

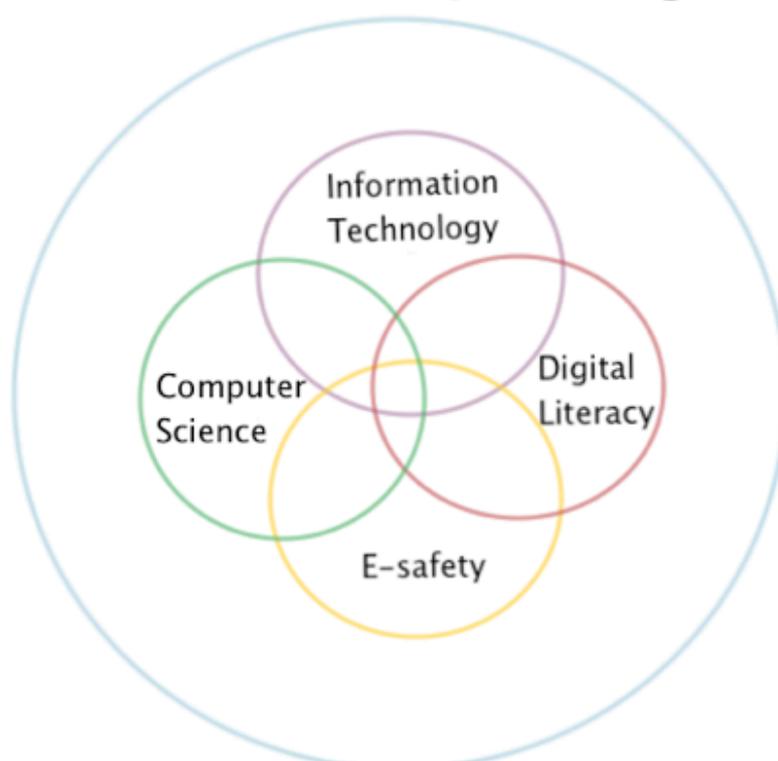
ICT in Practice

*Transforming education through sharing knowledge and practice
Created by educators from around the world*

ISSUE 6

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ICT to Computing



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From the editor



Welcome to the fourteenth year of the new millennium since, technically speaking, the year 2000 actually belongs in the previous one. This being the season for resolving to change, I toss my hat into the ring of hopeful starts. My New Year's resolution is to get on with dropping the word "technology" and derivatives, as much as reasonably possible, from Education Technology. So, what does that mean in practical terms? Not much from on the ground, but conceptually it is important indeed. I am now an Ed Coach, I "do" Ed, and I love Ed. My career is built on

the Platonic concept of always becoming, the Zen understanding of being the teaching, and the practical, coffee-in-the-morning realization that being the best, most effective, and most efficient teacher that I can be involves good, hard work. I use photocopied A3 sheets of paper and pencils, combined with charts and graphs, to teach data overlay techniques to students who are just beginning to explore the crunchy side of social history. We conduct forums on our fancy Learning Management System for weeks at a time as we troll through primary source documents in class, secondary sources at home, and both types of sources on our school's electronic databases. In short, it is either all technology (there, I've gone and said it) or none of it is. That word is a slippery, near meaningless, pompous sounding term that gets

in the way of people actually making use of it. We tend not to speak of "21st Century" learning very much anymore because we quickly realized that learning in 2035 might look a wee bit different than learning in 2005. So join me, will you? Let us speak of education, and pedagogical practices, and best tools. Who needs ... (you know the word)? I want to be efficient, effective, and fun. I will use the tools that get me there.

Cheers to 2014!

Christopher Carter

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WHY A TEACHER TO TEACHER WEB TV STATION AND WHY NOW?

by Leon Cych, L4LTV

L4LTV is a project that has been in the pipeline for over 5 years now but has only recently come to fruition. It is a web based niche TV Channel designed to push out professional development content over tablets and phones. The content is made by teachers for teachers and disseminated freely through informal teacher networks, social media and the emerging alternate media portals such as YouTube, iTunes, Roku, Apple TV, Chromecast, Blip, LiveStream, Justin TV, Twitch and a host of other media aggregators.

As yet the larger media firms are not publicising it although they have offered encouragement. It is not well known beyond a core group of teachers on Twitter and it won't have any wider traction unless professional associations and larger media firms give us some publicity. At the present time I do not see this forthcoming as, I suspect, they are trying to do something similar with their very own lucrative teacher networks surrounding

their media empires and content but our business model is about community and supplements theirs - think of us as the cleaner fish for big media companies.

So, we do have the advantage of starting with grass roots involvement and resources and lots of enthusiastic teachers who know the value of open and distributed knowledge. Wenger's professional communities of practice (1) underpins what we do, not purely commercial concerns, so we have the jump on them - for now.



L4LTV

Programme 2 - Blogs and Blogging in Education - 45 mins



A big thankyou to our (growing) sponsors:

Programme notes and links here > [here](#)



TEACHERS' TV

After Teachers' TV was scrapped in the UK by the current government I co-ordinated a project with a number of dedicated teachers to download and archive the programmes available online. We were able to do so under the licenses current at the time. Many people still have that archive of videos on a hard drive and many schools still use that resource which was downloaded, catalogued and indexed to local drives by a team of about 50 teachers. The incoming government then sold off the rights of the programmes to several commercial firms and the content was saved and put online as a commercial resource by various media and educational companies for free. This, despite the TV Channel being scrapped, was a positive result; however there was one drawback. There was no platform for featuring ongoing practice "by teachers for teachers" and the current "archive" was precisely that - an archive of a time and a place growing older by the minute.

Basically, it was a loss leader for any big TV company to run Teachers' TV but there was government subsidy and kudos and you were indirectly supporting a small of industry of indie filmmakers who had the knowledge and kit to put out films. The process of making programmes involved the company with the main contract subcontracting out to several independent film makers the task of filming

and delivering programmes on various aspects of the then curriculum. Of course that is a top down model that is not very agile and vulnerable to changes as the curriculum, exams, practice and anything you can think of, changes, does that sound familiar? To use media in that way is like trying to offer up food already past its sell by date. Like the Red Queen in Lewis Carroll's Alice through the Looking Glass - it takes all the running you can do to stay in the same place and you have to run twice as fast to get anywhere! The old media practices, kit, industry were too cumbersome to do this.

A lot of the content for Teachers TV was top down - I wrote the spec for some of the first series of programmes on the use of Social Media. These were then contracted out to smaller media companies who made the films and delivered to a shrink wrapped "standard" model. That was when most schools were doing the same thing in the same way to the same curriculum. How things have changed in the past few years...

Teachers' TV was always very much a top down venture designed by government to create a free to air TV Channel on Freeview boxes in people's living rooms in the UK via a set top box.

Teachers' TV was only aired at set times of the day and it was included on an EPG (Electronic Programming Guide) - it was very niche programming not ever likely to hit the big time in Television viewing so that is why it was also disseminated online. An innovative step you might think but already the viewing habits of "niche" audiences were changing. As well as teaching I was working for an "indie" media company in Soho at the time building classical music and Shakespearian CD resources and I was tasked with putting in a bid to take over the contract of the channel before the decision was made to scrap it.

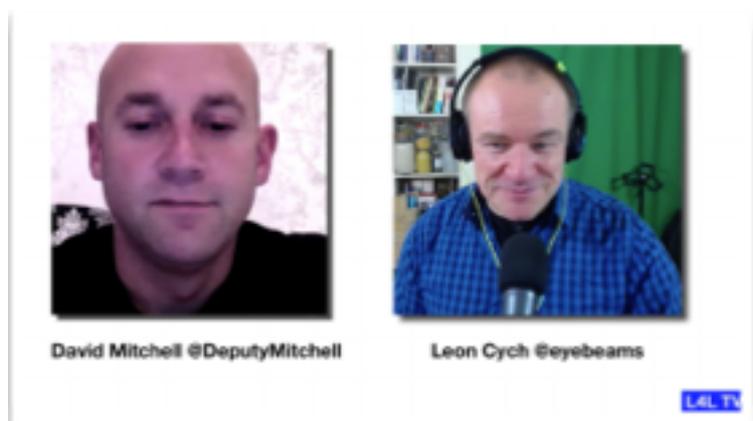
It was interesting to read the mechanics of how it worked. The main viewership was Teaching Assistants at the time I remember and I also remember how YouTube started to come in and dominate the video viewing habits of younger people in particular.

