

Removing barriers and creating new opportunities for learning

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.

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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: Learning	Law 4: Criminal Law: Offences Against the Person
Law 2: Dispute Solving	Law 5: Civil Law: Tort
Law 3: Concepts of Liability	Law 6: Concepts of Law

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

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

Subject Areas > Law > Law 12A > Scenarios for analysis 20.1

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.

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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.

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.

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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

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

- 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



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

Author	Shark, Ray Food
Posted: 07 June 2006 13:39:03 Joseph Brace St Nicolas Junior Posts: 3	What do sting rays eat?
Posted: 07 June 2006 13:45:21 Jessica Blissett St Nicolas Junior Posts: 28	Do sharks eat dolphins?
Posted: 07 June 2006 13:45:32 Thomas Richardson St Nicolas Junior Posts: 6	do sharks bite people?
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.
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?"