to miss some of their Mandarin classes as their teachers see the value of students having real reasons to write for real audiences and about material that is significant to them.

This school has developed a student run magazine that is published to 72 schools in Hong Kong, the UK and Mainland China. The students have organised themselves into an editorial team and they are given curriculum time to develop their ideas. The Hong Kong students are

Student Voice and Choice

• **Olympic News - 奥运新闻**

Sports (体育):

- **Badminton - 羽毛球**
- **Table Tennis - 乒乓球**
- **Athletics - 田径**
- **Aquatics - 游泳**
- **Equestrian - 马术**
- **Football- 足球**

Sample articles from Issue 1:

Hong Kong Culture (香港文化):

- **Introduction to Hong Kong - 香港的简介**
- **Fashion In Hong Kong - 香港的时尚**
- **Food In Hong Kong - 香港的食物**
- **HK Music and Entertainment - 香港的音乐和娱乐**
- **HK Religion and Supersition - 香港的宗教和迷信**
- **Transportation in HK - 香港的交通工具**
- **Life as a Student in HK - 香港学生的生活**
- **Survival Cantonese for U**
- **History of Hong Kong - 香港的历史**

Others (其他):

- **Movie Reviews - 电影评论**
- **Description of the Beijing Olympics 2008 Emblem - 2008北京奥运会的徽章**

Want to eat dim sum? The following table should help a lot ...

English Translation	Chinese Characters	Cantonese Pronunciation
Dim sum	點心	deem sum
Spring roll	春卷	chun guun
Open pork dumpling	燒麥	siu mai
Shrimp dumpling	蝦餃	ha gao
Rice roll	腸粉	churn fun
Barbeque pork bun	叉燒包	cha siu bao



list of the Beijing Olympics 2008 - 2008北京奥运会的节目表

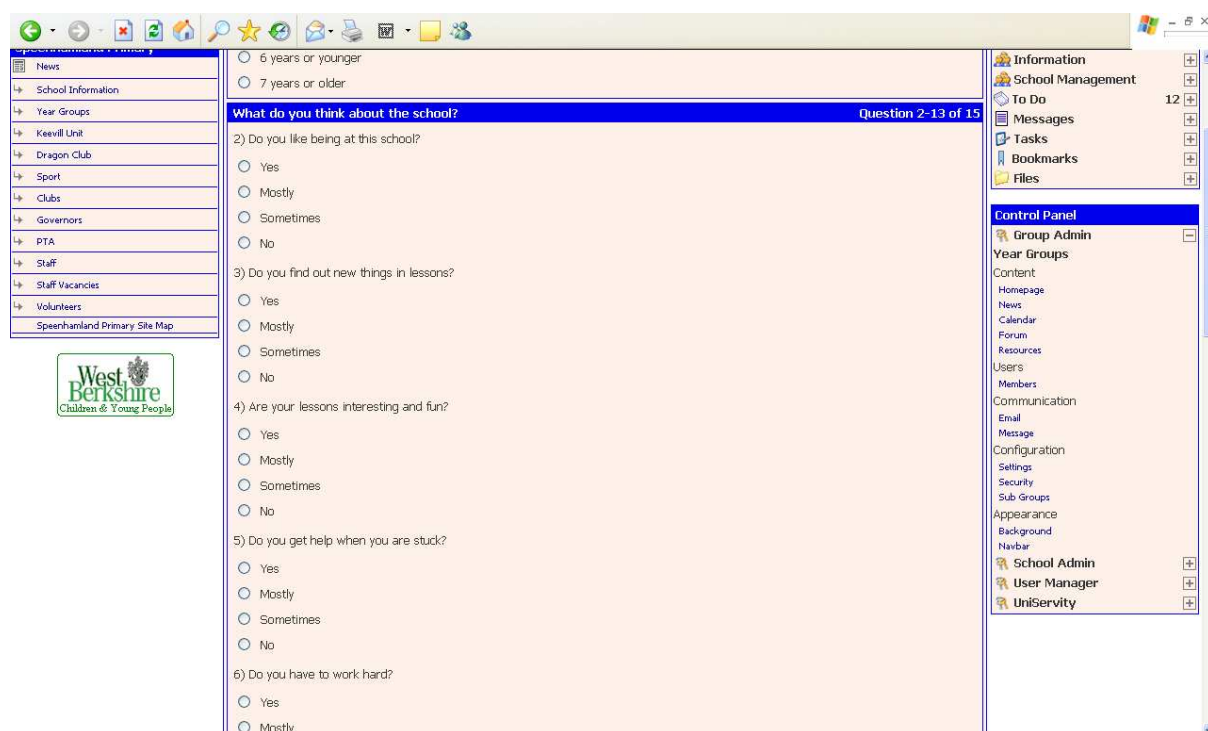
Olympics 2008 - 2008北京奥运会

The eMagazine includes discussion forums, surveys, polls and multimedia clips. The students are also monitoring their readership by tracking hits on each page of the magazine. Access to a global audience

