



Innovative Strategies to engage “at-risk” students with ICT

A 21st Century perspective

Melbourne 2009

Jean Johnson



QuickTime™ and a
decompressor
are needed to see this picture.



www.inclusiontrust.org
info@inclusiontrust.org
+ 4 4 (0) 1 2 7 9 7 1 5 4 7 1

Westwood Cyber School

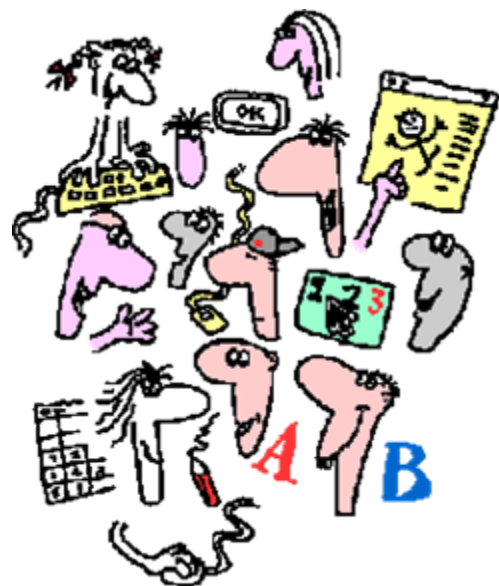
In2ition

London 2012

Research & policy

Inclusion Trust

The charity exists to advance learning opportunities for people that are excluded from traditional education



Practitioner based -
not technology driven



QuickTime™ and a decompressor are needed to see this picture.



www.inclusiontrust.org
info@inclusiontrust.org
+ 4 4 (0) 1 2 7 9 7 1 5 4 7 1

Westwood Cyber School

In2ition

London 2012

Research & policy



Comparative Pedagogical Models

Policy & Standards Driven

Child-Centred

Traditional Classroom	Constructivist Classroom
Curriculum begins with the parts of the whole. Emphasizes basic skills	Curriculum emphasizes big concepts, beginning with the whole and expanding to include the parts
Strict adherence to fixed curriculum is highly valued	Pursuit of student questions and interests is valued
Materials are primarily textbooks and workbooks.	Materials include primary sources of material and manipulative materials
Learning is based on repetition	Learning is interactive, building on what the student already knows
Teachers disseminate information to students; students are recipients of knowledge	Teachers have a dialogue with students, helping students construct their own knowledge
Teacher's role is directive, rooted in authority	Teacher's role is interactive, rooted in negotiation
Assessment is through testing, correct answers	Assessment includes student works, observations, and points of view, as well as tests. Process is as important as product.
Knowledge is seen as inert	Knowledge is seen as dynamic, ever changing with our experiences
Students work primarily alone	Students work primarily in groups

Pedagogical Approaches to learning online

Online Distance Learning	Online Learning Programs	Online Learning Communities	Online Learning Communities of “hard to reach teenagers”
Web-based Training	Supported Online Learning	Informal Learning	There is no distinction between formal and informal learning
Instructor Centred	Learner Centred	Community Centred	Community Centred. Scale matters
Content focused	Process Focused / led	Practice led / Focused	Practice focused. User-defined content plays a key role
Individual	Tutor led interaction	Participation of the whole group	Participation of the whole group is broadly egalitarian. Strong social networks develop. Participative and dynamic environment. User influence and define structure
No Collaboration	Interaction with other learners	Participants are both learners and tutors	All participants are learners. Tutors are facilitators. Buddying system in place
Formal qualifications upon completion	Formal qualifications upon completion	Qualifications or awards not necessary	Portfolio based qualification, award and reward system in place



QuickTime™ and a decompressor are needed to see this picture.



www.inclusiontrust.org
info@inclusiontrust.org
 + 4 4 (0) 1 2 7 9 7 1 5 4 7 1

Westwood Cyber School

In2ition

London 2012

Research & policy

Notschool.net - an online community of practice for the hard to reach

A world map with various countries highlighted in different colors. Three callout boxes are overlaid on the map: a large blue cloud-shaped box over North America containing the text 'Learn where I like', a medium blue cloud-shaped box over Europe and Asia containing 'Learn what I like', and a smaller blue cloud-shaped box over Australia containing 'Learn when I like'. There are also several small blue oval callouts scattered across South America and Africa.

