BRINGING A 1-TO-1 PROGRAM TO LIFE

A HANDBOOK FOR SENIOR SECONDARY SCHOOL TEACHERS

Microsoft

Microsoft Partners in Learning

Queensland Government

Government of South Australia
Department of Education and Children's Services

State Government Victoria
Department of Education and Early Childhood Development

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This series of three guide books is the result of a joint endeavour between Microsoft® Partners in Learning (PiL) and State Departments of Education from around Australia.

Microsoft Partners in Learning is an initiative committed to helping teachers and school leaders connect, collaborate, create and share so that students can realise their greatest potential.

These guides were developed following discussions on how governments partnering with Microsoft could best support the Digital Education Revolution. They aim to provide teachers who are grappling with significant change brought about by the Digital Education Revolution by providing curriculum ideas, examples, case studies and tips.

1-to-1 learning can be challenging to traditional models of teaching and learning. To be effective it demands significant shifts in pedagogy, physical space and the design of learning experiences.

These guides provide starting points to make the journey more manageable and exciting. By providing practical guidance from experienced educators we hope to inspire teachers to take advantage of the range of software and devices from Microsoft and its partners to engage and empower students in the learning process.

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Gympie State High School

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Introduction

Today's students need a richer and more engaging curriculum that meets the demands of an increasingly globalised and interconnected world in the 21st century. Access to Wikis, blogs, webcasting, distant experts, mentors, and to communities of collaborative practice and shared virtual environments can help to break down classroom walls, opening up exciting possibilities and creating a powerful educational journey.

Teachers can harness Web 2.0 applications and new technologies to create learning opportunities that develop the knowledge, skills and behaviours that students require in order to live, learn and work in the 21st century. ICT-rich learning and teaching opportunities can increase student participation, engagement and achievement, and enable students to connect with experts and with other learners all over the world.

How to use this handbook

This handbook is based on the essential question:

How can using devices in my classroom transform learning into 21st century skills?

This handbook has been developed to support teachers working with a 1-to-1 program. It explains digital pedagogy and provides learning and teaching ideas and strategies that demonstrate how to use readily available software and online tools. These learning and teaching strategies are designed to be flexible and relevant to any year level or key learning area. Teachers are encouraged to adapt them to best suit their students.

This handbook also provides a range of real-life success stories from teachers who are enacting digital pedagogy and working with a 1-to-1 program.

It is not intended that teachers 'work through' this handbook systematically. Rather, they should use it to reflect and plan for valuable learning experiences and as a springboard from which to transform their pedagogical practice.

Reflective Questions

- What does digital pedagogy mean to me?
- How can I set up my classroom for successful learning experiences?
- What are my values and beliefs about the role of ICT in learning and teaching?
- How do I use technology to help me develop my curriculum planning so that it supports enquiry learning and assessment practices?
- How does my philosophy of teaching reflect 21st century learning?
- What do I think 'learning in the 21st century' means? For students? For teachers?
- What skills will my students and I need in the 21st century?

Digital pedagogy

What is digital pedagogy?

Digital pedagogy is a new way of working and learning with ICT to facilitate quality learning experiences for 21st century digital learners. It is defined as the convergence of technical skills, pedagogical practices and understanding of curriculum design appropriate for digital students. It moves the focus from ICT tools and skills to a way of working in the digital world.

Used effectively, digital pedagogy:

- Supports, enhances, enables and transforms learning and teaching to provide rich, diverse and flexible learning opportunities for a digital generation.
- Provides the basis for engaging students in actively constructing and applying rich learning in purposeful and meaningful ways.
- Enhances opportunities for authentic, contextualised assessment that supports learning in a digital context.

Reflective Questions

- How will I judge my success?
- What does my current pedagogy look like?
- How is teaching with ICT similar to and different from my current pedagogy?
- How can I involve parents in the learning and teaching experience?
- What ICT 'expertise' is available in my classroom for other students to tap into – e.g. a webcasting expert?
- How will my classroom management strategies support students working in groups – location, monitoring of students to ensure all are on-task, meeting the needs of all students, etc?

Redesigning teaching practices with a digital pedagogy focus

Digital pedagogy asks us to understand how teaching practices that are already commonly used in the classroom can be redesigned to incorporate digital tools and technologies to enhance and extend the learning experience for students.
For example:

Standard teaching practice 1

Ask students to keep a journal so that they can reflect on their learning.

Redesigned activity

Set up a personal blog for each student.

Advantage

Student journals can connect to a local or global audience, students can receive immediate feedback from their teacher and peers – and, most importantly, entries, comments and feedback on the blog can be recorded for use at a later time.

Standard teaching practice 2

Discussion with students.

Redesigned activity

Online discussion forum.

Advantage

Gives students an opportunity for extra 'think time'.

Device management – Top Ten Tips

Effective classroom management strategies are a prerequisite to good teaching. When devices are introduced into the classroom, it is critical that the teacher is equipped with knowledge and skills to manage the students' use of these devices. It is also important for teachers to construct engaging, challenging learning experiences.

Managing a classroom of students with devices is mostly about managing the student learning experiences.

1. **Start small, and then grow.** Students want to use the devices, so will accept if their use in the classroom is infrequent at first. Ensure that you praise their good use, and encourage students to make suggestions in relation to how the devices could be used to support their learning.
2. **When you first begin using devices** in class, try building a focused and structured task all students are doing at once. It's a great way to understand how differently individuals will use the devices to address the same criteria.
3. **Create a culture of responsible use.** Good usage by individual students should be praised and lead to benefits for the whole group. Encourage students to support each other and to problem-solve any technical or organisational issues encountered, building a positive classroom culture.
4. **Have strategies for gaining or refocusing student attention.** For example, lids down or 'half mast' this means that the device screen is lowered but not completely shut. This will ensure that the students cannot be as distracted while you or other class members are attempting to impart information, without sending the machines to 'sleep' mode. Their lids need to be below the line of sight for students' eyes.

   During the lesson, conduct a 'hands-up pop quiz' or a short test or other sorts of quizzes to gauge student progress. You could have the students show you or email you their work progress, ask the class questions during activities about the activity, such as good Web sites they have found, etc. to assist in keeping the students on task.
5. **Be wary of extended device use.** Try to encourage the students to stretch, move around, and focus on 25m + lines of sight every 20 minutes. With a 30 second break every 20 minutes, safe practices will be observed.
6. **Technological monitoring and filtering solutions are not perfect.** Many teachers would like to use screen-monitoring software to see all the students' screens during a class and not have to walk around the room. These software solutions are never 100% and the teacher must still circulate in the classroom. For real-time management, such tools can slow down the natural discourse. 'Non-virtual proximity control' is better! Rigourous learning activities should engage the students.
7. **Review your expectations.** If you measured the success of a learning experience by how quiet your room is, now is a good time to revisit this. Powerful learning occurs when students collaborate and work together in teams. This can be noisier than traditional, individual learning.

   Try new things, but remember what used to work too.
8. **Be realistic.** Students may need time to become used to ready access to devices. Pair students, by selecting an ICT-competent student to work with a less experienced student, to complete a task, and in the process help each other learn. Students benefit from the experience of learning with, and from, other students.
9. **Build a solid foundation.** Technology has great power to help students obtain, organise, manipulate, and display information. Some students will impress you with innovative uses, processes and results. Other students will have more basic achievements. Regardless of how advanced the students appear, if they haven't mastered file management, they will need your help. File management (including data backup) is an important technology based skill you can help them develop.
10. **Catch them being good and empower them to empower each other.** Be sure to move around the classroom when teaching, and make note of the use of the devices in class. Help students learn from, and with each other, and share their innovative learnings.

Cybersafety

Help keep your students' devices secure online by following these guidelines:

- Turn on Automatic Updates – Make sure you have Windows® Updates set to Automatic. This will ensure that you have the most up-to-date protection on your operating system. Microsoft release updates every month, which you will automatically receive once you have done this. You can check manually for any updates by clicking Start>Control Panel>System and Security>Windows Update.
- Install antivirus and antispyware software – Microsoft Security Essentials ***(www.microsoft.com/security_essentials/)*** offers you real-time protection for your student PCs. This high-quality and hassle-free download* helps guard your student PCs against viruses, spyware and other malicious software. This will automatically be kept up to date and will scan itself weekly. Your PC must run genuine Windows® to install Microsoft Security Essentials and download* fees may apply as set by your Internet service provider.
- Make sure you have a firewall switched on – A firewall adds another layer of protection between you and the Internet. It can help block viruses and malicious software and help prevent your PC from sending out harmful content to other users. You can check this by clicking Start>Control Panel>System and Security>Windows Firewall.
- Ensure that you are using the latest browser version – In the case of Microsoft® Internet Explorer®, this is version 9. Visit ***www.microsoft.com/ie*** for the download* and instructions. Older browser versions only protected you against older online threats; newer browsers have new technologies designed to provide you with greater protection.
- Ensure that you are using the latest operating system version – This will offer you greater protection from online threats. Windows® 7 is the most recent operating system by Microsoft and is available to everyone now. Visit ***www.microsoft.com/australia/windows/windows-7*** for more information.

**Download fees and charges may apply as set by your Internet service provider.*

- Always set new users as standard users and not as admin users – Avoiding giving out admin rights ensures that you have complete control of your PC. As a standard user, they will still be able to fully function, but if they were do something that affected other users, a permission request would be sent to you.
- Visit ***www.thinkuknow.org.au*** – ThinkUKnow (TUK) is an Internet safety program offering interactive presentations to parents, carers and teachers via primary and secondary schools across Australia, using a network of trained volunteers from the Australian Federal Police (AFP) and Microsoft Australia. Created by the UK Child Exploitation and Online Protection (CEOP) Centre, ThinkUKnow Australia is being rolled out nationally by the AFP and Microsoft Australia. Topics cover cyberbullying, social networking, mobile technologies and gaming, and you can register for a presentation and/ or obtain further information at the Web site above.
- Visit ***www.microsoft.com/australia/protect/default.mspx*** – As well as the TUK initiative, Microsoft has a dedicated online team to help keep you up to date with all the latest privacy and protection information.
- Visit the Australian Communications and Media Authority's Web site ***www.cybersmart.gov.au/*** – This is the Australian Government's online security initiative to help kids, parents and teachers stay safe online and help fight against cyberbullying.
- Finally, if you are concerned that the security of your PC may be compromised, you can run a scan at any time at ***www.microsoft.com.au/protect***

Reflective Questions

- How can I develop my students' understanding of the importance of safe and ethical use of technology at home and at school?
- What parent information might be required?

Planning your 1-to-1 program

Reflective learning
Shaping my thinking

Microsoft

Reflective learning

This section of the handbook provides teachers with a framework through which to reflect on the way that 1-to-1 devices are making a difference in their classroom practice and, most importantly, their impact on student learning, particularly in literacy and numeracy. Through careful planning, teachers can develop a process that will guide their enquiry as they collect and analyse data, and reflect on their practice. This is classroom-based action research that will form an important part of the school-based evaluation of the 1-to-1 devices.

Teachers are encouraged to work in collaboration, whether face-to-face or online, in order to deepen their understanding, share practice, test ideas with colleagues and stay motivated!

Reflective learning starts with a question, which could be as simple as "If my students used their devices to record their science projects as a blog, would it deepen their understanding?" Next, you will need to work out what it would take to see if others have already tried this approach and if they were successful. It also involves deciding how to evaluate and measure success and what changes might be required to improve classroom practice.

There are three stages that make up the 1-to-1 Devices Reflective Learning process:

1. Finding focus

2. Commitment to act

3. Implementation plan

Reflective Questions

- How can I use my current pedagogical practices and transform them into powerful 1-to-1 experiences?
- How can I build on the ICT skills, interests and experiences of my students?
- What existing ICT skills and understanding do I have that are readily applicable to working 1-to-1?
- What are my ICT professional goals?

1. Finding focus

Reflecting on how your 1-to-1 devices are making a difference in the classroom starts with a question. The framework below will help you with this first stage of the process. Use the questions below to identify your needs and focus your research and next steps.

What is my essential question?

This is your broad, 'big picture' question.

How did I identify my essential question?

This is a description of the rationale and any background information that helped you to identify this question as your essential question.

Why is this question important to you and your students' learning?

What questions do I need to ask to get started?

These are focusing questions to get you started with your research.

Which questions need to be addressed along the way to help you answer your essential question?
Write these as open-ended questions.

Success indicators – How will I know?

Success indicators are the evidence of progress. They should be supported by tangible evidence.

Fast forward to a year ahead. What do I want my student learning to look like?

How will improvements in student literacy and/or numeracy be demonstrated?

What changes in your classroom practice – curriculum planning, teaching, learning, and assessment – do you want to achieve?

What data will I need to collect throughout the year as evidence of achievement?

What will you need in order to 'write' your new story?

What school/system/data is available to provide some prompts?

- Local data
- National Assessment Program – Literacy and Numeracy (NAPLAN) national tests
- Online demand testing
- Video footage

Where are we now? How are we progressing?

Baseline situation

How are things now in relation to the presence of the above indicators? What is your starting point in terms of your student skills, your pedagogy, practice and ICT skills? The reflection questions from the 'Shaping my thinking' section on page 15 may help you with this process. Also, consider gathering some initial student reflections, observations, artefacts and responses.

(Adapted from EdPartnerships International)

2. Commitment to act

What I will do to investigate my questions:				
Possible focus	Specific actions			
	Term 1	Term 2	Term 3	Term 4
Professional reading				
Something new – I'll try ...				
How will I test a new practice?				
What school-based professional learning is available?				
People I can work with:				

3. Implementation plan

My essential question:		
I will achieve this through (e.g. professional reading, professional learning, reflection, coaching):		
So that it leads to:		
Milestone:	**Date/time:**	**Evidence of progress:**

Shaping my thinking

My values and beliefs

Purpose: The questions below are intended to help principals and teachers reflect on the values and beliefs that underpin the learning and teaching practice across the school. Some suggested uses for 'Shaping my thinking' include 'conversation starters' for Professional Learning Teams, as foci for peer-coaching sessions or for reference when planning curriculum.

1. Where can I start?
2. How can I take my successful classroom strategies (what's working now) and use them to create a new way of working with 1-to-1 devices?
3. How do I use technology to help me develop my curriculum planning so that it supports enquiry learning and assessment practices?

