

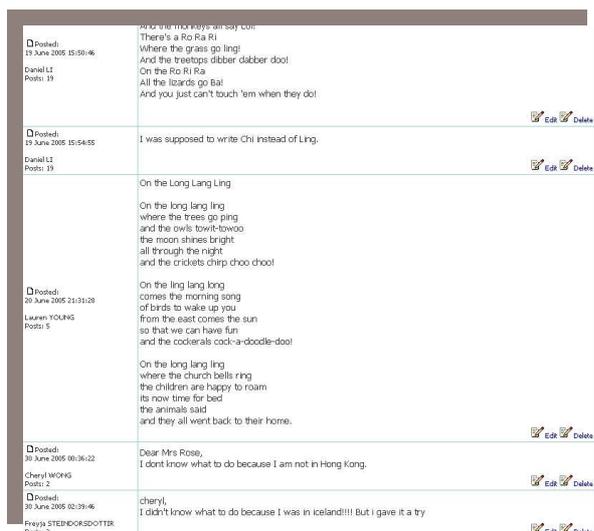
Removing barriers and creating new opportunities for learning

Breaking free of the timetable and the constraints of a limited 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.

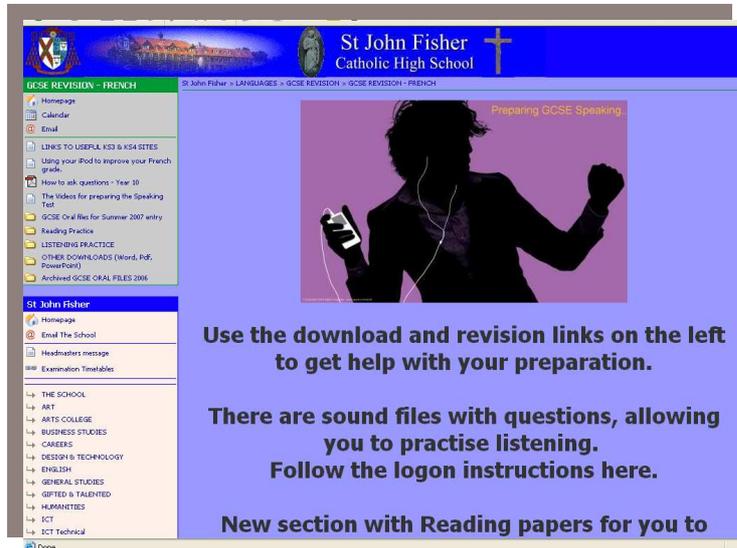


In this example, six-year-old students in three time zones can be seen collaborating on the same piece of poetry.

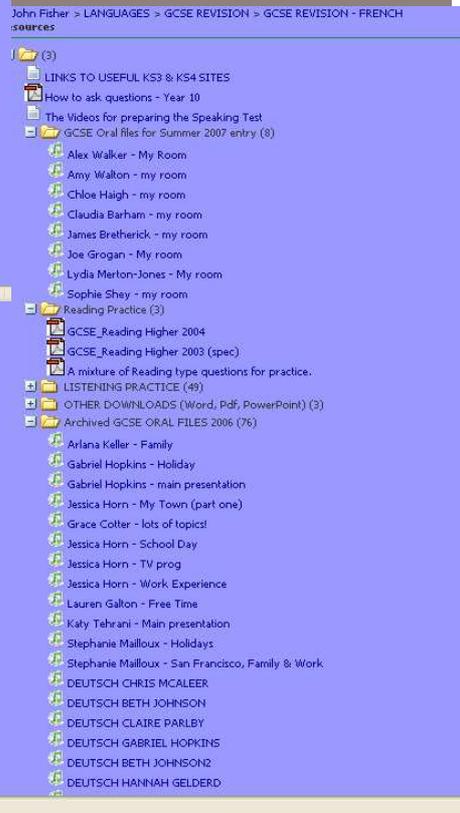


Students in this Hong Kong school frequently stay behind so that they can host video conferences with their UK partner school. The UK students have to come into school early to compensate for the 7-hour time difference. The schools record the sessions so that they can be played back at any time the students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

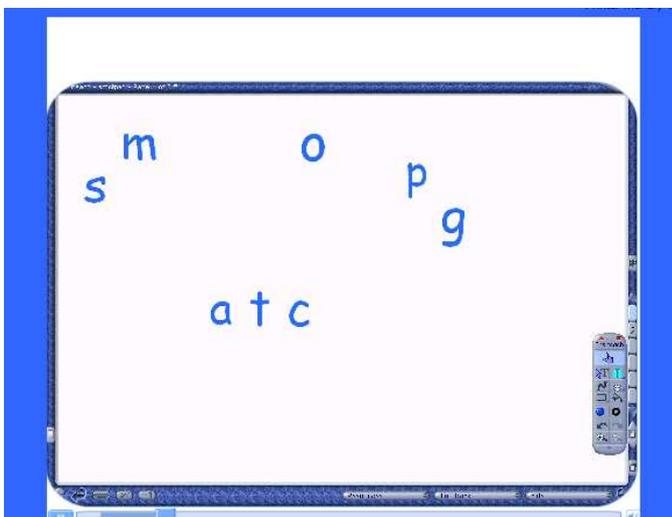
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Podcasting makes key lessons available on demand.



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.



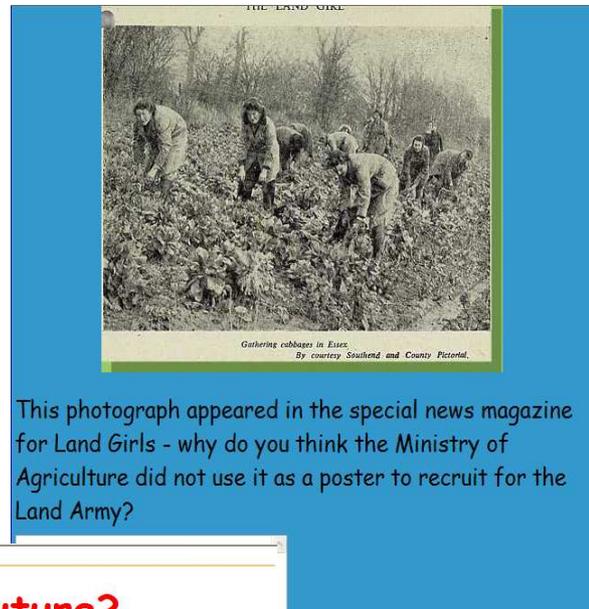
This teacher has recorded her whiteboard screens and actions. Wearing a headset meant that she was also able to capture her voice, making this lesson on phonics available on demand.

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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?

