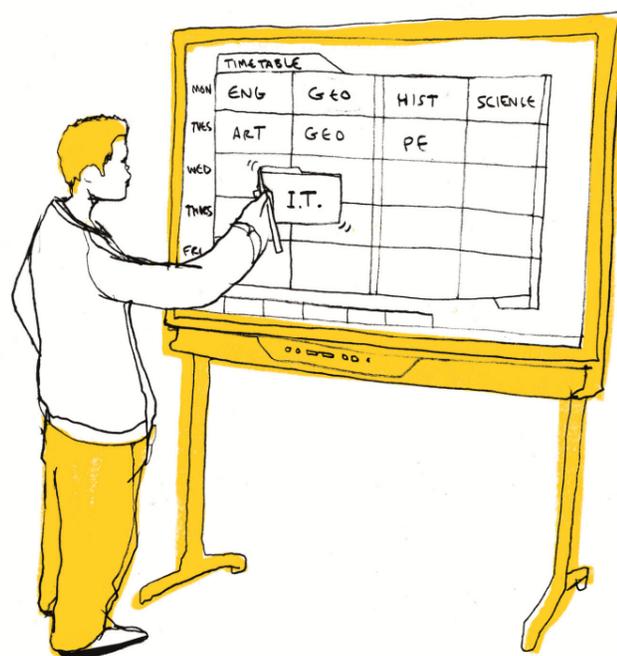


ITEC mini-scenario, December 2010

Screen of opportunity



ASPIRATION STATEMENT

Empower and enable the learner to find personalised learning opportunities

AIMS OF ACTIVITY

Create more independent learners, empower learners to make their choices, create personalised learning opportunities.

TYPE OF ACTIVITY

Students choose different types of activities to fill their timetable and negotiate a personalised learning plan.

This takes place over 1 day of the week where they choose between different activities.

NARRATIVE OVERVIEW

The student views the options for their timetable on a shared interactive touch surface. They can decide how they fill their timetable according to different subjects they want to do and the types of learning. The different types of activities include taught lessons, research/independent study, consolidation activities and collaborative activities. The students pick a mix appropriate for them. They choose activities for a 6 week period, e.g. geography slots, but they pick the type of activity they will do in that subject area on a day-to-day basis, e.g. at the start of the day they may select independent learning for geography. They build up credits around each course as time goes on. They can also view what's contained in each subject and the schemes of work before making their selections. They can also access the 'me' part which tells them of their current progress and choices and what they need to do more or less of.

TECHNOLOGY AND RESOURCES

An interactive surface displaying a timetable management resource. There is a resource repository for independent work. Specialist teachers, and specialised subject learning spaces. Possibly video conferencing equipment to access learning from other schools.

TASKS – Students organise their own time table through using an interactive surface. They decide which subjects they are studying, the type of study and when they do it. They participate in different types of learning activities, including interacting with independent resources.

SPACES

Specialised subject specific classrooms. Independent study spaces, collaborative work spaces, online spaces to work in.

ROLES – Tutor to ensure that students have a balanced curriculum. Students placed in role to decide their learning so are self aware. Teacher's still have specialist areas

INTERACTIONS– Students interact with teachers as part of direct lessons, but also have access to interactive resources. They interact with the surface to find out what their current progress is.