



Northampton Waterside



seamless
on and
offline
learning




Learning Event 1: Technology for visible learning

Learning Objectives:

- Engage in critical reflection about the pedagogical implications of using mobile devices.
- Explore how digital tools can be used to promote different forms of assessment and capture evidence of achievement.
- Identify a number of apps for capturing learning through film, photos, screencasts and spoken explanations
- Understand how these apps can be used as assessment opportunities to inform Assessment for Learning (AFL)
- Understand how these apps can coexist with traditional teaching methods offering a wider range of learning experiences

Teachers' Standards linked to this session: 1, 2, 3, 4, 5

Pedagogy: marking and feedback, National Curriculum, assessment

Learning Event	
Pre F2F	 <p>The purpose of this learning event is to explore technology tools for making learning visible. Begin by viewing the videoscribe above by Todd Forgette on John Hattie's mindframes for teachers. We would like you to carry out some browsing and reading before the first face-to-face session.</p> <p>Browsing Check that you can access and post on our G+ community and on the student resourcebank. If there are any problems we can sort them out when we meet. Follow these instructions to join the Google+ community where we will share ideas. Choose to continue with your Year 1 blog or begin a new one. Follow these instructions to begin a new blog.</p> <p>Reading Read chapter 3 from Teaching with Tablets: Caldwell, H, and Bird, J. (2015) <i>Teaching with Tablets</i>. London, Sage. You can read an online copy here or find the book in the library. Carry out the statement ranking activity on p41 at the end of the chapter and post your three next steps with some reflective comments on our G+ community. You might choose a visual method of presenting your next steps such as an image annotated with Skitch, a set of slides or a diagram.</p>
F2F	<p>F2F learning event:</p> <p>Overview In our face-to-face session we will review the module themes, expectations and assignment. We will discuss our Pre F2F task and think about strategies for visible learning. Then we will review a selection of apps and tools for making learning more explicit such as by:</p> <ul style="list-style-type: none">• gathering evidence during different stages of the learning journey for collective review.• annotating images of physical work for peer assessment.• modelling to address misconceptions and extend learning.• discussing captured and presented work and providing targeted feedback. <p>You will make a plan to add three of these apps or tools into your medium term planning, considering the following questions:</p> <ul style="list-style-type: none">• Why are you using this tool or app? What does it allow that other methods do not?• Why is this a good place and time to make the learning explicit? How will capturing learning at this point help progress children's learning?
Post F2F	<p>Post F2F learning event:</p> <p>Create a blogpost based on the session themes. Include your Pre F2F task. Respond to another's post. Share a short excerpt from your post on the G+ community.</p>
Extension	<p>Browsing some of these extension materials will help deepen your understanding of technology, assessment and visible learning. Visible learning website based on the work of John Hattie: http://visible-learning.org/</p> <p>Two eBooks produced as part of the Apple Distinguished Educator 'One Best Thing' series: 1. Formative Assessment with iPad: Representing the Process of Learning by Tom Foster https://itunes.apple.com/gb/book/formative-assessment-ipad/id867420647?mt=11 2. One best thing: Digital Feedback: Using iPad for Assessment: https://itunes.apple.com/us/book/explain-everything-formative/id844630744?mt=11</p>

Examples from practice: students using iPads

ITT2037
Computing/RE 15/16

Pública 131 miembros

Todas las publicaciones

Discussion

1. Visible learning

2. Challenge based computing

3. Computing for All

4. Coding and art

5. Coding and animation

6. Networks and the internet

RE Session 1

RE Session 2

RE Session 3

RE Session 4

RE Session 5

RE Session 6

Fotos

Miembros (131)

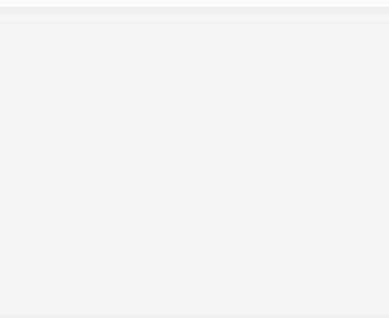
Ver todos

**Beth Osborne**

1. Visible learning · 15 dic. 2015

Editing Fibonacci Flowers on Scratch

Traducir



+1



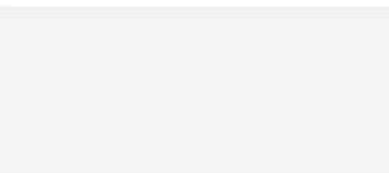
Añade un comentario...