Questions	Links for further information
• What are my values and beliefs about student learning? • What are my values and beliefs about the role of ICT in learning and teaching?	Curriculum Planning Guidelines Phase 2: Planning and Resources: ***http://www.education.vic.gov.au/studentlearning/curriculum/preptoyear10/guidelines/phase2/psg/planproctemplate.htm*** Curriculum Planning Modules: ***http://www.education.vic.gov.au/studentlearning/curriculum/preptoyear10/modules/default.htm*** *School Improvement: A Theory of Action* 'Core beliefs', page 6, Fraser, D. & Petch, J. 2007, Victorian Department of Education, Melbourne
Students	
• How do I involve students in curriculum planning? I can ask students: – What should teachers know about you? – What is important for you to learn? – What do you think younger students need to learn? – How do you learn best? – How do you want to be assessed? • How can I best harness students' enthusiasm for the 1-to-1 devices? • How can I build on the ICT skills, interests and experiences of my students?	Curriculum Planning Modules – Facilitator's advice: ***http://www.education.vic.gov.au/studentlearning/curriculum/preptoyear10/modules/faciladvice.htm***

Questions	Links for further information
Learning and teaching	
• Where can I go to discover professional learning opportunities? • What does my current pedagogy look like? (How do I teach?) – What does it look like when I am teaching with ICT? – How are they the same/different? Why? – How might it look in my 1-to-1 classroom? • What are my curriculum planning practices? – How do they reflect the integration of ICT? – How might they need to change to reflect learning and teaching with 1-to-1? • What are my assessment practices? – How do they reflect the integration of ICT? – How might they need to change to reflect learning and teaching with 1-to-1? • What learning and teaching strategies do I currently use that support the development of higher-order thinking? • What existing learning and teaching resources do I have (right now!) that I use regularly and that readily support a 1-to-1 environment? • What existing online resources and tools do I use regularly that readily support a 1-to-1 environment? • How do I currently model correct copyright practices, and safe and ethical use of the Internet? • What processes for permissions and protocols for intellectual property including copyright, and safe and ethical use of the Internet are in place and followed across the school? – How might these need to be updated to reflect introduction of 1-to-1 devices? • How can we keep students and parents informed of new processes?	Microsoft Education Australia: ***http://www.microsoft.com/australia/education*** Microsoft Partners in Learning: ***http://www.microsoft.com.au/partnersinlearning*** Queensland Government Department of Education and Training: ***http://deta.qld.gov.au/*** Bloom's digital taxonomy: ***http://edorigami.wikispaces.com/Bloom%27s+Digital+Taxonomy*** South Australian Department of Education and Children's Services: ***http://www.decs.sa.gov.au/*** Victorian Department of Education and Early Childhood Development: ***http://www.education.vic.gov.au/*** Classroom Instruction That Works: ***http://www.middleweb.com/MWLresources/marzchat1.html*** What makes a good enquiry unit? ***http://www.eqa.edu.au/site/whatmakesagoodinquiry.html*** Principles of Learning and Teaching: ***http://www.education.vic.gov.au/studentlearning/teachingprinciples/default.htm*** Curriculum planning: ***http://www.education.vic.gov.au/studentlearning/curriculum/default.htm*** Intel® Teach Unit Plans: ***http://educate.intel.com/au/ProjectDesign/UnitPlans/index.htm*** Working with the Web: ***http://www.education.vic.gov.au/management/elearningsupportservices/www/*** Smartcopying: ***http://www.smartcopying.edu.au/scw/go***
Professional learning	
• What existing ICT skills and understandings do I have that are readily applicable to 1-to-1 devices? • What skills and understandings do I need to develop?	Microsoft Partners in Learning Professional Learning Programs: ***http://www.microsoft.com/australia/education/schools/partners-in-learning/professional-development.aspx*** ePotential ICT Capabilities Resource: ***http://epotential.education.vic.gov.au/*** eLearning ICT Showcases: ***http://epotential.education.vic.gov.au/showcase/*** SA eStrategy Framework: ***http://www.decs.sa.gov.au/learningtechnologies/pages/leaders/30742/*** QLD SMARTClassrooms Professional Development Framework: ***http://education.qld.gov.au/smartclassrooms/pdframework/***

K-W-H-L chart: Shaping my thinking about 1-to-1 devices

K-W-H-L charts are a way to organise what you'd like to learn about a topic before you launch into the research. The K stands for what you already *know*; the W stands for what you *want* to learn; the H stands for deciding *how* you think you can learn it; and the L stands for what you *learn* as you go.

Term 1

What do I know about learning and teaching with 1-to-1 devices?
What do I want to find out about learning and teaching with 1-to-1 devices?
What have I learned about learning and teaching with 1-to-1 devices?

Term 2

What do I know about learning and teaching with 1-to-1 devices?	What do I want to find out about learning and teaching with 1-to-1 devices?	What have I learnt about learning and teaching with 1-to-1 devices?

Term 3

What do I know about learning and teaching with 1-to-1 devices?	What do I want to find out about learning and teaching with 1-to-1 devices?	What have I learnt about learning and teaching with 1-to-1 devices?

Term 4

What do I know about learning and teaching with 1-to-1 devices?	What do I want to find out about learning and teaching with 1-to-1 devices?	What have I learnt about learning and teaching with 1-to-1 devices?

Case studies

DigiCircles enable 'Socratic' learning at Queensland Academy for Health Sciences

Brisbane School of Distance Education makes an IMPACT with ICT

Gympie State High School students get their feedback instantly

Queensland Acedemy of Health Sciences leads the way in working digitally

Gympie State High School laptop classes connect students to personalised resources for learning

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DigiCircles enable 'Socratic' learning at Queensland Academy for Health Sciences

How do you create an environment where students will feel comfortable to express their views and analyse others' work?

By creating a revamped Socratic circle – or in a 1-to-1 environment, a 'DigiCircle'.

Queensland Academy for Health Sciences teacher Rosalie Everest and her Year 11 and 12 students have used DigiCircles to overcome peer pressure and to enhance communication in their presentations. This process is seen to be beneficial for the group in extending on their learning experience.

They found that communicating online within a virtual classroom with each other about class work breaks down traditional peer-pressures, gives shy students a 'voice' and encourages in-depth reflection and dialogue.

Students use virtual classrooms, chats, discussions and blogs to analyse and comment on their classmates' work, by giving peer support and engaging in a 'non-threatening' way.

Ms Everest used a variation on the ancient Greek Socratic circle structure to ensure that each student remained focused and connected. This enabled students to listen critically to and reflect on the strengths and weaknesses of each other's work, she said.

"The presenter sits at the front of the room, followed by a half circle of students who have notebooks to make comments and ask questions. The rest of the students then sit in a circle around the commentators.

"In this way presenters feel that they are only being judged or analysed by the smaller less-threatening group. The larger group is making 'cool' or 'warm' comments online at the same time as the commentators are asking questions.

"Presenters are eager to jump online and see their peer reviews to really understand how they could have improved their presentations. This has also opened up the communication channel in the class and positively changed the classroom dynamics.

"This activity is an excellent use of the 1-to-1 learning environment as it allows students to really engage with each other and further their learning in a group environment while using technology and virtual spaces."

URLs

Microsoft Education Australia:
http://www.microsoft.com/australia/education/

Queensland Department of Education and Training:
http://education.qld.gov.au/smartclassrooms/

"This activity is an excellent use of the 1-to-1 learning environment as it allows students to really engage with each other and further their learning in a group environment while using technology and virtual spaces."

Brisbane School of Distance Education makes an IMPACT with ICT

"For years I shied away from digital pedagogy. If only I had seen the light earlier."

At the start of 2008, Glen Watt was appointed as a Head of Department at Brisbane School of Distance Education. In his short time at the school, Glen has transformed his teaching using ICT.

He takes centre stage when required, but now emphasises student collaboration and creativity.

"Like many of us, I have been on a steep learning curve over the past couple of years. I find it useful to reflect on why I focus on digital pedagogy and how my practice has changed over this time."

"The underlying motivation is the reaction I see in my students each day."

Mr Watt has developed his own instructional design for 1-to-1 programs using laptops with the Windows® operating system, which he sees as integral to learning now and into the future.

It is called the Individual IMPACT model and Mr Watt recommends it for all subjects across all year levels.

"IMPACT is an acronym. The word was chosen because it reflects my aim as a teacher - to have a positive impact on my students learning and lives in general. IMPACT stands for Inspire Model Practice Apply Connect Transform."

Mr Watt was a winner of the prestigious Smart Classrooms Teacher Award in 2010. He has presented the Individual IMPACT model to various forums including the Australasian Association of Distance Education Schools (AADES) Conference in Adelaide, and the Virtual Schooling Service Annual Conference in Brisbane.

"The IMPACT model has also been used as an example of best practice by the Learning Mentors facilitating DEEWR's Integrating ICT Pedagogy in School Communities Workshop in 20 regional and remote locations across Australia. Feedback from teachers with a variety of backgrounds and experiences was very positive," he said.

"I think teachers like the model because it provides a simple, yet comprehensive structure. It is based on a number of learning theories so it's easy to relate to and importantly, it provides the teacher with flexibility. The amount of time devoted to each step and the sequence of activities is influenced by the subject matter being taught and the nature of the students in the class."

'It also makes it easy to add in new options as they become available. I didn't know what pencasting was a few months ago; now it is an integral part of my online courses," Mr Watt said. Pencasting is a way of turning handwritten notes into interactive Adobe® Flash® movies or PDF files and sharing them online or a specified group of recipients.

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URLs

Microsoft Education Australia:
http://www.microsoft.com/australia/education/

Queensland Department of Education and Training:
http://education.qld.gov.au/smartclassrooms/

"The underlying motivation is the reaction I see in my students each day."

Gympie State High School students get their feedback instantly

Students at Gympie State High School are ecstatic to be getting their feedback instantly in online assessment tasks.

Science teacher Tony Grudzinski said that he was using virtual classrooms in his 1-to-1 class and had created exams with Respondus and Studymate that provided instant results.

"My students really find online assessment beneficial as feedback is given instantly. This method of working is more efficient and allows students to take ownership of their progression and improvement when learning science concepts.

"There is also that 'interesting' focus that my students need. Now, in school, we find students' attention span on a 'non-engaging' concept topic is very limited when they aren't interested or feel they can't relate.

"Traditional teaching has become harder for students to relate to as the years progress, and technology fills every aspect of a young adult's life.

"The great thing with having a 1-to-1 class is being able to connect my students with current information. If we have a discussion and a point is debated … students can instantly gain access to the latest information out there and contribute to a global community of knowledge.

"This ability to access information to further their learning immediately is allowing my students to stay focused and motivated," Mr Grudzinski said.

Queensland Government

> "This method of working is more efficient and allows students to take ownership of their progression and improvement when learning science concepts."

URLs

Microsoft Education Australia:
http://www.microsoft.com/australia/education/

Queensland Department of Education and Training:
http://education.qld.gov.au/smartclassrooms/

Queensland Academy of Health Sciences leads the way in working digitally

QAHS students enjoy collaborative work through 'Virtual Worlds'

Queensland Academy of Health Sciences (QAHS) students have been leading the way with innovation in learning using ICT.

QAHS teacher Lissa Hodson said that innovation had become normal practice at the school. Some classroom activities that have been in practice over the past two years at the school include the use of electronic textbooks.

"Our students are using Tablet notebooks as everyday learning tools; they no longer worry about carrying heavy textbooks to school. Part of the benefit of having electronic textbooks is that OneNote® can be used to analyse learning resources," Ms Hodson said.

"Our teachers don't see the use of ICT as an occasional requirement. We are using our Windows® -based laptops as a starting point in each class. We expect that students will build on their knowledge in a class setting by creating exposure.

"At a recent cluster PD day, we were able to showcase some of the changes taking place in our schools.

"In the past two years our teachers have gone from fearful adapters to strong advocates for the importance of digital pedagogy.

"Some of the vital changes included the importance of transformational and flexible learning for staff. We are teaching our students that learning should be flexible".

Ms Hodson said that the benefits for teachers also included a motivated class cohort.

"Students can only reflect the learning environment they are exposed to. If they are only given restricted learning, they can't be expected to show the outcomes that are achieved by students who are given flexible and comprehensive learning.

"Students really have a great deal of ability to exceed our expectations of them. As long as they can be given free rein to learn, they will be likely to succeed.

"Our school has robust infrastructure that enables deep and connected learning and higher order thinking. However it is not the technology that creates an effective teacher, it is the use and purpose of this technology in supporting rich learning experiences for students."

Lissa Hodson has recently won a teaching award that was presented by the Australian Prime Minister Julia Gillard. The award was for Excellence in Teacher Leadership for driving technology across the curriculum.

URLs

Microsoft Education Australia:
http://www.microsoft.com/australia/education/

Queensland Department of Education and Training:
http://education.qld.gov.au/smartclassrooms/

"In the past two years our teachers have gone from fearful adapters to strong advocates for the importance of digital pedagogy."

Gympie State High School laptop classes connect students to personalised resources for learning

Peter Musk has been teaching a Windows® laptop class at Gympie State High School for the past nine years and has seen marked improvement in students' progress over the years. During that time, one of the major changes in the classroom environment has been the ability to connect with many different resources to support students learning.

One of the many practical uses for laptops in schools is the storage and availability of educational audiovisual support material. The ability to access resources stored on the school server, the Learning Place and other resource sites, means that students have greater choices in researching supporting material to personalise their learning.

The classroom television, once one of the only sources of audiovisual material, has become obsolete and is no longer used in Mr Musk's classroom. He finds that the one-size fits all approach to learning does not suit or skill our contemporary learners for the future.

"With access to so many resources anytime, anywhere, students are able to gain instant access to any information that they may require. They are also able to tailor their learning to individual interests and learning styles.

"The days when the TV was the single source of technology in the classroom are gone…now students have their laptops open and have access to the world at their fingertips.

"By having these resources available all the time, my students are able to engage in independent learning. I have created a virtual classroom for the students to engage in. This allows access from home and school, to receive instant feedback on their progress and communicate with their peers.

"My students are able to independently work through the unit and take charge of their own learning.

"The learner we strive to create at Gympie State High School is very much an independent learner who is given opportunities to connect with a variety of resources to support their learning journey."

Queensland Government

URLs

Microsoft Education Australia:
http://www.microsoft.com/australia/education/

Queensland Department of Education and Training:
http://education.qld.gov.au/smartclassrooms/

"The days when the TV was the single source of technology in the classroom are gone … now students have their laptops open and have access to the world at their fingertips."

Ideas for project-based learning

Microsoft

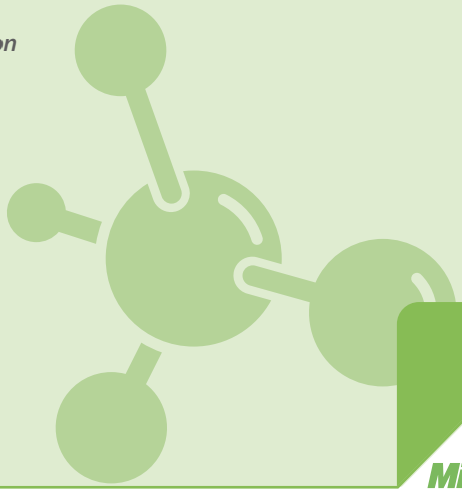
Create a word cloud

Snapshot	Use Web 2.0 Software to interrogate and deconstruct texts.
Explanation	Wordle™ is a Web 2.0 tool that generates 'word clouds' with text that the user provides. The more frequently a word is used in the text, the more prominently it appears in the word cloud. Once generated, the word cloud can be customised and individualised with different fonts, colour schemes and layouts. The word clouds can be printed out or saved as a jpeg file. **Use Wordle to enhance learning and teaching experiences** • Literacy – Wordle can be used to display a range of words that students then select as nouns, verbs, adverbs, adjectives, pronouns and more. The text use could be from a novel, news article, a sentence and even the students' own work. • Wordle is an effective way of displaying key words or topics at the beginning of a unit in order to establish students' prior knowledge and understandings. • Wordle can be used for students to write and display information about a range of topics. For example: a word cloud displaying the students' own hobbies, interests and characteristics. • Use Wordle when discussing current affairs by placing the text from a news article to display the most frequently used words. In this way, Wordle can invite discussions about the use of persuasive language to portray point of view.
Teaching tips	**Whole-class lesson to introduce Wordle** • Brainstorm ideas as a whole class about the use of Wordle in learning experiences and display them in a Wordle word cloud. • Encourage students to evaluate their own work by adding the text from their writing or assessment pieces. • The Wordle word clouds could be displayed on the classroom walls and used for revision of content learned in class. • Students can easily access Wordle via their personal computer, and they should save and store the word clouds that they generate in a digital portfolio or folder on their device.
Images/media	A word cloud of Martin Luther King's 'I have a dream' speech. A word cloud 'About Me'.