means that the students are now inviting articles from each of the 72 schools in the UniServity 'Towards the Olympics' project. Their success has also earned them an invitation to the Launch of the UniServity / British Council 'Climate Cool' Project where they will be working with journalists from The South China Morning Post and Hong Kong's TVB television channel.

Student Voice and Choice

This example shows a school in West Berkshire confident in its use of the cLc and where student voice is a highly valued resource. The students have been asked to comment on the organisation of their school and the quality of teaching, learning opportunities and assessment.



Information
School Management
To Do 12
Messages
Tasks
Bookmarks
Files

Control Panel
Group Admin
Year Groups
Content
Homepage
News
Calendar
Forum
Resources
Users
Members
Communication
Email
Message
Configuration
Settings
Security
Sub Groups
Appearance
Background
Navbar
School Admin
User Manager
UniServity

What do you think about the school? Question 2-13 of 15

2) Do you like being at this school?

3) Do you find out new things in lessons?

4) Are your lessons interesting and fun?

5) Do you get help when you are stuck?

6) Do you have to work hard?

Username	How old are you?	Do you like being at this school?	Do you find out new things in lessons?	Are your lessons interesting and fun?	Do you get help when you are stuck?	Do you have to work hard?	show you how to make your work better?	Do other children behave well?	Are other children friendly?	would go to if you were worried at school?	Are teachers fair to you?	teachers listen to your ideas?	trusted to do things on your own?	What I like most about my school	What I would like to change about my school
Anonymous	7 years or older	Yes	Yes	Yes	Yes	Yes	Yes	Mostly	Mostly	Yes	Yes	Yes	Mostly	its fun	more pe
Anonymous	7 years or older	Yes	Mostly	Mostly	Mostly	Mostly	Sometimes	Sometimes	Mostly	Yes	Mostly	Mostly	Yes	I like how people who are clever or not so clever get work that suits them.	
Anonymous	7 years or older	Sometimes	Sometimes	Sometimes	Sometimes	Mostly	Sometimes	Mostly	Mostly	No	Sometimes	Sometimes	Sometimes	the sport and PE lessons.	make the lessons more interactive and less listening.
Anonymous	7 years or older	Sometimes	Yes	Sometimes	Yes	Sometimes	Sometimes	Mostly	Mostly	Yes	Yes	Yes	Yes	sometimes the work is fun and sometimes it is hard.	nothing.
Anonymous	7 years or older	Yes	Yes	Mostly	Mostly	Yes	Yes	Yes	Yes	Yes	Mostly	Yes	Mostly	I like how they treat us.	
Anonymous	7 years or older	Yes	Yes	Mostly	Yes	Sometimes	Yes	Mostly	Mostly	No	Mostly	Mostly	Sometimes		
Anonymous	7 years or older	Yes	Mostly	Mostly	Sometimes	Mostly	Yes	Sometimes	Mostly	No	Yes	Yes	Yes	I like about school is the dinner hall and it's the only place to eat.	nothing
Anonymous	7 years or older	Yes	Sometimes	Mostly	Mostly	Mostly	Yes	Mostly	Mostly	No	Mostly	Yes	Yes	my friends	
Anonymous	7 years or older	Mostly	Mostly	Mostly	Yes	Mostly	Sometimes	Sometimes	Mostly	No	Mostly	Mostly	Sometimes	P.E and History	Teachers to be in more control of naughty children and for things not to be band so often or not at all.
Anonymous	7 years or older	Sometimes	Sometimes	Sometimes	Yes	Mostly	Yes	Sometimes	Mostly	Yes	Sometimes	Mostly	Mostly	I like playtime because it gives me energy	I would like more choosing and ten more minites playtime because it gives me more energy and burns off my fat.
Anonymous	7 years or older	Mostly	Yes	Mostly	Yes	Mostly	Mostly	Mostly	Yes	Yes	Mostly	Mostly	Sometimes	People at school are friendly.	Have more manors.