**Emily Wale**

1. Visible learning · 24 nov. 2015

Computing session 1, This session was all about technology for visual learning. In this lesson we were presented with this image of a structure of a lesson, we went through each part and identified how each point relates to a normal lesson plan, e.g starter/plenary. This

Leer más · Traducir



+1



Añade un comentario...

**EllieMJohnson**

1. Visible learning · 23 nov. 2015

A section of my Computing blog:
All in all, I found this lesson incredibly beneficial, and I was able to obtain knowledge I did not have before. I came to realise just how advantageous working with technology in the classroom was, not

Leer más (15 líneas) · Traducir

**Beth Osborne**

1. Visible learning · 15 dic. 2015

Coding and Art

Traducir



12/15/15

2 fotos

+1



Añade un comentario...

**Chantelle James**

1. Visible learning · 24 nov. 2015

Here is an excerpt from my Session 1: Visible Learning blog post.

Later on in the seminar we looked at creating a lesson plan using Visible Learning within the classroom. Emma Bruley, Jasmine Nash

Leer más (18 líneas) · Traducir

+1



Añade un comentario...

**Emily Wale**

1. Visible learning · 24 nov. 2015

Pre reading for session 1 was called 'Teaching with tablets'. They described visual learning as the idea of using tablets to capture learning as it happens in the classroom. After reading this chapter I can clearly see there are many benefits of using tablets in the

Leer más (14 líneas) · Traducir

+1



Añade un comentario...

**Phoebe Giles**

1. Visible learning · 24 nov. 2015

Telling a story with sound using Beams to develop computational thinking.