Microsoft

Create a word cloud *(Continued)*

Links to Statements or Standards etc.	**Year 3 Creating with ICT** Students have the opportunity to: • explore different ICT to represent imaginative ideas and responses to problems • experience ICT as a creative learning tool. **Year 5 Creating with ICT** Students have the opportunity to: • use ICT as a tool to represent creative thinking and ideas • make simple plans to use ICT to create solutions for learning • reflect on the use of ICT and explain strategies for innovative use of ICT • evaluate ICT solutions based on the choice of ICT, the extent to which the required features work to meet the purpose, and then make modifications, where appropriate • recognise ICT as a creative tool for recording their planning, thinking and learning. **Year 5 Communicating with ICT** Students have the opportunity to: • use different digital media to improve the communication of ideas.
Suggested duration	2 hours
Supporting software	Wordle™ – ***www.wordle.net*** ***http://www.microsoft.com/australia/education***



Microsoft

Post a comment on the Australian War Memorial Blog

Snapshot	Use Web 2.0 technology to post a meaningful comment on the Australian War Memorial Blog.
Explanation	To be an active and informed citizen, students need an understanding of Australia's history and culture. The Australian War Memorial Web site is a rich source of information that provides students with learning opportunities in these two areas. As a whole class briefly look over the Australian War Memorial (AWM) Web site at ***www.awm.gov.au/*** Then look at the AWM blog at ***www.awm.gov.au/blog/*** and read some of the posts. These are on a very wide variety of topics ranging from soldiers' personal stories, accounts of conflicts, humorous anecdotes, to an 'Of love and war' category on how relationships are affected by war. Students can use the 'categories' menu to search for areas of interest to them. Once they have familiarised themselves with the blog, students can chose one of the posts and prepare to post a response to it. When students have prepared their response, they can post it by clicking the 'Leave a comment' link at the top of the post.
Teaching tips	To make their responses meaningful, students need to understand the background to the post they have selected to comment on. By preparing their responses and presenting them to the class, students can share what they learned and also receive feedback before they post to the AWM blog. Explain to students that a moderator will review their posts before approving them for viewing by the public. Discuss why this protocol would be in place.
Images/media	
Classroom management strategies	Begin by using a data projector or interactive whiteboard to facilitate a class tour of the Web site and blog. Once there is general familiarity with these sites, students can work in pairs or individually to prepare and post a response to one of the blog posts. Students should be reminded that the information related on the Australian War Memorial blog is about matters that are sensitive to some people. The posts are about real men and women whose families are part of the community we live in. Being superficial or disrespectful on this blog would be particularly inappropriate. Cybersafety: Anything students post must be respectful and considerate. Students must not post personal information online. Support students in developing discernment about what they post online. As a class, discuss the 'Your Digital Footprint' section of the Australian Government's Cybersmart Web site: ***www.cybersmart.gov.au/Kids/Tips to stay safe and cybersmart/Your digital footprint.aspx***

Post a comment on the Australian War Memorial Blog *(Continued)*

Links to Statements or Standards etc.	• Communicating with ICT • Enquiring with ICT • Social Competence • Intercultural Understanding • Literacy • Thinking Skills • Teamwork • Self-management
Suggested duration	1-2 hours
Supporting software	Blogs are readily available to embed, use and customise via a virtual classroom, e.g. with Blackboard. ***http://www.microsoft.com/australia/education***
Additional ideas	The Australian War Memorial Web site has an Education section at ***www.awm.gov.au/education/*** that contains many resources for teachers and students. For students whose families are from a non-Australian background, they may be interested in searching for Web sites similar to the AWM Web site for their country of origin.

Microsoft

Reflective Questions

- How can I use blogging as a strategy for student reflection?
- How could I use blogging as a strategy to develop students' literacy skills?

Re-create yourself using an avatar

Snapshot	Get students to think about how they would like to represent themselves as an avatar and write a reflective story about this.
Explanation	Learning objectives: To explore ideas about self-image and identity while challenging stereotypes. Get students to think about how they would like to represent themselves as an avatar. Maybe they will be a basketballer or a ballerina; maybe a nerd or a jock; perhaps a hippy or a fashionista. They also need to think about the clothes they choose to wear, any accessories they might have (e.g. a guitar, a fishing rod), and the location in which they will be standing. Once they have considered this, they then create their avatar using one of the following sites: Marvin – ***www.marvin.com.au*** Reasonably Clever – ***www.reasonablyclever.com/mm2/index.htm*** Moonjee – ***www.moonjee.com/*** DoppelMe – ***http://doppelme.com/create/*** Build Your Wild Self – ***www.buildyourwildself.com/*** Following this, students need to write a short reflective story that explains why they chose to represent themselves in this way. • What does this character tell us about the person they are, or perhaps, the person they would like to be? • What aspects of their personality shine through? • What hobbies and interest are depicted? • How are their values shown? • What things are obviously important to them, from this character? • What parts of their childhood, or important memories from their past, can be seen? • What aspects of their future, or hopes for the future, can be seen?
Teaching tips	Ensure that students think about and plan out their avatar before proceeding to the Web sites – this way they will waste less time 'playing' on the Web sites. You might like to restrict the Web sites you allow the students to visit, in order to make the activity shorter.
Images/media	 Here's an example of an avatar created using the online program MiniMizer: ***www.reasonablyclever.com/mm2/index.htm***

Re-create yourself using an avatar *(Continued)*

Suggested duration	1 hour
Supporting software	Marvin – ***www.marvin.com.au*** Reasonably Clever – ***www.reasonablyclever.com/mm2/index.htm*** Moonjee – ***www.moonjee.com/*** DoppelMe – ***http://doppelme.com/create/*** Build Your Wild Self – ***www.buildyourwildself.com/*** Microsoft Education Australia – ***http://www.microsoft.com/australia/education***
Additional ideas	This task could be applied to almost any subject area. Students should not share personal information online, including not using personal information to register to use Web 2.0 tools.

Microsoft

Create a Web space in which students can participate under convict aliases

Snapshot	Create a web space that students will join under convict aliases. Create a social platform where students can share information with each other.
Explanation	Windows Live® Spaces and Ning are social platforms that allows teachers and their students to form a private network. Teachers can create and lead discussion forums with their class, and students can blog, upload photos and share videos with each other. Learning objectives: To explore identity and lifestyles. Go to ***www.home.spaces.live.com*** or ***www.ning.com*** and create a Web space for your class. Name your Ning something like 'Convict Chronicles', but include some identifier for your school or class (e.g. 'ConvictChronicals9CRSC'). Once you have set up the Web space the way you would like, invite your students to join. However, ensure that they do not use their real names but create a profile for one of the following people: • a ticket-of-leave convict • a free settler • an overseer or officer • an assigned convict • a married or unmarried female convict • a government service convict. **Each profile must include the following:** • A Profile Picture & Appropriate Name. • Personal Information (D.O.B, age, family status, education, interests, convict status). • An 'About Me' voki that tells the details of your crime and sentence. • A photo album with at least three primary sources (with subtitles describing each one and how it relates to you). • A blog which includes at least five entries, of at least 150 words each, detailing moments/events in your life – your Life in England, Travel to Australia and Convict Life. You must refer to at least five of the following: - famous/infamous convicts - how the convicts built townships/infrastructure - relationships between convicts and others in the new colony - conditions of transportation - daily life of convicts – education, food, clothing, entertainment, chores etc. - convict legacies - government of convicts - situation in England in the late 1700s - female factories - labour/work - punishments - Aboriginal disease/hostility/attitudes towards etc. • at least three posts to relevant 'discussions' or 'advertisements' listed on the main Web space page • a Bibliography – with links to Web sites listed.
Teaching tips	Instruct the students that their profile must demonstrate their understanding of convict experiences during this time, as well as their concerns and major achievements. The profile must be historically accurate, including key dates, important people and specific locations. Encourage students to draw their information from a range of sources.

Create a Web space in which students can participate under convict aliases *(Continued)*

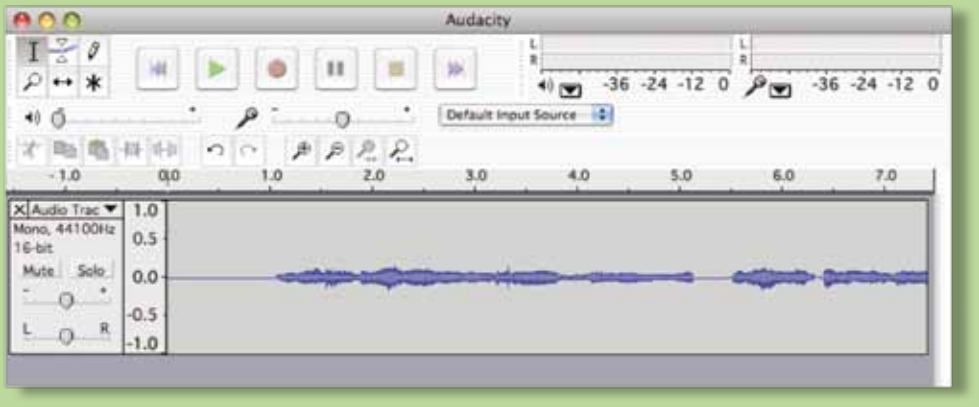
Images/media	 Here's an example of a convict profile page.
Suggested duration	2–4 hours
Supporting software	***http://www.ning.com*** (requires a subscription) ***http://www.home.spaces.live.com*** ***http://www.microsoft.com/australia/education***
Additional ideas	This task could be applied to almost any subject area. Students should not share personal information online, including not using personal information to register to use Web 2.0 tools.
Assessment ideas	Assess how well the students' profiles demonstrate their understanding of convict experiences during this time, as well as their concerns and major achievements. The profiles must be historically accurate, including key dates, important people and specific locations. Information must be drawn from a range of sources.

Microsoft

Reflective Questions

- How do I give students feedback on their discussion?
- How can I prepare my students to work collaboratively and cooperatively to maximise learning potential?

Use Audacity® to create a radio broadcast

Snapshot	Students write a script for a radio segment and read it using Audacity.
Explanation	Learning objectives: To develop skills in oral presentations and critical thinking. Using Audacity, create a 2–3 minute radio broadcast on a topic that suits your curriculum. Some examples include: • A segment that announces the outbreak or finish of a World War. • An interview with an author from a novel you've completed • An interview with a famous scientist • Complete a segment entitled 'This Day in History' • Rewrite the ending of a novel or the next chapter. Students must write a script for their radio segment and rehearse it in class. They then use Audacity to record this script.
Teaching tips	Audacity is very simple software to use; it is basically as easy as opening the program and pressing record, and so students do not require much knowledge or technical support. • Separate the students while they are reading their scripts around the classroom, hallways, etc, so that there is minimal background noise while they record.
Images/media	
Classroom management strategies	Set the students small tasks to complete by the end of each lesson. For example, by the end of the first period students should have written most of their script. Ensure that goals are achievable, but challenging enough to keep the students on track.
Suggested duration	2-4 hours
Supporting software	***http://audacity.sourceforge.net/*** ***http://www.microsoft.com/australia/education***
Additional ideas	This task could be applied to almost any subject area.
Assessment ideas	Assess the content of the radio broadcast – e.g. how historically/factually accurate it is.

Students use a Wiki to present information on the Universal Declaration of Human Rights

Snapshot	Students gather data on crime and punishment in the past and judge this information against the Universal Declaration of Human Rights, then present their research and judgements on a Wiki.
Explanation	To make good choices in life, students need to be able to base their decisions upon available data. The ability to effectively analyse data enables students to be informed contributors to discussions on social issues. The Proceedings of the Old Bailey Web site – ***www.oldbaileyonline.org/***– provides information on crimes and the corresponding punishments for this period of history. An online copy of the Universal Declaration of Human Rights can be found at: ***www.un.org/en/documents/udhr/*** Use the Old Bailey Web site to investigate the punishments routinely given for certain crimes. Compare these punishments to the principles of the Universal Declaration of Human Rights.
Teaching tips	Create a class Wiki with a separate page for each group, or alternatively for each crime category. After they have completed their research, have students think about the word 'punishment' and discuss why today's prisons are referred to as correctional centres. Finally, the students could collaborate to produce their own Declaration of Human Rights within the context of their classroom.
Images/media	Click the 'Search Pages' link. On the 'Search Home' page, use the dropdown menu next to 'Punishment' to investigate the crimes that were associated with those punishments.

Microsoft

Universal Declaration of Human Rights *(Continued)*

Classroom management strategies	Students could work in teams to investigate particular crimes and punishments, and report their findings on the Wiki. Cybersafety: Students must not post personal information online. Support students in developing discernment about what they post online. As a class discuss the 'Your Digital Footprint' section of the Australian Government's Cybersmart Web site: ***www.cybersmart.gov.au/Kids/Tips to stay safe and cybersmart/Your digital footprint.aspx***
Links to Statements or Standards etc.	• Communicating with ICT • Enquiring with ICT • Literacy • Thinking Skills • Teamwork • Ethical Behaviour
Suggested duration	1–3 hours
Supporting software	Wikis can be created using sites recommended by the Education Department of your State or school, or by using one of the complimentary education Wiki sites available on the Internet. ***http://www.microsoft.com/australia/education***
Additional ideas	Students considering ethics or legal studies could research to compare the 'punishment' today for the equivalent crimes that they investigated through the Old Bailey Web site. The Victorian Sentencing Manual is available online at: ***www.judicialcollege.vic.edu.au/publications/victorian-sentencing-manual***. • What is different about society today compared to 200 years ago? • How do political or religious views influence the judicial system then and now? More information on the Australian criminal justice system can be found at the Australian Institute of Criminology Web site at: ***www.aic.gov.au/en/statistics.aspx***
Assessment ideas	Assessment should be based upon the students' ability to research, collate and present data, to work cooperatively and effectively in a team, and to enquire using ICT, rather than the production of a list of crimes and punishments alone.

Microsoft

Reflective Questions

- How can I support my students in discovering relevant and useful information on the World Wide Web?
- How will I select groups to ensure optimum learning for all students?

Using Bing™ as an English as a Second Language tool

Snapshot	ESL students explore ways they can use the Bing ESL Assistant tool.
Explanation	The Bing ESL Assistant is an online tool that ESL students can use to correct common errors such as article insertion and deletion, preposition confusion, confusable adjectives, word order, noun number, verb morphology and more. Students can use the Assistant to check the accuracy of their written English. Go to ***www.microsofttranslator.com*** and look for the ESL (English as a Second Language) Assistant link.
Teaching tips	Having the ESL Assistant accessible during class time, particularly on an interactive whiteboard, would allow discussion of common errors in their English as they arise. A list of common errors could be compiled, and students could then use the ESL Assistant to correct those errors. This list could be stored in Windows Live® Workspaces – ***http://workspace.officelive.com/en-AU/***– so that all students can contribute to it from home or school.
Images/media	
Classroom management strategies	Once they are familiar with the tool, ESL and other students could have the ESL Assistant routinely available as a literacy support during written tasks.
Supporting software	***http://www.microsofttranslator.com*** ***http://www.microsoft.com/australia/education***

Microsoft

Reflective Questions

- What authentic learning contexts lend themselves to collaboration globally?
- Which technologies are my students using outside school that I could use to extend their learning?
- How can I find this out?

Students explore the Bing™ Translator Tool

Snapshot	Exploring languages other than English using the Bing Translator Tool.
Explanation	Exposure to languages other than English is becoming more common as the world increasingly operates in a global way. Being able to exchange even a few words in another person's first language can improve intercultural understanding. Search engines now offer more than the facility to find Web sites, movies and images. The Bing Translator Tool –***www.microsofttranslator.com***– allows students to translate passages of text to or from English into over 20 languages. Students can use the tool to check their translations in LOTE subjects. Under the guidance of their teacher, they could use a Web site such as ePals –***www.epals.com/***– to arrange a cultural exchange with students in a non-English speaking country. The Bing Translator could be used to facilitate communication between the students.
Teaching tips	Students should be scaffolded in their exchanges. A structure for successive emails could be devised in a class discussion in which students agree on a sequence of communications. For example, the first exchange might be about introducing themselves and describing their likes/dislikes etc., the second exchange could be about their school, the third about their country or whatever the students feel is appropriate as a group.
Images/media	
Classroom management strategies	Students can use email, a blog, a Windows Live® Space, a Ning, a forum or a Wiki to exchange information with other students. Less literate students could be paired with other students. Cybersafety: Students must not post personal information online. Support students in developing discernment about what they post online. As a class discuss the 'Your Digital Footprint' section of the Australian Government's Cybersmart Web site: ***www.cybersmart.gov.au/Kids/Tips to stay safe and cybersmart/Your digital footprint.aspx***
Links to Statements or Standards etc.	• Social Competence • Intercultural Understanding • Literacy • Communicating with ICT • Enquiring with ICT
Suggested duration	1-2 hours
Supporting software	***http://www.microsofttranslator.com*** ***http://www.microsoft.com/australia/education***
Additional ideas	Students could use the Bing Translator Tool to translate individual words and then arrange them into sentences to explore differences in grammar. Students can also use the translator as a means of generating secure passwords. Common words in English would be very difficult to guess when translated into a language uncommon to those around the student.
Assessment ideas	The teacher could collaborate with students to develop a rubric to assess the quality of their exchanges (email or blog posts etc).

