



Sheffield Learning Journey

Final Report

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Version 3.1 Draft

Emma Asprey and Jim Gardner

Principal Consultants, EdICTs

Educational Services Limited

7 Dovedale Road

Hoylake

Wirral

CH47 3AN

Tel: 0844 355 0805

www.edicts.com

Email: emma.asprey@edicts.com [twitter](#) ejasprey

Email: jim.gardner@edicts.com [twitter](#) JimGardnerDevon





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Sheffield Learning Journey 2009-10 Final Report

Introduction

Rationale for project

The main focus of the Sheffield Learning Journey Project was to develop teachers' ability to select, integrate and apply web 2.0 tools across the curriculum, in order to enhance learning, engage pupils and establish a community of practice in this area. The project stemmed in part from Sheffield Borough Council's priority aim to:

"achieve consistent year on year improvements to educational attainment at a faster rate than the national average, and to make particularly strong progress in the foundation and primary stages and in English and Maths."

Although the various tools chosen by teachers were accessed using technology, this was not an ICT project, but rather, sought to extend learning opportunities and develop teachers' knowledge and confidence in embedding ICT in learning.

Web 2.0 tools enable users to communicate and collaborate online using a wide range of freely or cheaply available creative applications. This includes many tools already securely available through schools' Virtual Learning Environments (VLEs) and provided by Regional Broadband Consortia (RBCs). Alongside cheaper online access through mobile devices, this opens up a myriad of learning tools and learning communities to both children and teachers. This project aimed to introduce teachers and children to these new possibilities, while providing opportunities to investigate, share and build on their knowledge and confidence in using them in a range of learning contexts.

This project was run by Educational ICT Services Ltd (EdICTs), on behalf of Sheffield City Council. EdICTs consultants Emma Asprey and Jim Gardner worked with Diane Stokes, School Improvement Advisor, to organise, deliver and evaluate the project. They were supported periodically by Andrew Bush, Senior ICT Consultant, who provided invaluable local and technical expertise.

Structure of the project

The Sheffield Learning Journey Project was a 1 year structured programme of professional development for teachers. An action enquiry approach was employed, to empower the teachers to take a critically reflective view of learning and teaching in their own classrooms. This sustainable approach was designed to give teachers the confidence to continue building their knowledge in this area, and to share it with others, after the initial project had ended. The project brief required:

- The setting of individual learning challenges for each teacher in collaboration with the children in order to give children a purpose for learning within a relevant and meaningful curriculum;
- Provision of ongoing coaching and modelling to develop reflective practitioners who feel confident to apply new skills and technology to enhance their own performance to impact positively on pupil outcomes.

To achieve these aims, the project was split into three distinct phases across the terms of the 2009-10 academic year. It comprised a programme of conferences, in-school support sessions, telephone and online support and milestone tasks.

Autumn term 2009 Preparation and planning

An inaugural 'Launch Conference' was held, in order to achieve the following:



- Establish the group of teachers as a learning community, with a focus on which online environments (e.g. StudyWiz) could be used to generate an online community of practice;
- Review existing research and information about using web 2.0 tools to extend learning and share the implications for learning with practitioners;
- Identify an area of existing, planned learning which could be extended by additional communication and collaboration tools, with discussion as to which current or forthcoming school projects might benefit from use of web 2.0 tools;
- Explore and evaluate a range of web 2.0 tools;
- Carry out a professional needs analysis to highlight potential obstacles (e.g. training needs, ICT access issues, lack of technical support) and how these could be overcome through support from EdICTs, local or in-house technical staff;
- Select an appropriate tool/s and add into existing planning.

Following the Launch conference, initial school-based meetings between teachers and EdICTs consultants supported the planning and setting up of projects. These meetings provided focused discussion about how web 2.0 tools might support or develop pedagogy and the likely impact on learning outcomes, as well as some training and organisation of technical support. Further telephone and online support was provided during the term.

Spring term 2010 Active projects

An 'Update Conference' was held to share progress and provide further cohesion to the community of practice. This session focussed on:

- Advice on schools setting up accounts if required;
- Discussion of e-safety and responsible use issues with pupils;
- Research into methods and planning for collection of evidence about the impact on learning of the various web 2.0 tools;
- Sharing of plans, issues and solutions;
- Discussion of emerging evidence of impact on learning and potential revisions to projects in light of this;
- Production of progress reports to document the projects as they developed and capture observations as they occurred.

Further school-based meetings between teachers and EdICTs consultants took place to support evidence gathering and development of final report writing and celebration conference presentations. Further telephone and online support was also available to schools.

Summer term 2010 Analysis and evaluation

Further school-based meetings between teachers and EdICTs consultants took place to support evidence gathering, final report writing and celebration conference presentations. The main focus of the work this term included:

- Production by schools of project impact reports, within which the impact on learners, teachers and the wider school community was evaluated;
- Production of presentations to share outcomes with project schools and a wider audience;
- Provision of further telephone and online support.

Finally, a celebration conference took place. This included project presentations by practitioners and their students, input from special guest speaker Tim Rylands. It concluded with planning a



future strategy for sharing the findings and expanding the use of web 2.0 tools to enhance learning across Sheffield schools

The final Project evaluation report was then published.