YouTube made my job redundant and the rise of smart phones, DSLR Cameras, cheaper lighter film equipment and the sudden rise of thousands of "niche" channels on Blip TV and You Tube showing you how to do stuff that film industry insiders had known for years but had not disseminated unlocked a whole cave of delights in the media industry and transformed it over the course of a couple of years - in the "real world" the education on how to do specialist film

stuff was being delivered over YouTube - I lapped it up and bought the kit. The music and TV moguls are still reeling and not knowing quite how to cope with the changes. I saw it coming and I thought there must be a better way - so I built my own TV Channel.

Media Fragmentation - The Rise of "Niche" channelling

I could see, even then, back in the early noughties, how some TV viewing habits were numbered. I could see that people wanted to consume media on personalised devices, mostly as a "second screens", if they had the money for a secure internet connection. This is indeed what has happened. People want to consume media on the bus, the tube, at work, in the "down" times when travelling. Screens have become all pervasive and attention has become fragmented or highly focused depending on your viewing habits /discipline...



Community Involvement

I wondered how one could harness that for good to bring people back together through community involvement. L4LTV was born from that thought over 5 years ago when Twitter and “smart” phones emerged from the miasma of devices coming out into the marketplace. Now it’s iPads and Android tablets - what these have proved to be is another informal platform that breaches (for the better off) the home / school divide and formal / informal learning. Media is distributed on and through them and is so able to be personalised, idiosyncratic and highly focused on targeted niche organisations so you have to think carefully about making media that appeals to professional teachers by reflecting their practice and concerns and you have to make it available freely and easily and what is more you have to give them the skills and access to make it! This is what I am trying to do with the channel - so it is not just a broadcast - it is community training, CPD, events, how to’s and how to make programming yourself at a grass roots level.

To just “broadcast” information is no longer good enough in this fast moving education environment. So the channel has a live streaming “events” remit as well designed to pump prime social networking with and by teachers. To disseminate on a regular basis

teacher activity and to reflect on that activity and build community through social channels of activity.

To this end we have launched a “live streaming channel” - we “live stream” teacher activity by going to events and broadcasting like a traditional outside broadcast to the wider teaching community.

I am also working with sponsors to give training to teachers so that they can film “pieces” and practice easily and quickly as the technology to do this becomes easier and easier. I am working with Helen Caldwell at Northampton university to make pop-up screen screen studios where teachers can document their day to day projects and share views and ideas around the media content on Twitter and through the channel or events like TeachMeet etc.

This TV Channel lives or dies by its roots back into the teaching community and what they do day on day - it also acts as a platform for their hopes, desires, concerns aspirations, vision. We aren’t a usual business - sometimes I suspect we aren’t a business at all but an ongoing vision of the process of learning. I guess that is why it is called Learn 4 Life TV.

How to consume or even take part!

We have a live streaming events channel here:

<http://new.livestream.com/L4L/>

This supplements and feeds into the TV Channel. You can see the TV Programme live fortnightly here:

<http://new.livestream.com/L4L/L4LTV> and then see the archive shortly afterwards here:

<http://tv.L4L.co.uk>

We then archive the programming more widely through other channels - so you can also view them on Youtube as an archive here:

<http://www.youtube.com/playlist?list=PLtgPuUWnxm4bDGJjkzFwuWhP0SwVxWY2j>

or on iTunes here:

<https://itunes.apple.com/gb/podcast/l4ltv/id783437484>

We will shortly have a ROKU Channel which will be global and we have plans to expand in 2014 with the help of dedicated sponsors. We align ourselves with sponsors that have a community business model so our first sponsors are Iris Connect, Igloo in Education, Computing at School and Rising Stars.

This doesn't come cheap and we welcome sponsors and donations to continue what we

think is a growing service to the teaching community. Get in touch by emailing me at leon.cych@L4L.co.uk or filling the form in here:

http://www.l4l.co.uk/?page_id=1777!

RADIO and AUDIO too...

We also have 3 audio stations

One on Audioboo:

<https://audioboo.com/Eyebams>

One on SoundCloud

<https://soundcloud.com/L4Lnews> and a "live streaming" real time radio channel for "24 hour specials" on holidays etc where people can dip into the many many interviews I have done over the years.

<http://mixlr.com/l4lnews/me>

You can also download an iPhone App of our blog here:

<http://www.l4l.co.uk/?p=3464> and lastly you

can read the blog here:

<http://www.L4L.co.uk> and subscribe to a newsletter here

<http://tinyletter.com/eyebams>

From January we will be running commercial courses in how to make your own media here:

<http://l4lcourses.co.uk/>

This should help fund our broadcast activities. Get in touch!

1 <http://wenger-trayner.com/theory/>



Paul is an innovative learning professional, games based learning & gamification expert, project manager and instructional designer with over 20 years' commercial experience acquired on corporate, public sector and education projects. He is MD of pixelfountain which designs, develops and delivers workshop-based learning simulations (serious games). pixelfountain's games-ED (<http://www.games-ed.co.uk>) brand provides games based learning for schools, colleges and universities. He also blogs at <http://www.games-based-learning.com>

Games Based Learning - Delivering Learning Outcomes by Paul Ladley

If Elvis had been singing about games based learning, he might have demanded, "a little less action, a little more conversation"

Even individually played games can generate conversations. "Have you seen this?" "How did you do that?"

Any teacher who has used games in lessons knows that these classes were far from quiet! "Individual"

allowing a natural set of questions to flow during the course of the plan > do > review phases. A demonstration of Sustainaville can be found at:

<http://www.games-ed.co.uk/sustainaville-demo.html>

These conversations are at the heart of the learning; they are inclusive and are not formalised / one-way. It is through these questions that

Plan > Do > Review Next >

The three rounds of the game are structured around plan > do > review. The rounds get progressively faster, with the first round taking 25 minutes. Note: the game is rich enough to run over a longer period of time than a 1 hour lesson, if required.

Review (5 minutes)

- o The main graphic changes.
- o The sub-team reports change.
- o The score shows how the sub-teams have collectively performed.
- o The learners reflect on the impact their decisions

Plan (5 minutes)

- o Investigate the main graphic, which shows a virtual community with problems.
- o Investigate report screens. The reports show cause and effect and will enable the learner to see the impact of their decisions.

Do (15 minutes)

- o The sub-teams invest their budgets.
- o Negotiate with other teams and generate win-wins.
- o Present decisions to the whole group explaining what they have bought and why.
- o The purchases are input into the game by the teacher.

< Back games ED

games are often played by pairs of pupils who prefer to work this way.

Collaborative games based learning (GBL), such as Sustainaville a whole class simulation, take conversations to a different level. Gameplay is structured around rounds and phases to encourage conversation. The learners talk in their teams, between teams, at a class level and with the teacher. The game anchors these conversations

learning flows. Together the class constructs their understanding, and makes tacit knowledge (emotions, experiences, insights, intuition, observations and internalised information) explicit. Games can be more than a one-off lesson. Simulations such as Sustainaville can anchor a topic: students can research aspects of the simulation plus write and present reports based on their experiences.

By blending in with a standard pedagogical approach, GBL offer an innovative way to deliver in three key areas: improving attainment, generic skills and employability skills.

