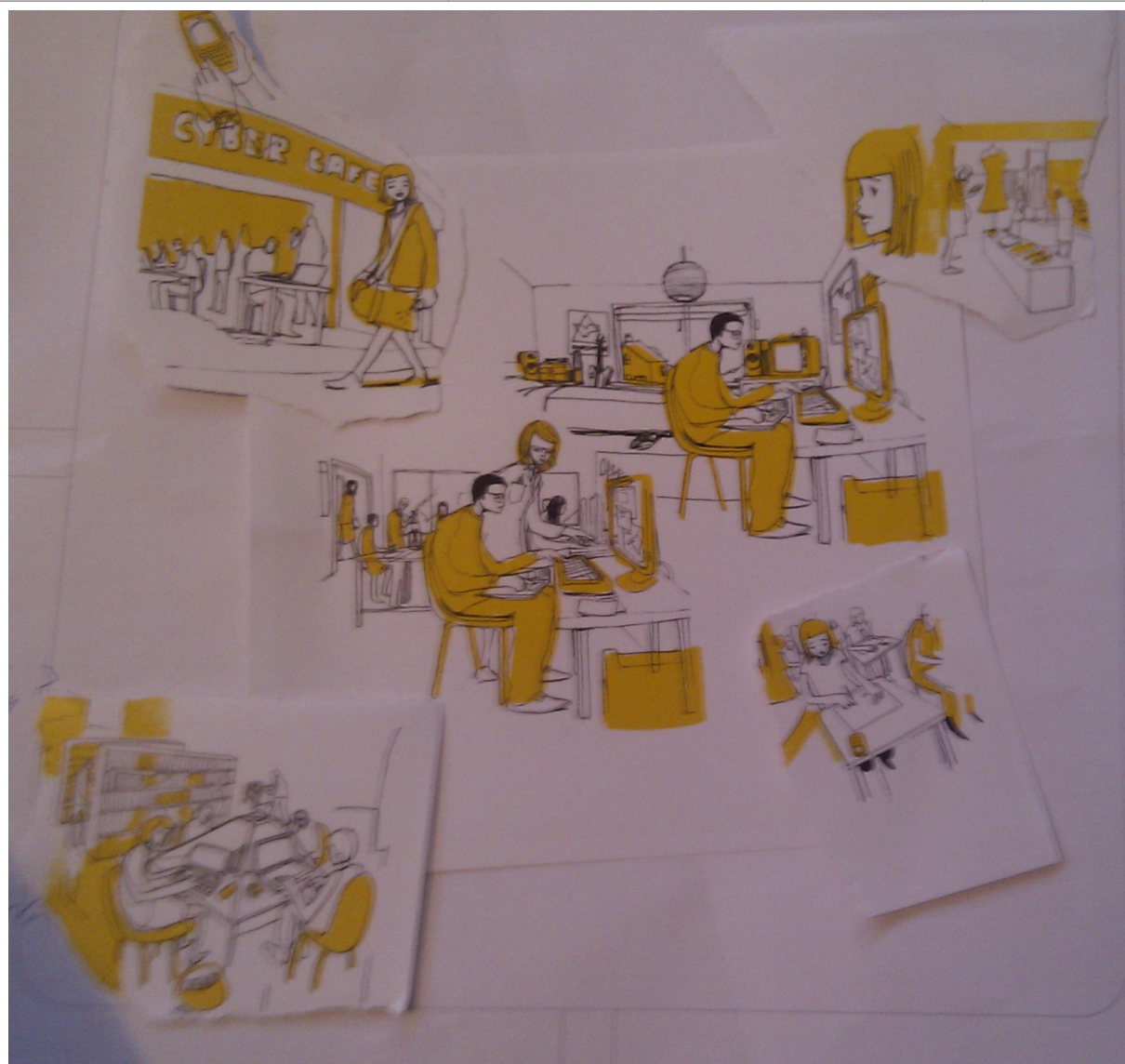


*iTEC mini-scenario, December 2010*

## Widening opportunity through community engagement



### ASPIRATION STATEMENT

Making an area based learning hub which offers students flexible but guided choice about when, where, how and what they learn, and who they learn with.

### AIMS OF ACTIVITY

Create independent learners with flexibility and choice about where to do learning in and out of institutions.

Developing community involvement in education.

### TYPE OF ACTIVITY

Learn 21<sup>st</sup> century and personalised learning skills as a foundation, then engage in learning opportunities in and outside of the school including drawing on local community resources.

### NARRATIVE OVERVIEW

Delilah wakes up at 7am and continues to work on her project on designing a new harbour, texting her friend to ask a question. She draws an outline on her ipad, annotates it and uploads. She sends it with a message to the harbourmaster to get his feedback. At 9am she logs on to a web conference about her English lit assignment. At 10:30 she jogs to school using GPS on her phone to map her route. On the way she stops by the harbour to take a photo and log how many boats are present and which types are there. She does research with 3 friends in the library. She then joins a small group tutorial on maths. At 2pm she ends her school day and goes swimming.

### TECHNOLOGY AND RESOURCES

Learning platform that can be accessed on different platforms, e.g. by phone or computer. It can also be viewed and contributed to by pupils, teachers and industry. Multimedia resources can be uploaded to it. It has shared discussion areas and an accessible interface. Liaison officers from the school to work with business, people in business to liaise with schools.

**TASKS** – Students capturing their work through multimedia, blogging etc. Collaborative group work. Blended learning, assessment online. Formal teaching, learner is guided through the process.

### SPACES

Anywhere, taking place over the community and in formal schools.

**ROLES** – Teachers as a guide. ‘Gardeners’ to support the process, i.e. tutors to guide students learning.

**INTERACTIONS**– Between schools and local charity groups, businesses, community resources, online interaction between all groups.