Traducir

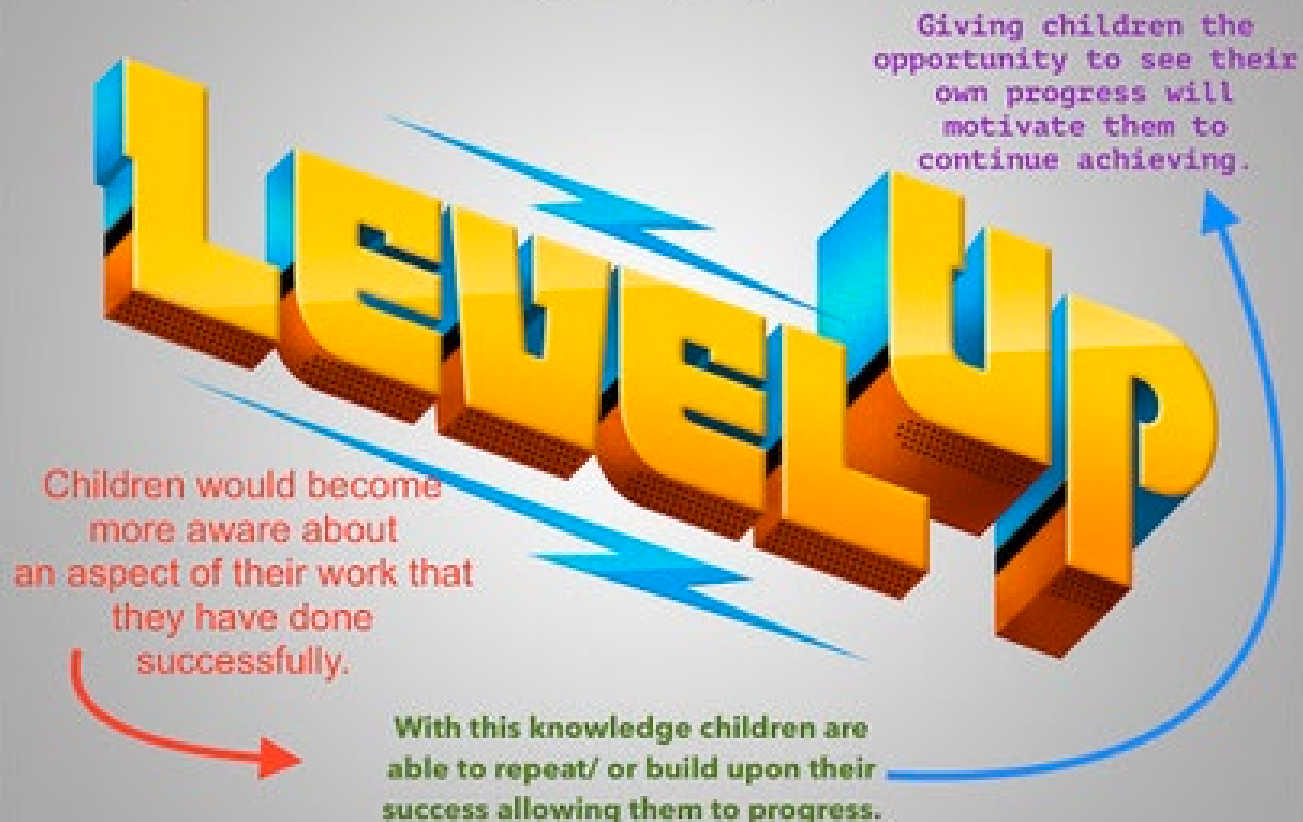


Tom Kearns ✓

8w

I created this Skitch to demonstrate one factor as to why I feel that giving children an opportunity to recognise their own learning and progress is important.

Give children an opportunity to recognise their own learning and progress



Jasmin Peppiatt

<http://mygad.northampton.ac.uk/jasminpeppiatt/>

Home A little about me...

← R.E. Session 1: Pedagogy in R.E.

R.E. Session 2: R.E. and the Classroom →

 Search

D.L. Session 1: Manipulating Media

Posted on October 20, 2014 by Jasmin



We started today by talking about what media we had used in lessons or seen used within the classroom. I used media while on placement when teaching a year one science lesson about 'the life of a seed.' By watching the YouTube video above, the children could watch what happens when a seed is planted. The video is visual and has key words added and verbally pronounced which was perfect for my lesson as I wanted the children to be able to say the key words correctly and understand what they mean. By using this media, I felt I had significantly enhanced progression and allowed the children to take a sneak peek into the life cycle of a seed while making the lesson relevant and fun (Deubel, n.d.). This shows how media and videos can be utilised within other lessons in a cross-curricular way; hence I posted this video on the Primary Education [community page](#).



Screenshot of my post on the community page.

In the session today, we went through different software which allows children to create and manipulate media. One piece of software we talked about was VideoScribe. I had not

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- D.L. Session 6: Planning to Teach Computing
- Working with Digital Leaders from Standens Barn Primary

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- Craig on Working with Digital Leaders from Standens Barn Primary
- Katy on D.L. Session 3: Technology Beyond the Classroom
- Jasmin on D.L. Session 1: Manipulating Media

Archives

- March 2015
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- Digital Literacy
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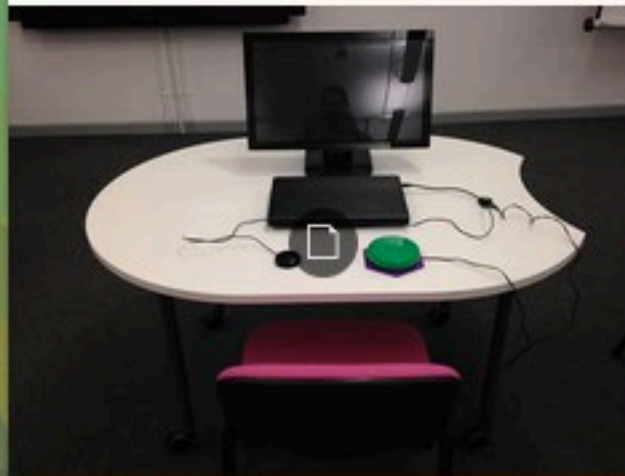
Technology for Inclusive Creative Arts

Here are the images we made in our digital creative arts session

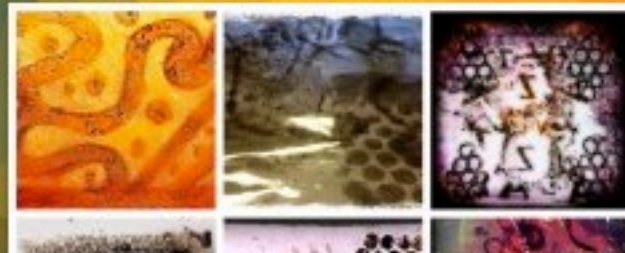
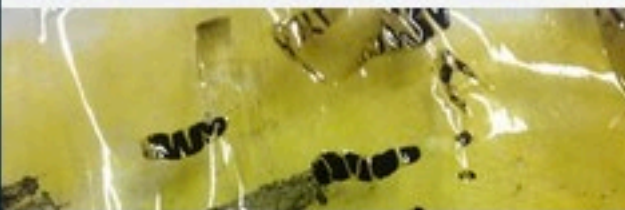


D2ART

Exploring the potential of new innovative digital tools to support and extend the practice of physically disabled visual artists.