1. Improve attainment / narrowing the gap:

- Develop emotional intelligence and improve behaviour leading to better
- Supports different learning styles – see table below.
- Cross curriculum delivery and shared learning experience across subject groups.
- Reluctant learners and boys - learning games cater for different learning needs and are intrinsically motivating.
- Students can learn from mistakes during game play without worrying about
- Project-based learning motivates, engages and provides a tangible use of learning
- An ‘in the curriculum, but out of class’ approach will enable learning hours to be increased by providing homework missions.
- Supporting the flipped classroom. Games are played at home and the analysis & learning reflections are done in lessons.

2. Personal, Learning and Thinking Skills / Soft Skills:

Improve skills such as communication, negotiation, decision-making and emotional intelligence – 21st century skills

Self-esteem – learning games provide inclusive activities accessible to all.

3. Employability Skills

Experiential learning / learn by doing: opportunity to enhance learning by applying it to a “real” world setting.

Project-based: developing games, scenarios and e-Learning with young people, provides a focus for learning and develops a business / project mentality.

Conclusion

GBL goes beyond being fun, not that there is anything wrong with that, to offer an innovative approach to tackling key issues in education and beyond. Careful planning and execution of GBL will ensure that learning outcomes are delivered and that GBL doesn’t become fad.

Description	In our workshops these learners...
Learn through seeing...	Respond to graphic changes and the visual reports.
Learn through listening...	Respond to group discussions and analysis by the facilitator.
Learn through moving and doing	Generally get out of their seats quickly and start negotiating.

Utilizing Online Museum Collections to Enhance the Humanities

by Eileen Bach, English Teacher

Concordia International School Shanghai

The ideal situation is to take students to museums, preferably those that maintain or recreate the original context. But, if you cannot go to the mountain, then there are ways to bring the mountain to you!

Multiple types of lessons may incorporate images from, or virtual tours of, museums to support interdisciplinary course work. Both major museums with online collections, such as The British Museum in London, and lesser-known institutions, such as New York's Fenimore Museum of American Folk Art, Oxford's Pitt Rivers Museum of Anthropology & Archaeology, and The Morgan Library, offer many of their stellar collections online. These online collections may be brought to life vividly right in your classroom. What follows is a sample of lessons ranging from teaching a particular art form, such as Vanitas Paintings, to illustrating ideas by using images and recordings from museum archives.

TYPE: Using museum images to illustrate ideas

Example: Sutton Hoo treasures, supporting a unit about the English epic, Beowulf

Museum: The British Museum

URL: <http://www.britishmuseum.org/explore/highlights.aspx>

Images used to showcase Anglo-Saxon culture
“...love of beauty, joy in creation, perfection

in craftsmanship [flourished] in the Dark Ages” (R. Bruce-Mitford)

Assignment: Pseudo-archaeology

Enrichment: Poem “Junk”

TYPE: Using museum images to teach a particular form

Example: Vanitas paintings, supporting a unit on visual literacy (Advanced Placement English)

Museum: Johnson Art Museum

URL: <http://www.museum.cornell.edu/HFJ/handbook/hb118.html>

Image used separately following instruction from <http://www.artisanart.us/lubin.html>

Followed by text from the Johnson Museum site.

Assignment: Apply understanding to new image.

Enrichment: Create your own vanitas still life

TYPE: Using museum images to enrich a unit

Example: “Bound for Freedom’s Light: African Americans and the Civil War”

Museum: The National Portrait Gallery, Washington, DC

<http://www.npg.si.edu/exhibit/exhbound.html>

Assignment: Telling a story through vintage photographs

Enrichment: Walt Whitman’s Civil War era notebooks, available through the Library of Congress at:

<http://memory.loc.gov/ammem/collections/whitman/wwntbks.html>

TYPE: Using museum images as a “hook” to interest students in a topic.

Example: The Puritan

Museum: The Metropolitan Museum of Art

URL: http://www.metmuseum.org/works_of_art/collection_database/american_paintings_and_sculpture/the_puritan_augustus_saint_gaudens/objectview.aspx?collID=2&OID=20012380

Assignment: How can you identify this man as a Puritan? What conveys this?

Enrichment: Poem “Upon the Burning of Our House”

TYPE: A Virtual Tour to set students in a particular time and place

Example ONE: Virtual tour of Dickens’s house in London

Museum: The Dickens Museum

URL: <http://dickensmuseum.com/vtour/>
Assignment: What elements make this home Victorian?

Enrichment: “A Child’s Christmas in Wales” (post-Victorian writing but Victorian in sentiment and setting)

Example Two: The Peabody Essex Museum

URL: http://www.pem.org/visit/yin_yu_tang.php

Assignment: What elements characterize Chinese homes?

Enrichment: Architectural symbolism in Chinese homes, e.g. the vase as a symbol of peace

TYPE: Using museum archives (both images and recordings) to bring history to life.

Example ONE: The Voting Machine

Museum: The Smithsonian

URL: http://smithsonianimages.si.edu/sipphoto/sipphoto.portal_nfpb=true&_pageLabel=detail&negNum=2004-26275&action=detail

Assignment: Used as illustration to accompany “The Declaration of Sentiments”

Enrichment: Compose your own Declaration of Independence

Example TWO: The Foundling Hospital Museum

URL: <http://www.foundlingmuseum.org.uk/oralhistory.php>

Assignment: Used with studies or stories linked to poverty (Nickel and Dimed, Grapes of Wrath)

Enrichment: Dorothea Lange’s Depression-era photographs

Example THREE: The Peabody Museum

URL: http://www.peabody.yale.edu/collections/hsi/hsi_whatami.html

Assignment: Which of these items might have been Victor Frankenstein’s? For what purpose?

Enrichment: What is Maxwell’s Top?

OTHER MUSEUMS OF INTEREST:

This is an eclectic list, based upon my personal experiences and prejudices! Please add to this list!

[The Art Institute of Chicago](http://www.artic.edu/)

<http://www.artic.edu/>

[The Clark](http://www.clarkart.edu/museum/video-tours/)

<http://www.clarkart.edu/museum/video-tours/>

[Fenimore Art Museum of American Folk Art](http://www.fenimoreartmuseum.org/fenimore/collections/american_folk_art)

http://www.fenimoreartmuseum.org/fenimore/collections/american_folk_art

[The Frick](http://www.frick.org/virtual/index.htm)

<http://www.frick.org/virtual/index.htm>

[The Louvre](http://www.louvre.fr/llv/musee_visite_virtuelle.jsp?bmLocale=en)

http://www.louvre.fr/llv/musee_visite_virtuelle.jsp?bmLocale=en

[The Morgan Library](http://www.themorgan.org/exhibitions/defaultExhibOnline.asp)

<http://www.themorgan.org/exhibitions/defaultExhibOnline.asp>

[The Pitt Rivers Museum of Anthropology and Archaeology, Oxford University](http://www.prm.ox.ac.uk/collections.html)

<http://www.prm.ox.ac.uk/collections.html>

[Rijks Museum](http://www.rijksmuseum.nl/meesterwerken)

<http://www.rijksmuseum.nl/meesterwerken>

[Eugene and Clare Thaw Collection of American Indian Art](http://www.fenimoreartmuseum.org/files/fenimore/collections/thaw/exhibit1/vexmain1.htm)

<http://www.fenimoreartmuseum.org/files/fenimore/collections/thaw/exhibit1/vexmain1.htm>

[The Uffizi](http://www.uffizi.com/)

<http://www.uffizi.com/>

[Victoria and Albert Museum](http://www.vam.ac.uk/activ_events/do_online/films/index.html)

http://www.vam.ac.uk/activ_events/do_online/films/index.html

And remember those noted in the sample lessons:

[The British Museum:](http://www.britishmuseum.org/explore/highlights.aspx)

<http://www.britishmuseum.org/explore/highlights.aspx>

[The Johnson Art Museum:](http://www.museum.cornell.edu/)

<http://www.museum.cornell.edu/>

[The Library of Congress:](http://www.loc.gov/)

<http://www.loc.gov/>

[The Metropolitan Museum of Art:](http://www.metmuseum.org/works_of_art/collection_database/)

http://www.metmuseum.org/works_of_art/collection_database/

[The National Portrait Gallery:](http://www.npg.si.edu)

<http://www.npg.si.edu>

[The Peabody:](http://www.peabody.yale.edu/collections/hsi/hsi_whatami.html)

http://www.peabody.yale.edu/collections/hsi/hsi_whatami.html

[The Peabody Essex Museum:](http://www.pem.org/)

<http://www.pem.org/>

[The Smithsonian:](http://smithsonianimages.si.edu/)

<http://smithsonianimages.si.edu/>



ICT to Computing...

