“20 exciting ICT ideas in 20 minutes”

Introduction

The aim of our training session is to provide you with a flavour of some of the ICT uses across the College.

Each presentation will offer an outline idea, proposal or example of ICT-based work at the College. This document has been produced to provide background information and suggestions for each of the mini-presentations.

Much of our time in the ICTAC teaching and learning group has focused on how to make effective use of the resources that are available. With Specialist Status the College has been able to expand the number of digital projectors and similar classroom-based ICT tools.

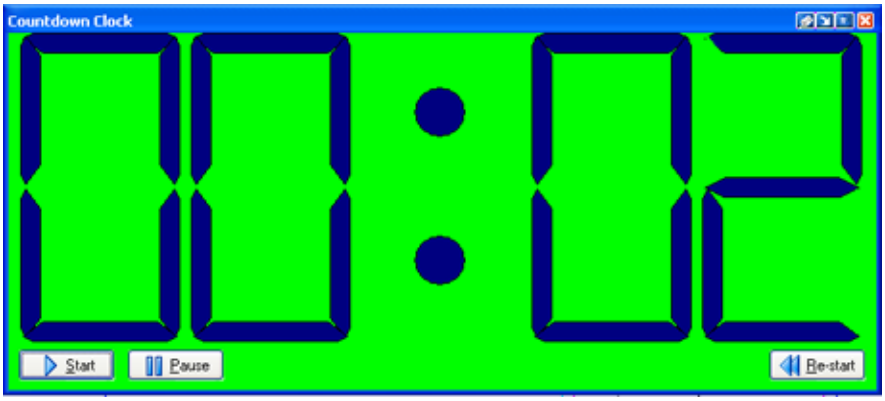
The ICTAC group has been experimenting in effective ways of using ICT in the classroom - and this is the result!

The presentations

1. Using a countdown timer	*Andrew Field*
2. Backdrop – ICT in drama	*Emma Swain*
3. Graffiti-ing source materials	*Rebecca Price*
4. Online feedback forms	*John Gowing*
5. Using a discussion forum	*John Gowing*
6. Modern Languages films	*Alex McAdam*
7. Automatic timing in PowerPoint	*Janice Holdich*
8. Interactivity without an IWB	*Daniel Ljunggren*
9. Storyboarding in Media	*Alison Gilbert-Davies*
10. Using e-mail to communicate	*Deborah Smethers*
11. Creating wordsearches online	*Jenny Lucas*
12. In the News	*Dieter Homuth*
13. ICT-based games in Maths	*Audrienne Bezzina*
14. Using PowerPoint for promotion	*Ben Crosbie*
15. What is Successmaker?	*Christina Mitchley*
16. Using an online forum for homework	*Martha Ball*
17. Interactive games in IBC	*Andrew Field*
18. Podcasting with students	*Andrew Field*
19. Using Activote in Maths lessons	*Simon Hubbard*
20. Blogging in class	*Aynsley Welling*

Using a countdown timer

Andrew Field



Current use in ICT

This large, resizable clock is an ideal tool to remind students how long they have for a particular task.

There is nothing revolutionary about using a clock to time lessons, but this is a great way of creating a sense of urgency and immediacy within a lesson.

Within an ICT lesson I would normally explain the main task to students, making it particularly clear how long they have. My students now groan when then see me loading the countdown timer, but I know they secretly love it. The visual impact of the numbers counting down is an excellent way to motivate them.

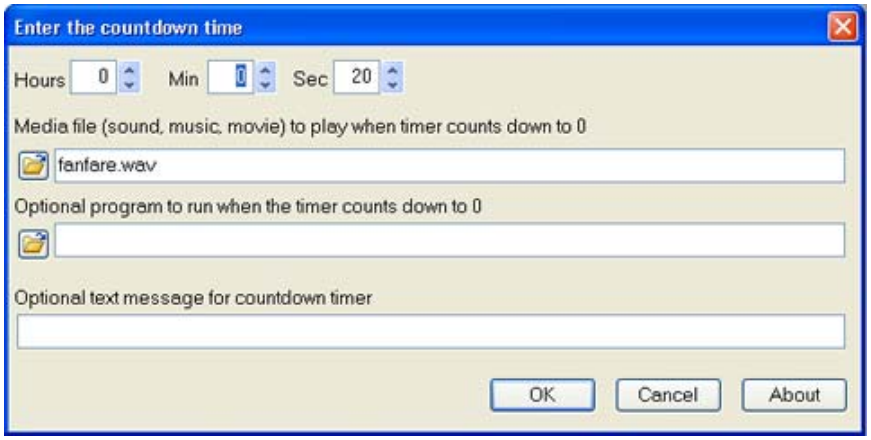
When the countdown reaches zero I've also set it up to play a fanfare. As this is automatic I can concentrate on supporting students and rely on the 'subtle' fanfare when the time is up.

How can I make use of this?

Every computer on the College system has the countdown timer tool in the 'Teaching tools' section from your start menu.

The tool works best when shown via a projector, but it can just be used with your teacher laptop.

When the program loads, you are given the options to set the time, cue up a sound and even trigger another program or message. It is extremely easy to setup - just select your options and press 'OK'.



Within lessons, this is a fantastically simple tool that we can all make use of. The countdown timer itself can also be resized to fill the entire screen, or reduced just to show at the corner of the screen.

Backdrop – ICT in drama

Emma Swain

Current use in Drama

Students were asked to think about a backdrop for their practical performance. After initial ideas, students researched the internet to collect images, sounds and resources.

Students then produced a PowerPoint presentation or a DVD-style movie using Windows MovieMaker. These final presentations were then played on a screen behind the practical performances.

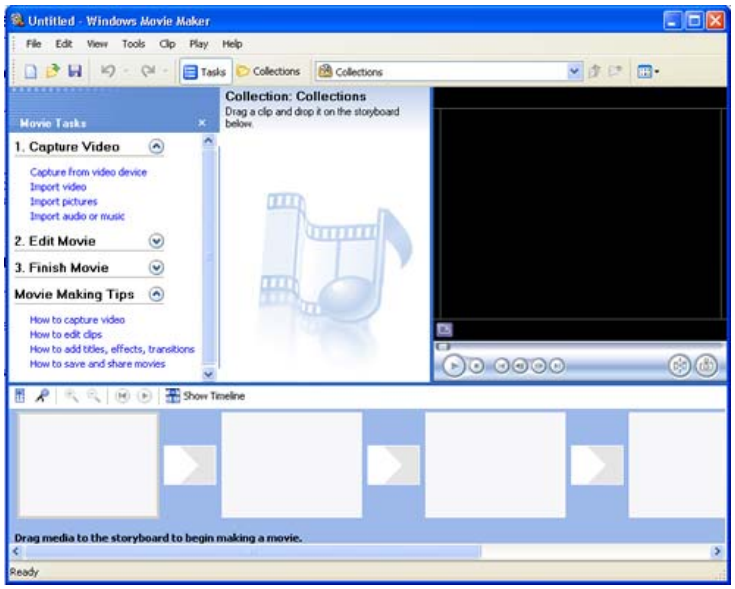
It has greatly helped the examination, as it means that pupils can design any set as their back-ground without having to have actually built it. Having the worked cued in also really aids the performance as things don't always run to time on stage! When playing the DVD-style movie files, students just had to press space to pause and control their movies.

It also means that when equipment allows, we can video the pupils work and get them to evaluate their own work much better. This is of great help to examination groups prior to performances.

How can I make use of this?

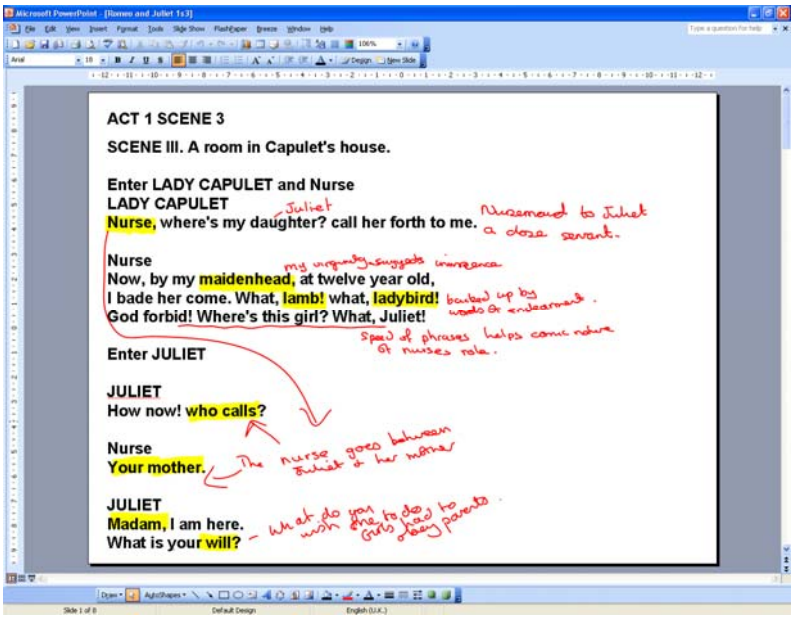
The concept can be used in many different ways. You could simply prepare an image for students to present in front of. Using a project the image could be shown behind students to put them into a much more visual context - any subject can make use of this.