Discuss Australia's national safety using Wikis, Blogs, Windows Live® Spaces or Nings

Snapshot	Students discuss how we can harmonise the complex issues of our national safety (local level) with our humanitarian responsibilities (global level) within the context of keeping Australia's borders safe.
Explanation	To be able to act as responsible global and local citizens, students need to be well informed and possess a balanced sense of justice. The matter of keeping our borders safe raises two issues that require such balance. Firstly, the need to act responsibly to keep Australians safe from harmful influences and, secondly, acting responsibly regarding the humanitarian issues that are often associated with refugees and asylum seekers. There are sections on the Australian Government Department of Immigration and Citizenship Web site that contain information that students should be aware of before they can discuss these issues in an informed way. These sections include: **Managing Australia's Borders** This section details strategies for securing Australia's borders, entry requirements for travelling to Australia, and how the department prevents illegal entry. There is also information about detention centres and what people need to do in order to stay and work in Australia legally. ***www.immi.gov.au/managing-australias-borders/border-security/*** **Visas, Immigration and Refugees** This section explains Australia's humanitarian program, how refugees can officially seek protection, how people can apply for protection if they are already in Australia or how they can apply for a Temporary Protection Visa or a Temporary Humanitarian Visa. ***www.immi.gov.au/visas/humanitarian/*** **Citizenship** This section explains why a person seeking to enter Australia, and wanting to remain here, should seriously consider becoming an Australian citizen. It includes the citizenship test that people must pass in order to become an Australian citizen. ***http://www.citizenship.gov.au/*** Also, the Face the Facts Web site of the Australian Human Rights Commission (see ***www.humanrights.gov.au/education/face_facts/index.html***) contains teaching resources and worksheets for use in Australian classrooms. It also contains a section entitled 'Some Questions and Answers about Indigenous Peoples, Migrants and Refugees and Asylum Seekers (2008)'. **Bringing the learning together** After reviewing this information and resources, students could consider questions such as: • How do Immigration Authorities ensure that Australians are safe? • What role does fear play in people's perceptions of refugees and asylum seekers? • What words does the media use that might influence the way Australians perceive refugees and asylum seekers? (See the worksheets on the Face the Facts Web site for more suggestions.) How can the students share what they have learned and make the resources they have found available for other students to use? Creating a Wiki, blog, Windows Live Space or Ning or space on your school Intranet are possible ways of doing this.
Teaching tips	As there is a significant amount of information contained in the reference Web sites, assigning groups of students to each Web site and having them report back to the class (jigsaw strategy) would allow for efficient use of time. It would also encourage students to take responsibility for the information they are assigned to contribute to the discussion. Considering some of the reasons why people become refugees will help students to develop understanding of these issues.

Microsoft

Discuss Australia's national safety *(Continued)*

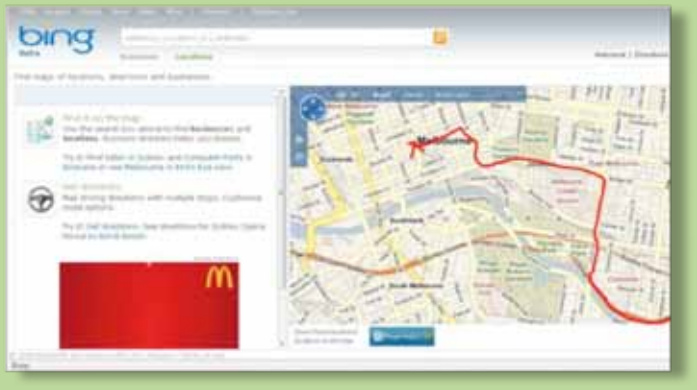
Images/media	
Classroom management strategies	Begin with a whole-class discussion to clarify the issues being discussed. Then divide the class into four groups, each with the responsibility of becoming the 'experts' in the area they were assigned. They then become the 'authorities' to whom other students can refer to when addressing the questions. Cybersafety: Teachers should make students aware that some materials published on the Internet about these issues represent extreme or politically or religiously loaded viewpoints. However, the Web sites listed above do contain sufficient reliable information to have a meaningful discussion on this topic. Students must not post personal information online. Support students in developing discernment about what they post online. As a class discuss the 'Your Digital Footprint' section of the Australian Governments Cybersmart Web site: ***www.cybersmart.gov.au/Kids/Tips to stay safe and cybersmart/Your digital footprint.aspx***
Links to Statements or Standards etc.	• Enquiring and Communicating with ICT • Numeracy • Social Competence • Thinking Skills • Intercultural Understanding • Teamwork • Literacy • Self-management
Suggested duration	3-4 hours
Supporting software	***http://www.immi.gov.au/managing-australias-borders/border-security*** ***http://www.microsoft.com/australia/education***
Additional ideas	Students could debate rather than discuss these issues. They could make a publication showing a balanced view and another with a biased view of border security, refugees and asylum seekers. Considering some of the reasons why people become refugees will help students to develop understanding of these issues. Alternatively, students could collect images and create a photo story.

Microsoft

Reflective Questions

- How can I develop and enhance student skills in building social relationships and working in teams throughout my learning and teaching programs?
- Of what value to my students is collaborative online work?

Plan the route from school to the Post Office using Bing™ Maps

Snapshot	Using Bing Maps and other online resources, students plan the route from their school to the General Post Office (GPO) in the capital city of their State using different modes of transport.
Explanation	Students plan the route to the GPO of their capital city by car, bus/tram or train. At least two different modes of transport should be chosen for comparison. They take screen dumps and paste these images into Microsoft® Office Word or Office PowerPoint®. The maps are then annotated using the inking tools in Microsoft Word or PowerPoint (under the 'Review' menu, choose 'Start Inking'), to clearly mark the chosen route. Students should then present the pros and cons of each transport option for their situation. Bing Maps – ***http://bingmaps.com.au/*** – can be used to plan the best route by car. The search string 'rail timetable your capital' (e.g.'rail timetable Sydney') will take students to information on rail travel in their capital city.
Teaching tips	If available, an interactive whiteboard (IWB) could be used to demonstrate how to use the inking tool. Students could also use the IWB to ink their maps using marker pens if they find it difficult to use the mouse for this purpose.
Images/media	
Classroom management strategies	Students could work in pairs, with each person assigned one of the transport modes to research. An interactive whiteboard could be used to display and discuss student solutions. The results could also be uploaded to a Wiki and shared as an adjunct to a class presentation.
Links to Statements or Standards etc.	• Communicating with ICT • Enquiring with ICT • Teamwork • Literacy • Self-management
Suggested duration	2-3 hours
Supporting software	***http://bingmaps.com.au/*** ***http://www.microsoft.com/australia/education***
Additional ideas	If using the GPO is impractical due to the location of your school, choose another destination. This task can be made more complex by making the destination more distant, adding the requirement of travel by sea or air, or by making the destination more remote, e.g. Pombuana in the Solomon Islands.

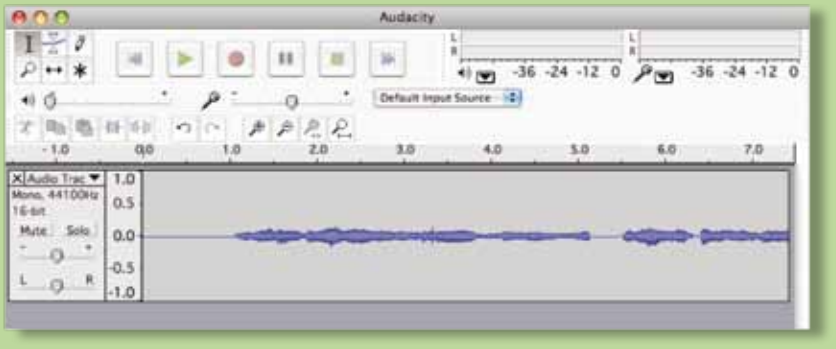
Microsoft

Create a MySpace™ page for a character from a novel or a historical figure

Snapshot	Create a personal MySpace page for a character from a novel or a historical figure.
Explanation	Learning objectives: Analysis of a character or figure. Using Microsoft® Publisher, students are to create a MySpace page for an entity they wish to explore. This could be a character from the novel they are studying or a historical figure, a place, a venue or an era (historical period). Students should construct their page so that it looks just like a normal MySpace (or Facebook) page.
Teaching tips	Show students a sample of what this might look like. Discuss as a class the features of a MySpace or Facebook page and decide upon the features you want students to include that are relevant to the task. Including elements such as a 'wall' or 'chat area' will enable students to develop more information and depth in their pages. Mandate the amount of information you would like students to include about the character/entity.
Classroom management strategies	Ensure that you clearly outline to students the way you will be assessing this task, so that they know that their efforts must be directed towards those areas.
Supporting software	***http://www.myspace.com*** ***http://www.microsoft.com/australia/education***
Additional ideas	This task could be applied to almost any subject area.
Assessment ideas	Assess the content and the level of understanding about the character/figure that each student demonstrates.

Microsoft

Create a revision webcast before exams

Snapshot	Create a revision webcast before exams in senior classes.
Explanation	Learning objectives: To revise key ideas. Using Audacity®, create a 3–5 minute webcast that revises a range of areas that will be assessed during the exams. Students must write a script for their webcast and rehearse it before using Audacity to record it.
Teaching tips	• Guide the students in terms of the content you would like them to cover. Consider breaking up major components of your course into sections and allocating these sections to different students in order to ensure that you cover a wide range of revision material. • Separate the students while they are reading their scripts around the classroom, hallways and so on, so that there is minimal background noise while they record. • Create a Wiki or blog so that you can share all the students' webcasts in the one place.
Images/media	 Simply press the red 'record' button and then read your script.
Classroom management strategies	Set the students small tasks to complete by the end of each lesson. For example, by the end of the first period students should have written their script. Ensure that goals are achievable, but challenging enough to keep the students on track.
Suggested duration	2–4 hours
Supporting software	Audacity – ***http://audacity.sourceforge.net/*** Audacity is very simple to use; it's basically as easy as opening the program and pressing record, and so students do not require much knowledge or technical support. ***http://www.microsoft.com/australia/education***

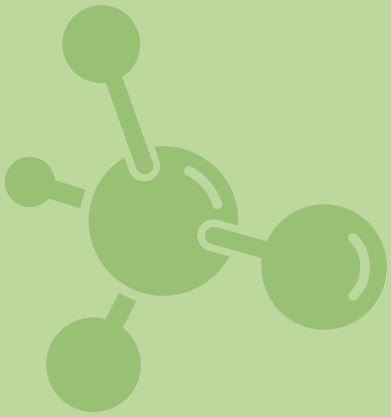
Engage in parliamentary debate using Twitter®

Snapshots	Students have a rapid-fire 'parliamentary' debate using Twitter.
Explanation	Debating is a fundamental component of democracy. Providing students with an opportunity to engage in academic debate will assist them to understand the importance of this aspect of the democratic process, and to distinguish it from argument driven by emotions. Students choose a topic to debate and use Twitter as the forum to conduct the debate. An 'independent' panel of students can act as observers and offer their opinions on the effectiveness of the arguments from both sides.
Teaching tips	This activity will be more effective for students if they can debate an issue that is meaningful to them, particularly if they can use the results of the survey to initiate some kind of action. Placing students in different areas of the school or running the activity out of school hours as a homework task will encourage all students to participate, particularly those who would be more reluctant to comment in a classroom situation. Additionally, debating through Twitter will give students more time to think about their responses or to discuss possible responses if they are working in a team. The class should consider and discuss what criteria characterise effective argument before running the debate.
Images/media	 Simply press the red 'record' button and then read your script.
Classroom management strategies	Divide the class into several groups. Each of these groups is then divided into: • students who represent the 'Government' • students who represent the 'Opposition' and • students who comprise the 'observers' who will provide feedback on the debate. Students should be reminded that they must remain respectful of others' opinions at all times and should not make personal comments, either verbally or in their posts. Cybersafety: Students must not post personal information online. Support students in developing discernment about what they post online. As a class discuss the 'Your Digital Footprint' section of the Australian Government's Cybersmart Web site: ***www.cybersmart.gov.au/Kids/Tips to stay safe and cybersmart/Your digital footprint.aspx***
Links to Statements or Standards etc.	• Communicating with ICT • Social Competence • Ethics, Issues and ICT • Literacy • Thinking Skills • Teamwork
Suggested duration	1–2 hours

Microsoft

Engage in parliamentary debate using Twitter® *(Continued)*

Classroom management strategies	Begin with a whole-class discussion to clarify the issues being discussed. Then divide the class into four groups, each with the responsibility of becoming the 'experts' in the area they were assigned. They then become the 'authorities' to whom other students can refer to when addressing the questions. Cybersafety: Teachers should make students aware that some materials published on the Internet about these issues represent extreme or politically or religiously loaded viewpoints. However, the Web sites listed above do contain sufficient reliable information to have a meaningful discussion on this topic. Students must not post personal information online. Support students in developing discernment about what they post online. As a class discuss the 'Your Digital Footprint' section of the Australian Government's Cybersmart Web site: ***www.cybersmart.gov.au/Kids/Tips to stay safe and cybersmart/Your digital footprint.aspx***
Links to Statements or Standards etc.	• Communicating with ICT • Social Competence • Ethics, Issues and ICT • Literacy • Thinking Skills • Teamwork
Suggested duration	1–2 hours
Supporting software	***http://www.twitter.com*** ***http://www.microsoft.com/australia/education***
Additional ideas	Students could watch a parliamentary debate and discuss the way it is conducted. • How do the Opposition react to the politician speaking? • How do the speaker's own party support the speaker? Alternatively, webcasts of 'Question Time' in the Senate and the House of Representatives are available at ***http://webcast.aph.gov.au/livebroadcasting/*** and the ABC at ***www.abc.net.au/newsradio/parliament/podcasts.htm***
Assessment ideas	Students could develop a rubric by first discussing the criteria that characterise effective debating and then using this rubric to assess the debate.



Microsoft

Peer assessment for online work

Snapshot	Students investigate the characteristics of an effective post to a blog, or other discussion forum, and develop an assessment tool that they can use to check the quality of their post.
Explanation	Working in an online environment often requires students to post to forums such as blogs, discussion groups and so on. What support can be provided to ensure that their posts are appropriately worded, rigorous, safe, respectful, culturally aware, suitably focussed, interesting and well structured? Students discuss what makes a post effective, decide on the criteria that that such effectiveness is measured by, and then use these criteria to develop a rubric that they can use as a guide for improving their own posts.
Teaching tips	The concept of assessment criteria can be clarified for students through discussions in which they focus upon what it is that, for example, makes a movie enjoyable or makes one chocolate chip cookie more delicious than another or what makes one computer game more enjoyable than another. Use guiding questions to support students to critically analyse the criteria they are using to make judgments on such things. Have students view online examples of rubrics. By using the search string 'rubric templates' in search engines such as Bing™ (***www.bing.com.au***), students will find many examples of rubric design. Microsoft® Office Online is a source of rubric templates. RubiStar is also a source of editable rubrics and contains many examples that can be used by teachers and students as design guides: ***http://rubistar.4teachers.org/*** To support the development of assessment criteria, view appropriate blog posts and have students critically analyse which posts are effective, which are not, and why. This will help them to think about what makes a post effective. During the design phase, opportunities for collaboration can be increased by locating the rubric in a shared space online such as Windows Live® Workspaces: ***http://workspace.officelive.com/en-AU/***. Students will then be able to contribute to it from home or from school. This will also allow students from other schools to join the class in developing the assessment tools.
Classroom management strategies	Using a jigsaw approach – in which each student group is responsible for developing just one criterion in a specified area such as 'safety', 'appropriate language', 'academic rigour', 'intercultural awareness' and so on – will move the activity more efficiently. It will also provide an opportunity for students to work as teams to achieve a common goal. Cybersafety: Students must not post personal information online. Support students in developing discernment about what they post online. As a class discuss the 'Your Digital Footprint' section of the Australian Government's Cybersmart Web site: ***www.cybersmart.gov.au/Kids/Tips to stay safe and cybersmart/Your digital footprint.aspx***
Links to Statements or Standards etc.	• Communicating with ICT • Social Competence • Ethics, Issues and ICT • Literacy • Thinking Skills • Teamwork
Suggested duration	1–2 hours
Supporting software	Microsoft® Office Excel® for the rubric or Microsoft® Office Word for a table. ***http://www.microsoft.com/australia/education***
Additional ideas	Assessment tools other than rubrics could be used. The Intel® Education Web site is a rich resource for assessment tool ideas: ***www97.intel.com/en/AssessingProjects/AssessmentStrategies/*** Students could collaborate with several of their teachers to produce a series of domain-specific assessment tools.