Slideshow 2 on materials and light



Mobiles enhancing physical activities





Mobiles supporting immersive multisensory storytelling with students & SEN pupils

https://youtu.be/_cEnkimg_ro

Apps for Communication, Engagement, Group Work and Independence

- Light and dark stories: developing positive sensory spaces to promote engagement and learning
- Be in your stories: using technology to share personal narratives and build empathy and relationships
- Stories on the move: engage with the physical world and provide authentic sharing opportunities
- App smashing: sharing apps where children can collaborate, be in control, create and choose content

Top Apps for Literacy

Exploring themes of:

- ° Light and dark stories
- ° Be in your story
- ° Stories on the move
- ° App Smashing



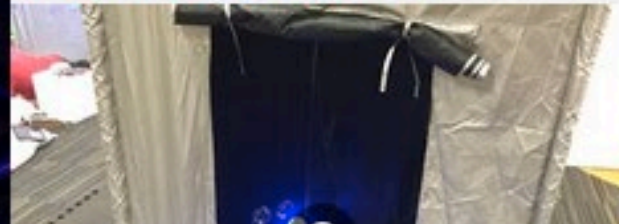
Top apps for literacy



iMovie trailers



Multisensory storytelling



Exploring apps with NQTs

Examples from practice: [teachers using iPads](#)



FEATURED



DLAB PROJECT BLOG

CATEGORIES

- About >
- Digital Collages >
- eTwinning project >
- Example school projects >

BOOKMARKS

- Digital Leader Facebook page >
- etwinning google doc >
- eTwinning groups document >
- Facebook group for etwinning project team >
- Google hangout >
- Project Log >
- STEM blog >
- The Digital Assessment project blog >
- The Teaching with Tablets MOOC blog >

<p>ETWINNING PROJECT</p> <p>VIDEO CONFERENCE WITH DENMARK AND SPAIN</p>	<p>DIGITAL COLLAGES</p> <p>DIGITAL COLLAGES</p>	<p>ETWINNING PROJECT</p> <p>ETWINNING PROJECT SPACE</p>
<p>EXAMPLE SCHOOL PROJECTS</p> <p>CREATE A PHOTO TRAIL USING SKITCH</p>	<p>EXAMPLE SCHOOL PROJECTS</p> <p>WATER SAFETY CAMPAIGN</p>	<p>EXAMPLE SCHOOL PROJECTS</p> <p>QR SCULPTURE TRAIL</p>
<p>EXAMPLE SCHOOL PROJECTS</p> <p>QR CODE TRAIL AROUND FLORE</p>	<p>EXAMPLE SCHOOL PROJECTS</p> <p>PIC COLLAGE: ART, PE AND IT OUTDOORS</p>	<p>EXAMPLE SCHOOL PROJECTS</p> <p>OUT OF THIS WORLD</p>

Examples from practice: collaboration between teachers, academics, students and pupils

D.L. Session 3: Technology Beyond the Classroom

Posted on November 18, 2014 by Jasmin

Today we explored the ways in which technology can enhance learning outdoors and the different types of learning which can take place beyond the classroom.

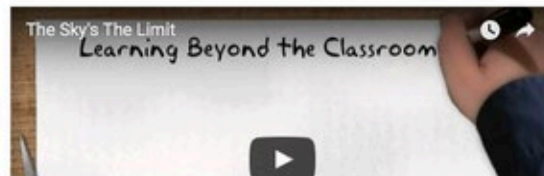


Why is outdoor learning so important?

- It allows children to try new things which they cannot do within the classroom
- Learning outdoors creates a memorable learning environment
- It encourages active, three-dimensional, hands-on, experiential learning (Creative Education, 2011)
- Raises self-esteem (Institute for Outdoor Learning, n.d.)
- Helps children to work as a group and delegate roles while using team-building skills; promotes collaborative roles
- It makes learning authentic
- Children who often feel unsure or worried about contributing in the classroom can be given new opportunities to build their confidence and social skills
- It can be very exciting and engaging because children can explore the outdoor environment (Rippledown Environmental Education Centre, 2014)
- It helps provide a holistic education (The National Association for Environmental Education, 2012)
- It can challenge learners to do new things and use prior knowledge in new ways

What are the drawbacks of learning outdoors?