A timed PowerPoint presentation could be used to create a simple animation using images and sounds. Alternatively, all computers equipped with Windows XP in the College have Windows Movie Maker installed. This is a great program to use as students can insert a whole range of media files and produce a quality finished product, complete with timing and cinema titles



Graffiti-ing source materials

Rebecca Price



Current use in English

In this example, a script was projected onto the board. Using the ink tool within PowerPoint comments and annotations were then added.

It is a great way of getting students involved and active using ICT and is extremely adaptable - it works very well with an image such as a poster or photo. Each part can be labelled and carefully examined.

How can I make use of this?

Using Power Point to annotate a text with a class is simple and can be done a number of ways depending upon available resources.

The easiest way is to use a data projector to show an image or text on the white board then use an ordinary board pen to add notes. The clear disadvantage of this method is that annotations are not stored for future reference and if it is necessary to change slide then all previous annotations have to be erased to start again.

The next most effective way is to use a slide with prepared annotations stored on the computer. This can be done by using the annotation tool in Power Points slide show using the mouse to highlight text and even to write. This requires a lot of patience and skill to get any writing remotely legible!

However if you use a tablet laptop and use the writing pen it is much easier and very effective. Again the disadvantage is that without a tablet pc available for students to use in the classroom this become a rigid presentation where teachers notes are transferred to the students without room for students ideas to be incorporated.

The most interactive and probably productive way of using this in class would be through the use of an interactive whiteboard with some prepared slides and allowing students to add to it.

How to prepare the text:

1. Open Power Point
2. Write your resource onto a slide
3. Click start slide show
4. Click on the text 4 buttons appear on the bottom left corner. Click the one that looks like a pen.
5. Select the pen you want to use.
6. Using the mouse, tablet pen or interactive board pen make your annotations on the text.
7. When you close the slide show you will be asked if you want to save annotations. This allows you to see them again in another lesson.

Online feedback forms

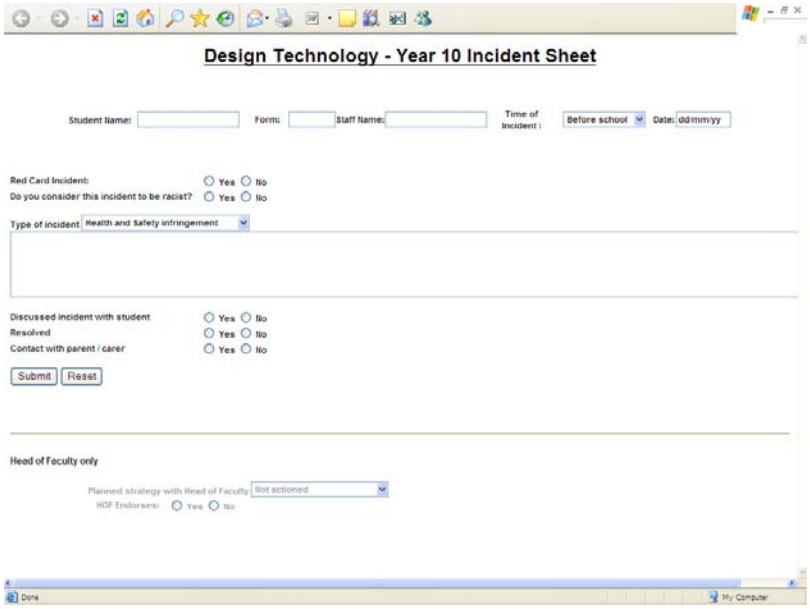
John Gowing

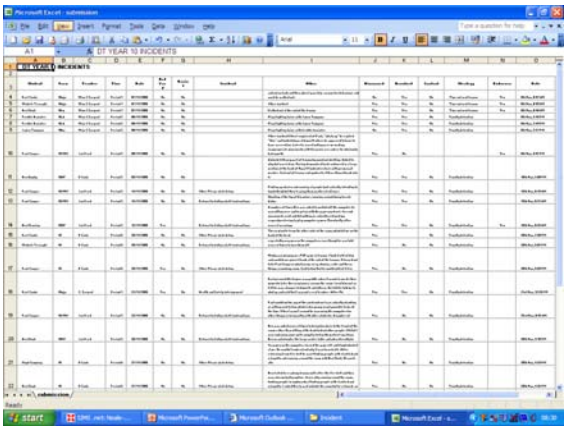
Current use in DT

The initial scope of the Online Forms was to create an electronic Student feedback form. This was used for the pilot scheme, but I was approached to create am Electronic Incident Sheet.

This allows us to complete forms and administration online, automating all the processes. Once completed by the individual teacher the form is immediately e-mailed to all relevant individuals. The information collected by the form is stored in a database and can be imported into a spreadsheet.

This replaces the previous slow, paper-based system and is developing into a really effective technique.





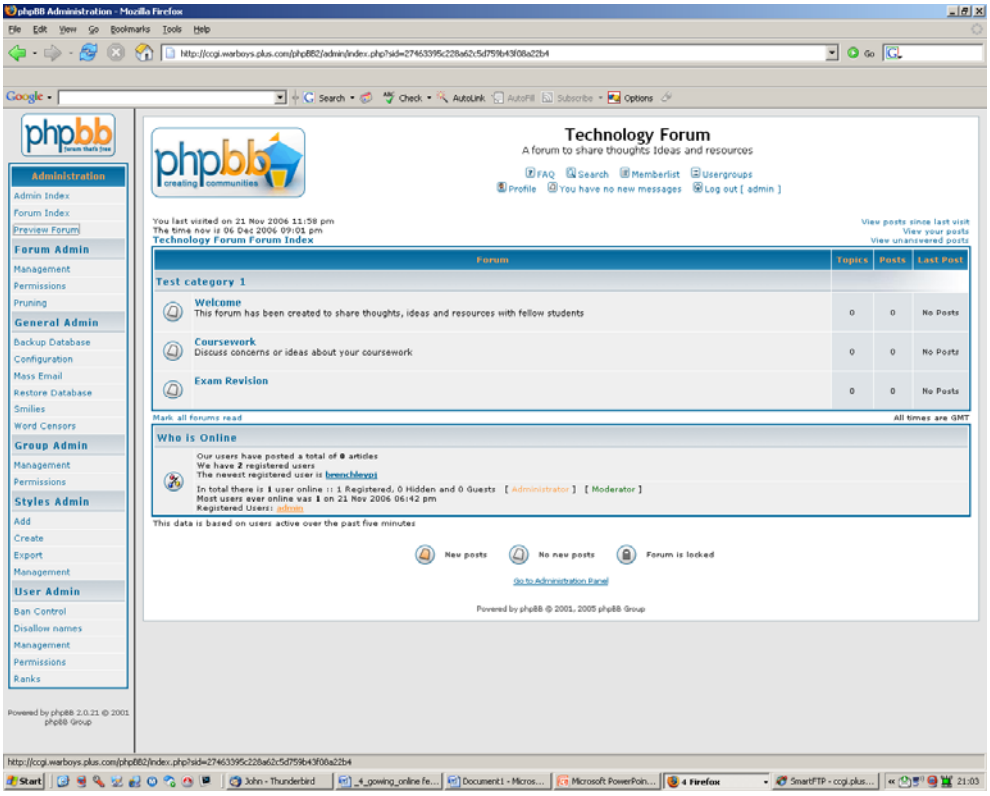
How can I make use of this?

The technique isn't limited to just Administration work. A feedback or request for help form can be put on the intranet or any website. This means you can setup another means of support for your students.

This is an example of a form that the history department makes use of. A student can fill in the form, leaving an optional e-mail address. The comment is then e-mailed directly to a teacher. This concept can be used in a multitude of ways.

Using a discussion forum

John Gowing



Current use in DT

The initial concept of the Online Forum was created to encourage a group of electronic students to complete their coursework. It was found that a student would communicate far more readily using this format rather than in the classroom.