Microsoft

Design a UV protection awareness campaign using data from Meteorology Web sites

Snapshot	Students use data from the Australian Government Bureau of Meteorology and SunSmart Web sites to promote a UV protection campaign in their school.
Explanation	Enjoying the great outdoors is an important part of the Australian lifestyle. Understanding what is required to live a healthy lifestyle involves many factors, one of which is risk management. Managing our exposure to UV radiation from the sun is becoming increasingly important. Visit the Bureau of Meteorology Web site (***www.bom.gov.au/***). In the Web site search box enter the word 'ultraviolet'. Click the link entitled 'Australian Climate Averages – Ultra violet index (Climatology 1979–2007)'. There, students will find a series of maps, one for each month of the year, depicting the average UV ratings for that month. Students view all 12 maps and note the average UV reading for the area in which they live. They can then use Microsoft® Excel® to graph the UV readings and use this graph to observe the pattern over the year for the area in which they live. They should note the levels and variations over the year. To interpret the patterns they have discovered from their graphs, students now visit the SunSmart Web site: ***www.sunsmart.com.au/***. This site has much valuable information, and the 'Ultraviolet radiation', 'FAQs', 'School Project Help' and 'Facts and stats at a glance' sections are particularly useful. Students should use this information to understand what the levels of risk for their area mean in terms of what they need to do to protect themselves and their friends. Students then express what they have learned through a campaign, which could include such features as posters, presentations to other classes or local schools, publishing on a blog, Windows Live® Space, Ning, Wiki or the school Intranet. Students could create a photostory promoting UV-smart behaviour. Students may have other suggestions appropriate for their circumstances.
Teaching tips	Help students to focus upon what they can do to protect themselves and others rather than on the dangers of UV radiation. Some whole-class discussions brainstorming for practical suggestions as to how a campaign might be run will support students for success in this project.
Classroom management strategies	Students research in groups and then negotiate with their teacher how they will express their learning and contribute to the UV-smart campaign. If students are posting to a Web 2.0 application, then discuss with them the following information on cybersafety. Cybersafety: Students must not post personal information online. Support students in developing discernment about what they post online. As a class, discuss the 'Your Digital Footprint' section of the Australian Government's Cybersmart Web site: ***www.cybersmart.gov.au/Kids/Tips to stay safe and cybersmart/Your digital footprint.aspx***
Links to Statements or Standards etc.	• Communicating with ICT • Enquiring with ICT • Social Competence • Creativity • Literacy • Numeracy • Thinking Skills • Teamwork
Suggested duration	2-4 hours
Suggested software	***http://www.microsoft.com/australia/education***

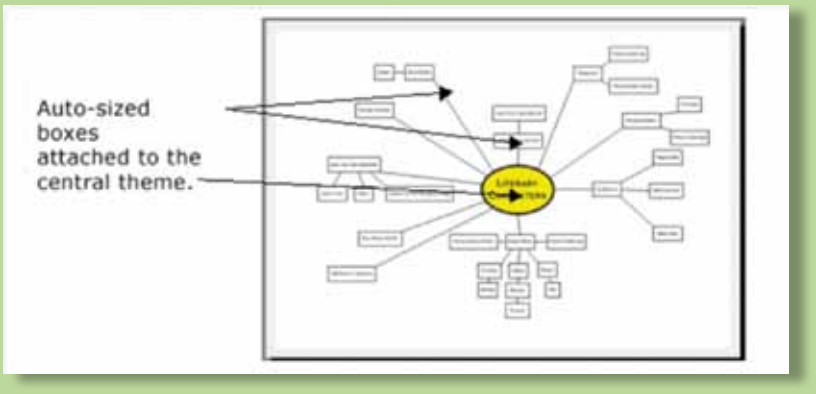
Use exploratree and SurveyMonkey™ to explore culture, symbols and celebrations

Snapshot	Use exploratree to answer the enquiry question "Why is it important to respect other people's beliefs and symbols?" with regard to the celebrations and symbols that reveal the culture and values of other countries.
Explanation	Create a class survey using SurveyMonkey to access information from families regarding their celebrations and symbols. Students incorporate their research into an interactive, multimedia presentation exploring enquiry questions.
Classroom management strategies	As a whole-class activity, students can each work on a different part of the enquiry and contribute to/ disrupt each other's position. Here are a range of additional and alternative ideas: • Brainstorm grid – Using exploratree, students will be asked to fill in a grid with symbols and pictures of celebrations they know under the headings of: 'Australian Celebrations', 'Australian Symbols', 'Aboriginal and Torres Strait Islander Celebrations', 'Aboriginal and Torres Strait Islander Symbols', 'Celebrations from Other Cultures', and 'Symbols from Other Cultures'. • Web sites – Students will have the opportunity to look at Web sites such as Kids Web Japan, Holidays and Celebrations Around the World, and Celebrations and Festivals, and read about different celebrations. • Survey – Using SurveyMonkey, as a class design a survey about celebrations and symbols that students can then ask family members and friends to fill out. Enquiry questions could come from the following: • What is a celebration and who are the group of people who celebrate this? • What is the explanation of the reasons behind the celebration? • What are symbols that are related to this celebration and why? • What is a list of values that are present with an example of how these values are displayed? • What is your personal response as to why this celebration interested you and why/ if you think it should be celebrated in our classroom?
Links to Statements or Standards etc.	The ISTE National Educational Technology Standards (NETS) and Performance Indicators for Students: ***http://www.iste.org/standards/nets-for-students/nets-student-standards-2007.aspx***
Supporting software	exploratree – ***www.exploratree.org.uk/*** Bubbl.us – ***http://bubbl.us/*** Microsoft® Photo Story 3 – ***www.microsoft.com/windowsxp/using/digitalphotography/PhotoStory/default.mspx*** Audacity® – ***http://audacity.sourceforge.net/*** SurveyMonkey – ***www.surveymonkey.com/*** Windows Live® Movie Maker – ***http://download.live.com/moviemaker***

Culture, symbols and celebrations *(Continued)*

Additional ideas	**Resources:** *Tokyo Friends* by Betty Reynolds *Japanese Celebrations* by Betty Reynolds *China: A Portrait of the Country Through its Festivals and Traditions*, Moondrake *Key into Japan* by Sally Heinrich Holidays and Celebrations Around the World – ***www.topics-mag.com/internatl/holidays/festivals.htm*** Celebrations and Festivals – ***http://lvillage.education.vic.gov.au/lv/beps/hp.nsf/PreviewHomePages/celebrations*** Kids Web Japan – ***http://web-jpn.org/kidsweb/index.html***
Assessment ideas	**Student Self-Assessment and Reflection** Assessment as learning (throughout the study – Developing students' metacognition and encouraging them to personally monitor what they are learning and use the feedback from this monitoring to make adjustments, adaptations and even major changes in what they understand). For example: personal blog, assessment rubric discussions etc. Personal journals – Students will be given the opportunity to write a journal using edublogs (***http://edublogs.org/***) where they can record their thoughts and opinions and reflect on what they have been learning about celebrations and symbols. Students must research a celebration/festival/ceremony of their choice from a culture other than their own, and create a presentation to show the rest of the class. The presentation can be in the form of a: • photo story, using Microsoft® Photo Story • video, using Windows Live® Movie Maker • song/rap, using Audacity® • radio announcement, using Audacity.

Create Mind Maps using Microsoft® Visio®

Snapshot	Use Microsoft Visio to create concept maps that will help you to map out your thoughts or information.
Explanation	Concept maps/mind maps allow you to quickly and easily record your information or thoughts around a central theme or topic. Concept/mind maps have a hierarchical nature, much like the 'branches' on a tree that stem from one central concept or 'trunk'.
Teaching tips	Help students to clarify their central idea. This could be an ideal way to show your planning, organise your thoughts or research, present ideas or reflect on an idea while showing the relationship between pieces of information.
Images/media	
Classroom management strategies	Collaborative development can be valuable for this task. A great way to organise thoughts when students are unsure how to begin a task.
Links to Statements or Standards etc.	Students understand the increasingly prominent role of ICT in society and its impact on self, work and others. They have an appreciation of the roles and responsibilities of people working with ICT and are discriminating, ethical, legal, responsible and safe users of ICT. Students use safe practices to protect information and develop strategies for handling unwanted communication. They reflect on ICT issues in the past and are able to apply future thinking when exploring the impact of ICT developments. A useful resource can be downloaded at: ***www.mceecdya.edu.au/verve/_resources/SOL_ICT_Copyright_update2008.pdf***
Suggested duration	A mind map can be a 5-minute task to initialise the thought process or it can in itself be an assessment item taking much longer. It is often something that is revisited and progressed.
Supporting software	***http://www.microsoft.com/australia/education***
Suggested development level/s	Suitable for all development levels.
Assessment ideas	This is a great way for students to share an assessment plan to help them prepare for an assessment piece.

Microsoft

Visiting places of significance with Bing™ Maps

Snapshot	Students 'visit' places of historical and other significance using Bing Maps.
Explanation	Being able to visualise the places they are studying within the curriculum assists students' understanding. Using the 'Aerial' and 'Bird's Eye' views in Bing Maps – ***http://bingmaps.com.au/maps/explore*** – students can 'visit' many places of interest. (See below for examples.) In each Bing Map view, students are able to move in any direction to 'explore'. They can switch between any of the three views at any time. A 3D view is also available. Students can take screenshots to enhance their projects.
Teaching tips	To give this activity purpose, students should preferably be provided with a clear context within which this activity is carried out. Students who have already developed skills in taking and using screenshots could be used to assist those students who require support.
Images/media	 Bing Maps: 'Road' view of Parliament House Canberra location. Bing Maps: 'Aerial' view of Parliament House Canberra location. Bing Maps: 'Bird's Eye' view of Parliament House Canberra location.

Microsoft

Visiting places of significance with Bing™ Maps *(Continued)*

Classroom management strategies	Use an interactive whiteboard to have students familiarise themselves with how to take a screenshot and how to use Microsoft® Office Picture Manager to crop and export in an appropriate format. Cybersafety: Students must not post personal information online. Support students in developing discernment about what they post online. As a class discuss the 'Your Digital Footprint' section of the Australian Government's Cybersmart Web site: ***www.cybersmart.gov.au/Kids/Tips to stay safe and cybersmart/Your digital footprint.aspx***
Links to Statements or Standards etc.	• Operating ICT • Ethics, Issues and ICT • Communicating with ICT • Enquiring with ICT
Supporting software	Microsoft® Office Word, Microsoft® Office PowerPoint®, Microsoft® Office Picture Manager ***http://www.microsoft.com/australia/education*** ***http://www.bing.com/maps/explore***
Additional ideas	This strategy could be used in many domains. The skills involved in taking screenshots and using them in project work may be used in any domain.
Assessment ideas	If done as a standalone activity, the skills involved may be the focus of assessment.

Use VoiceThread for a collaborative analysis of issues

Snapshot	Use VoiceThread for a collaborative issues analysis.
Explanation	Learning objectives: To analyse and explore images or text. VoiceThread is a Web-based communications network for K–12 students and educators. Simple, powerful and safe, VoiceThread is a place for creating and collaborating on digital stories and documentaries, practising and documenting language skills, exploring geography and culture, solving maths problems, or simply finding and honing student voices. An example task you could complete using VoiceThread is to upload several newspaper articles that you would like the students to analyse. Establish the parameters for the task with the students and then invite them to login and annotate and comment on the articles, identifying persuasive techniques used, key arguments, etc. Students can make comments alongside the articles as well as actually annotating the article. They are able to view one another's comments/annotations, and so this can be a collaborative task.
Teaching tips	You might like to set tasks for groups of students rather than having all the students working on the same articles.
Classroom management strategies	Decide what type of contribution you want from each of your students and establish this requirement with them before beginning the task. Upload a new article each week and get the students to comment on each new one as an ongoing homework activity.
Suggested software	1 hour to ongoing – you can continually upload more images.
Supporting software	VoiceThread – ***http://voicethread.com*** Microsoft Education Tools – ***http://www.microsoft.com/australia/education***
Additional ideas	This task could be applied to almost any subject area.

Using digital learning objects to explore probability

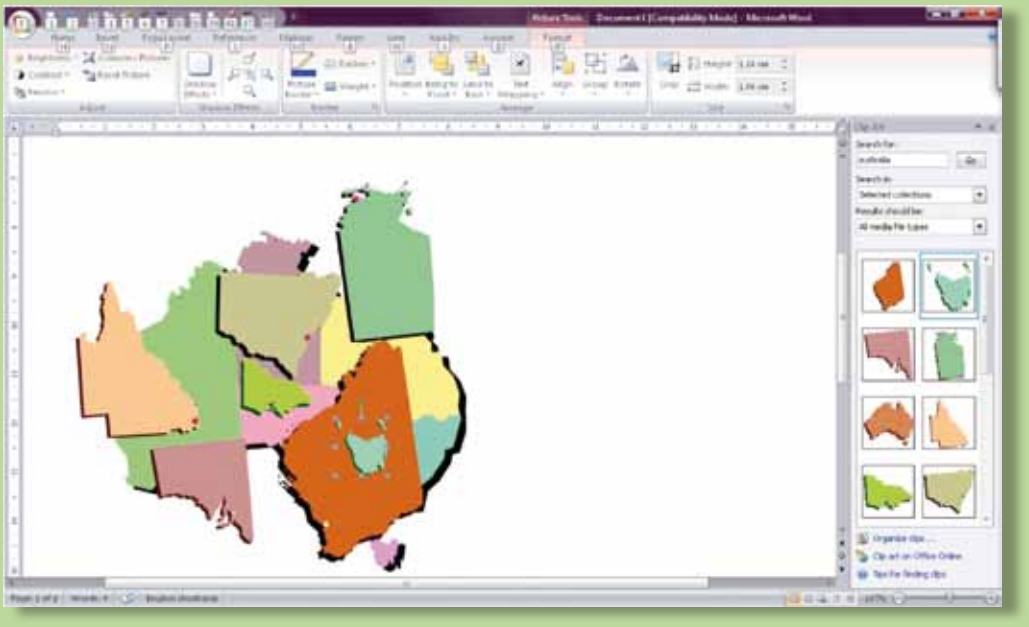
Snapshot	Students use a digital learning object to explore how long-run probabilities impact upon our daily lives.
Explanation	Individual or community perceptions can differ from reality. Students should be given opportunities to test the reasonableness of their viewpoints by running simple simulations. They also need to understand the difference between the probability of a single event and how those probabilities are affected when considered in a long-run context. The Le@rning Federation (TLF) has a series of learning objects that can be used for this purpose. TLF Learning Object L2392 *Random or not: explore numbers of jubes (1:1:1)* allows students to randomly package three different types of jubes in packets of twelve. While it appears that each jube type is equally likely to occur, individual packets vary significantly in their make-up. After investigating the probability patterns in packages they generate themselves, students make comparisons to packets randomly generated over longer runs. Students then discuss how insurance companies, ice-cream vendors, car manufacturers and many other businesses use long-run probabilities to decide how to market their products. Students could post their opinions to a blog, discussion forum or other medium so that they can give each other feedback.
Teaching tips	Support students to make the link between single-event probabilities and long-run probabilities by considering the application of probability to the cost of car insurance based upon age groups, or why insuring a $25K car costs more than insuring a $300K house. Have students run a discussion on other areas in our lives that are affected by probability.
Images/media	
Classroom management strategies	This activity works well on an interactive whiteboard, with students working in groups of 2–4. Students can be rotated through this activity. Taking screenshots of the graphs and tables that are created as students progress through the learning object will enhance their reports if this is done as a mini project.
Links to Statements or Standards etc.	• Communicating with ICT • Enquiring with ICT • Numeracy • Thinking Skills • Teamwork
Suggested duration	1 hour
Supporting software	For directions on how to access The Le@rning Federation content for your State go to: ***www.thelearningfederation.edu.au/for_teachers/access_information/schools/schools_in_australia_and_nz.html*** ***http://www.microsoft.com/australia/education***
Additional ideas	This learning object is one of a series of 17 objects on this theme. The objects range from very simple (e.g. 1:1) to more complex (e.g. 1:2:1) and so on. There is also an open task that allows students to select the number of types of jubes as well as the ratio they want them to occur in. Search for 'Random or not: Explore numbers of jubes' in the site that your State uses to access The Le@rning Federation content.

