

Webinar holding screen

- This is the second WSID webinar, but please be patient as some of our colleagues are joining Webex for the first time - there may be some delay in starting as a result.
- Please get Webex to call you back via the audio menu - we do NOT recommend using the computer audio - this way you get to join at no charge.
- Your audio will be muted automatically till we reach the questions section at the end.
- Click the green bar to reveal the chat window button. Please use this if you would like to ask a question or make a point - please do not be shy!
- Most of all, please enjoy the experience and take part.



Ministry of Education, Brunei Darussalam



21st Century Learning and Teaching

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In this webinar I would like to consider



- Specific elements of the framework
- Learners and digital technologies
- Teaching and digital technologies
- Pedagogies and real world problem solving and innovation
- Pedagogies and knowledge construction

The framework elements

Ways of Thinking	
Real World Problem Solving and Innovation	Knowledge Construction
<p>The ability to design learning activities that:</p> <ul style="list-style-type: none">• ask students to complete tasks for which they do NOT already know a response or solution• require students to work on solving real problems• represent innovation by requiring students to implement their ideas, designs or solutions for audiences outside the classroom.• Innovative and entrepreneurial	<p>The ability to design learning activities that ask students to interpret, analyse, synthesize, or evaluate information or ideas.</p> 

Learners and digital technologies

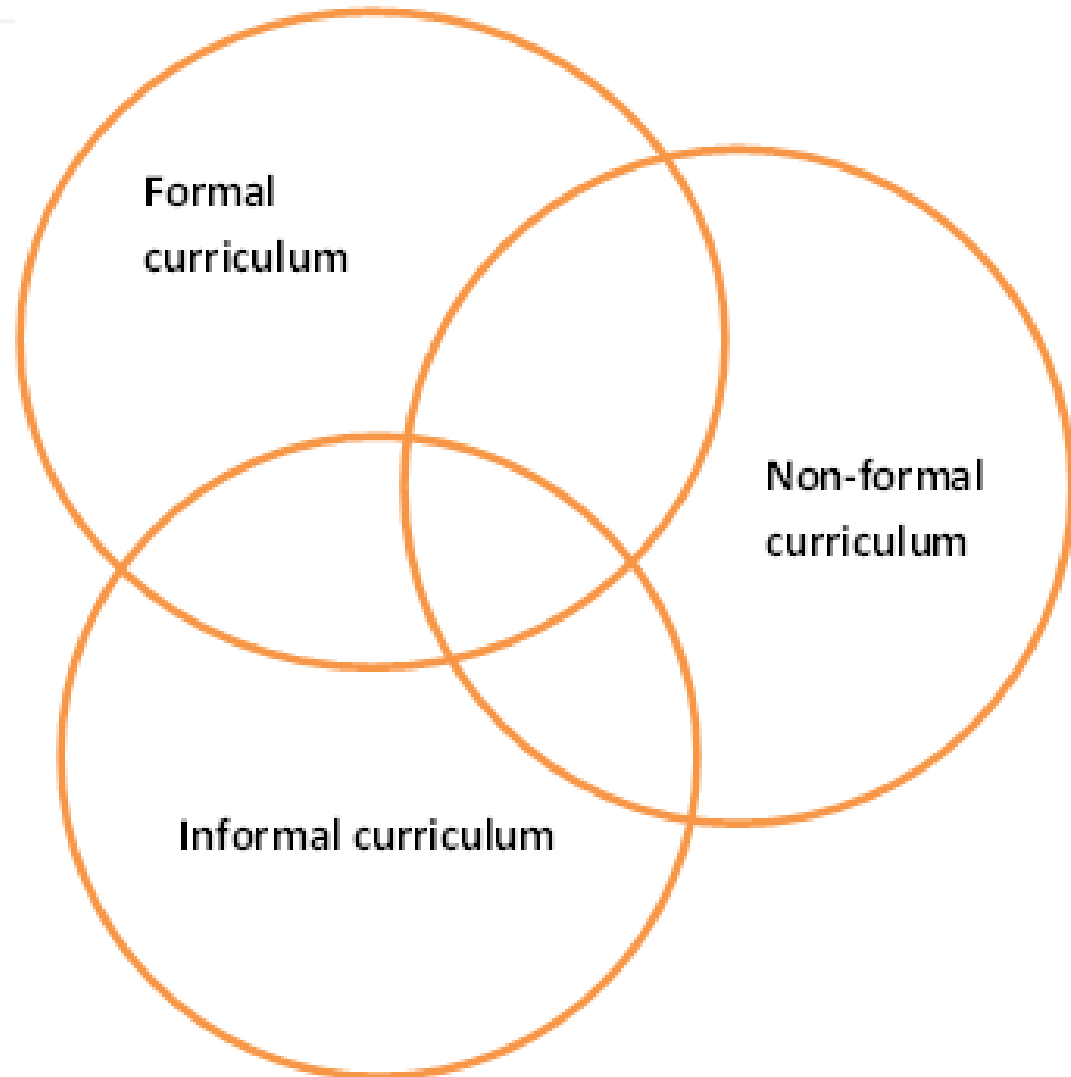


Learners can now use digital technologies in three different settings:

- ❖ Formal (often a desk-top or laptop or interactive whiteboard)
 - Classrooms
 - Lessons
- ❖ Informal (often a mobile or handheld)
 - At home or in a car
 - In a museum or gallery
- ❖ Non-formal (often a mixture, but also with video cameras and editors)
 - In clubs or societies
 - On projects

Teaching and digital technologies

How do teachers gain from the different curriculum opportunities, and link them effectively?



Pedagogies and real world problem solving and innovation (1)



- The BBC News School Report project, run since 2006, enables pupil teams to create and broadcast video, audio and text-based news reports. In 2009 it involved 514 schools from across the UK
- Teams put reports onto school websites at a particular time on a particular day (News Day), the sites are linked to the BBC News School Report website, made accessible to regional and national radio and television broadcasting teams, and to a worldwide audience
- At the end of the project, many pupils developed team work and management skills, speaking, listening and writing skills
- Communication (working in teams) was enhanced greatly, but the major project focus developed broadcasters, highlighting audience and their needs and interests

