



learning@school

Rotorua New Zealand February 2008

learning@school

Shaping teaching and learning in the 21st century

Ko te whenu hou te tau



Learners at the Centre Richard Millwood





“People today have a dizzying feeling of being torn between a globalization whose manifestations they can see and sometimes have to endure, and their search for **roots, reference points** and a sense of **belonging.**”

- Jacques Delors 1996

“My roots are **England**, my reference point is **the Moon**, and my belonging is **to join the global society** of humankind.

And I am a rank beginner.”

- Richard Millwood 2008



Ben 12 England



"Education is the same as it was fifty years ago, still using text books and writing and listening to teachers. And the answer to that is to use computers. But, if you use computers too much, how will you still keep social interaction which is a vital part of learning in all the students' lives?"

We've been doing this a long time



Thatcher and Muldoon meeting on 30th
March 1977 - the year the Apple II arrived

“The aim of the Programme is to help schools to prepare children for life in a society in which devices and systems based on microelectronics are commonplace and pervasive. These technologies are likely to alter the relationships between one individual and another and between individuals and their work; and people will need to be aware that the speed of change is accelerating and that their future careers may well include many retraining stages as they adjust to new technological developments.”

**Microelectronics Education Programme
- The Strategy**

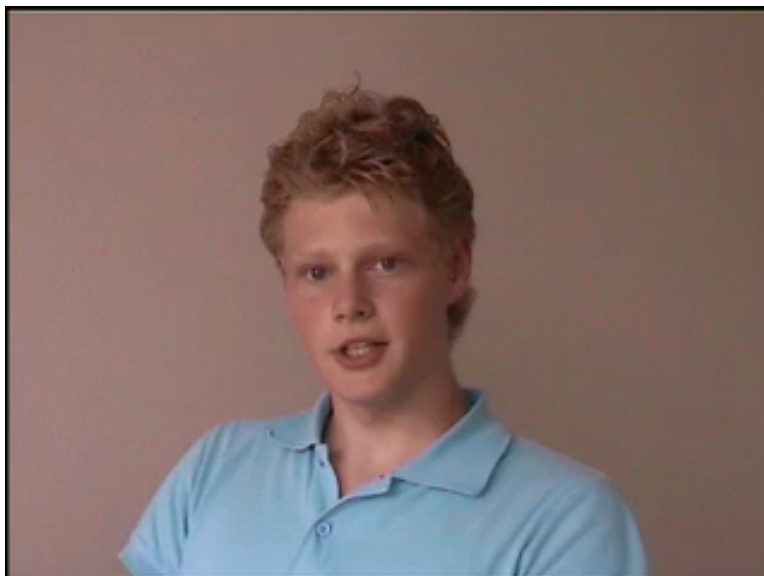
Richard Fothergill
Director, MEP
April 1981



In developing a strategy for the Programme it has been assumed that:

- i schools should be encouraged to respond to these changes by **amending the content and approach of individual subjects in the curriculum** and, in some cases, by developing new topics;
- ii with the dual aim of enriching the study of individual subjects and of familiarising pupils with the use of the microcomputer itself, methods of teaching and learning should make use of the microcomputer and other equipment using microprocessors. This may be expected to **add new and rewarding dimensions to the relationship between teacher and class or teacher and pupil**;
- iii use should be made of the microcomputer to develop the individual pupil's **capacity for independent learning** and information retrieval;
- iv for those **children with physical handicaps**, new devices should be used to help them to adjust to their environment while **those with mental handicaps** should be encouraged and supported by computer programs and other learning systems which make use of the new technologies.

Martyn 17 The Netherlands



"I saw a small classroom with sixty students in it and they were sharing books. How can we improve their resources in the future?"

Jason 15 The Netherlands



"Why can't I learn English from an English teacher out of England? And Maths from a Maths teacher out of England? Why does it has to be someone from your own country?"

Joshua 14 The Netherlands



"I like Instant Messenger, YouTube and MySpace - how can I use them for my education?"