- Risk assessments need to be completed
- Supervision: there needs to be an appropriate staff/adult to pupil ratio
- Teachers need to plan what the children will do and activities appropriate for the class
- Behaviour rules need to be made very clear



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CREATIVE EXPLORATION OF TECHNOLOGY AND THE ARTS

PHYSICAL AND DIGITAL ART



MOVING FROM PHYSICAL ART TO DIGITAL ARTEFACT

#FORESTFLIGHT



#FORESTFLIGHT

IMMERSIVE SENSORY EXPERIENCES



CREATING IMMERSIVE SENSORY EXPERIENCES

COLLABORATIVE VISUAL MINUTES, TEACHMEET



COLLABORATIVE VISUAL MINUTES AT #TMNORTHANTS2015

TEACHMEET



TEACHMEET JULY 2014

TEACHMEET



TEACHMEET 2014 - STEAM WEEK

TEACHMEET



TEACHMEET 2014 - DRAGON TREE PROJECT

TEACHMEET



TEACHMEET 2014 - PHYSICAL ART TO DIGITAL ART

TEACHMEET



TEACHMEET 2014 -

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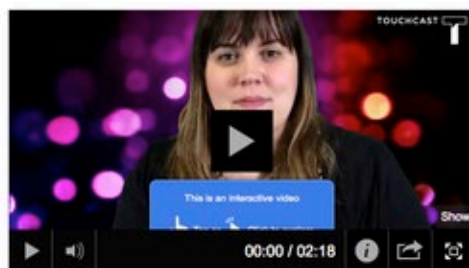
POSTED ON FEBRUARY 8, 2015 BY HELEN

USING IPADS TO CAPTURE A CPD EVENT

CPD

iPads were used in a number of ways to capture and share our recent [TeachMeet Northampton event](#).

Firstly, short voxpops of attendees sharing their thoughts on the computing curriculum were collected by [Leon Cych](#) from [Learn4Life](#), using the app [TouchCast](#). TouchCast comes with a built-in teleprompter, green screen effects and many other options. If you combine this with a good microphone, lights and a portable green screen you can make broadcast quality videos directly from an iPad. Notice in the first video below that you can also embed webpages and interactive content so that the videos themselves are browsable.



Secondly, an [abridged version of tweets](#) from the evening was created using the webtool [Storify](#). You can grab content from social media sites such as [Google+](#) [Facebook](#) or [Flickr](#), combine it with [weblinks](#), and then arrange it

 Search

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- [Jean on Using iMotion with FDLT year 2 students](#) >
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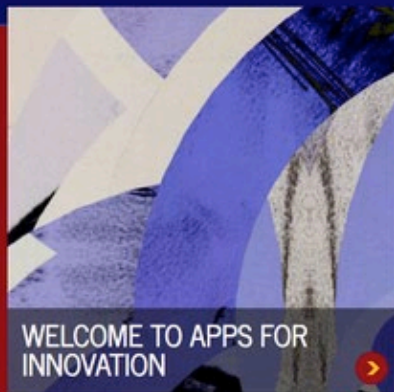
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- [Animation](#) >
- [CPD](#) >



Students supporting media days for teachers

https://youtu.be/l6fTONvjG_k



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WELCOME TO APPS FOR INNOVATION



STUDENT LEARNING

For Anthony Gormley sculptures placed at five UK beauty spots

One of the cast iron sculptures of Mabley Tower, starting out

ACCESSIBILITY (VISION)

PHOTOGRAPHY

AURASMA

PHOTOGRAPHY, SEND

SMART THROUGH ART

PHOTO MANIPULATION, STUDENT LEARNING

PAPER, SCISSORS AND GLUE - CAMERA, APPS AND DROPBOX

INITIAL TEACHER TRAINING, STUDENT LEARNING

APPS TO ACCESS ART

INITIAL TEACHER TRAINING

CREATIVE USE OF MEDIA IN KEY STAGE 1

STUDENT LEARNING

POST IT PLUS

CPD

USING IPADS TO CAPTURE A CPD EVENT

INITIAL TEACHER TRAINING

PRIMARY HISTORY

STUDENT LEARNING

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- October 2014 >

CATEGORIES

- Animation >
- CPD >


Examples from practice: academics using iPads



Mobile Learning

School of Education Forum

Introducing iPads to colleagues

A group of people are gathered around a table in a meeting room, looking at laptops and papers. The room has a brick wall and a whiteboard. The text 'core apps' is overlaid on the image.