How ready are we?

by Yasemin Allsop, ICT Coordinator, Wilbury Primary School

Looking at recent articles online, It wouldn't be wrong to suggest that the new Computing Curriculum has definitely received an incredible amount of attention from both educators and industry leaders. Interestingly, I have been receiving so many emails from teachers around the country, asking me questions related to the implementation of these changes into their school curricula, and they are not necessarily in the same context. What this means is, the starting point for schools will be very different for teaching the new computing curriculum, as they face different issues. Schools, even within the same local area have such different experiences of using technology for teaching and learning, it is very correct to suggest that their previous experiences will surely affect the way the new computing curriculum is adapted. If we add the variances of infrastructure and the approach of leadership in the school, which are very important parts of this change process, you can see that we need to have a very clear plan to complete this transformation. It won't be happening by just getting a scheme and trying to teach without setting the main principles according to the needs of the learners and teachers.

So, what is the main idea that we need to focus on? Miles Berry's short sentence in one of our Twitter discussions answers this question in a very simple and clear way. He described the move from ICT to computing as;

“Computing is the new ICT. More to computing than CS; more to CS than coding; more to coding than Scratch.”

I think this one sentence perfectly clarifies the misconceptions around the new computing curriculum. Like a gold rush, there are so many articles and items of news focused on programming, people have started to think that the new curriculum is all about coding and nothing else. This is very dangerous, as it may result in ignoring the main elements of computing which includes digital literacy, computer science, Information technology and E-safety. Then again, limiting computer science to only coding activities and coding to the use of Scratch; although I love it, will make us miss a very important opportunity to support learners to develop higher level critical thinking and problem solving skills which are the foundation to learning in any area, both at school and outside. I won't be explaining the elements of the new Computing Curriculum here, as there are so many very good examples already available online, however, I will share a few tips which I have found to be very useful when making sense of these changes and getting ready to teach them.

HOW SHOULD WE BEGIN?

Although it is really difficult to summarise our journey of getting ready to teach the new computing curriculum in a few sentences, I will try to share a few tips that might be useful as a starting point.

PLANNING. Keep your planning, simple and jargon free. Start with working on basic-draft planning with your students and colleagues.

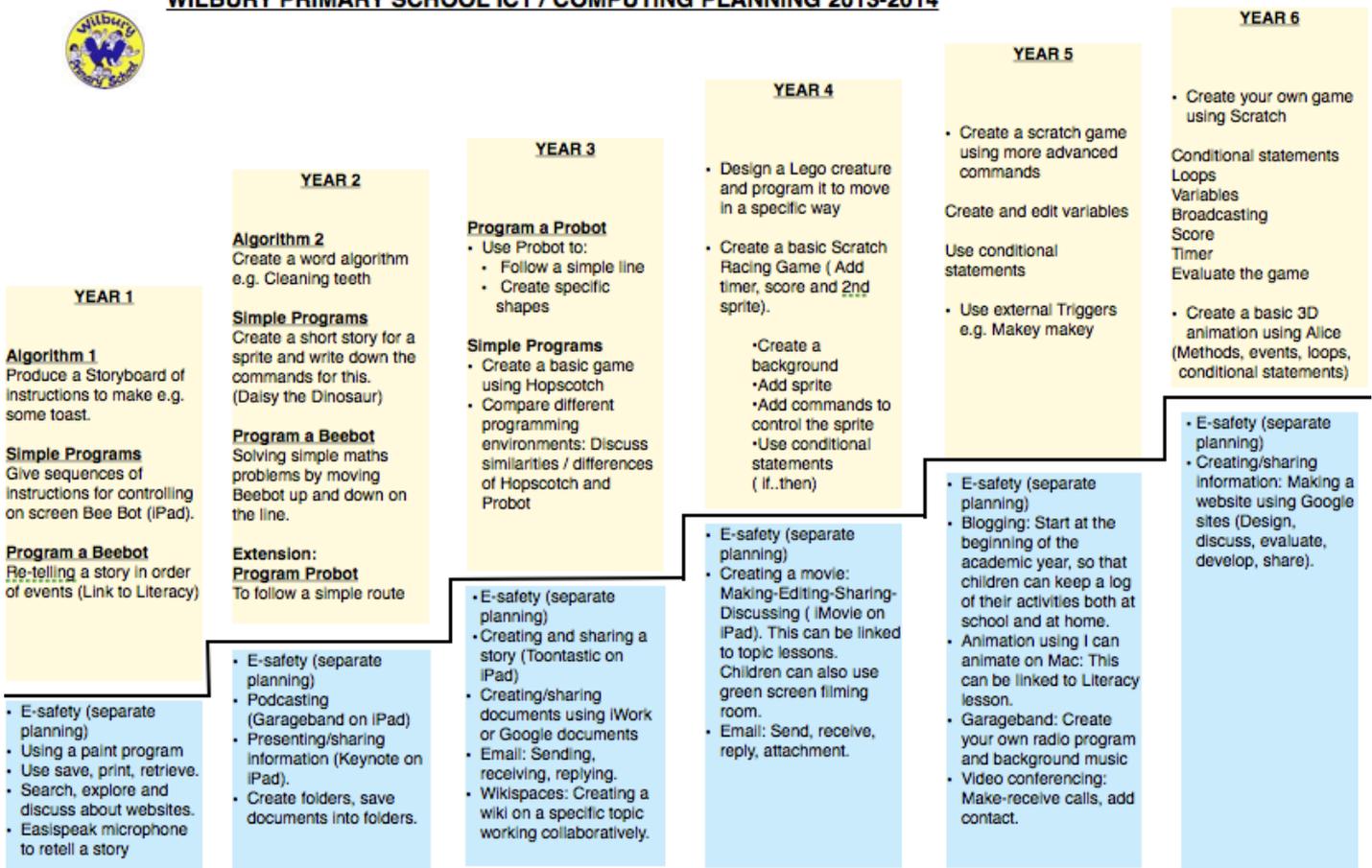
Involve school leaders, teachers and learners in both the design of the planning and also the ways of teaching them. Make sure that your planning clearly shows progression across the age groups and your school has the infrastructure to meet the technical requirements. Do not file your planning document, it is not your P60. Turn it into a working document by evaluating and re-developing the content with your learners, so that it will be relevant to their needs and interests. If you get stuck, or just want to find out how others are doing, have a look at the resources people are sharing on the internet, join forums and discussions. CAS has forums for both primary and secondary stages where, you will always get help from enthusiastic members. There is also a resources section for people to share teaching materials, which I have found to be invaluable. We don't need to re-invent the wheel, we just need to develop our own by looking at the examples already created.

LEARNING SPACE. Every part of your classroom is a learning space, so use it. In my experience, by confining children to sit in certain places and limiting their movements within the classroom, also limits their thinking and freedom to learn. When they feel comfortable and free to move and interact with other learners, the space turns from a static-controlled environment into a dynamic lab. This enables them to explore, discuss ideas actively both independently or with others which, provides in depth learning experience. Having control of their own learning experience, empowers students to learn. It is also a great opportunity for teachers to stay in the background and spend time not just observing children to evaluate their learning, but also gaining an insight into how they learn, which will be very useful when designing and evaluating activities.

