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A quiet revolution: the role of digital media in delivering learning that works

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- '...change in education may now be thought of as a constant condition, rather than an event'

Futurelab Literature review: Teachers Learning with Digital Technologies: A review of research and projects, p.5

End User innovation

- … a source of innovation, only now becoming widely recognized, is *end-user innovation*. This is where an agent (person or company) develops an innovation for their own (personal or in-house) use because existing products do not meet their needs

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Rapid e-learning

Rapid learning (or Rapid eLearning) has traditionally referred to a methodology to build e-learning courses rapidly. Typically the author will create slides in PowerPoint, record narration on top of the slides, with some software he/she will be allowed to add tests, or even collaboration activities between the slides and then send the whole package (most often as an Adobe Flash file) to a learning management system or a website.

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There are a number of reasons why a **college** might consider the use of digital media to deliver the curriculum. These would include:

- Using digital media to develop e-learning materials for use with young people doing qualifications in reduced time;
- Using digital media because there is evidence they can motivate young people (especially in the area of creativity);
- Using digital media to deliver C.P.D. to non-specialist teachers;
- The use of digital media as a solution to a college that has a very small number of pupils suited to taking a qualification in the cohort and cannot justify allocating the time and resources for teaching it in house;
- To allow teachers to pool knowledge, share innovation and avoid ‘reinventing the wheel’;
- Finally, using digital media to allow access to enhancement and enrichment opportunities not possible any other way.

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‘The common factor in effective VLEs was the enthusiasm of the subject teacher; that is enthusiasm for the subject and teaching and learning as much as any competence in computing. The more successful providers had provided their staff with a general introduction to the concept of VLEs, and then offered individuals encouragement in their curriculum area with more specialist detailed help when needed’.

Virtual learning environments: an evaluation of their development in a sample of educational settings **Date:** 13 Jan 2009 **HMI:** 070251 **Publisher:** Ofsted

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Volumetric Analysis

Question:

Can you think of any good reasons for using Digital Media to support the delivery of this area of the curriculum?

What would the barriers to doing this be?

Good reasons for using Digital Media to support the teaching of titration:

•Lack of sufficient equipment for individual class use

This approach will allow students to interact and discuss the skills needed to perform titrations.

•Lack of experienced technical support

A lesson could be prepared by using the basic apparatus and the Photo Story 'titration'. All this entails is provision of the basic equipment and computer access. Students will then use the technology as a learning tool. It is hoped that they will support each other to create an interesting and individual presentation. The complexity of the presentation will depend on the level of interest and ability of the students.

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Good reasons for using Digital Media to support the teaching of titration:

•Difficult calculations and subject knowledge, which makes the teaching of this topic didactic

Difficult calculations and subject knowledge is addressed by the introduction of a basic formula, which students can use to process results. The Photo Story presentation could allow the introduction of more complex work if the students are sufficiently motivated.

•Students not motivated by an abstract topic

The interest stimulated by the technology will motivate some students and consequently aid their learning of a difficult topic.

http://www.triplescience.org.uk/elearning/chemistry-unit-2/index.aspx

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Multimedia tools:

Name	Link	Purpose
Launchball	http://www.sciencemuseum.org.uk/launchpad/launchball/	On-line computer simulations of physics concepts
Zentation	http://www.zentation.com/	Zentation combines video and slides to create online presentations that best simulate the live experience.
Yacapaca	http://www.yacapaca.com/	Online surveys and quizzes
Triple Science rapid e-learning tools	http://www.triplescience.org.uk/elearning/	These activities have been developed to foster collaboration (developing a learning community) and to support knowledge transfer, which is important for all science departments. They will provide further support for partnerships and networks that are looking for creative ways to offer Triple Science GCSEs collaboratively.

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Diigo	http://www.diigo.com/	Instead of just bookmarking, Diigo allows you to highlight text and attach sticky notes to specific parts of web pages, form groups and share notes with others
Googledocs	www.docs.google.com	Upload your files from your desktop: Edit and view your docs from any computer or smart phone. Share your work: Real-time collaboration is possible
CamStudio	http://camstudio.org/	CamStudio is able to record all screen and audio activity on your computer and create industry-standard AVI video files and using its built-in SWF Producer can turn those AVIs into lean, mean, bandwidth-friendly Streaming Flash videos
Bubbl.us	https://bubbl.us/	Mind map on-line and share results

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Produce an elevator pitch (one between two)

A curriculum/pedagogical problem

None of the students log on to the VLE and use the dedicated revision materials produced for them by the English team teaching A-level English literature.

A different approach

Form a DIIGO group for each English set, get the students to annotate the flat html pages with their own comments and stickies in one lesson during the day.

Have a prize for the most incisive comment on each topic

Sell us the benefits

- Peer education is the most effective form of learning (Hattie)
- Comment would encourage collaboration between classes and could lead to meaningful dialogue between teachers
- Comment could build quickly in 2-3 years and leave a useful legacy for each new cohort to access
- Gives an other route for teachers to check understanding
- Written summaries based on the comments will make better sense to the young people than solely teacher generated materials
- Motivates teachers to produce more materials, hits on VLE increase