core apps

- creation
- collaboration
- curation
- capture
- productivity



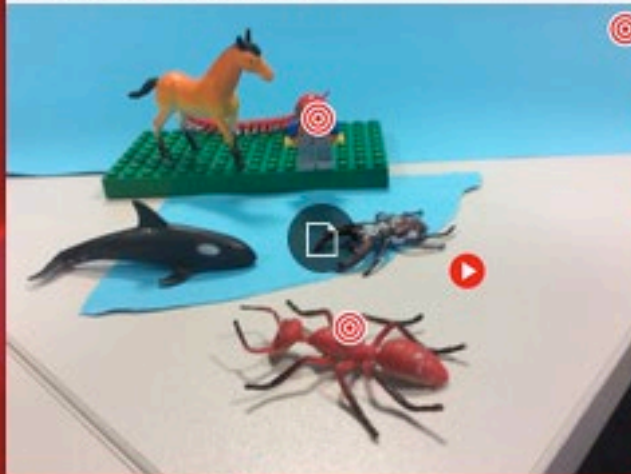
Create a visual digital artefact:
What is critical thinking?
What is creativity?



What is critical thinking/creativity?

On the brink

Made with Thinglink



Using Haiku Deck

...to explore Creativity



Help

Made with Thinglink

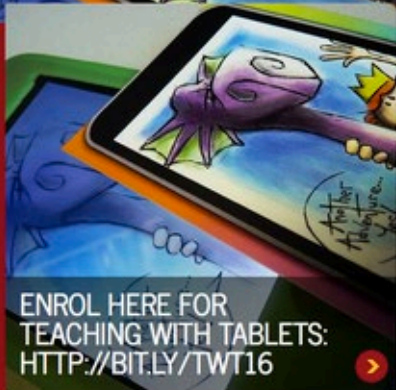


Megaliths

made with Popplet



ITT colleagues exploring apps



FEATURED

BOOKMARKS

- [Apps for Innovation G+ community](#)
- [Apps for Productivity G+ community](#)
- [Let's Teach Computing online course](#)
- [Mobile learning G+ community](#)
- [Slack for project collaboration](#)
- [Teaching with Tablets book](#)
- [Teaching with Tablets CAleRO course planning site](#)
- [Teaching with Tablets course enrolment](#)
- [Teaching with Tablets planning Google document](#)
- [The Digital Assessment project blog](#)
- [The Digital Leaders project blog](#)

COURSE REGISTRATION

TEACHING WITH TABLETS COURSE REGISTRATION

IPAD TIPS

12 TIPS TO GET STARTED ON TEACHING WITH TABLETS

DIGITAL ART, UNCATEGORIZED

ROLLWORLD AND FRAGMENT APPS

PHYSICAL AND DIGITAL ART

BE FUNKY AND PATHON SWIPE TO TYPE APPS

IMMERSIVE SENSORY EXPERIENCES

SKITCH AND MADPAD APPS

DIGITAL ART

TELLAGAMI APP

DIGITAL ART, ONLINE ART TOOLS

IMOVIE, INTRO DESIGNER, PIC COLLAGE AND FANCYQR APPS

TECHNOLOGY OUTDOORS

THINGLINK APP

GREENSCREEN

GREENSCREEN BY DO INK APP



Core apps for academic staff

Adobe Voice, Socrative, Turnitin, Picollage, Pinterest, Scan, Haiku-deck, Thinglink, Book creator, Padlet, Skitch, Google drive, iMovie, Panopto, YouTube, iNorthampton, Explain Everything, Popplet Lite, Post-it Note Plus, Prezi, Kaltura, Google docs, iMovie, GarageBand, Pages, Numbers, Keynote, iTunesU



The App Café

Monthly lunchtime drop-in session





**creative,
self-directed
learners
collaborating
and sharing
content**



informal,
networked,
technology-
enabled
learning





Padlet of examples from practice:

<http://padlet.com/helencaldwell/mobilesinITT>

Teaching with Tablets MOOC registration:

<http://bit.ly/TWT16>

Contact:

helen.caldwell@northampton.ac.uk