PEDAGOGY. We may think that, if we give children a digital tool; tablet, laptop, PC etc and ask

them to make their own digital game, they will all just get on with it and enjoy it. This may be true for some, but not for every learner. I know we are fed up with hearing the word 'differentiation', however this is still a very vital part of teaching. We need to be aware that from blogging to coding, for all the activities that involve the use of technology require certain skills to be used. The learners in our class will have different level cognitive resources but also language skills thus, their ability to accomplish the task will be varied. Some will engage with the activity, but some will be lost. It will be the job of the teacher to guide the children to reflect upon their learning by helping them to develop their metacognitive skills when they are stuck at any stage of the task. This means, teachers need to be aware of the strategies to manifest the desired outcomes and have knowledge of the learning approaches that work well when teaching with technology.

CONSTANT TRAINING. As learners, teachers will have not just different experiences of technology, but also approaches to teaching and learning. We can't expect quality teaching without providing teachers with quality training. When I say training, I am not talking about one off INSET, but rather regular constant workshops where teachers will have the chance to experiment with tools, share ideas with their colleagues and even have discussions with learners around lessons before planning. They need to understand not only the mechanics of the tool but at the same time the strategies to use with which to manifest the desired outcome. Of course, the main aim should be, engaging learners and providing in-depth learning experiences. Most importantly learning to learn with learners is the best way of connecting them with learning and also keeping up to date with the constant changes. So having sessions to just sit and play with students is a must for learning in the digital age.



When we started to plan our Computing Scheme at Wilbury, we first looked at the resources available, then had discussions with our teachers and students. It is still a working document, as our ideas and the tools that we use are constantly evolving. We have designed a one page simple planning guide to help teachers and learners to see the progression, as it is very important to know the learners starting point and where we are trying to move them onto. We then created detailed planning with cross-curricular links.

I have organised a few staff meetings on the new curriculum to share the changes with my colleagues. We also had practical sessions organised by our digital leaders. I think allowing learners and teachers to explore the tools together moves learning to a different dimension. As learners and teachers become actively involved in designing and deciding activities, learning becomes more relevant to both of them which, makes learning a more fun and positive experience. So, just sit down and have a chat with your students. You will be amazed at how much they know. I have to admit I learned more with them, then researching on the Internet.

USEFUL WEBSITES

- A guide for primary Teachers by CAS and Naace. <http://www.computingatschool.org.uk/data/uploads/CASPrimaryComputing.pdf>
- Very well organised website with brilliant resources for teaching Computing Science, by Phil Bagge, CAS Regional Coordinator and CAS Primary Computing Master Teacher <http://code-it.co.uk/>
- Really good website for planning resources and activity ideas. I love the powerpoint for introducing the new computing curriculum to staff. <http://primarycomputing.co.uk/>

In conclusion, although there is still confusion around the elements of the new computing curriculum, thanks to organisations such as CAS, Universities and many enthusiastic individuals, I think schools have a good support network available to prepare themselves for teaching the new curriculum. Of course, this is only possible if the leadership team see the impacts of skills learning in the whole and support teachers who are trying to lay the foundations for the new computing curriculum.

IPODS: RESTORING ORDER IN THE GYMNASIUM

by **Laura Fitzgerald**

Bilingual ESL/Dance/Health/PE Teacher

Spirit Coordinator-Dance, Cheer, Mascot program

Lacrosse Coach

Certified PT, Kettlebell, Zumba instructor

Leader of the Shanghai PE Professionals technology group

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We all know that childhood inactivity is a tremendous global problem. How would you respond if I told you that the power to revolutionize Physical Education lies in the power of the iPod? Given the popularity of various tablets and smart phones, an iPod might sound old-fashioned, but it's exactly what I've needed to boost student motivation, enhance instruction and track student success in the gymnasium.

Historically speaking, the Physical Education field has not excelled at collecting student achievement data to drive the curriculum, instruction and assessment methods of a program.

However, with the implementation of the iPod program this school year, as semester one comes to an end, it is clear to see that there is tremendous power in the ability to collect, organize and manage student achievement data in more meaningful ways.

Observation

Without the iPods, many students can comfortably play the role of a competent bystander. Sure they can observe a game;

touch the ball every now and then, but they never actually have to apply the skills that were taught. The competent bystanders never receive corrections that are specific to their bio-mechanic deficiencies, nor improve performance in a game-like situation.

With the iPods, students are competent performers. Students have built online portfolios of their psychomotor skills, and perform movement analyses for each unit. During game play, I can now objectively track their progression with time on skill, success of skill, and provide a percentage of skill improvement.

The iPods have allowed for peer coaching opportunities. Using the video application, students have videotaped their peers performing a skill, drill, or game play and provide immediate feedback via video commentary, with cues that they've learned. This further reinforces the skill concepts and improves retention.

The improved ability to observe and peer coach has enabled students to work quickly in a cooperative fashion to solve challenges.

Reflection

Without the iPods, many students go through the motions of class, the motions of exercises without really knowing how or why they were doing movement.

With the iPods, students can better reflect on why conditioning certain muscles will lead to improved performance. With more advanced methods of data collection, students have made their conditioning more purposeful, by fitness category and/or intensity. For instance, some have seen that improved core strength led to improved cardiovascular performance. In their entry activity/daily fitness blast, students choose their own exercise in the pre-determined fitness application. The students have been learning how to use a new fitness application each month. The applications we have used include Gorilla Workout, RipDeck, Sworkit and Fit Star. Allowing students a choice in their fitness blast has improved the intrinsic motivation for achievement, differentiated instruction, and improved support for visual learners. This also allows students to reflect on their physical activity preferences and how they relate to a lifelong participation.

Discussion

Without the iPods, the class focus is on competition and athleticism.

With the iPods, the class focus has shifted to cooperation, teamwork and new communication opportunities. Upon entering the gymnasium, students click on my teacher website home screen button, and review the discussion posts from the previous class. In a flipped classroom

design, they may have already watched and responded to TED talk videos, amazing pictures or articles about famous athletes that I've posted to generate discussions.

After completing their fitness blasts, students are able to post results and provide feedback to one another. During the team game play, students are able to post their video and commentary to their student website. The students have also had the opportunity to videotape one another in post game "interviews". During these interviews, players compliment other teammates and coaches review key highlights and improvements. Offering these discussion opportunities in different capacities has engaged students in more profound ways.

Evaluation

Without the iPods, it is common to evaluate a student's progression and achievement in a subjective manner.

With the iPods, students are evaluated in objective ways. For instance, with the Footsteps pedometer application, students are assessed on their ability to move 3,000 steps or more in one PE class. Students are able to generate graphs, charts and visuals with their digital data to show progression. Parents can easily monitor their students' portfolio on their website to view progression, even throughout multiple years. Furthermore, with digital, instantaneous assessment, paper waste is reduced. Data is public for all to see, rather than hiding in a filing cabinet.

Revision

Without the iPods, students don't get a "re-do". If they are terrible at a skill, they will probably stay terrible.

With the iPods, the students are motivated to fix their mistakes. They are motivated to set strategic goals in order to improve health and fitness. They are motivated to improve skill attainment, to improve game performance. Students are willing to practice at home, using their drill notebooks from class, in order to improve. Likewise, students are more willing to improve, because they see their deficiencies for themselves, rather than relying on the teacher's feedback. The dynamic of mentorship rather than direct instruction has been fulfilling and much more authentic to a genuine learning process.

As I reflect on the task of implementing iPods in the gymnasium, I am proud of the work that has already been done. The most challenging part has been being ahead of technology; thinking too far outside of a box that doesn't even exist yet.

However, I am looking forward to the second semester, for another chance to further refine the iPod implementation. In the future I'd like to develop my own PE applications, but also help students develop applications that are specific to their performance needs.

Either way, this is an exciting time to be teaching Physical Education with iPods in the gymnasium, as the opportunities for improving curriculum, instruction and assessment are endless.

APPS FOR PE BY WILBURY DIGITAL LEADERS



This app has 100 PE warm up activities. Just shake the app and you will see a random game to complete. It is available for IOS and Android users.