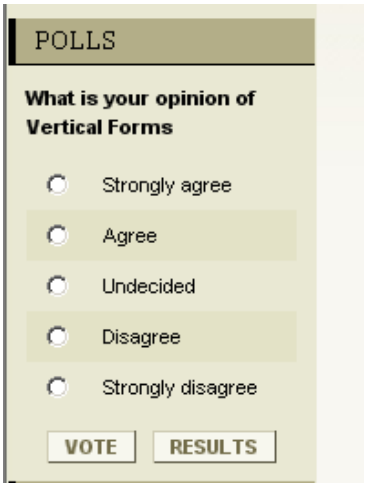
The forum can be moderated by the teacher and access can be controlled easily. Unsavoury vocabulary can be censored by having a dictionary of unsuitable words.

A student can also be assigned as a moderator at a lower level and therefore direct the topics.

How can I make use of this?

The idea of forums isn't limited to just to the student. A forum for teachers could also be administered allowing resources and thoughts to be shared. Proposed changes to the college working could be aired and an anonymous poll could be implemented using other systems.

This is an example of a poll that can be accessed by a teacher and their opinion recorded in graphical form. This concept can be used in a multitude of ways.



The College is currently developing a forum that will initially begin with a staff voice and homework forum, potentially progressing further into student support and discussion forum. The later presentation about posting homework illustrates what has already been setup.

Modern Languages films

Alex McAdam

Current use in Modern Languages

In order to help students learn phrases for their GCSE oral exam I used a digital DVD camera to film them performing role plays without notes. This proved to be very motivational - an attitude of mind essential for successful language learning - and allowed the students to listen to and self-assess their pronunciation and fluency.

The resulting video can be downloaded onto a laptop and shown afterwards using a projector. All of this is simple to do provided that one has the necessary equipment to hand.

How can I make use of this?

Just like many of the other ideas in this booklet the use of ICT can be adapted for every subject. The act of recording changes students' perspectives and creates an immediate audience.

Being able to play the recording back to students immediately afterwards is also an immense benefit. The performance or presentation can be reviewed and assessed in exactly the way Modern Languages use this.

There are many potential uses - for instance as the recordings are stored digitally you can build up a collection of resources and demonstrate progression.

Technical issues?

The College has a digital camcorder which can be booked for use.

If you want to experiment with this technique the camcorder is extremely simple to use, but the ICT technicians can help you get started. If you can use a video recorder you can use the camcorder. If you cannot use a video recorder, just do what you usually do and ask a student!

Recording presentations and role-plays is the area where ICT is currently developing the most. Many more recording devices are becoming available - most mobile phones today can even record at sufficient quality, so it will not be long before students might be told off for *not* bringing their mobile devices to class!

Automatic timing in PowerPoint

Janice Holdich

Current use in PSHE

Once I started using PowerPoint I realised its many functions, especially the graphics & the timer!

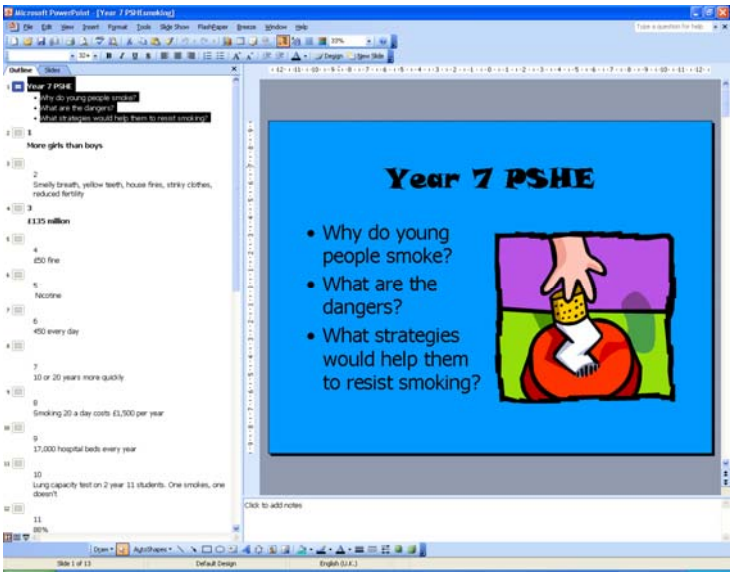
This activity gives an element of competition against the clock and of deciphering the cryptic cartoons. Its an effective way of presenting new facts or vocabulary. Pupils enjoy it.

Smoking Quiz Name:

Fact	Slide
Under 16s spend this every year on cigarettes	
This many children start smoking every day in UK	
Science department should do a	
How many types of cancer you can get through smoking	
For dropping a cigarette butt in the street	
Reasons not to smoke	
How many people in the UK want a ban on smoking in public places	
That's the cost of a car or a really big telly	
Taken up by children because of passive smoking	
The addictive chemical in tobacco	
..... are smokers	
Skin, teeth, wrinkles age	

In brief: pupils watch a series of timed slides. Each slide provides the answer to a question or statement on a mini - handout sheet. Pupils write down the matching slide number next to the relevant statement. Loop the slide show 2 or 3 times until most of class has a set of answers. Then check, discuss etc.

Additional benefits are that teacher is freed up to concentrate on classroom management; it can be re-visited as revision; re-used as a plenary or starter to re-cap.



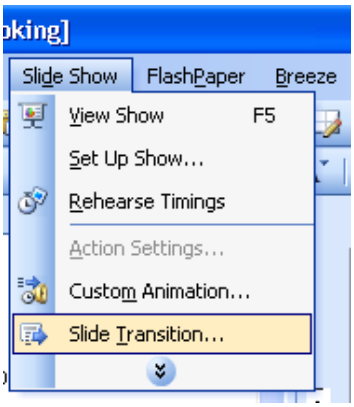
How can I make use of this?

This is a great way of changing the 'traditional' way of using PowerPoint. You can setup the timings on slides and actually leave your presentation rolling. This means you move away from the front of the class and get directly involved with the learning, encouraging students, asking questions, stimulating discussion.

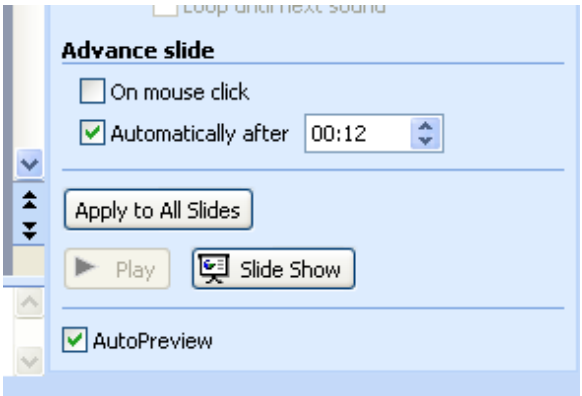
Within PowerPoint you go to:

Slideshow >

Slide Transition

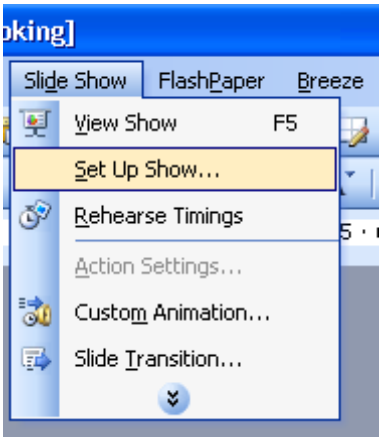


You can then set the timings for individual slides or the entire presentation in the box that appears at the bottom right of your screen:

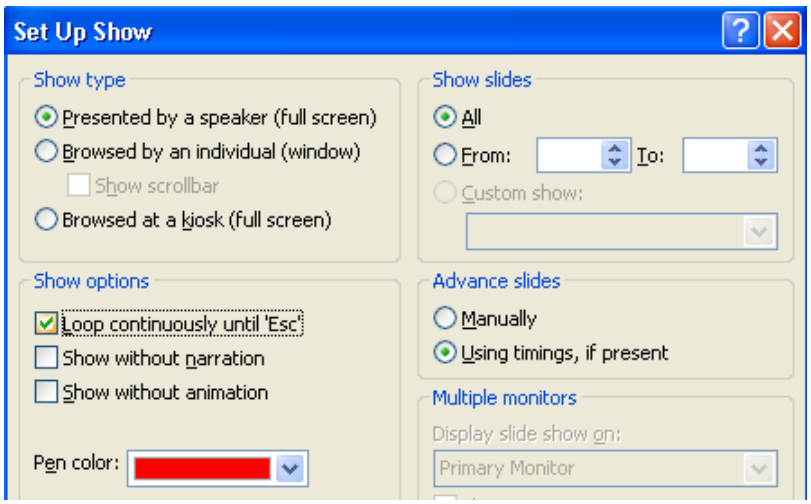


To make the whole PowerPoint presentation loop around, go to

Slideshow >
Setup Show



… then select ‘loop continuously until ‘ESC’’ in the box that appears:



This might seem complex the first time you experiment with it - but using automatic timings in PowerPoint is another great ICT-tip that is easy to implement and can have a major impact on your lesson.