Pedagogies and real world problem solving and innovation (2)



- After-school clubs and group work
- Pupil teams aged 11 to 14 years used *Little Big Planet 2*, a popular Sony PlayStation videogame, in 15 secondary and special schools in one LA
- The project focused on development of 21st century skills required by employers and trainers, team working, communication, planning, designing, artistic skills, widening career opportunities in the videogame industry, and 'building scenes for learning' by creating levels in the game
- Almost all pupils involved became 'readers' and 'gamers', but fewer engaged technically to create new levels. Teams completing levels (about half the number starting the project), were encouraged to broadcast their games across an international user network for others to access and play
- Pupils used social media widely to maintain contact, including using Facebook and mobile telephone messaging, but did not use bespoke chatrooms or forums

Pedagogies and knowledge construction (1)



- “Review and reflect”, where pupils capture audio, imagery and video during lessons, use these in plenary sessions to reflect on what has been covered, consider the key elements learned, how these fit into wider subject or topic pictures, and how ideas might be used or taken further outside the classroom
- “Think forward”, where pupils access future topic material via the Internet and capture relevant thoughts or ideas to contribute to discussions or presentations in class or through on-line discussions. Pupils can be encouraged to use handheld devices at home to research topics for themselves if they have internet access
- “Listen to my explanations”, where pupils record audio when they are completing homework assignments and these verbal explanations are listened to and marked by teachers

Pedagogies and knowledge construction (2)

- “Snap and show”, where pupils capture imagery, which is downloaded to a server and accessed through a computer or interactive whiteboard screen, for wider pupil discussion, perhaps made accessible to parents so that they can see and discuss events that have happened in school
- “This is what I’ve done and how I’ve done it”, where pupils create presentations of how they have used technologies to tackle particular activities, which are recorded and made accessible on appropriate websites for teachers and parents to see. Observing other pupils’ stories and reports, pupils can include sound recordings of their own voice as well as text and pictures to form multi-modal texts
- “Tell me how I could improve this”, where pupils can share their work in multimedia formats with peers, mentors, teachers or trusted adults in order to seek comments, evaluative feedback, assessments of their work, and ideas to improve their work

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Discussion

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