Reflective Question

- How could I use game-making to support students' literacy and numeracy skills?

Microsoft

Use clipart to overlay Australian states onto a country map

Snapshot	Students investigate the idea that if the whole of Australia was like their State or Territory, then how would the population, cultural diversity, geography, infrastructure, the business sector, and other characteristics change?
Explanation	Globalisation has increased the importance of appreciating and respecting cultural, social and religious diversity. Such appreciation will assist students to develop a sense of global citizenship. To provide students with a context within which they can develop better understanding of the benefits of diversity, they undertake activities that encourage them to think about how the nature of Australia would change if the whole country had the same characteristics as their State or Territory. Students determine how many multiples of their home State or Territory equals the land area of this continent. They then use this factor to determine how the demographics would change. For example, if a State's multiple factor was 10 (i.e. 10 of that State would be equivalent to the size of Australia), then the revised population of Australia would be 10 times the population of the State. Students apply this multiple factor to the statistics that they gather on the following characteristics: family, employment, education, earnings, housing, ethnic and indigenous groups, agriculture and primary industries, water availability, availability of medical and other services, or any other factors that they may want to consider. Following their research, students publish their description of the 'new' Australia, making comparisons and highlighting the differences between their descriptions and Australia as it is today. Students could post their descriptions on a blog and invite other students to comment on these descriptions. In their descriptions, students could also consider the question of whether diversity enriches or diminishes.
Teaching tips	To determine the multiple factor of their home State or Territory, students could use a map overlay method using clipart in Microsoft® Office Word (see below). This will require the use of picture formatting tools. It could also be useful to be familiar with operations such as grouping, order and nudging (see Help section of Microsoft® Office). Using students who are familiar with such operations as coaches will provide support if needed. Otherwise this could be done using Interactive Whiteboard Software.
Images/media	 Using clipart to create overlays of the States onto a map of Australia in Microsoft Office Word.

Microsoft

Use clipart to overlay Australian states onto a country map *(Continued)*

Classroom management strategies	Students could work as a class using a jigsaw strategy to gather statistics on Australia and on their State or Territory. Each group could be assigned a different category of statistics to gather. They then share this collective information online using Microsoft® Office Live Online or their school learning management system or a Wiki, and so on. Students then work in their groups to use this information to construct their descriptions of Australia based upon their State or Territory. Census data on individual States and Territories is available from the Australian Bureau of Statistics at ***www.censusdata.abs.gov.au***. Data on many other aspects of Australia can be downloaded from data Australia at ***http://data.australia.gov.au/***. Other data is available at ***www.australia.gov.au/topics/australian-facts-and-figures/factsheets-on-australia***. Gathering this data could be set as a homework task. Cybersafety: Students must not post personal information online. Support students in developing discernment about what they post online. As a class discuss the 'Your Digital Footprint' section of the Australian Government's Cybersmart Web site: ***www.cybersmart.gov.au/Kids/Tips to stay safe and cybersmart/Your digital footprint.aspx***
Links to Statements or Standards etc.	• Operating with ICT • Communicating with ICT • Enquiring with ICT • Social Competence • Intercultural Understanding • Literacy • Numeracy • Thinking Skills • Teamwork
Suggested duration	2–5 hours
Supporting software	***http://www.microsoft.com/australia/education***
Additional ideas	Rather than focusing only on their home State, students could work in groups with each group assigned to a different State or Territory. Following their research, students then create a Wiki with spare pages entitled 'If Australia was like NSW …' and 'If Australia was like Tasmania …' and so on. Comments can be added to the discussion section that is attached to each page in most Wikis.

Microsoft

Reflective Questions

- How can I use devices effectively in class without being connected to the Internet?
- How can I help my students to reflect upon their contribution to the group work and the group's achievement overall?

Interpreting body language using online tools

Snapshot	Students investigate differences in the way we walk and consider how the ability to interpret body language is a key skill for successful communication.
Explanation	People express their opinions and feelings through body language as well as by what they say. The ability to interpret body language is important for effective interaction. Students view an online walking 'person' to analyse various attributes and the effect these have on the way we walk. Variables include gender, heavy or light frame, nervous or relaxed disposition and happy or sad. Visit: ***www.biomotionlab.ca/Demos/BMLwalker.html*** After observing how these variables change walking patterns, students then discuss how they could use this information when communicating with people over a range of situations such as in the family, with friends, in a business setting, with younger people and with older people.
Teaching tips	Articulating what they are seeing in the walk patterns will be challenging for students. Before they begin this activity, support students by using an online thesaurus to create a list of words that describe motion. It is important that students understand the connection between the ability to interpret body language and effective communication. To support students' thinking about this, initiate discussions using leading questions such as "Would you try to discuss such and such with someone if you saw that their emotional state was ...? Why?"
Images/media	
Classroom management strategies	Students work as a class initially to generate a list of words that describe motion. Using an interactive whiteboard, if available, will allow students to continue adding words to the list. Students work in small groups when analysing the walking 'virtual person'. Applying what was learned about body movement to effective communication could be achieved through role-play. Alternatively, students could view pictures of people displaying different emotional states and discuss how they might speak to such a person – what would be appropriate and what would not. Such activities would support students in developing more effective communications skills. Emphasise that students must show respect for each other during discussions.
Links to Statements or Standards etc.	• Social Competence • Literacy • Operating ICT • Ethics, Issues and ICT • Communicating with ICT • Enquiring with ICT • Teamwork

Microsoft

Interpreting body language using online tools *(Continued)*

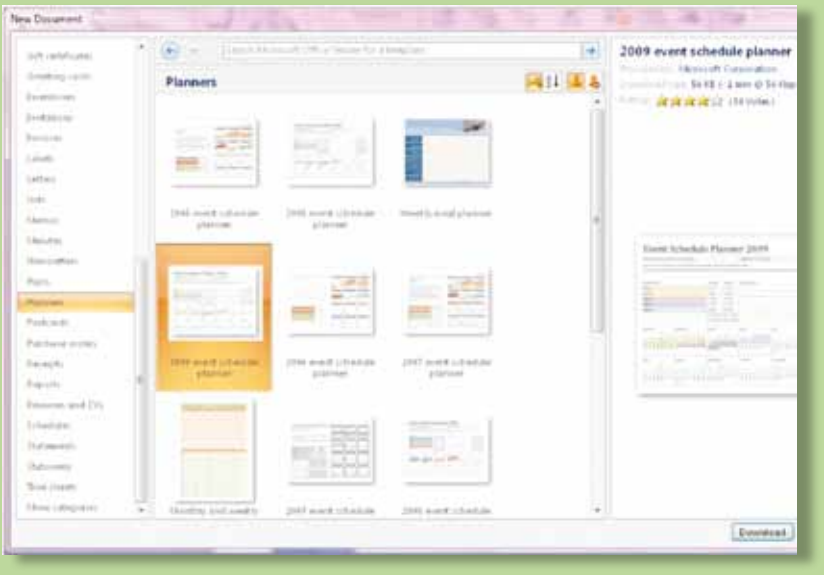
Suggested duration	2–3 hours
Supporting software	***http://www.biomotionlab.ca/*** ***http://download.live.com/moviemaker*** ***http://www.microsoft.com/australia/education***
Additional ideas	Using Windows Live® Movie Maker, students could make a video depicting how a person's walk, facial expressions or the way they sit or stand changes according to their emotional state, level of fatigue, gender and so on.

Microsoft

Measure ecological footprints using an online calculator

Snapshot	Students use an Environment Protection Authority (EPA) Ecological Footprint Calculator to determine how many earths are required to support their lifestyle, after which they use Microsoft® Word templates to create a personal action plan to reduce their footprint.
Explanation	One aspect of being responsible global and local citizens involves how we personally utilise the planet's resources. Students must be able to understand the connection between the lifestyle choices they make and the energy demands this make on the Earth. They also need the ability to look for solutions in creative ways that will improve the natural environments Students use the EPA Victoria Ecological Footprint Calculator located at: ***www.epa.vic.gov.au/ecologicalfootprint/globalfootprint/index.asp*** to determine how many earths would be required to support their current lifestyle. After determining their personal 'earth' rating, students create a personal strategic action plan to reduce their footprint. One of the best resources available is Tread Lightly: (***http://treadlightly.tigweb.org/index.html***). Many other Web sites are available that provide achievable suggestions on how this can be done. These include: • ***www.energyrating.gov.au/***–shows how we can reduce energy consumption by being selective in our choice of appliances. • ***www.epa.vic.gov.au/ecologicalfootprint/default.asp***–has the calculator listed above, links, interviews and videos about ecological footprints. • ***www.undp.org/energy/***– the United Nations Development Programme Environment and Energy Web site. • ***www.greenelectricitywatch.org.au/***– has energy saving tips. • ***www.carbonoffsetwatch.org.au/***–details how carbon offsets can be used to reduce your carbon footprint. • Useful information can also be found at ***www.abc.net.au/environment/*** and ***www.makeyourhomegreen.vic.gov.au*** Students could share their plans by using a Web 2.0 application, an oral presentation or by posting on a classroom display board.
Teaching tips	Use concrete materials to explain the concept that the earth has a finite capacity to provide energy. (For example, this could be illustrated by considering that the number of batteries required to run a device depends upon the energy requirements of the device. Some require 2 batteries, others 4 or more etc. People too have differing energy demands, dependent upon their lifestyle. Some are '2 earth' people, others '4 earth' people and others '0.1 earth' people, and so on.) The Ecological Footprint Calculator will determine students' energy demands, rating their lifestyle in the number of 'earths' they would need to sustain that lifestyle. Help students to be realistic about what changes they can make to reduce their footprint. Leading questions asking them to explain the consequences of a suggested action will assist them to create an achievable personal action plan.

Measure ecological footprints using an online calculator *(Continued)*

Images/media	 Above: The EPA Ecological Footprint Calculator analyses in detail how students consume energy and provides clues as to how they can reduce that consumption. Below: Microsoft® Office Online templates. There are many to choose from. 
Classroom management strategies	Discussions take place as a whole class or in small groups. As the final product is a personal action plan, students produce this individually, although they should be required to seek feedback from other students and/or their parents. Students should be reminded that they need to respect each other's privacy and their family's privacy when discussing ways that they could make energy-saving adjustments to their lifestyle.

Measure ecological footprints using an online calculator *(Continued)*

Links to Statements or Standards etc.	• Communicating with ICT • Enquiring with ICT • Social Competence • Literacy • Thinking Skills • Teamwork • Self-management
Suggested duration	2–3 hours
Supporting software	Microsoft® Office Word ***http://www.epa.vic.gov.au/ecologicalfootprint/globalfootprint/index.asp*** ***http://www.microsoft.com/australia/education***
Additional ideas	Adaptations of this idea may be used in many learning domains.

Microsoft

Analyse the ecological impact of cars and post the results on a blog

Snapshot	Students gather data on the greenhouse and air pollution ratings for different types of vehicles and voice their opinions on the best purchase options using a blog.
Explanation	To make good choices in life, students need to be able to base their decisions upon available data. The ability to effectively analyse data enables students to be informed participants in debates on local and global level issues. The Federal Government has provided an online Green Vehicle Guide – ***www.greenvehicleguide.gov.au*** – to assist Australians to make a 'greener' choice when purchasing a vehicle. The Web site is a rich source of data relating to fuel efficiency, vehicle popularity and how vehicles are rated for their impact on the environment.
Teaching tips	Students use the guide to compare different makes and models, and think critically about vehicle choice within the context of global environmental issues. A jigsaw strategy could be used by having students investigate three vehicles different from everyone else's. The results are then collated and discussed as a class. Students should be able to justify their opinions based upon their analysis of the data they collected. A preliminary class discussion, to familiarise students with the meaning of 'greenhouse and air pollution ratings', will support deeper thinking and rigour in student responses during the investigation.
Images/media	
Classroom management strategies	Students may work more effectively in teams, particularly if a jigsaw strategy is used. Using a set of guiding questions will provide structure for students. Using some open-ended questions will encourage students to explore the notion of 'being green' rather than simply producing a list of 'green' cars. Cybersafety: Students must not post personal information online. Support students in developing discernment about what they post online. As a class discuss the 'Your Digital Footprint' section of the Australian Government's Cybersmart Web site: ***http://www.cybersmart.gov.au/Kids/Tips%20to%20stay%20safe%20and%20cybersmart/Your%20digital%20footprint.aspx***
Links to Statements or Standards etc.	• Communicating with ICT • Enquiring with ICT • Literacy • Numeracy • Thinking Skills • Teamwork
Suggested duration	2–3 hours
Supporting software	Data on greenhouse and air pollution ratings for different types of vehicles could be collated and graphed using Microsoft® Office Excel®. Blogs can be created using sites recommended by the Education Department in your State, or your school, or by using one of the complimentary education blogging sites available on the Internet. ***http://www.microsoft.com/australia/education***
Additional ideas	Adaptations of this idea may be used in many learning domains.
Assessment ideas	Students should be assessed on their ability to reason, justify their opinions and work cooperatively in teams rather than on whether their rating of the 'greenest' cars is correct or not.