Interactivity without an IWB

Daniel Ljunggren

Developing idea in IBC

With limited resources it is not always possible to have an interactive whiteboard. However, one concept we have been looking at is using a wireless keyboard and mouse in the classroom.

These devices can be passed around the room to give students control of the screen. This provides many opportunities for students to present information, record ideas in mind-maps, develop notes and suggestions.

In ICT1 there have a slate device which is attached to the main laptop. Using the special pen, students can annotate resources, and interact with the screen from anywhere in the classroom. More of these devices can be purchased for those wishing to experiment - which is exactly what we plan to do in the future!

How could you use this?

This concept can work in any subject.

The wireless hardware – mouse (and optional keyboard) is relatively affordable (currently around £20 for a wireless control device).

It can be plugged directly into the USB ports on your laptop and then be passed around the room in exactly the way we describe.

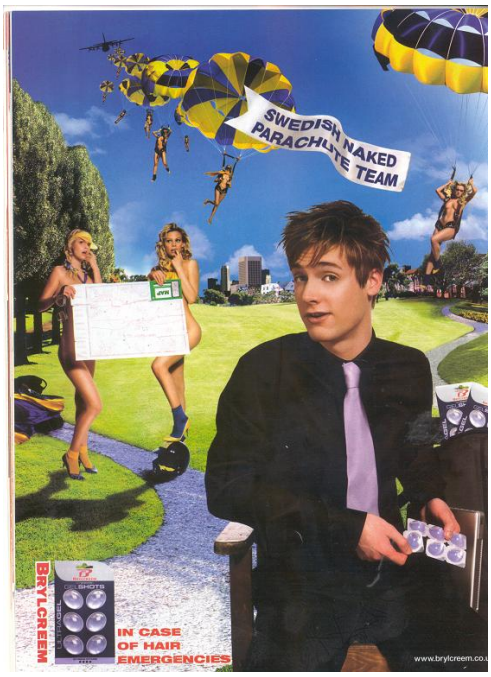
The use of ICT becomes even more powerful when students are given ownership. Thus for presentations, websites, quizzes and any exercises students can present and control what is happening in the classroom from anywhere in the room.

Some examples of emerging wireless technology. A new wireless keyboard (above), a new ergonomic mouse (left) and a mini 'presenter' mouse (below).

The Principle of Thirds in Media

Alison Gilbert-Davies

Current use in Media



An advert was displayed onto a standard whiteboard from a laptop, through a projector.

This was then used to help explain 'The Principle of Thirds', which is a way of analyzing any print advert.

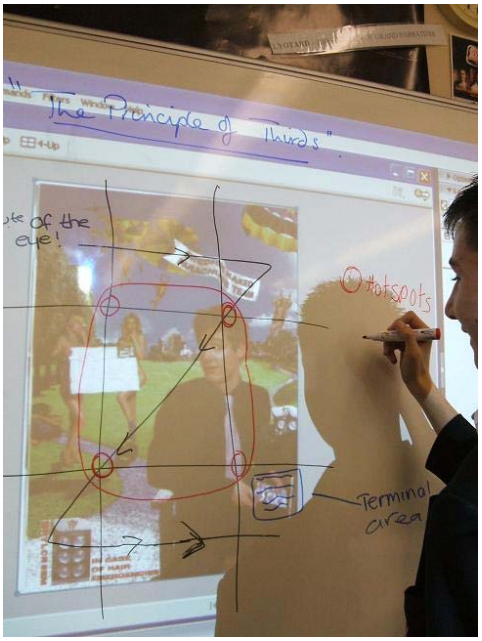
Once the principle was explained students then came up to the board to label another advert with the main points.

Finally, students wrote an explanation of how the advert targeted the audience by using 'The Principle of Thirds'.

Students found the displaying of the advert more accessible than having it solely on paper. Those who are kinesthetic learners found the action of applying the labels aided their understanding and for visual learners it was also stimulating. The majority of students found the lesson memorable and so were able to recall the principle at a later date.

How can I make use of this?

This is another example of a great use of ICT that any teacher can adapt for their own lessons. With an image projected onto just a standard whiteboard students can apply a framework (such as the Principle of Thirds) and annotate the projected image accordingly.



As with our other examples, this use of ICT encourages students to get involved and be at the centre of the lesson. Here the simple yet effective use of ICT supports and encourages effective teaching and learning.

All you need is a digital projector and you can begin developing a whole range of lessons based on this concept. Concept diagrams can be projected onto the board for students to complete engaging students far more than just printing out multiple worksheets.

You can, of course, take things even further. Once students have completed their analysis they could take a digital photo of their work to store for future use.

As we have found in our research the real tool that has the potential to have a profound impact on teaching and learning is the digital projector.

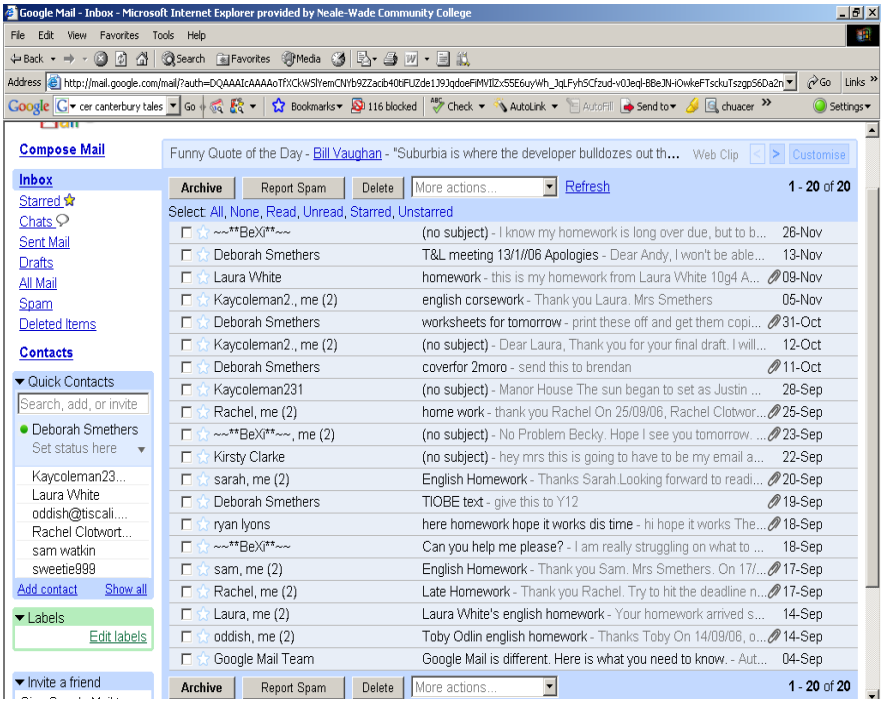
Using e-mail to communicate

Deborah Smethers

Current use in English

Facing limited access to ICT resources I began using e-mail to submit and feedback about work. Using a dedicated web-based e-mail address, students were able to e-mail their essays into me and then get feedback and suggestions for improvements.

This enabled students to make positive use of their home ICT equipment and use the ICT resources within school outside of lesson time. With the majority of students having access to the internet outside of school, this empowered students to organise and submit work electronically.



How could you use this?

Just like many of these ideas – the concept can be instantly adapted for any subject. Project instructions can be sent via email, reminders about deadlines and feedback about previous work can all be emailed to students.

As long as a designated e-mail address is used, you can ensure your own safety and security online. Googlemail (also known as Gmail) is ideal for this as it displays emails in ‘ conversations’, allowing you access to all the messages on a particular topic.

Designated e-mail? Basically this means that you keep everything carefully setup. You would never wish to use your own personal e -mail, but instead you need to setup a formal e-mail address. You could use your Neale-Wade address, but currently this has the disadvantage that you can only access e-mails when logged into the College system.

It is easy to setup a G-mail account and this is perfect to communicate with students as everything is carefully logged and recorded. Thus you can provide students with the freedom communicate but within safe and secure boundaries.

If you want a Gmail account just e-mail or ask Andrew Field and one can be setup for you within a few minutes.

Creating wordsearches online

Jenny Lucas

Current use in PE

This is one of many tools that PE have been experimenting with. The online Wordsearch maker is ideal to create homeworks and materials to reinforce work from lessons.