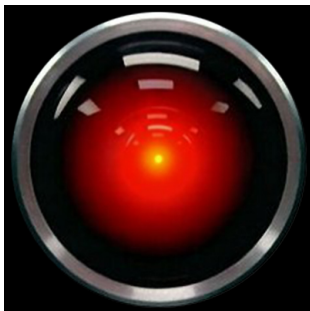
Perspectives

Technology & Environment

Regional & Global

Organisational & Social

Individual & Interpersonal



networking
Moore's law
information processing

Technology & Environment



cost
multimedia & multimodal
www
communication
digital divide



buildings
classrooms
mobility

(Perspective of content, technologies, tools and infrastructure)

World peace

Cultural enrichment

Wealth generation

Citizens



**Regional
& Global**

BUT
based on what's
actually tested in
examinations, society
appears to need
people who:

Work
alone

Use
memory,
don't
search

Sit, still, in
silence
Only
write,
with pen
on paper

Forget!

Extract from Saturday Night Live's
Father Guido Sarducci
played by Don Novello
in 'Gilda Live!' (1980) Warner Studios.



(Perspective of the government)

Simon 15 The Netherlands



"I find very much that our education is based around assessment and therefore we are given what is required to pass these exams at the highest possible ability. We might even be given the syllabus of what is expected. Therefore, Would it not be better to be given a greater depth of knowledge and a more true knowledge than just given what is required to do well in exams?"

Sustaining
the business

Maintaining
quality & standards

Defining the
curriculum

Developing the
staff

Balancing
pure & applied,
discipline & vocation



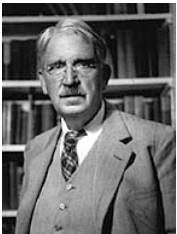
**Organisational
& Social**

Transforming
organisational
culture

Relating to
government, private
and public sector

Meeting the needs
of new millennium
learners

**(Perspective of the leader of
business, institution or community)**



"In sum, I believe that the individual who is to be educated is a social individual and that society is an organic union of individuals. If we eliminate the social factor from the child we are left only with an abstraction; if we eliminate the individual factor from society, we are left only with an inert and lifeless mass. **Education, therefore, must begin with a psychological insight into the child's capacities, interests, and habits.**

John Dewey
from 'My Pedagogic Creed'
School Journal
vol. 54, pp. 77-80
(January 1897)



**Individual &
Interpersonal**

(Perspective of the lifelong learner)