Microsoft

Investigating and presenting research on Australian Government apology as a video

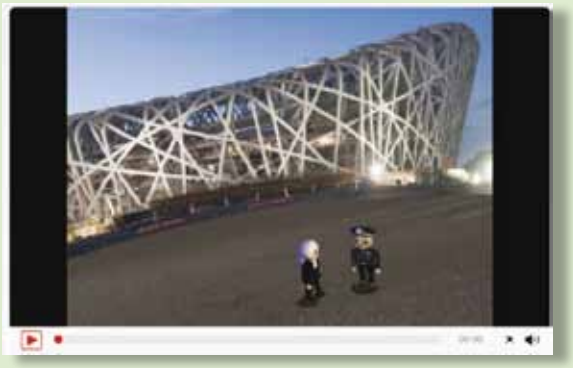
Snapshot	Students investigate what is behind recent apologies made by the Australian Government and discuss the connection between an apology and reconciliation, presenting their conclusions as a short video.
Explanation	To be responsible citizens, students need to be able to identify right and wrong and to possess the determination, resilience and capability required to improve society through democratic processes. The capacity to recognise a wrong, and to apologise for any role that an individual or organisation may have played in that wrong, is a critical part of any reconciliatory process, whether on a organisational level or within personal relationships. On Monday 16 November 2009, the former Prime Minister of Australia Mr. Kevin Rudd made a formal, national apology to former British child migrants. This followed the national apology he made on 13 February 2008 to Indigenous Australians for the hurt caused to them by many decades of State-sponsored treatment. Both these events have been widely reported on and many resources are available on the Internet that students can use for research. Between World War II and 1967, many thousands of British children, the majority of whom were aged between seven and ten years, were sent to Australia under an agreement between the then British and Australian Governments. The rationale behind child migration was that both governments wanted Australia populated with 'good British stock' (see the National Archives of Australia Web site (***www.naa.gov.au/naaresources/publications/research_guides/guides/childmig/pages/front.htm***). On arrival in Australia, these child migrants were homed and raised in government-sponsored institutions, many of which were substandard. Like Indigenous Australians, many of these child migrants suffered hurt. It was for this reason that the Prime Minister made the formal, national apology. (See ***www.childmigrantstrust.com/our-work/child-migration-history*** for details.) The BBC has a four-part series of webcasts about child migrants, including personal accounts, available at: ***www.bbc.co.uk/radio4/history/child_migrants.shtml*** After reading accounts of the experiences of child migrants, students discuss a question set that assists them in understanding the connection between apologising and reconciliation. These could be questions such as: • "Why did the child migrants feel, as a group, that they needed an apology?" • "Why was an apology necessary for reconciliation?" • "Now that the apology has been made, what possibilities are opened up?" • "How does what you have learned about apologising apply in your relationships with your peers, parents, teachers, employers and others?" Create a narrated screen capture video, using an application such Windows Media® Encoder 9 – you can download a complimentary copy at: ***http://www.microsoft.com/windows/windowsmedia/forpros/encoder/default.mspx***. In their video students should give an informed and justified opinion on why an apology is an important part of any reconciliation process. (The video should make application of what was learned about the connection between apologising and reconciliation on both the organisational and personal level).
Teaching tips	When discussing the stories of the child migrants, make sure that students keep in mind the critical question "Why say sorry?" This will assist them to consider the accounts more purposefully and give a response that goes beyond the child migrant issue, and that they can apply to themselves and their relationships. Assist students to prepare to make their videos by demonstrating the value of storyboarding. Before students make their videos, they need to be familiar with the technicalities of how the software works. Give them 'sandpit' time to become familiar with how the software operates. Students will need a headset with a microphone so that they can add a narration to what is being viewed on screen.

Australian Government apology *(Continued)*

Classroom management strategies	Research and discussion could take place in groups or as a whole class. Video presentations could be prepared in small groups of two or three students. Students with appropriate technical skills could be used to coach other students in the use of the software used to create the videos.
Links to Statements or Standards etc.	• Communicating with ICT • Enquiring with ICT • Social Competence • Literacy • Thinking Skills • Teamwork • Self-management
Suggested duration	3–5 hours
Supporting software	(If the video files are very large, then you can use applications such as Windows Media® Video (WMV) Converter, which is complimentary and can be found easily on the Web.) Windows Media Encoder 9 – ***www.microsoft.com/windows/windowsmedia/forpros/encoder/default.mspx*** ***http://www.microsoft.com/australia/education***

Microsoft

Create a movie about the share market

Snapshot	Learn about the share market and then create a movie that teaches others.
Explanation	Learning objectives: To explore the share market. Watch the following movies on how the share market operates: Movie 1: ***www.asx.com.au/programs/vignettes/lesson1part1.html*** Movie 2: ***www.asx.com.au/programs/vignettes/lesson2part1.html*** Once you have watched the videos, get students to answer all the questions below in the form of an interview or conversation between two people using the xtranormal Web site: ***www.xtranormal.com/***. The target audience for the movie should be a younger student who doesn't know what the share market is. Ensure that students sign up to the Web site – this will enable them to save their movies as they are creating them and to access them at any point. Question 1: What is the stock market? Question 2: What are shares? Question 3: What is traded on the share market? Question 4: How are shares bought and sold? Question 5: How do you know the price of share?
Images/media	 Here is a screen capture from an xtranormal video.
Classroom management strategies	Consider viewing the videos as a class before breaking, as this will enable you to discuss anything that students are unsure about before completing the task.
Suggested duration	2 hours
Supporting software	xtranormal – ***www.xtranormal.com/*** ASXaudiovisual presentation 1 – ***www.asx.com.au/programs/vignettes/lesson1part1.html*** ASX audiovisual presentation 2 – ***www.asx.com.au/programs/vignettes/lesson2part1.html***
Additional ideas	Students should not share personal information online, including not using personal information to register to use Web 2.0 tools.

Student Directed Learning

Prioritise the top three resources from the list below that you are most likely to try in the next two weeks. How might you use them in the classroom?

Challenge your students to write their own activity and try it with their classmates!

Here are some ideas for your students:

ABC
www.abc.net.au/dustechoes/

Studying Australian History?

Read, watch and listen to Indigenous stories.

BBC
www.bbc.co.uk/cbbc/bamzooki/

Studying Internet safety. Discuss the issues and create a 'zook' as one way of keeping your identity private on the Internet. Download the complimentary 'zook kit' and create your own character. Compare your 'zook' to those created by others!

BBC
www.bbc.co.uk/history/interactive/

Watch animations, videos, take a virtual tour and play games related to historical topics.

Digital cameras

Take lots of photos of your school (both inside and outside) and then import them into a multimedia application. You can also provide narration about your school and include special effects into your movie. What a fun way to show your family your school.

Record experiments and processes from your Science class.

Need to do a presentation? Use the digital camera to record your presentation. You can research, practise and record your presentation, and even re-record and share it with others. How creative can you be?

Digital images – See Think Wonder
http://research.microsoft.com/en-us/um/cambridge/projects/autocollage/

Create an AutoCollage.
Microsoft® AutoCollage is available as a complimentary full download from the Partners in Learning Network at ***www.partnersinlearningnetwork.com***

Microsoft® Encarta® Premium 2008

Use this encyclopedia resource to support your understanding of current topics, search for famous people and events, or track information on a timeline across the ages.

Microsoft® Office Excel®

Use Office Excel's spreadsheet to create a timeline about key events in Australia's history, or the key events in your life. Use some of the graphic tools, and enter and format text.

Use Office Excel to create a shopping list for a recipe you will prepare. Include the ingredients and amounts of each ingredient you need, and then find out the costs of each ingredient. Learn how to enter formulas to calculate the cost of your recipe.

Create a spreadsheet that contains details about what homework you have to do.

Five-shot sequence

Use digital cameras to take five shots. Download the photos and sequence them to tell a story. Encourage students to use different camera angles to express the emotion within the story.

Imagine strange things happening in the world – what if?

Ask the question "What if ...?" Use your imagination and see things in totally new ways. It's a game that anyone can play.

Choose a "What if" from the following list and then write, draw a picture, or create a photomontage showing how life would be changed by this new condition.

What if ...

- it rained tennis shoes everyday?
- everyone looked the same?
- animals had people for pets?
- you had a dragon for a next-door neighbour?
- cows could fly?
- people were magnetic?
- everyone lived on their own island?
- the oceans were made of chocolate pudding?
- everyday at 2:00 pm gravity went haywire for 20 minutes?
- nothing could be thrown away?
- works of art came to life?
- all the art in the world was stolen by aliens?

Inside a Dog
www.insideadog.com.au

Read and write book reviews at the State Library site 'Inside a Dog'.

Microsoft Student
www.microsoft.com/student/en/US/default.aspx

This resource offers tools to support homework, including Maths, Science and Languages. Explore!

National Geographic
www.nationalgeographic.com/xpeditions/hall/index.html

Want to go on an adventure? Visit the interactive museum that takes you on geography journeys. Here you'll climb a mountain, hover over the Earth, speed across Europe, visit an archaeological dig, and even order sushi.

Photo editing

Take a photo of a leaf and use the image editing features in GIMP to crop, recolour, resize etc.

Powerhouse Museum's Photo of the Day
www.powerhousemuseum.com/imageservices/

The Powerhouse Museum's Photo of the Day blog features a new image each day, chosen from the Powerhouse Photo Library. View the image and write a caption to match the image. Share the captions with other students in the class.

Microsoft® Office PowerPoint® animation

Did you know that you can use Office PowerPoint to animate by using automatic transition between slides? Experiment. Demonstrate a rocket taking off using Office PowerPoint.

Premier's Reading Challenge
www.education.vic.gov.au/prc/students/default.htm

Keep an up-to-date log on the books you have been reading and keep a record card of all the books you have been reading.

Using Microsoft® Office Excel® spreadsheets and graphs

Doing an experiment in one of your classes and collecting data? Put the data in a spreadsheet and communicate it visually in professional-looking graphs – it could be a bar, line or pie graph. It's up to you!

VoiceThread
www.voicethread.com

Use Excel's spreadsheet to create a timeline about Upload photos and sound bytes to VoiceThread, use a microphone to add your voice and commentary. Your presentation can be shared with others through the Internet!.

Voki
www.voki.com/

Create a Voki character and record your voice. You could share your learning goals or explain a task. You can use your Voki as an 'avatar' (picture of 'yourself') and also embed a Voki in a blog or Wiki.

Reflective Questions

- How do I involve students in the curriculum planning process?
- What suggestions have my students made with regard to the use of digital tools for learning?
- How can I build future home-school partnerships using the devices that will extend students' classroom learning?

The cool stuff

Software you may not have heard of, but that your students will love.

Microsoft® Math

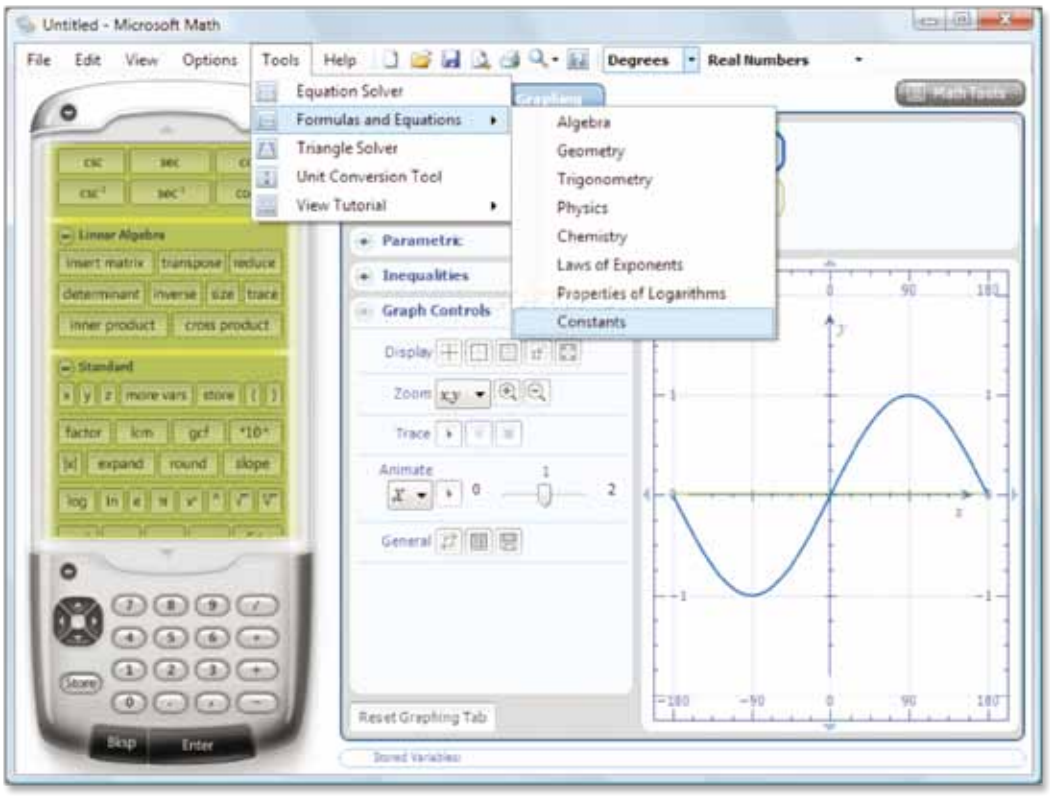
Tackle the toughest maths and science problems with ease

From basic maths to precalculus, Microsoft Math helps you visualise and see mathematical concepts as you've never seen them before. It gives you step-by-step instruction, while providing you with a better understanding of fundamental concepts.

Microsoft Math provides:

- Step-by-step instruction to help solve difficult maths problems with the Step-by-Step Equation Solver.
- A full-featured graphing calculator with large 2-D and enhanced 3-D colour graphs to better illustrate problems and concepts.
- The Formulas and Equations Library – a resource with more than 100 commonly used equations and formulas to help you identify and apply the right one for your problem.
- The Triangle Solver – a graphing tool that helps you explore and better understand triangles and their parts.
- The Unit Conversion Tool – a handy tool that quickly and easily converts units of measure including length, area, volume, weight, temperature, pressure, energy, power, velocity, and time.
- Ink Handwriting Support that works with Tablet PCs and Ultra-Mobile PCs and recognises handwritten problems.

Download* it today at:
http://www.microsoft.com/downloads/en/details.aspx?displaylang=en&FamilyID=ca620c50-1a56-49d2-90bd-b2e505b3bf09



*Download fees and charges may apply as set by your Internet service provider.

Only works on Windows®

Microsoft® AutoCollage

Photo collages celebrate important events and themes in our lives. They are great for digital storytelling, presenting themes, starting discussion and much more. Schools use collages to summarise camps, sports days, performances and other events.

Microsoft AutoCollage allows you to create an exciting photo collage in moments.

Pick a folder, press a button, and in a few moments AutoCollage presents you with a unique memento to print or email to your family and friends. Microsoft AutoCollage makes face detection, saliency filters, and other Microsoft research identifies interesting parts of pictures. Advanced object selection and blending

Download* it today:
http://www.partnersinlearningnetwork.com

*Download fees and charges may apply as set by your Internet service provider.

Only works on Windows®

Microsoft® Ribbon Hero™

Imagine if you could increase student productivity while using all the benefits of game-based learning. That's the idea behind Ribbon Hero – a complimentary download*, which you can use in your classroom straight away.

Ribbon Hero is an add-in for Microsoft® Office Word, PowerPoint® and Excel® 2007/2010 designed to help boost Office skills and knowledge while you are playing a game. This idea makes the quest for increased productivity a competitive and compelling game (scores can be automatically published on Facebook).

The heart of Ribbon Hero is a set of challenges that users play right in Office applications. These challenges expose users to features that they might not be aware of and which can help users get their work done faster.

Ribbon Hero does some analysis of the person's usage patterns to prioritise the order in which it presents challenges.

Download* it today:
http://www.officelabs.com/Pages/ConceptTests.aspx

*Download fees and charges may apply as set by your Internet service provider.

Only works on Windows®

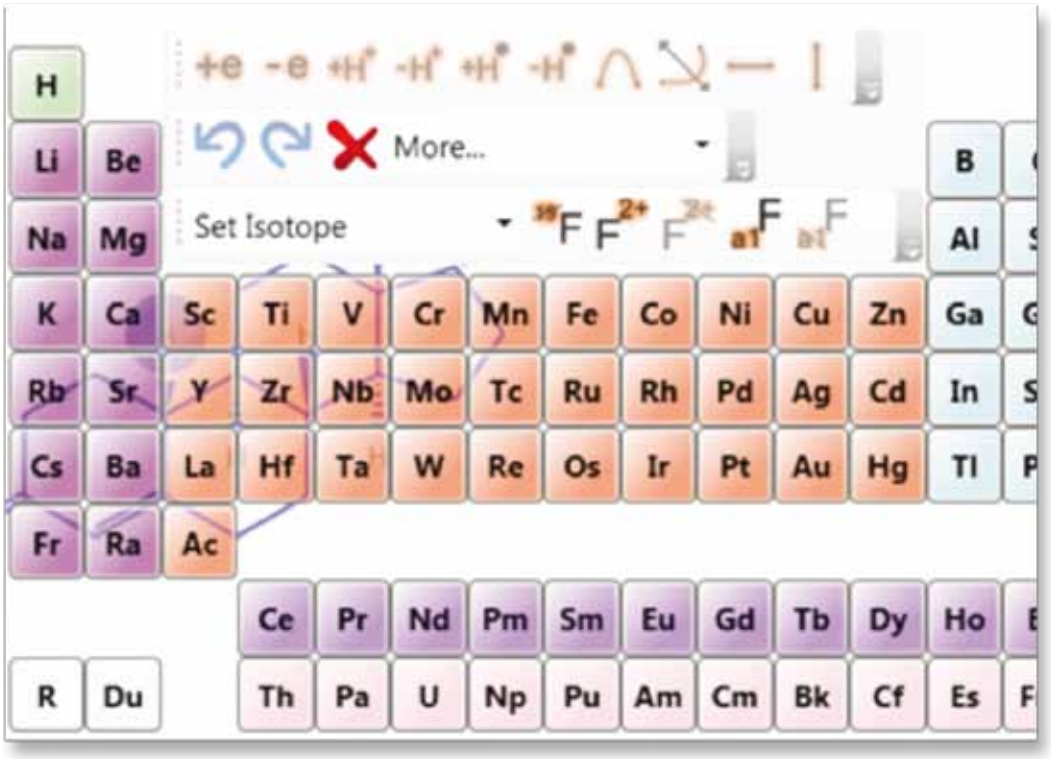
Microsoft® Chemistry Add-in

This is something that every chemistry student (and teacher) is going to love. If you're not a chemistry teacher, be sure to forward this on.

