

CONTRIBUTION TO SCHOOL-WIDE INITIATIVES

E-LEARNING:

How does the use of e-learning promote student learning in this class?

Excellent clear power points - Notes on Moodle and quizzes too that students were encouraged to use for revision.

THINKING:

How do thinking strategies promote student learning in this class?

(Circle): BRAINSTORMING MEMORISING EXPLAINING PROBLEM-SOLVING MAKING CONNECTIONS CLASSIFYING SEQUENCING COMPARING AND CONTRASTING ANALYSING CAUSES AND EFFECTS EVALUATING REFLECTING CREATING QUESTIONING SUMMARISING

HYERLE'S THINKING MAPS - Circle, Bubble, Double Bubble, Flow, Multi-flow, Brace, Bridge, Tree
MIND MAP CONCEPT MAP TABLES AND GRIDS MATRICES FISHBONE PMI OPV MINEMONICS THINKING GAMES

HABITS OF MIND -

Summarising using booklet activity
Match up activity produced a table.

POSITIVE BEHAVIOUR FOR LEARNING:

How are the school-wide behaviour guidelines used to promote student learning in this class?

model polite, warm, friendly interaction. Guidelines and expectations are up on the wall and clear to all students. Trainee refers back to these when needed

LITERACY:

How do literacy strategies promote student learning in this class?

READING STRATEGIES GUIDED READING SPELLING STRATEGIES GLOSSARY KEY WORDS ACADEMIC WRITING OTHER

The topic measurement - used key terms perimeter, area, volume
Student used these terms a lot perpendicular etc.

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E-LEARNING:

How does the use of e-learning promote student learning in this class?

Projector used to demonstrate skills on the screen.

Moodle used extensively to distribute resources.

Feedback given through moodle online assignments.

THINKING:

How do thinking strategies promote student learning in this class?

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HABITS OF MIND

POSITIVE BEHAVIOUR FOR LEARNING:

How are the school-wide behaviour guidelines used to promote student learning in this class?

High expectations

Responsible use of I.T.

Classroom routines

Respect for each other

Inclusiveness

LITERACY:

How do literacy strategies promote student learning in this class? on moodle

READING STRATEGIES GUIDED READING SPELLING STRATEGIES GLOSSARY KEY WORDS ACADEMIC WRITING OTHER

Went through the assessment point for point reading it out and defining any sticking points carefully.

TEACHING AS INQUIRY: E-LEARNING	
<p>What is important and needing attention? <i>In what ways can e-learning be integrated into our everyday classroom practice? In what ways can we encourage students to use Moodle more – and more effectively? ...</i> Access to computers (equity across subjects) Speed of the network and the internet Crucial that the students be able to use own devices via our internet and intranet. Equity discussion needed on what the students should purchase. Implementation of the IT Angel project Lack of coordination between the IT Lead, the ICT PD project, the PLG, the Moodle management, and the ITPD. A visible coherent concept for development of E-learning at OGHS</p>	<p>What strategies are most likely to help my students to learn this? Increasing student access to technology – laptop cows, students' own laptops. Moodle logon sessions for all year levels at the start of year ITPD and professional development related to the e-learning contract... Moodle Upgrade Survey the Year 11s asking the type of access and preferences for E-Learning. What are the applications the students use at home and school? Laptop Survey Regular IT Angel meetings We need E-Learning manager (perhaps from Senior Management) in the school who coordinates and links the IT Lead, the ICT PD project, the PLG, the Moodle management, and the ITPD?</p>
<p>Next steps: Is there something I need to change for next time? What will we do differently next year? What worked really well? What didn't? Make goals for 2012. Staff need to trial Mahara portfolios. It works like a wiki space and the purpose is to share work with parents and with other students (or specific people who might be interested). It has a forum which could look a little more like Facebook and thus more attractive. Must analyse the Level 1 Achievement Standards we highlighted when we get the results in. Use of google docs (staff buy in and know-how) Access will be better at Year 11 when we have three lots of two classes on in an hour. We still need more structure with specific roles and jobs for our IT Angels.</p>	<p>What happened as a result of the teaching? How did it go? How did it go? – evaluate late term 3 Year 12 - the homework notes went on Moodle in Mathematics and since this has been done the results have gone up. Laptop access in English has made learning for our students needing support at Level 1 more engaging and effective. More class engagement. Laptop Survey - 500 respondents. 60% said they could bring a laptop or similar device in to the class room. Some access has remained problematic The meetings are going well and there is an improved link-up between the IT Angels and the staff.</p>

Personal Reflection: I utilise my laptop all the time in my lessons. I have notes on PP so that they are easier to view, and if a student thinks of a better way to word something, I can quickly type it up to share with the class and save it for others. I set up a "lino" page for my year 11's at OGHS. And a wiki page for WBHS. So that students could post questions, collaborate on problems and feel ownership of the class. I enjoy giving my students ownership of their learning. I merely facilitate the gaining of knowledge and E learning ~~does~~ aids this very well. I put extra work sheets and examples on the internet (wiki or lino) so students always have something they can work on. A goal for next year might be to encourage students using technology more for themselves.