<https://itunes.apple.com/au/app/pe-shake/id649792625?mt=8>



Balance It is a Task Card Resource for PE Teachers. It provides students with visual prompts and clues that are designed to help them to develop their balance. This app allows students to progress at their own pace and take a photo as evidence which they can compare with their friends.

<https://itunes.apple.com/gb/app/id630956844?mt=8&affId=2239356>



Workout Producer

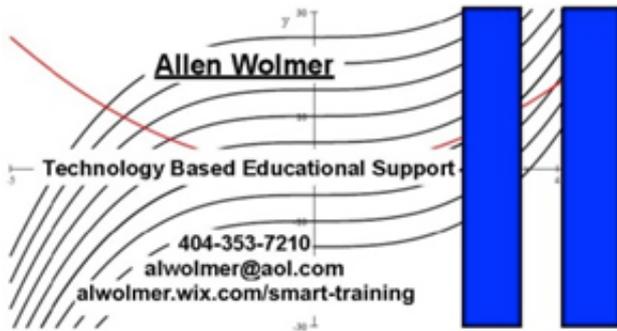
We love this app. It allows you to create your own exercise routine.

You can either record yourself or your friend performing the exercises. It is really fun. You can be the star of your very own workout video. You can add music too.

<https://itunes.apple.com/gb/app/id645893612?mt=8&affId=2239356>

Why do SMART Board™ Implementations Fail?

by Allen Wolmer



It is a shame, really. All that money spent on computers, projectors, and SMART Boards. And so much of it being unused or underused. Even when there is robust infrastructure in place (LANs, PCs, Servers, Tech Support, etc.) it still happens. Why?

My experience using and training other teachers how to use SMART Boards has shown me that there are a few critical but often ignored aspects of deployment that can impact success:

- The implementation and training must be tailored for each grade/subject combination. The ways an elementary school Language Arts teacher teaches, and what those lessons look like, are quite different from what a high school Math teacher does, and what those lessons look like.
- The focus of the training must not be on the Board itself but rather on how it is integrated into the education process. This includes classroom instruction, differentiation, and creation of online resources, e.g. “flipping”.

- The transition to using the Board must involve as little effort as possible, at least at first. As teachers become acclimated to using the Board, they will not view enhancing their lessons as an undue burden. If, on the other hand, teachers perceive using the Board to be a lot of work, then the probability of success is low.
- Finally, rather than training every teacher how to use (and implicitly expecting them to use) every feature and tool in the SMART Board and its excellent software, SMART Notebook, training on only those features needed in the particular classroom makes the acquisition of these skills by teachers easier. It is rarely spoken out loud, but when teachers are presented with a new technology, they may fear that they may not be able to master it. Rather than embarrass themselves by failing, teachers may avoid using the Board instead. That is when one sees SMART Boards being used as projector screens for PowerPoint presentations.

My experience from teaching high school math (Algebra, Geometry, Trigonometry, and Calculus) with a SMART Board, and training other teachers as well, is that a deployment plan featuring Lesson Evolution has a higher chance of success than will otherwise be the case.

For now.

Aside from addressing those critical deployment issues, what else does this method do?

☞ If a teacher has multiple sections of the same subject, the lesson can be replayed using simple tools that pace the lesson and focus the students.

☞ Lessons naturally evolve, as additional examples are added in the classroom, with no more effort than writing on the Board, which the teacher would have done anyway.

☞ In a similar manner, lessons can be easily differentiated with almost no effort.

☞ Time is actually saved in the classroom, as the pace of the lesson is no longer determined by the speed with which the teacher can write, but the speed with which the students can learn. In my classroom, this usually amounted to a 30% reduction in time required for a given topic. This allowed for enrichment, differentiation, and exploration.

☞ Additional technology, e.g. on-screen calculators, animations, etc., are added by the teacher as/when teachers are comfortable doing so. At that point, this work is neither actually nor perceived to be a burden.

Below are examples from a number of my own Calculus lessons. The initial pages are from the 2007-2008 school year, and the page labeled 2010-2011 is from the school year. You can see the evolution of the style and the increased effectiveness through the use of simple SMART Board tools such as the Screen Shade and Table Cell Shades. In addition, each lesson has been enriched by the addition of multiple pages.

4.1 - Antiderivatives

Function \downarrow Derivative \uparrow Antiderivative

The goal here is, starting with $f(x)$, to find, if possible, an explicit formula for $F(x)$.

FINDING AN ANTI-DERIVATIVE IS THE REVERSE OF DIFFERENTIATING.

If $f(x) = x^n$ then $F(x) = \frac{x^{n+1}}{n+1}$

① MULTIPLY BY EXPONENT
② DECREMENT EXPONENT BY 1

① INCREMENT EXPONENT BY 1
② DIVIDE BY SLOPE

VERIFY: IF $F(x) = \frac{x^{n+1}}{n+1}$ THEN $F'(x) = f(x) = (n+1) \cdot \frac{x^n}{n+1} = x^n$

THE SYMBOL FOR THE ANTI-DERIVATIVE OF $f(x)$ IS $\int f(x) dx$ ← THE INTEGRAL OF EFF OF x SEE x^n

So $\int x^n dx = \frac{x^{n+1}}{n+1} + C$ (WHY?)

$C =$ ARBITRARY CONSTANT OF INTEGRATION

2007-2008

Antiderivatives

The derivative of a function is itself a function. So, if we say:

$$\frac{d}{dx} F(x) = f(x)$$

or

$$F'(x) = f(x)$$

we are specifying a relationship, that is, $f(x)$ is the derivative of $F(x)$

But that relationship can be viewed in the other direction as well, that is we could say:

$$F(x)$$

is the **ANTIDERIVATIVE** of $f(x)$

This is represented pictorially here:

Function \downarrow Derivative \uparrow Antiderivative

So, just as we went about finding formulas for writing the derivative of a function, we will now go about the same task for antiderivatives. Fortunately, this will be, for the most part, easier.

Finding an antiderivative is the inverse operation of differentiating. Do you remember when we studied inverse functions? We said that if you could write out the operations that the function performed to change the input to the output, then the inverse function did the opposite steps in the opposite order.

We can apply this principle to derivatives and antiderivatives

Finding an Antiderivative is the Inverse of Differentiating		
If	$f(x) = x^n$	$f(x) = x^n$
Then		
1		
2		

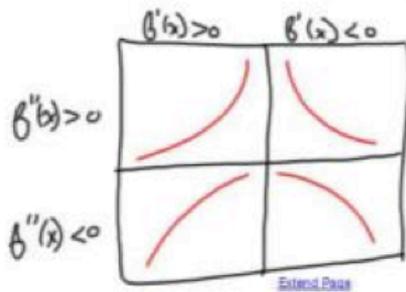
2010-2011

3.6 CURVE SKETCHING

A 3 COURSE MEAL, USING INFORMATION FROM $f(x)$, $f'(x)$, AND $f''(x)$ TO SKETCH THE CURVE WITHOUT A CALCULATOR

LOOK AT	FOR THIS
$f(x)$	INTERCEPTS, ASYMPTOTES
$f'(x)$	C.P.'s, EXTREMA, INC, DEC
$f''(x)$	SCP'S, IP'S, CU, CD.

WHAT DOES A CURVE LOOK LIKE?



2007-2008

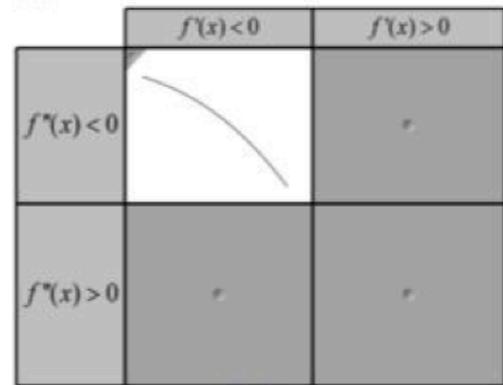
Curve Sketching

Curve Sketching was at one time an essential skill because it allowed you to see the shape of a graph without actually plotting all the points. Obviously, this was in the days before graphing calculators.