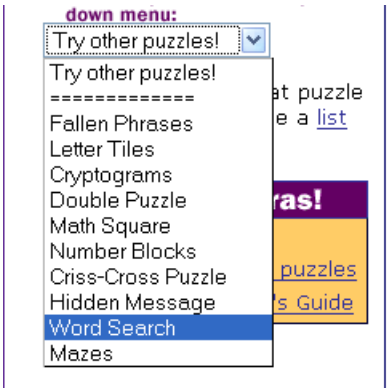
It is simple, straightforward but a really efficient tool that anyone can use to generate their own wordsearches.

How can I make use of this?

Puzzlemaker.com allows anyone to enter a list of words, just as we demonstrated, and produce a Wordsearch automatically.

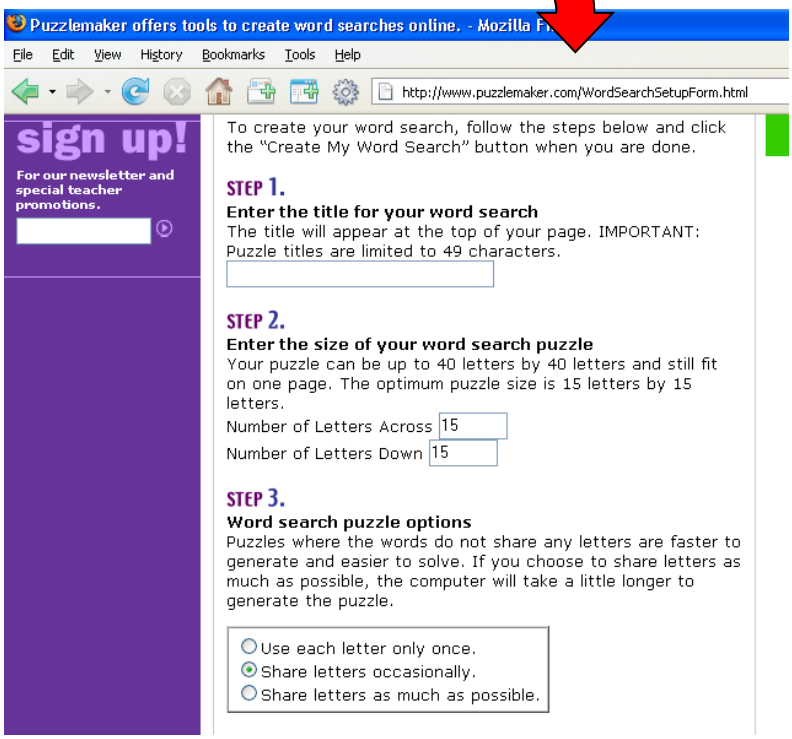
Go to the site: **www.puzzlemaker.com**

Select ‘Wordsearch’ from the drop -down menu:



Then simply follow the six steps to setup your Wordsearch and enter the words.

Press ‘create my puzzle’ to do just that!



In the News

Dieter Homuth

Current use in Modern Languages

In their 'A' level oral exam, students are required to discuss a variety of topics / issues related to France. To prepare them, computers and the internet are very useful tools. The students skimmed different texts from French newspapers / magazines before choosing the items for their own broadcast.

They wrote the material together and planned it using PowerPoint. The presentation - with students acting as newsreaders - was recorded as digital video and later played back to students for analysis.

Apart from being topical, the process proved very motivational. The students were enthusiastically involved in all stages of the process—reading, writing, speaking and listening in French. Acquiring up-to-date ICT skills was a welcome side-effect.

How could I make use of this?

In this example, students used the internet to research and were then asked to construct their own news report that would be filmed in role.

The same technique would work for many other subjects as well. As you are encouraging students to record themselves this changes the level of focus within the lesson. The added value of being able to record and playback digital video should not be under estimated.

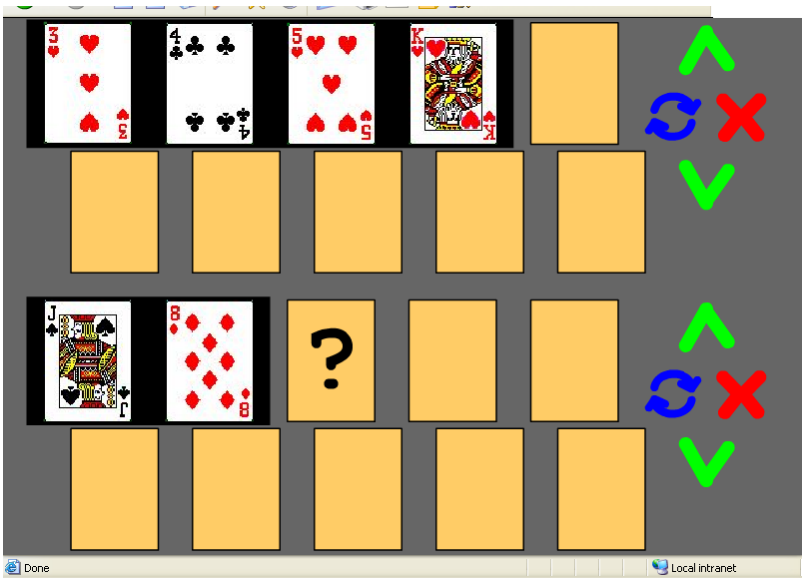
A news report can be filmed using any of the College digital cameras. Students are more than capable of helping you record and access the footage. In terms of teaching and learning to more opportunities you offer students to record the material the more effective the whole task becomes.

Do take any opportunity you have to create a videoed news report - the task can be really beneficial and is making immediate use of ICT in a way that simply wasn't possible 10 years ago.

ICT-based games in Maths

Audrienne Bezzina

Current use in Maths



Maths games are developed within the Maths department, and they are stored on the system. I try to plan my lessons to have a game either as a starter or as a plenary.

The game I use would be general to the topic that I would be covering, so if I am teaching probability, I would use the higher/lower game as the students would get involved in playing it without realizing that they are using probability to work out whether the value is going to be higher or lower.

By using ICT games as plenaries and starters, the students become more involved. The added value that it has added to my lessons is that it makes the lessons easier, and more fun, and all the students want to participate in the games on the board.

How could I make use of this?

The examples Audrienne provides are specific to Maths and her interactive whiteboard. However, just as later examples will show, it is not essential to have an IWB to make use of games for starters and plenaries.

There are many downloadable programs that allow you to generate your own interactive games - or you can develop your own examples in existing programs such as PowerPoint. Last year we distributed a document offering guidance and suggestions to help you create your own versions. The programs should still be installed on your College laptop, but please let the technicians know if you are missing any of the programs.

It is, of course, vital to make use of games and quizzes at the right time and juncture within a lesson. Used effectively, an interactive game can complement a main lesson activity perfectly, forcing students to recap the material and testing their knowledge and understanding.

Using PowerPoint for promotion

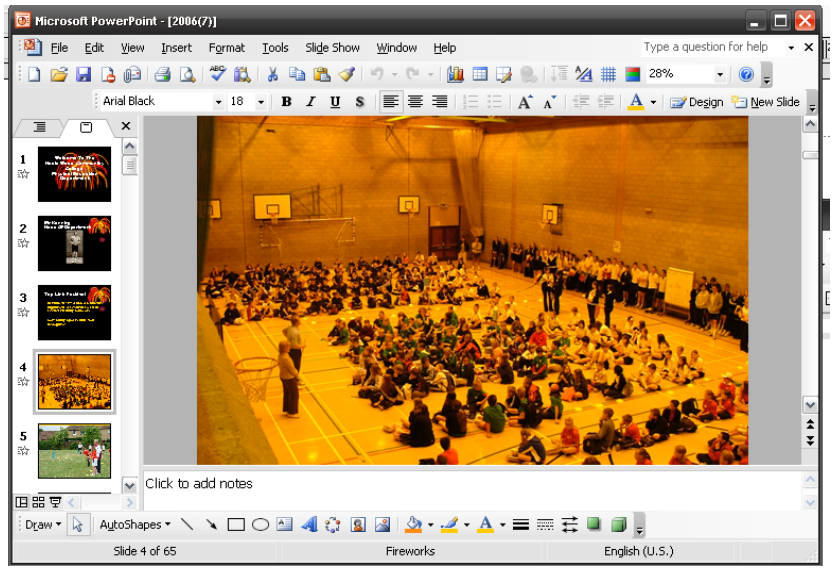
Ben Crosbie

Current use in PE

For open evenings we setup a PowerPoint presentation with images and information about PE throughout the year.