Aged 15 The Netherlands

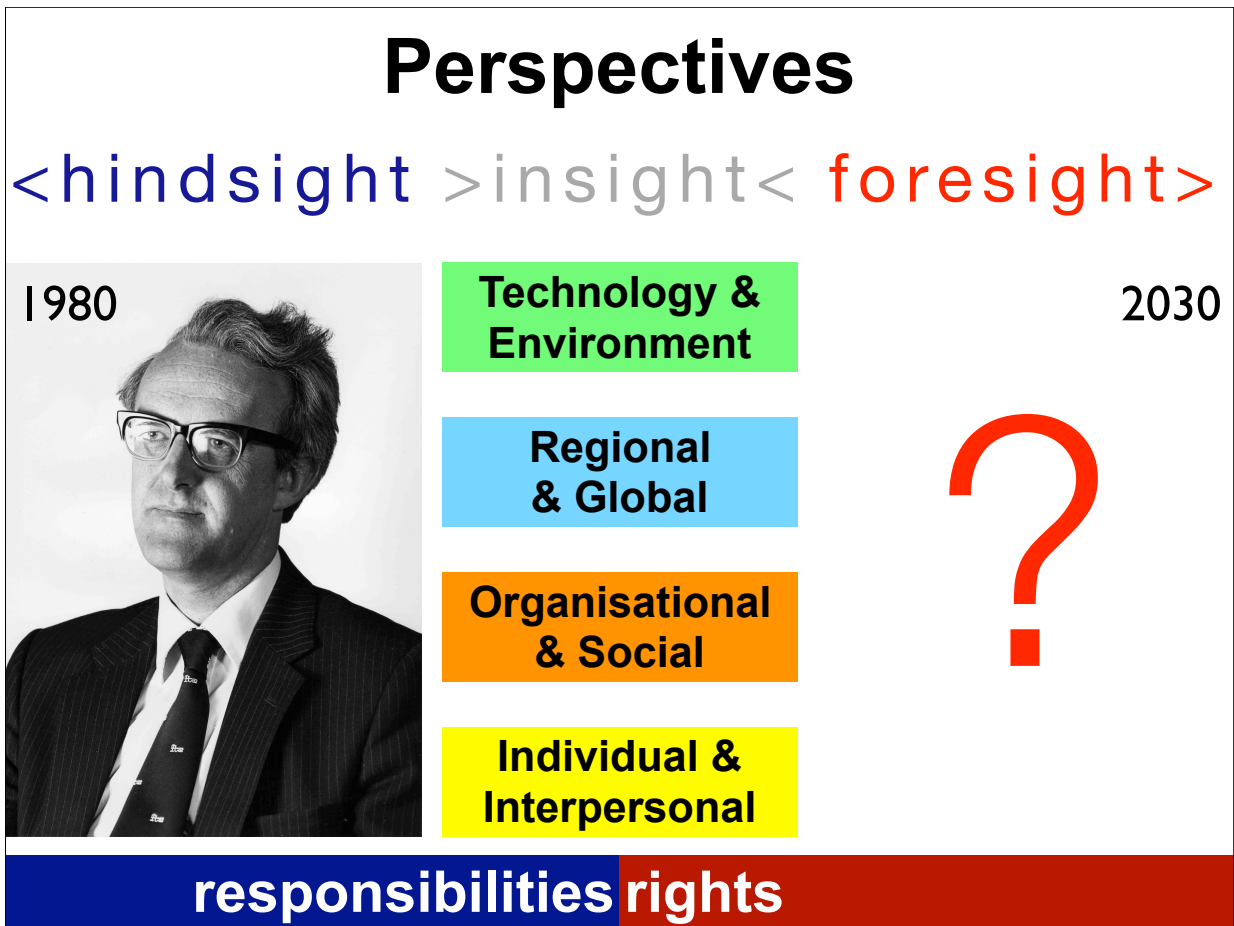


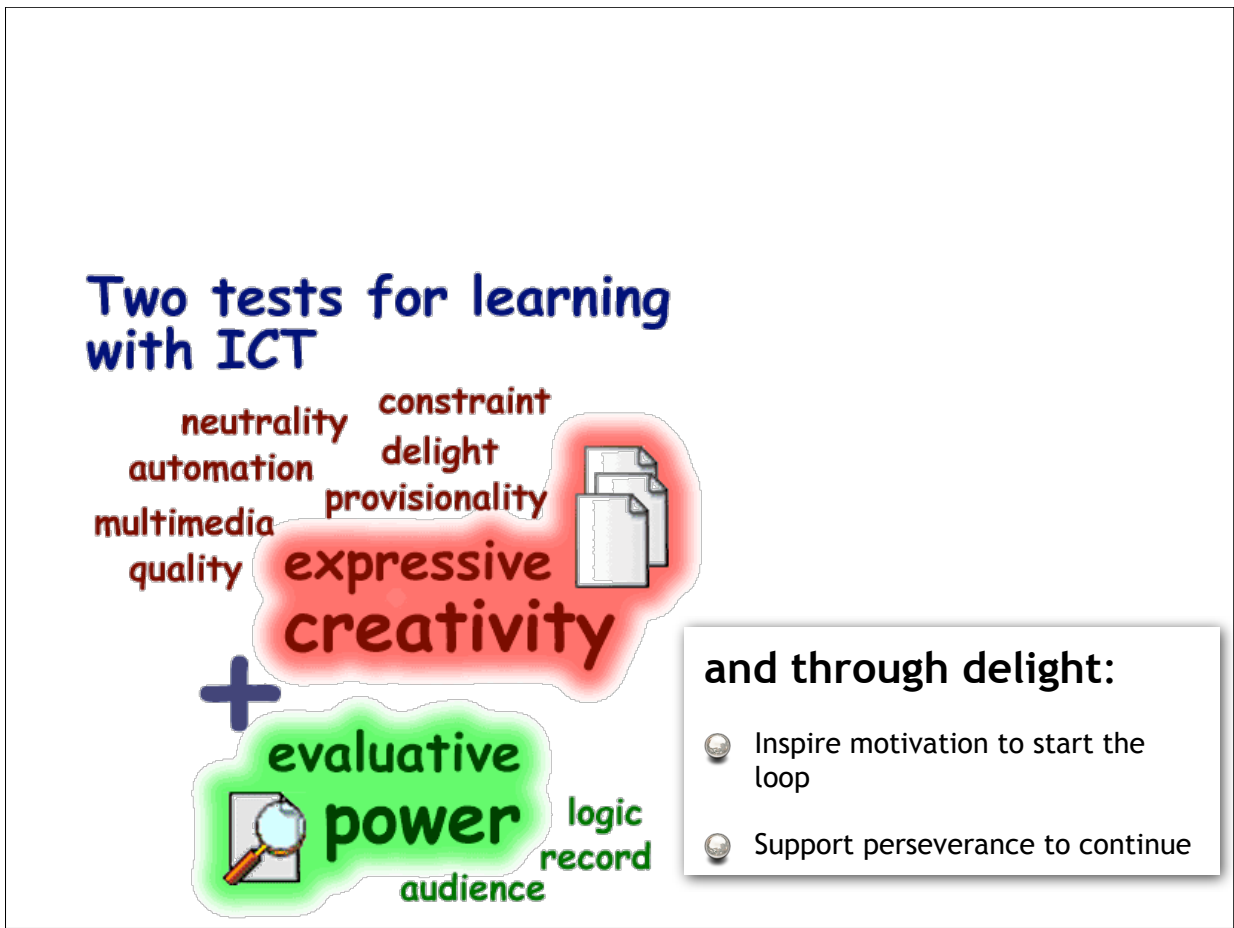
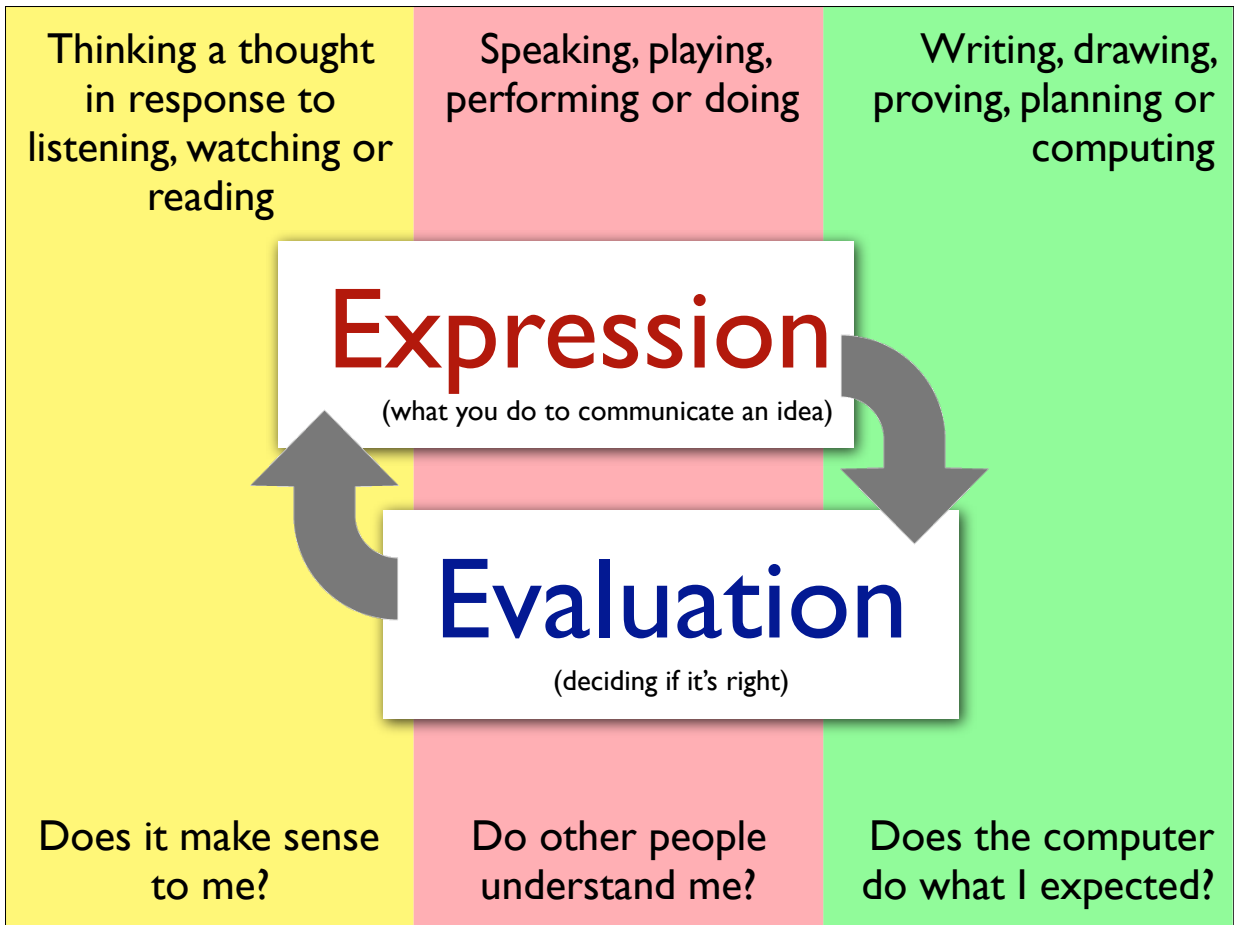
"How will I be able to learn in my way, and my friends to learn in other ways? We like to learn in different ways, how are you going to solve that problem?"