Curve Sketching gathers information about a graph from a function's form and its first and second derivatives as follows:

Look at	For this:
$f(x)$	f
$f'(x)$	C.P., Regions of Increase, Regions of Decrease
$f''(x)$	f

It turns out that every section of a functions graph has only four possibilities, based on the first derivative (\pm) and the second derivative (\pm):



2010-2011

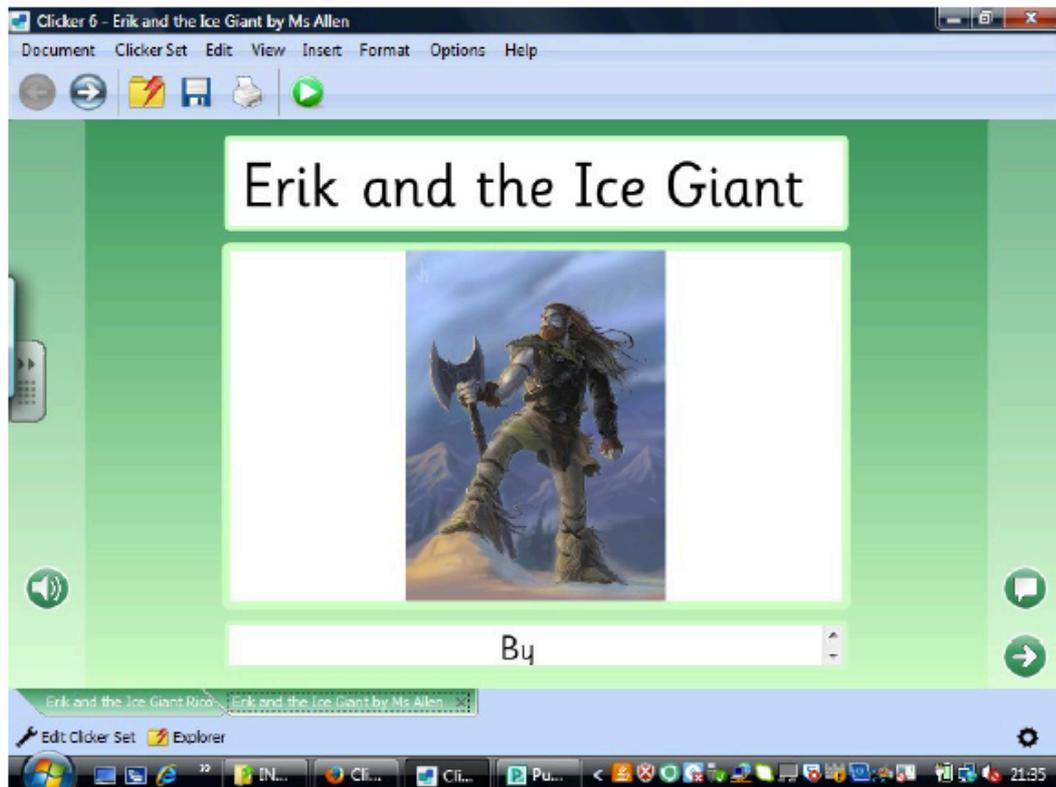
In summary, SMART Board deployment must take into account the multiple teaching styles in different subjects and grades, must not impose a substantial burden on teachers, and must allow teachers to smoothly transition to the technology at their own pace.

ABOUT THE AUTHOR

Al Wolmer is an engineer by education who has been fortunate enough to pursue his passion: teaching and training. He is a SMART Exemplary Educator, SMART Certified Trainer for Notebook and Math Tools, and for the past eleven years has been Head of the Math Department at Yeshiva Atlanta High School. He is also an AP Calculus Reader for the College Board. In addition, Al has presented at numerous regional, national, and international conferences on the effective use of SMART Boards and SMART Notebook software in the high school and college mathematics classroom.

Up-levelling learners writing skills using technology: Evaluating the use of Clicker 6

by Coral Allen
Interventions Team Manager
Wilbury Primary School



"It was a good way of sharing my book with my class."

We purchased Clicker 6 from Crick Software at the end of 2012 and I introduced it to the rest of the staff during the INSET day in January 2013, with the support of our ICT Co-ordinator. In the year that we have been using the program at the school staff have mainly been using it when working one to one with children or for working with small groups, but some use has been made of the programme in whole class sessions,

especially when introducing new topic vocabulary. I have had experience of using the software both with a lowest level Year 3 group and when preparing whole class resources to be used with both key stages.

The comment above was made by one of the children in my Year 3 group. He had excellent ideas verbally, but had a lot of difficulty when organising his ideas on paper. Due to his level of English language acquisition and rigid use of phonics he made a significant number of errors and this made him a reluctant writer.

His stories often jumped from one episode to another with no clear sequence of events and this meant that he would need to go through a number of edits in order to get a cohesive piece of writing. Like many emergent, low level writers he was reluctant to edit his work and so many of his stories remained in an unfinished state and he had never completed a piece of work that he felt confident enough about to share with the rest of his class.

Using one of Clicker 6's excellent Wizards (Make a Book) I was able to provide the group with a word and picture bank to help them to structure their work and to support their use of the vocabulary that they would need to use. Clicker 6 includes a predictor for the next word in the sentence and has the facility to read the child's work back to them. This meant that they were easily able to spot their mistakes, often before they had been made. The children felt confident when using the program as their work could be edited easily and the format of writing a book meant that they could write the main events of the story onto each page and then work on one page at a time, rather than having to work on whole story in detail from the beginning. The more able members of their classes were writing chapter stories and so they felt that their pages reflected their class mates' chapters. Even those children in the group who had never had the confidence to write independently before were willing to try, using the supports that the program offers and with very little support from me.

Here are some of the comments that the children made about their experience of using Clicker 6:

"It is easier to work on my own."

"It was easier to go back and correct my mistakes."

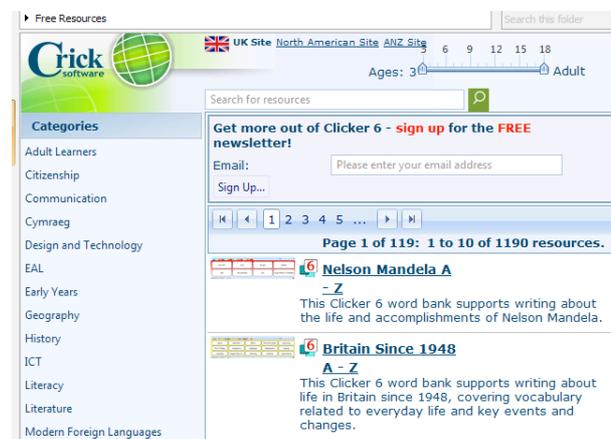
"It was easier to change things I needed to change."

"I felt excited because you get to type. If you write it takes longer than typing because you can put in whole words."

"It was good when I showed my book to my class."

Their teachers were equally impressed with the results:

A pupil in my class, who is not a confident writer, was given the opportunity to use Clicker6 to support him in Literacy. Whenever he came back into class he was always excited and wanted to share his experience with his peers. When I asked him if he enjoyed using Clicker6, he said *"Yeah, I like it, it helps me write things when I get ideas in my head."*



On one occasion he was able to use the program to read out a Viking adventure, that he had created, to the whole class. He was very competent when using the tools on the program and was extremely proud to show off his hard work to the class. It gave him a real sense of achievement when the other children reacted so positively and were so impressed by his writing.

Overall, since using Clicker6, he has become more confident in any writing activity given and has shown a marked improvement, including in his willingness to write more extended pieces of work.

Annette Lloyd Jones

This is a great program to aid pupils at various levels both with their reading and writing. Those who found the latter laborious and time consuming, including those with English as an additional language, were encouraged to write. The big plus in using this program is its ability to read back and highlight the words which they have written. Having immediate feedback aids their learning but also gives the teacher the opportunity for assessment.