Just using standard PowerPoint functions we were able to create a rolling display that was a brilliant way of promoting our work. This is probably the simplest use of ICT being presented today, yet probably the most effective.

Once setup the display can be left alone to create a constantly moving resource to catch attention, inform parents and visitors and create a lively atmosphere in the room.



How can I make use of this?

Many teachers at Neale-Wade can already do this, but with just a little additional thought the whole presentation can be brought alive even more. Ben attached music to the presentation to engage, inform and enthuse everyone who watches it.

As part of our Specialist Status we are looking at introducing information screens around the College. This would enable us to display information and presentations such as this, but implement a really effective tool to promote good practice at the College.

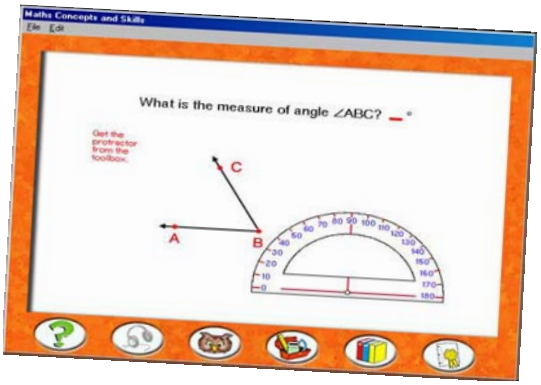
What is Successmaker?

Christina Mitchley

Current use in College

SuccessMaker is currently used by year 8 and 9 students on a Monday, Wednesday, Thursday and Friday registration in B4.

What is it?



SuccessMaker comprises of a range of different courses, all of which contain a large volume of curriculum material, covering mainly literacy and numeracy. The system as a whole is capable of raising both reading and numeracy skills for a vast majority of students.

The way that SuccessMaker delivers the material within each course is both individualised and highly motivating for students. Throughout each session students can keep track of their own performance by clicking on the report card icon, which then provides them with their own personalised information about their work. Within each course, the student also receives praise from the system itself, which is designed to encourage their progress. This is in the format of coloured icons, such as bronze, silver, gold and platinum rosettes, depending upon the level of their achievement. Alternatively, if a student is struggling with any part of the course, the system will also provide help and advise them as to where they are making mistakes.

At the end of the session, SuccessMaker will differentiate all of the work that the student sees, mark it and feed it back together with an overall mark and percentage score. The teacher, by means of a different process will also receive a profile of the student's strengths and weaknesses. This information can then be used to modify the work to suit individual needs.

It must be noted at the very beginning that SuccessMaker is not just aimed at those students with special needs. It can be used to aid a wide variety of individuals, ranging from gifted students to those who are underachieving, or from mainstream students to members of the wider community. In fact, SuccessMaker is not just a resource to improve levels of English and Mathematics. It is also a method of increasing motivation and raising levels of self-esteem.

So who can use SuccessMaker?…

- Students lacking motivation and self-esteem.
- Students working below their chronological age.
- Mainstream students.
- Gifted/talented students.
- Key stage 3 intervention.
- C/D border line students.
- Feeder schools.
- Key stage 2-3 transition.
- Wider community – adult learners.

SuccessMaker is now used in over 1400 schools, where it is stated as having 'a significant, positive impact on teaching and learning'

Using an online forum for homework

Martha Ball

Developing use in College

The College forum can be used to post homework so students can access their work using the internet.

Currently a member of staff has to login and find their subject area. Then you just press 'New topic' and can type the homework in. If you wish to add any files or support materials, you just have to upload them using the boxes provided.

In short, posting homework on the forum is straightforward:

1. Login
2. Find your area
3. Press 'New topic'
4. Type the message (and upload any resources)
5. Press 'Post new topic'

How could you use this?

With your login details you can setup your own section of the forum exactly as you wish.

This can be used for any subject and is a great way of providing additional resources and suggestions homework. You can add hyperlinks, files and much more….

As you have already covered with John Gowing, the use of forums is growing enormously. Individual members of staff are able to develop their own sections, or departments can collate material together.

A forum could be used to communicate with parents, fellow staff members or even to post reports about trips and events. At Neale-Wade one of the current ways this technology is being used is to develop an electronic staff voice. Using the forum tools we can ensure that staff will be able to:

- Communicate with each other, sharing ideas and concerns in an online chat room
- Communicate with Senior Leadership offering improvement ideas and concerns
- Communicate with staff governors

Interactive games in IBC and other subjects...

Andrew Field

Current use in IBC

Every good lesson has an effective starter and plenary. ICT is another additional tool to enhance your lessons - these games and quiz templates, all created by Andrew Field are ideal for a quick starter or plenary exercise. Since IBC got access to a fixed projector they have been building their own collection of games and quizzes.

What is this all about?

Are you keen to make effective use of ICT in your teaching? Interested in innovative, engaging, exciting yet practical and beneficial teaching tools? Do you want to experiment with eLearning without any of the hassle?

You can generate your own games, quizzes and activities. Exciting ICT-based eLearning materials can be created with an absolute minimum of effort. The software gives you the chance to harness the power of Macromedia Flash but without any of the technical issues.

The ability to customise and create games or activities according to your requirements is fundamental to successful eLearning. You can tailor the challenge to your students' specific needs. As you can save and edit your data files, you can easily create different versions of your eLearning activities.

The Flash files you produce are ideal for use on interactive whiteboards, school networks and webpages - you have the freedom to create exactly what you want.

How can I make use of this?

Software is freely available for all staff and students at Neale-Wade. You have to type in your questions and can then generate engaging revision and recap games.

You simply load the software from your laptop and begin experimenting with it!

Podcasting with students

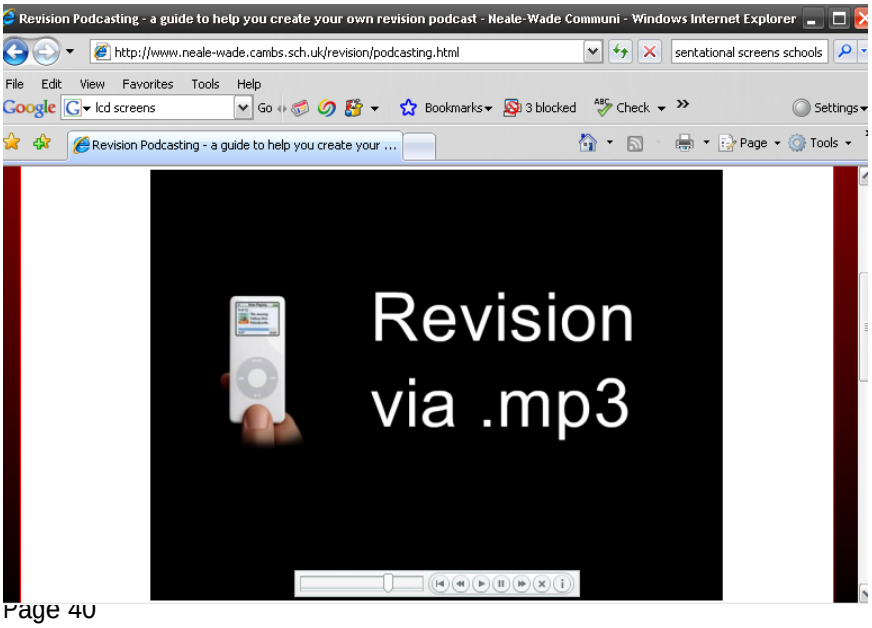
Andrew Field

Current use in History

Last year we were looking for innovative ways to encourage students to revise. With the growth in MP3s the concept of podcasting has been created.

Podcasting in its simplest form is recording your voice. Following an assembly where the concept was introduced to all students, my Year 11 History set recorded their notes. Using the Audacity program students merged their voices with their music, creating a musical hook to help them remember.

As with many examples shown today, the key use of ICT was to enthuse and engage students. As this was something different nearly every student was keen to create their own podcasts.



How can I make use of this?

Podcasting is actually incredibly simple. Every single PC comes with a program 'Sound recorder'. Plug a microphone in the PC, load the program and press 'record'.

We have a set of headphones which can be booked out for whole class use, but I found most students last year were able to record their own podcasts at home.

Podcasting isn't just for revision either - it can be used to record student assessments, for a quite literal pupil voice exercise, or even by the teacher to record revision notes and ideas.

This is another idea that can develop in so many different ways!