Learn where I like

Learn what I like

Learn when I like



QuickTime™ and a decompressor are needed to see this picture.



www.inclusiontrust.org
info@inclusiontrust.org
+ 44 (0) 1279 71 54 71

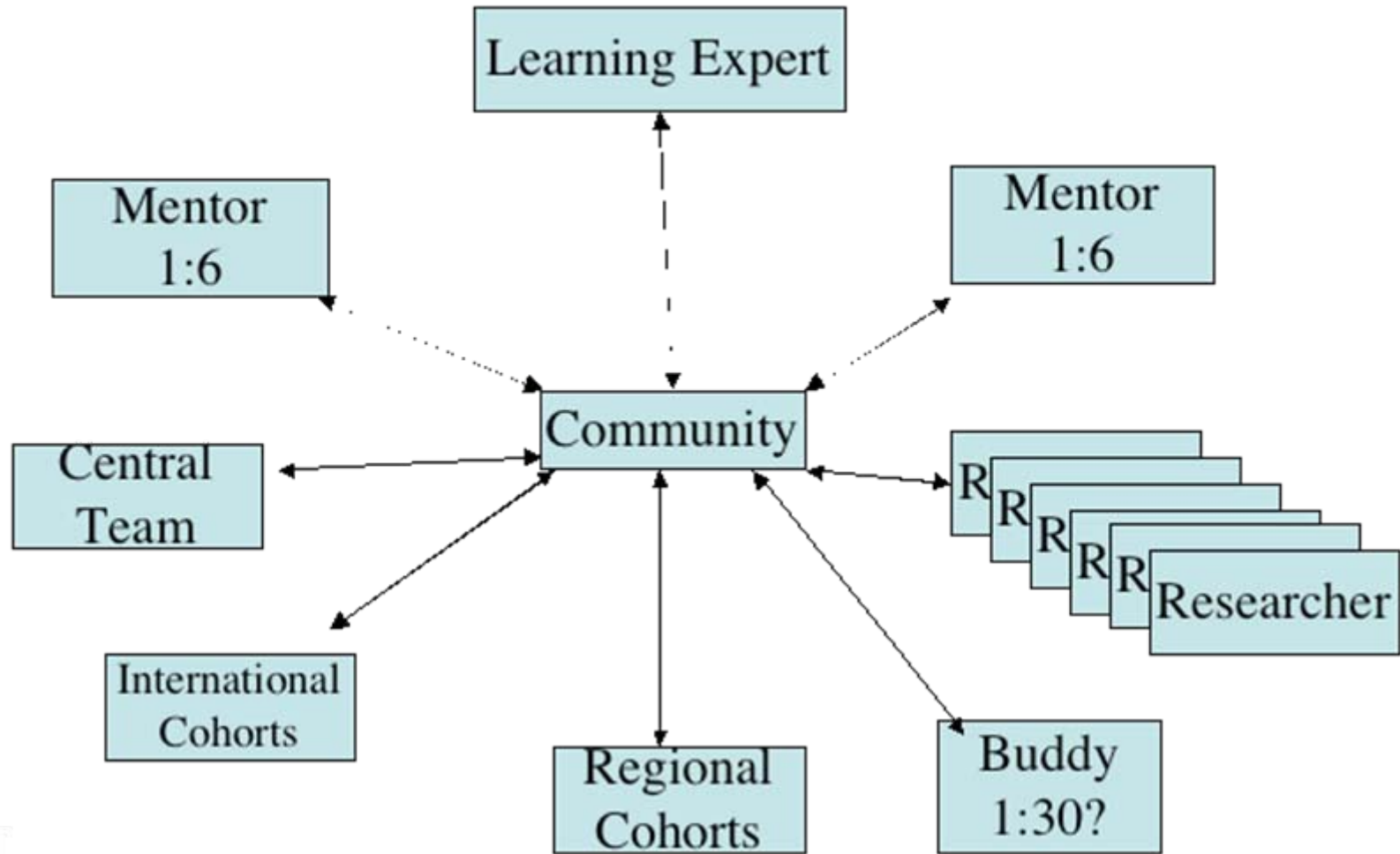
Westwood Cyber School

In2ition

London 2012

Research & policy

How Notschool.net Works



Westwood Cyber School



QuickTime™ and a decompressor are needed to see this picture.



www.inclusiontrust.org
info@inclusiontrust.org
+ 44 (0) 1279 71 54 71

In2ition

London 2012

Research & policy

Notschool.net - an online learning community for the hard to reach

- Truly Personalized and bespoke curriculum
- Learning must be fun
- A thriving online community
- Young person led project based learning journey
- Young person led portfolios of work
- Destinations to reflect life long learning
- Not content delivery
- Not teaching



QuickTime™ and a decompressor are needed to see this picture.



www.inclusiontrust.org
info@inclusiontrust.org
+ 4 4 (0) 1 2 7 9 7 1 5 4 7 1

Westwood Cyber School

In2ition

London 2012

Research & policy

Project based learning



QuickTime™ and a
decompressor
are needed to see this picture.