Renee 15 The Netherlands



"When I'm studying on my own, how do I get help? If the expert is in another country how can I reach him? And how do I know if I'm doing well?"





delight

Appreciation	the love of aesthetic form	“The emotions of a fulfilled imaginal sensibility are of a range and subtlety that outstrip the power of language to symbolize them. Hence they are conveyed by the non-discursive symbolism of drawing, painting, sculpture, music and dance.”
Interest	the love of knowledge	“When the need to understand is realized, we experience interest, extending into curiosity and fascination, the passion for truth, excitement in intellectual discovery, pleasure in the clear communication of ideas.”
Zest	the love of action	“The emotions involved in the fulfilment of free choice and effective action” including “relish, gusto, exhilaration, achievement and work satisfaction.”
Conviviality	the love of company	“The pursuit of ‘co-happiness’ & mutual fulfilment interpersonally & collaboratively, the pleasure of others’ smiles, laughter and contentment.”
Recognition	the love of achievement	“The pleasure in communal and societal valuation arising from achieving real outcomes, surpassing goals and exceeding expectations.”
Controversy	the love of dissent	“The rush of realisation that there is another view that may provoke personal enrichment and realignment.”

What I learnt from teachers at Learning@School 2008





Hans headteacher The Netherlands



"I think one of the biggest challenges we have in education at the moment is to get teachers out of the classroom, working together, finding new methods of teaching, new didactics, to solve problems and make education more attractive for students, co-operative, a way of learning that is from this time."