Programs required:

Program to record your voice
[**free** on all windows PCs]

Program to create and edit your .mp3 file
[**free** download]

You also need:

Microphone / headset to record your voice
[Use for free in school or cheap to purchase]

Using ActiVote in Maths lessons

Dr Simon Hubbard

Current use in Maths

I used ActiVote for revision during a year 10 Maths lesson. ActiVote is a multiple choice based quiz where each students can vote using a pod. This enabled the students to get immediate feedback and their answers to be stored in a spreadsheet for further analysis at a later date.

If used sparingly, the students enjoyed using ActiVote and its self assessment qualities.

The only downside of using ActiVote is that the software used for writing the quiz can be time consuming, but this is fine if the quiz is written to be used more than once.

What are the benefits?

- Even the most reluctant learners are motivated to respond
- The power of multimedia makes even the most complex subjects stimulating for the learner
- Assessment becomes more straightforward – paperless!
- Teachers and learners are provided with immediate feedback
- Instant feedback on your students' understanding allows the focus to be changed mid-lesson to ensure no child is left behind
- Seamless presentation and student feedback in one
- Stimulus for debate on subjective issues
- Spontaneous opinion gathering

How can I make use of these?

In College we have one set of ActiVote pods - this set include 32 voting pods. As we have discovered the setting up of the pods can be an irritation, but with notice we can ensure everything is setup correctly for your lesson.

We first tried this pods in a staff meeting at the beginning of 2005. They are an excellent teaching and learning tool but as Simon has identified, used as part of a wider range of teaching methods.

Blogging in class

Aynsley Welling

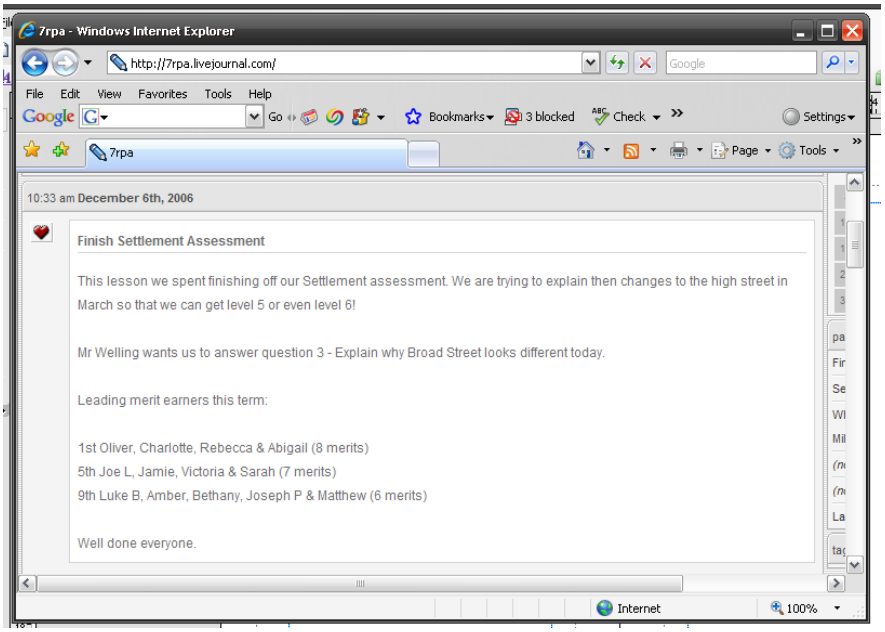
Current use in Geography

See it online at:

http://7rpa.livejournal.com/

Objective: to provide students with a summary of the lesson, including homework set. Also provides a forum for students ot feedback if they have problems.

The 'added value' is very clear to see. I have noticed an improved compleition of homework and we have been able to incorporate merit tables. This the blog has been used to positive effect to enthuse and engage students.



What is a blog?

A blog is quite literally an online diary. Based on a calendar format you post messages online. This basic concept has a multitude of uses. In terms of education the format is ideal to post summaries of lessons or provide support for additional work. To extend a lesson you could provide students with a series of additional weblinks or a copy of the resources used in the lesson.

The whole thing is very powerful and there are so many ways it can lead to the effective use of ICT. A blog is actually the easiest way for anyone to create their own website.

How can I make use of this?

There are many blogging tools available on the internet and we can now actually setup blogs using the school's own webspace.

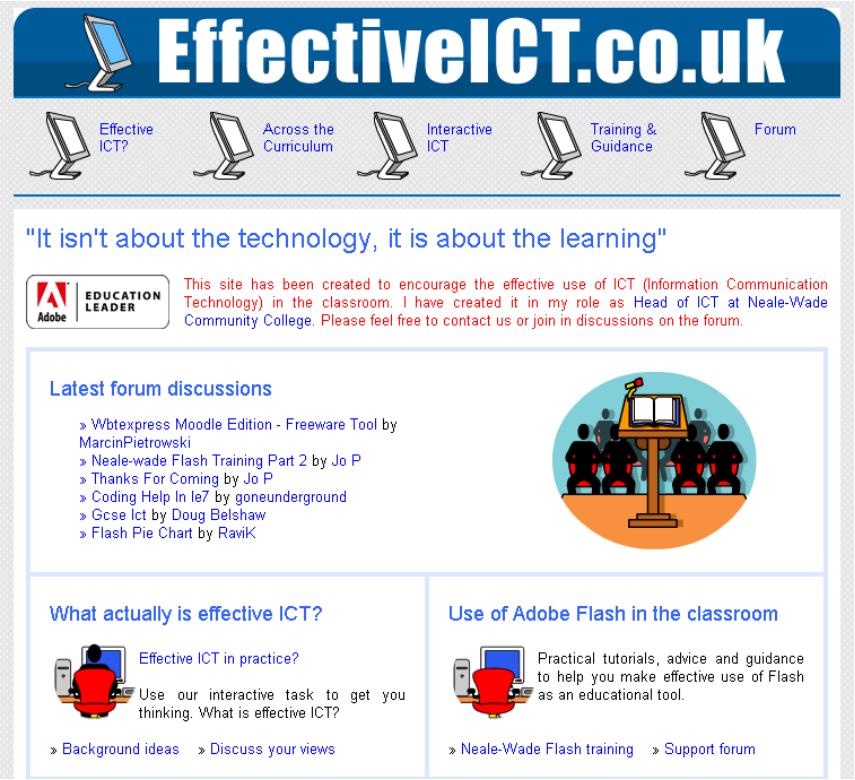
Once a basic blog has been setup they are very easy to keep up to date. In this example Aynsley created one login for all students to use. This meant everything could be updated really easily and rapidly.

For further development we could actually provide each student with their own login - this means the teacher could blog their own information and ideas and then students can leave comments and requests. As you have control over everything you are able to moderate (i.e. check) messages before they appear. If you are interested in the concept please talk to Aynsley or Andrew and something similar can be setup for you.

20 ideas not enough for you?

On the following pages you also have a list of seventy ICT ideas that we have considered.

This list was produced in collaboration with other teachers on the **EffectiveICT.co.uk website**. If you want to get additional ideas or suggestions, have a look at the site and join the forum.



1. **Setup a blog** - a place to offer additional support, ideas and links to help students' learning.
2. **Get students to video their class presentation** - really effective use of ICT where students are in control, scripting and preparing a presentation to go online.
3. **Create a webquest task for an ICT-based homework** - force students to research and prepare materials by following a webquest. A series of links and tasks to answer which guide students through a topic.
4. **Give students a massive Word document and a strict word limit** - provide students with a 40 page document full of information and ask them to précis the text to 200 words.
5. **Give students a terrible PowerPoint presentation** - provide students with an awful PowerPoint presentation about a particular topic. Make it look awful, include incorrect and worthless information, put everything in the wrong order. Ask them to mark it and then fix it.
6. **Graffiti a source** - project an image onto a whiteboard. Get students to draw all over it with their analysis and ideas.
7. **MP3 your work** - only accept the next piece of work in MP3 format. Show students Audacity + a microphone and get them to record their next piece of work / revision
8. **Project a video but remove the sound**. For example, play a film trailer without any sound, get students to add their own music and effects to fit.
9. **Create a PowerPoint background**. Create a PowerPoint for

students to perform in front of - adding timing, graphics to make an active presentation more impressive.

10. **Create an interactive quiz or game**. Using quality software such as Hot Potatoes or ContentGenerator.net to create an engaging starter / plenary activity.
11. **Use portable recording devices for interviews**. Get students to record short, sharp interviews in mp3 format.
12. **Setup a class podcast**. Divide students into groups and make each responsible for part of a topic. Each group has to prepare a podcast. All the podcasts are then combined and put online as one class podcast for all to use.
13. **Save whiteboard notes**. Use a whiteboard for a class mind-mapping session to start a topic. Save the whiteboard file. At the end of the topic, repeat the exercise, but then load their initial work to compare and contrast.
14. **Sound effects**. Introduce sound effects via your laptop. A good answer? Cue a round of applause. A silly idea? Cue some booing. Make student in charge of playing the effects.
15. **Student voice**. Put together an online evaluation form - students can complete this to share their thoughts and feedback about the lesson / topic. – Fixed projector to show the results
16. **Project a worksheet**. Don't photocopy a tasksheet - project it onto the wall so everyone can see it and save on the photocopy budget.
17. **Use a massive digital timer**. Project a massive clock onto the

board so nobody can be in any doubt how long a task is meant to take.