www.inclusiontrust.org
info@inclusiontrust.org
+ 44 (0) 1279 71 54 71

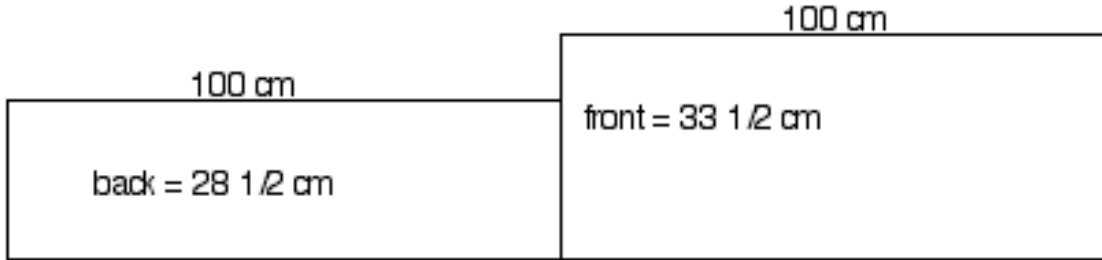
Westwood Cyber School

In2ition

London 2012

Research & policy

Art, Maths, Textiles..



so although the back and front are cut out as one piece they can be split to find the area into two separate rectangles.

the area of the back rectangle is $100 \text{ cm} \times 28 \frac{1}{2} \text{ cm} = 2850 \text{ cm}^2$

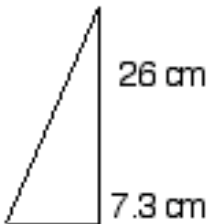
the area of the front rectangle is $100 \text{ cm} \times 33 \frac{1}{2} \text{ cm} = 3350 \text{ cm}^2$

the area of the sleeve is $50 \text{ cm} \times 50 \text{ cm} = 2500 \text{ cm}^2$

the area of the sun circle is (radius of 7 cm) = $\text{Pi} \times r \times r = 22/7 \times 7 \times 7 = 154 \text{ cm}^2$

the area of the rays:-

Ray 1 = is a right angle triangle



therefore the area of the ray is = $\frac{1}{2} \times 7.3 \times 26 = 94.9 \text{ cm}^2$

QuickTime™ and a TIFF (Uncompressed) decompressor are needed to see this picture.

Art...or Maths



What makes an online community work

	Cohen	Kollock	Arguello	Akkinen	Brooks and Oliver	Heldt et al.	Moule	Nagele	Matzat et al.Ž	Wenger	Broš et al.	Farrior	Lazer and Preece
Purpose	3	3	3	3	3		3	3	3	3		3	3
Participation	3	3	3	3			3	3	3	3	3		
Technology					3	3	3	3		3	3		3
Code of Conduct	3			3	3							3	3
Design	3	3	3		3	3		3		3	3		3
User roles			3		3			3	3	3	3		3
Subgroups				3	3		3		3		3	3	



QuickTime™ and a decompressor are needed to see this picture.



www.inclusiontrust.org
info@inclusiontrust.org
 + 4 4 (0) 1 2 7 9 7 1 5 4 7 1

Westwood Cyber School

In2ition

London 2012

Research & policy

1. Assessed	2 Moderation	3 Quality Assurance	4 External Moderation
FOLDER INFO	FOLDER INFO	FOLDER INFO	
Creative Craft L1	Creative Craft L1	Creative Craft L1	Creative Craft L1
Creative Craft Extended	Creative Craft Extended	Creative Craft Extended	Creative Craft Extended
Creative Craft L2	Creative Craft L2	Creative Craft L2	Creative Craft L2
Drug Awareness	Drug Awareness	Drug Awareness	Drug Awareness
Employment Skills L2	Employment Skills L2	Employment Skills L2	Employment Skills L2
Entry Level ICT_DCS	Entry Level ICT_DCS	Entry Level ICT_DCS	Entry Level ICT_DCS
Equality and Diversity L2	Equality and Diversity L2	Equality and Diversity L2	Equality and Diversity L2
ICT Key Skills	ICT Key Skills	ICT Key Skills	ICT Key Skills
Making Progress	Making Progress	Making Progress	Making Progress
Nutrition & Health L2	Nutrition & Health L2	Nutrition & Health L2	Nutrition & Health L2
Occupational H&S L2	Occupational H&S L2	Occupational H&S L2	Occupational H&S L2
Performance Skills L1	Performance Skills L1	Performance Skills L1	Performance Skills L1
Performance Skills L2	Performance Skills L2	Performance Skills L2	Performance Skills L2



QuickTime™ and a decompressor are needed to see this picture.



www.inclusiontrust.org
 info@inclusiontrust.org
 + 44 (0) 1279 71 54 71

Westwood Cyber School

In2ition

London 2012

Research & policy



Keep in touch!

Jean@inclusiontrust.org

Jonny@inclusiontrust.org



QuickTime™ and a decompressor are needed to see this picture.



www.inclusiontrust.org
info@inclusiontrust.org
+ 4 4 (0) 1 2 7 9 7 1 5 4 7 1

Westwood Cyber School

In2ition

London 2012

Research & policy