CURRICULUM NOW



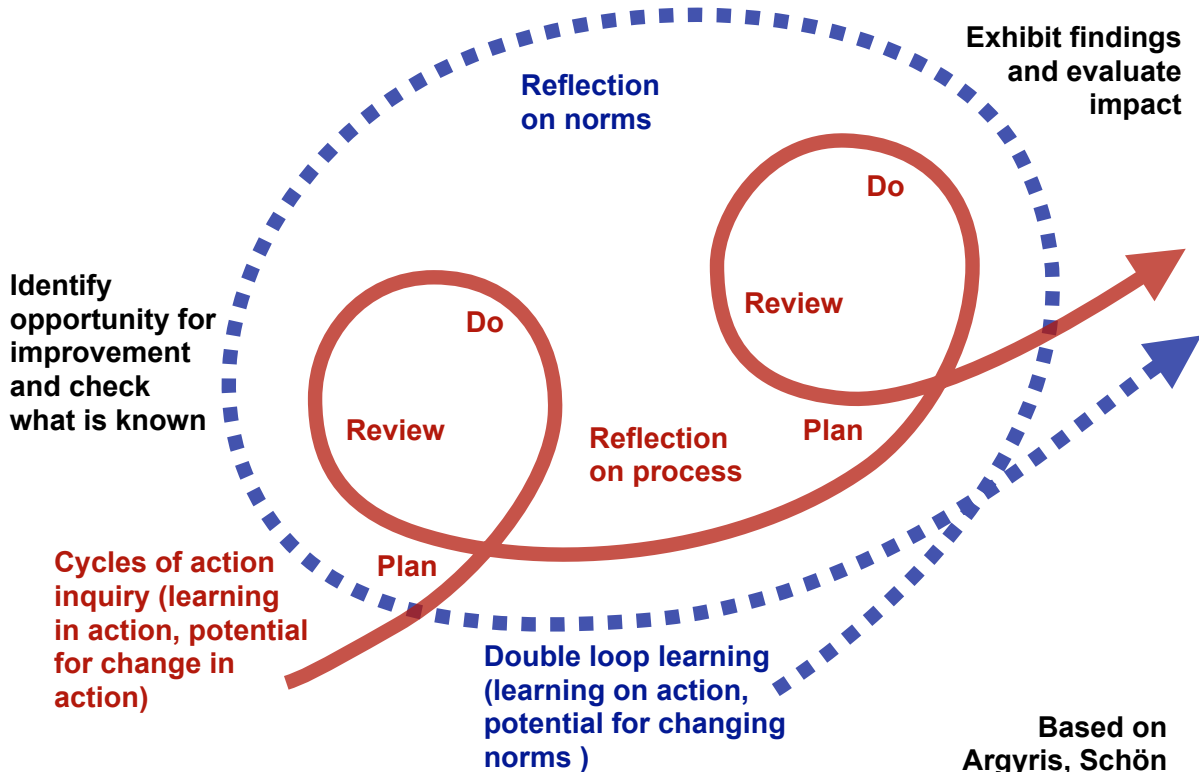
Qualifications and Curriculum Authority -
Futures in Action

1
What
are we trying
to achieve?

2
How
do we
organise
learning?

3
How well
are we
achieving
our aims?

Inquiry-based learning



- 1.Trust your values, intuition, experience and tacit knowledge
- 2.Take action to improve your practice / organisation
- 3.Gather data to use as evidence - photos, movies, diagrams, poems, songs and plays as well as numbers
- 4.Articulate your knowledge by testing it with colleagues locally and globally
- 5.Become lifelong learners by taking one step at a time

Inquiry-based learning



someone & someone

What do you feel that you, that's been your major gain working with Ultraversity? What do you think you gained?

GREAT IDEAS ALTER THE
POWER BALANCE IN RELATIONSHIPS.
THAT'S WHY GREAT IDEAS ARE
INITIALLY RESISTED.



@hgh

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<hindsight >insight< foresight>



**National
Archive of
Educational
Computing**

www.naec.org.uk

CURRICULUM NOW

www.curriculum-now.org



**Future
Knowledge**

www.futureknowledge.org



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inter-disciplinary inquiry-based learning

idibl

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action! >