18. **Use PowerPoint timings.** Setup tasks using timed PowerPoint slides. Details for the first task appears. Once the time is up, automatically move the screen on. The teacher can just leave this running, allowing them to focus on the students.
19. **Set up a collaborative Wiki** - for sharing of ideas
20. Get to students to present their work in **Moviemaker**
21. Get students to create **animations to show processes** (e.g. science / geography) in action - could be using flash or putting together individual video shots making small changes each time (in a Wallace and Grommit style!)
22. **Use sound effects** to introduce a topic (students could have to guess what the topic is) or to provide the ambience in the classroom - e.g. tropical rainforest sounds; lava bubbling; an earthquake etc..
23. **Set up a Department Website** to share resources between staff and provide online support for students - get students to contribute and take responsibility for sections of the website; use the website to help celebrate student achievement by adding examples of good work - poems, art work etc..
24. **Use whiteboard to teach fieldsketching** - project picture in notebook - select and draw round the main 'defining lines' of the features shown - remove picture from the background and annotate the key features

25. **Use skype or similar** to make a virtual language lab - or making use of MSN or similar (such as live chat in digital brain) for practicing conversing in MFL
26. **Video Conferencing** - bring experts into the classroom 'virtually' through the use of a video conference
27. **"Making the News"** - encourage students to create news articles / videos to be broadcast / published on line through the E2BN Making the News website.
28. **Use GIS in the classroom** - e.g. AEGIS - to develop spatial awareness / help students see spatial patterns
29. **Create flyovers in Google Earth** to help students develop a sense of place / take them on virtual journeys around the world - geotag points with photographs etc..
30. **Create virtual fieldtrips** using image hotspots / hyperlinks to text images etc.. for use both in the classroom and for students to use at home
31. **Use digital video** played through the IWB to pause and annotate video clips and to take still images of the annotations / picture - to build up story board of main points from video for feedback at the end.
32. **Use Photoshop or similar graphic package** to alter / clone photographs to predict change in a landscape - e.g. the effects of coastal erosion or sea level rise. - by creating a series of 'altered' photographs at different stages and then inserting them in moviemaker - a basic animation can be created of landform

development. Students could also be given photographs and asked to alter them according to what they think will happen - as well as adding text annotations to describe and explain the processes taking place (sorry very geography orientated!)

33. **Timer** - Use the http://ant4.com/PizzaTimer/ to put 20 minutes on the board to show how easy it was to do and how useful it was for pupils in managing their learning.

34. **Creating a Wordsearch /Crossword/Cloze test** - We've got Hot Potatoes at our place, so I was going to show how to create a quiz using that for those that are planning on integrating materials onto the school VLE and also show the tools at http://school.discovery.com/teachingtools/teachingtools.html which I think actually create better versions if you're going to print them off on paper.

35. **Projecting an image using PowerPoint** - Importing a picture into PowerPoint resizing it to full screen to enable effective analysis and development. Simple but effective.

36. **Using the pen tool in PowerPoint.** If you right click during a PowerPoint Slide Show, you can select a pen tool to annotate whatever is on the slide. It won't save your scribblings, but it can still be quite a useful tool

37. **Interactivity without an IWB -** Getting people to interact with what's being projected by using a wireless mouse and/or or bluetooth tablet

38. **Improve an existing essay** - put a word processed piece of

work on the school network and get pupils to download and improve it. This could then be commented on by another class member using another colour text

39. **Setting up a learning blog** - Using free blogging software (such as http://www.livejournal.com/ - which I prefer as it doesn't have the 'next blog' link at the top) to create a class blog to encourage pupil discussion and involvement
40. **Adding a picture into a worksheet** - Yes, I know to us it might be basic, but I wanted something that those staff who are just getting comfortable doing their own typing could use to jazz up their work sheets. This would cover cropping, changing brightness and contrast and controlling layout.
41. **Adding music** - Using http://www.apple.com/itunes/ to create playlists of various types of music - calming, concentrating, urgent, time keeping etc
42. **Creating a learning game** - Showing how easy it is to create a quiz or game using the http://www.contentgenerator.net/
43. **Automatically advancing slides in PowerPoint** - useful for creating timers and self testing quizzes
44. **Creating .swf files with http://www.openoffice.org/** - Open up a PowerPoint in Impress and exporting it as an swf
45. **Setting up a learning wiki** - Using free wiki software (like http://pbwiki.com/) to set up a class wiki that pupils create and develop articles they can then use for revision.
46. **Drag and drop flash exercises** - using the example that Andrew

showed off at his http://www.effectiveict.co.uk/flash/index.shtml

47. **Collaborating online** - Showing online resources like this one, the http://www.schoolhistory.co.uk/forum/, the http://www.historyshareforum.com/ and other places where teachers with similar interests come together to share ideas and workload.
48. **Radio Documentaries** - usinghttp://audacity.sourceforge.net/ to record pupil written reports. This could be extended, and combined with a learning blog to show people how to set up podcasts.
49. **Provide ICT scaffolding** - a word document template that helps students put together an essay plan / answer
50. **Hamburger ICT template** - picture of a hamburger split into its component parts - student literally uses the images as background to help them identify all the component parts of the essay.
51. **Mindmapping software** - use mindmapping software instead of drawing notes on the board
52. **Getting students to use their mobile phone** - with all the new features on phones there are so many possibilities. Recording voices, sharing ideas via bluetooth, texting answers etc.
53. **MP3 treasure hunt**. Provide clues to help students find resources / information etc. that is provided on mp3 players as audio. Hide these players around the classroom / area.
54. **Use a large digital die**. Project a large die / dice onto the board. Use these to supplement an existing activity.
55. **Flickr photos**. Get students to record a trip / presentation /

event and upload images to Flickr

56. **Immense copies of work**. Get students to use http://homokaasu.org/rasterbator/ to create a wall-sized version of their work - simple and easy mega-poster maker that uses an original image (i.e. digital photo of their work etc.)
57. **Using a drag and drop macro in PowerPoint** to make PowerPoint a more interactive teaching / learning tool;
58. **Using the record function on a IWB** to prepare tutorials which can be put online
59. **Embedding video and flash into PowerPoint** to make them more interactive
60. **Text analysis** using smartboard notebook and the highlight functions
61. **Set up an online photograph gallery** / library for students to contribute to - to build up a collection of copyright free images - e.g. of geographical landforms, different places, cultures etc.
62. **Flickr photos**. Get students to record a trip / presentation / event and upload images to Flickr
63. **Use a wireless mouse** - hooked up to the laptop & projector, this is a great way to give students control of the lesson - they have to get involved.
64. **Setup a teacher e-mail account to share with students** - as long as you are following the correct guidelines, this is a great way of allowing students to e-mail their work to you.
65. **Use Excel to create a drag and drop** - using coloured textboxes

in Excel you can easily create a drag-and-drop exercise that can be extended further with just a little thought.

66. **Use Excel for 'weighting' exercises** - give students a collection of causes or important aspects for a topic. Ask them to add a number from 1 - 10 under each one to identify how significant it was. Then highlight everything and press the graph button and you have instant graphical analysis!

67. **Wireless keyboard** - pass a wireless keyboard round the class for a fairly sedate brainstorm/mindmap (even better if you use mindmapping software)

68. **Use your own Publisher templates** - provide students scaffolding in Publisher - but take advantage of the ability to drag items actually off the paper. Surround the outside of the paper with too many ideas, images and headlines. Students than have to select their own choice to drag into the Publisher document. Add in an evaluation task i.e. why did you select the image etc. to take the whole activity to the next level.

69. **Storyboarding -** get students to storyboard a non-written assessment using PowerPoint or similar and then film it in short sections using the video function of a digital camera.

70. **Deciding not to use ICT** - In the push for ICT-based lessons the learning opportunities can sometimes get left behind. If you evaluate a lesson and identify no added value by using ICT, taking the proactive step not to use ICT is the best thing to do!

Produced by the Neale-Wade ICTAC (Information Communication Technology Across the Curriculum) Teaching and Learning Group.

SOME RIGHTS RESERVED