The new Microsoft Chemistry Add-in for Microsoft® Office Word– ***http://research.microsoft.com/en-us/projects/chem4word/*** – was developed in partnership with the Unilever Centre for Molecular Science & Informatics at Cambridge University.

Chem for Word (as it is affectionately being called) allows you to easily author and explore chemical information from within Microsoft Office Word documents. It provides the discipline-specific language essential to scientific research, which allows chemistry symbols and conventions to be used and manipulated with staggering richness.

Try it today: ***www.educationlabs.com/projects/chemistryadd-in/Pages/default.aspx***



*Download fees and charges may apply as set by your Internet service provider.

Only works on Windows®

WorldWide Telescope

WorldWide Telescope (WWT) enables your computer to function as a virtual telescope, bringing together imagery from the best ground and space-based telescopes in the world. Explore the planets, the moons, the stars and their relationships like never before.

Speed up time and watch the rotation of the planets around the sun. See first hand how rotation effects seasons, night and day and much much more. Stand on the moon, or on Mars, with vast panoramas created by actual photos and footage.

Create narrated guided tours of planets, solar systems, nebulae and other interesting places in the sky.

WorldWide Telescope will will inspire young people to explore astronomy and science, and help researchers in their quest to better understand the universe.

Start exploring today:
http://www.worldwidetelescope.org/Home.aspx

Only works on Windows®

Online resources

Getting creative

www.digitalfilms.com – Create digital films online, requires email registration.

www.fluxtime.com/animate.php – Create your own animation.

www.voki.com/ – Requires registration with email, create a speaking avatar.

www.doppelme.com/ – With DoppelMe you can create a cool graphical likeness of yourself, your friends, your family or any group of people for use as an avatar in forums, instant messenger, blogs and almost anywhere else on the Web.

Professional learning links

www.aalf.org – Join The Anytime, Anywhere Learning Foundation, which is committed to making anytime, anywhere learning a reality for all students. Members are part of a professional network with access to research and resources that help create strong 1-to-1 technology environments for students.

www.go2web20.net/ – Search and discover Web 2.0 tools.

http://globalteacher.org.au/ – This site provides an opportunity for you to join global projects with students and classes from around the world. It also provides insightful columns, teacher resources and you can post your own or your class blog here.

www.microsoft.com.au/partnersinlearning – The Partners in Learning Web site showcases the range of professional development offerings from Microsoft as well as the Innovative Schools and Innovative Teachers programs.

www.teachers.tv/ – Teacher's Television: get a TV experience on your computer. Watch themed videos selected to match your interests, including great lesson ideas and inspiring documentaries.

www.ted.com/ – TED: ideas worth spreading, riveting talks by remarkable people, complimentary to the world.

www.tigweb.org/ – Taking It Global: Inspire Inform Involve. Join the largest online community of youth interested in global issues and creating positive change.

www.treadwell.co.nz/ – Complimentary, high-quality resources to make life easier for teachers.

www.schoolkit.com/ – Products designed to equip you with a learning framework and pragmatic strategies for embedding technology into your curricula and instruction.

Government links

www.acara.edu.au/default.asp – The Australian Curriculum, Assessment and Reporting Authority (ACARA).

www.mceecdya.edu.au/mceecdya/ – Ministerial Council for Education, Early Childhood Development and Youth Affairs.

http://naplan.edu.au/ – National Assessment Program Literacy and Numeracy.

http://www.thinkuknow.org.au – Register for a presentation or further information from ThinkUKnow (TUK). TUK is an Internet safety program offering interactive presentations to teachers via primary and secondary schools across Australia, using a network of trained volunteers from the Australian Federal Police. Topics cover cyberbullying, social networking, mobile technologies and gaming.

http://www.cybersmart.gov.au – The Australian Communications and Media Authority Web site has been set up by the Australian Government's online security initiative to help kids, parents and teachers stay safe online and help fight against cyberbullying.

Reflective Questions

- What existing online resources and tools am I aware of that can support a 1-to-1 environment?
- Which technologies are my students using outside school that I could use to extend their learning? How can I find this out?
- How can I find out more about the range of digital tools available online?

Education Resources and Programs

Microsoft

Microsoft Partners in Learning Education Resources and Programs

Download or visit to access these Microsoft resources for your classroom at no charge.

Amazon Kindle® for PC	Find out everything you need to get started with Amazon Kindle, from compatibility and installation, to registration and paying for downloads.	***http://www.amazon.com/gp/help/customer/display.html/ref=hp_pcland_stinst?nodeId=200450200&#installing***
Microsoft Australia Education Web site	Solutions and products that Microsoft Australia offers for education, connecting you with resources to help you get the most from existing ICT investments.	***http://www.microsoft.com/australia/education/default.aspx***
Microsoft® AutoCollage	Create photo collages with your students to use as posters, covers for projects or mementos of school outings. All they have to do is pick a folder, press a button, and in a few minutes AutoCollage creates a collage.	To download the trial version*: ***http://research.microsoft.com/en-us/um/cambridge/projects/autocollage/*** To download* a complimentary full version of AutoCollage for your school: ***http://partnersinlearningnetwork.com***
Bing™ Maps	This is a great way to make history or geography come to life. Simply select a location and explore cities at eye level and in 3D. Download Microsoft® Silverlight® for a richer experience.	***http://bing.com/maps/explore/***
Microsoft® Chemistry add-in	Empowering students, teachers and chemists to easily author documents in the language of chemistry.	***http://www.educationlabs.com/projects/chemistryadd-in/Pages/default.aspx***
Microsoft® Digital Literacy	Teach and assess basic, everyday computer concepts and skills. Choose from three course performance levels: Basic, Standard and Advanced.	***http://www.microsoft.com/about/corporatecitizenship/citizenship/giving/programs/up/digitalliteracy/default.mspx***
Microsoft DreamSpark™	DreamSpark is simple; it's about giving students Microsoft professional tools at no charge.	***http://www.dreamspark.com/***
Microsoft® Education Labs	Explore and try out prototypes and ideas that have been developed by community members and Microsoft product teams for the education sector. This is your opportunity to provide feedback and help to design the technology of the future.	***http://www.educationlabs.com/pages/default.aspx***
Microsoft Educators Web site	Teacher guides, complimentary software applications and online resources as well as news and teacher blogs.	***http://www.microsoft.com/education/teachers/default.aspx***
Microsoft® Faculty Connection	Training resources, software and tools, news, publications and downloads.	***http://www.microsoft.com/education/facultyconnection***
Microsoft® Flashcards	Flashcards is a Microsoft® Silverlight® Web application where you can create, share, and study online flashcards. Find a deck in the community, or create your own.	***http://www.educationlabs.com/projects/flashcards/Pages/default.aspx***
Imagine Cup	The Imagine Cup is the world's premier student technology competition, open to H.S students. Every year, the Imagine Cup encourages students from all around the globe to come up with creative ideas using technology to help solve the world's toughest issues. Students are rewarded with prizes including an all expenses paid trip to the world finals and much more!	***http://www.imaginecup.com***
Microsoft® InkSeine	InkSeine is a prototype ink application from Microsoft Research. It is designed from the ground up to have a user interface uniquely tailored to pen input.	***http://research.microsoft.com/en-us/um/redmond/projects/inkseine/***
Microsoft Innovative Schools	Resources, expertise and technology for schools.	***http://www.microsoft.com/australia/education/schools/partners-in-learning/innovative-schools.aspx***

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Microsoft Innovative Teachers	A site dedicated specifically for inspired teachers. Find out how you can become involved in the Innovative Teacher program.	***http://www.microsoft.com/australia/education/schools/partners-in-learning/innovative-teachers.aspx***
Microsoft Interactive Classroom	Create in-class polls and share them over a wireless network in real time. Plus share notes and content with students during lessons using Microsoft® OneNote®.	***http://www.microsoft.com/downloads/en/details.aspx?displaylang=en&FamilyID=d93f4cb5-e2bb-4543-a3bb-cd6a8ecb42cc***
Microsoft IT Academy	Subscribe your institution to comprehensive IT training, resources and Microsoft certification opportunities.	***www.microsoft.com/education/msitacademy/default.mspx/***
Kids Corner	A great site for your students with fantastic tips and tricks, answers to all kinds of questions, kids' courses and a secure place to connect with other students.	***http://msdn.microsoft.com/en-us/beginner/bb308754.aspx***
Kodu™	Kodu is a new visual programming language made specifically for creating games. It is designed to be accessible for children and enjoyable for anyone. The programming environment runs on the Microsoft® Xbox® or PC, allowing rapid design iteration using a game controller (or keyboard) for input.	***http://fuse.microsoft.com/kodu***
Learning Content Development System (LCDS)	Create and publish high-quality, interactive, online courses including interactive activities, quizzes, games, assessments, animations, demos and other multimedia.	***http://www.microsoft.com/learning/en/us/training/lcds.aspx***
Microsoft® Live@edu	Complimentary hosted email, calendars, online work spaces, instant messaging and more for everyone in your school.	***http://www.microsoft.com/liveatedu/***
Microsoft Live Labs Pivot	Visit this site to see interesting ways of displaying information to inspire your students.	***http://getpivot.com***
Marvin	A multimedia and animation tool that lets students create animated stories using avatars.	***http://www.marvin.com.au/***
Microsoft Mathematics	Plot graphs in 2D and 3D, calculate numerical results, solve equations or inequalities, and simplify algebraic expressions in Microsoft® Word and OneNote®.	***http://www.microsoft.com/downloads/en/details.aspx?displaylang=en&FamilyID=ca620c50-1a56-49d2-90bd-b2e505b3bf09***
Microsoft® Mouse Mischief™	Allows you to create Office PowerPoint® presentations that children can interact with in class using multiple mice.	***http://www.microsoft.com/multipoint/mouse-mischief/default.aspx***
Microsoft® Office Live® Workspaces	5 GB of complimentary online storage where you can share files.	***http://workspace.officelive.com/***
Microsoft Partners in Learning Network	Join the global community of educators who value innovative uses of information and communication technology that improve learning outcomes. Collaborate with like-minded colleagues; participate in discussions and access lesson plans, tools and more.	***http://partnersinlearningnetwork.com***
Microsoft® Photo Story	An easy way for students to create multimedia presentations.	***www.microsoft.com/photostory/***
Microsoft® Photosynth®	Students can reconstruct a scene or an object in 3D from photographs and publish it over the Internet.	***http://photosynth.net***
Microsoft® Pro Photo Tools version 2	Find the tools for editing metadata in photographs including latitude, longitude and other location details.	***http://www.microsoft.com/downloads/en/details.aspx?familyid=184075d2-40b5-4172-88ae-878f81896d4d&displaylang=en&tm***
Microsoft® pptPlex	This complimentary download* works with Microsoft® Office PowerPoint® to let you zoom in and out of slide sections and move directly between slides that are not sequential in your presentation.	***http://www.officelabs.com/projects/pptPlex/Pages/default.aspx***
Microsoft® Ribbon Hero™	A game for Office Word, PowerPoint, and Excel® 2007 and 2010, designed to help you or your students boost your Microsoft Office skills and knowledge in a fun way.	***http://www.officelabs.com/projects/ribbonhero/Pages/default.aspx***
Microsoft® SeaDragon®	SeaDragon allows you to zoom in and pan around any image on the Web. Just give us the URL to an image on the Web.	***http://seadragon.com***
Microsoft® Security Essentials	Provides real-time protection for your home PC that guards against viruses, spyware, and other malicious software. Always kept up to date and it's easy to tell if your PC is secure – when you're green, you're good. It's that simple.	***http://www.microsoft.com/security_essentials/***

Microsoft® Songsmith®	Songsmith generates musical accompaniment to match a singer's voice. Just choose a musical style, sing into your PC's microphone, and Songsmith will create backing music for you. Then share your songs online, or create your own music videos.	To download the trial version*: ***http://research.microsoft.com/en-us/um/redmond/projects/songsmith/*** To download* a complimentary full version for your school: ***http://partnersinlearningnetwork.com***
Microsoft® TeacherTools	How to's, templates, tutorials and lesson plans plus a teachers' network where you can connect with others.	***http://www.microsoft.com/australia/education/teachertools/***
Microsoft® Touch Pack for Windows® 7	This site offers a collection of Microsoft games and applications for your multi-touch PCs and laptops running Windows 7 including Surface Globe, a program that you can use to explore the earth as a flat 2D or immersive 3D experience.	***http://www.microsoft.com/downloads/en/details.aspx?FamilyID=b152fadd-82e4-4ddb-a46a-aebe49944428&displaylang=en***
Microsoft® Worksheet Generator	Create your own maths worksheets in minutes. You can generate multiple maths problems based on a sample – from basic arithmetic through to algebra.	***http://www.educationlabs.com/Projects/MathWorksheetGenerator/Pages/default.aspx***
MSDN AA	MSDN Academic Alliance is a faculty-based subscription providing teachers and students access to a comprehensive range of Microsoft tools, including, Windows 7, VS2010, Expression® 4, Windows Server® and much more.	Sign up and take advantage today! ***www.msdn.microsoft.com/en-au/academic***
Windows Live® Essentials beta	Free beta versions of Microsoft programs for photos, movies, instant messaging, email, blogging and more. Get them all in one easy download.*	***http://explore.live.com/windows-live-essentials-beta***
Windows Live Mesh 2011	Sign up for this complimentary service that lets you synchronise files across your work computer, laptop, Mac® or PC and mobile phone so you always have the latest version handy.	***http://www.mesh.com***
Windows Live® Messenger	Easily connect to other teachers via video, text or voice.	***http://explore.live.com/windows-live-messenger?os=win7***
Windows Live® Movie Maker	A fast, easy way to turn photos and video clips into great looking movies and slideshows that you can share with students, other faculty or on the Web.	***http://download.live.com/moviemaker***
Windows Live® Photo Gallery	This complimentary download* lets students load photos and videos from a camera to their PCs. They can also crop, recolour and retouch their photos and create impressive panoramics.	***http://download.live.com/photogallery/***
Windows Live® SkyDrive®	25 GB of complimentary storage so your students don't need a USB. Sign up using your Windows Live® ID.	***http://skydrive.live.com***
Windows Live® Writer	A complimentary blogging tool for students. They can share comment, photos and videos on almost any blog service: Windows Live®, WordPress, Blogger, LiveJournal, TypePad, and many more.	***http://download.live.com/writer***
Windows Media® Center	Turn a classroom PC into a TV, where you can play videos and music.	***http://www.microsoft.com/windows/windows-media-center/default.aspx***
Windows® PowerToys	PowerToys are additional programs that developers work on after a product has been released to manufacturing. They'll add fun and functionality to your Tablet PC experience.	***http://www.microsoft.com/windowsxp/downloads/powertoys/tabletpc.mspx***
WorldWide Telescope	This amazing virtual telescope brings together imagery from ground and space telescopes from around the world, so students can explore the galaxy, the solar system, the planets and their moons.	***http://www.worldwidetelescope.org/Home.aspx***

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