As one pupil said,

"It helps you to find your mistakes and correct them. It also gives you ideas when you get stuck because a word bank appears at the bottom."

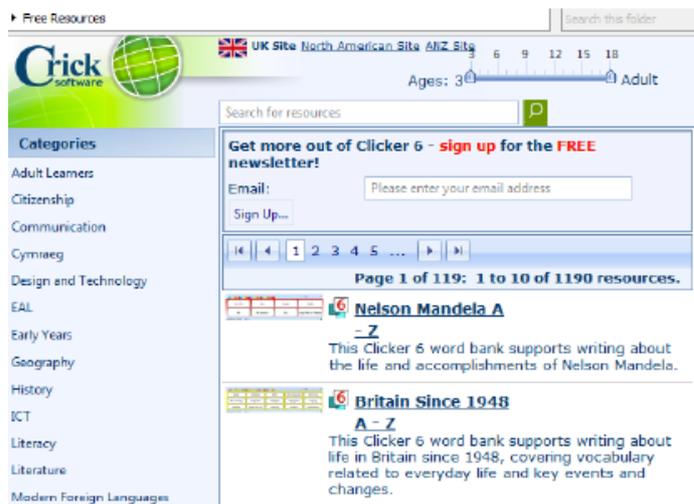
Those who used this program really enjoyed it.

Year 3 teachers

The experience that I had with this group of pupils and the effect that working with the program had on them was by no means an isolated event, as these comments from other members of staff show:

Once the initial difficulty of teaching the children how to use Clicker6, whilst only having basic knowledge of the program myself, was overcome it has proved to be an ideal tool for aiding independent writing in SEN children.

Using Clicker6 with a group of the lowest achieving year 3 children meant that quite a few of the early sessions focused on the secretarial aspects of the program. However once the children understood how to use Clicker6 they quickly became more willing and enthusiastic to write independently. This was especially apparent in the boys in the group. Often they would not want to leave at the end of a session because they had not finished their work.



The screenshot shows the Crick Software website interface. At the top, there are navigation links for 'Free Resources', 'UK Site', 'North American Site', and 'A1Z Site'. A search bar is present with the text 'Search for resources'. Below the search bar, there is a newsletter sign-up form with the heading 'Get more out of Clicker 6 - sign up for the FREE newsletter!' and an email input field. The main content area displays a list of resources, including 'Nelson Mandela A-Z' and 'Britain Since 1948 A-Z'. The page number 'Page 1 of 119: 1 to 10 of 1190 resources.' is visible at the bottom of the search results.

Being able to have their text read back to them, meant the children could hear spelling mistakes or omissions in their writing. This was also good for pointing out grammatical errors especially as all the children in the group were EAL and had difficulty in hearing mistakes in their spoken language. In later sessions children became more accurate at spelling words that they had routinely misspelt before, constantly hearing a word and seeing how it was spelt definitely helped their spelling. This has helped the children in this group to become more motivated and confident in their own writing ability. They can now use the program efficiently.

Mrs Florette Osbourne-Jervis, 1:1 Clicker 6

I have recently been introduced to Clicker6 and have been exploring its potential with children who are new to English.

Martin has recently arrived at Wilbury into year 3 and not only is he new to English but he is learning to read and write for the first time. I have used the sentence building element of the program to support him to say and construct simple sentences. As part of our unit of work on animals Martin used the program to compose simple sentences about a chosen animal eg A zebra has stripes. A zebra has four legs. etc. This activity gave him an understanding of word order in English and also an awareness of simple punctuation.

Martin was really engaged and felt a sense of achievement at being able to compose a simple text. The visual model on each page was also very useful and enabled Martin to work independently.

I have also used the program to create simple matching activities which have allowed children to practise new vocabulary and self-check their own answers.

Our ICT co-ordinator has provided some informal Inset on the program and has shown

me the extensive free resources that are available, which I will explore further and add to our scheme of work, where appropriate.

I have only just started my own learning journey with Clicker6 but can already see the potential, invaluable support it can offer to EAL learned at an early stage of acquiring English.

Maria Giudice, EAL teacher

The program even worked with a Year 6 statemented child who had found writing a particularly difficult task. The child loved the fact that it spoke to him. He enjoyed listening over and over and felt that writing was more fun. His support felt that it was good because you can look at different things at different stages of the writing process. She also felt that it was good that the tone of voice changed according to the punctuation.

Another of the templates that has been used in both Key Stage 1 and 2 is Matching. This can be used to match pictures, sounds or words and you can either use those provided or import them from an external source. It has been used in the school to support the introduction of topic vocabulary and works well as an interactive whiteboard activity.

I have only been able to touch on a few of the features of the program and how it can be used to support SEN and EAL pupils in this article, but I feel that one additional feature should be included here.

The program includes access to a wealth of free resources, 1190 to date, and these are regularly updated. They cover a wide range of subjects, not all seen here, and many come at different levels of difficulty. This means that most teachers would be hard pressed to say that they can not make use of the program in some way.

Our next step will be to train more staff to use the resources available and to give them the confidence to create their own.

First International Competition on Game-Based Learning Applications

by Sue Nugus

The European Conference on Game Based Learning is an academic conference that has been held annually in various European Universities since 2006. For the first time this year the Programme Committee, together with Segan (Serious Games Network, <https://www.facebook.com/groups/segan/>) decided to launch a competition at the conference for the best educational game. The aims of the competition were:

- To provide an opportunity for educational game designers and creators to participate in the conference and demonstrate their game design and development skills in an international competition;
- To provide an opportunity for GBL creators to peer-assess and peer-evaluate their games;
- To provide ECGBL attendees with engaging and best-practice games that showcase exemplary applications of GBL .

In the first instance prospective participants were asked to submit a 1000 word extended abstract giving an overview of the game itself, how it is positioned in terms of related work and what the unique education contribution is.

[The 8th European Conference on Games Based Learning Conference](#)

The conference in 2014 will be held in Berlin on 9-10 October and the call for games is now open.

Details can be found here:
<http://academic-conferences.org/ecgbl/ecgbl2014/ecgbl14-call-papers.htm>

We received 56 applications and these were reduced to 22 finalists who were invited to come to the conference to present their games. Four judges, in two teams assessed the games based on a comprehensive set of criteria including sections on learning outcomes, usability and sociocultural aspects. A shortlist of 6 games were then revisited by all the judges during an open demonstration session at which conference participants were also welcome to participate. First, Second and Third place awards were given and two Highly Commended certificates were presented. The top three games were quite different in terms of the target audience and the format.

In third place was an app-based early learning game called Lipa Eggs developed by Ian Hook and Roman Hodek from Lipa Learning in the Czech Republic. This game was designed to help pre-school children with colour mixing and recognition and was delivered via a tablet. The gameplay takes the form of a graduated learning system which first allows children to develop the skills to play the game and then develops the learning process to encourage players to find new solutions.

More information about the game can be found at <http://www.lipalearning.com/game/lipa-eggs>

In second place was a non-digital game called ChemNerd developed by Jakob Thomas Holm from Sterskov Efterskole (a secondary school in Denmark specializing in game-based learning). This game was designed to help teach the periodic table to secondary school students and was presented as a multi-level card game. The game utilizes competition and face to face interaction between students to teach them complicated chemical theory over six phases beginning with a memory challenge and ending with a practical experiment. A video illustrating the game can be seen at <http://youtu.be/XD6BPrJyxlc>



The winner was a computer game called Mystery of Taiga River developed by Sasha Barab and Anna Arici from Arizona State University in the USA. The aim of the game was to teach ecological studies to secondary school students and was presented as a game-based immersive world where students become investigative reporters who had to investigate, learn and apply scientific concepts to solve applied problems in a virtual park and restore the health of the dying fish. A video of the game can be seen at http://gamesandimpact.org/taiga_river



Both competitors and conference participants said that they had enjoyed the opportunity of seeing applied educational game development from around the world and the intention is to make this an annual competition associated with the European Conference on Game-Based Learning (ECGBL).

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