Schools' profiles

Abbey Lane Primary School	
NOR	414
Participating staff	Melissa Duncan and Paul Boulton
Year group	Year 5
Project title	Persuasive Writing – Why We Need to Save Water
Web 2.0 tool/s used	ToonDoo

Concord Junior School	
NOR	192
Participating staff	Nicola Sherwood (ICT Subject Leader) Gavin Chadwick (NQT)
Year group	Year 5
Project title	How does the use of the Studywiz Gallery tool impact on the engagement of Y5 children during a Climate Change topic?
Web 2.0 tool/s used	Studywiz Gallery

Firs Hill Community Primary School	
NOR	460
Participating staff	Cat Taylor (Year 5 Teacher) Karen Rixon (Assistant Headteacher) Mark White (ICT Technician)
Year group	Year 5
Project title	Developing writing through speaking and listening
Web 2.0 tool/s used	Voicethread

St Thomas of Canterbury Catholic Primary School	
NOR	208
Participating staff	Jude Murphy (Year 5 Teacher) Louise Hadfield (Assistant Headteacher)
Year group	Year 5
Project title	Exploring human migration through the football world cup
Web 2.0 tool/s used	Google Maps

St Wilfred's Catholic Primary School	
NOR	284
Participating staff	Kerry Pearson and Louise Clements
Year group	Year 5
Project title	Using Podcasts to support literacy Unit "Stories from other cultures"
Web 2.0 tool/s used	Podcasts

Southey Green Learning Community and Owler Brook Nursery Infant School	
NOR	616/371
Participating staff	Nicola Sewell (Literacy Subject Leader) Kathryn Anneron (Year 2 Teacher)
Year group	Years 2 and 5
Project title	Using Storybird to improve the writing of Gifted and Talented children in Years 2 and 5 and further develop links between partnership schools
Web 2.0 tool/s used	Storybird

Springfield School	
NOR	187
Participating staff	Gail Hudson (Year 5 Teacher)
Year group	Year 5
Project title	How can web 2.0 tools support children's learning about the Vikings?
Web 2.0 tool/s used	Skype and Google Sites

Stradbroke Primary School	
NOR	425
Participating staff	Ben Ramsden
Year group	Year 5
Project title	Using Blogs to Support the Richmond Park Campaign
Web 2.0 tool/s used	YHGfL Blog: http://shareit.yhgfl.net/sheffield/stradbroke/

Totley Primary School	
NOR	189
Participating staff	Nicola Sexton
Year group	Year 5
Project title	Comic Creation Tools for Science Fiction Story Writing
Web 2.0 tool/s used	ToonDoo

Valley Park Primary School	
NOR	383
Participating staff	Mark Allison
Year group	Year 5
Project title	The Rise of the Machine – Exploring Collaborative Stories
Web 2.0 tool/s used	ToonDoo

Projects in progress

Abbey Lane Primary School

Melissa Duncan and Paul Boulton initially wanted to run a project on persuasive writing using an online application. However, initial exploration of various sites raised concerns about the restrictive nature of some content. One product consisted of sets of graphics produced by different artists, alongside which children can write stories. However, there was some concern that the 'closed' nature of these resources would dictate what children wrote, and would therefore stifle their creativity for the type of work Melissa and Paul wanted to carry out.

They therefore had to completely change their original ideas for the project. After seeking advice, they decided to use ToonDoo. With its extensive, open set of tools and graphics, children are able to create their own unique pictures and stories – and this was deemed a much better alternative for allowing creativity to flourish. Immediate benefits were:

- The range of opportunities for learning that web 2.0 applications like this offered learners and teachers;
- The cross-curricular potential for use of these tools;
- The benefits of StudyWiz for publishing and sharing children's work in a secure and accessible environment.

Melissa and Paul were keen to extend their use of the LA's VLE StudyWiz, and this project was a good avenue for this. They realised quickly that using StudyWiz in this way meant they were producing good online evidence for children's achievement – that could also be shared with parents at home. Much of this evidence was expressed through evaluative reviews and comments children provided on their peers. This type of exchange can only take place to this extent by use of web 2.0 applications, as the comments can be instant and be placed directly next to a piece of work.

Despite the obvious successes for learning and teaching, there are clearly many issues that schools need to resolve if this type of work is to continue and develop:

- Children need better access to laptops/computers to ensure they have adequate time to work on and evaluate their Toondos. At Abbey Lane, laptops have to be shared across a lot of children – and lack of access caused frustration during this project. Fortunately, other colleagues were sympathetic and gave up their bit of shared use of the laptops.
- Another obstacle was how to give all 60 children in Y5 access to Toondoo, as it wasn't feasible to create a login for every child. With support from Andy Bush we overcame this by creating class logins for the children to access the website. Use of the LA ICT consultant in this way had a direct impact on both teaching and learning.
- There was an issue with the Toondoo site itself during our use of it. All the children had used the 'private' setting on Toondoo, which teachers thought would mean that their published cartoon strips would not be available to the general public to share. In practice that was not the case and as a result, some negative/inappropriate comments were posted about the children's cartoons. Melissa and Paul had to change some of the names the children had added to their work to make it less specific and advised the children not to look at the comments posted on ToonDoo, but only those on Studywiz (from the other members of the Y5 group we had set up).
- Some of the other cartoons the children could view were also inappropriate and as with the last issue, all we could do was advise them not to view other cartoons as a part of our Internet safety discussions. Obviously, those with Internet access at home may access



these inappropriate comments/cartoons and we have just had to hope that somebody at home has been monitoring their usage.

Subsequently, EdICTs made contact with ToonDoo and discovered that there is a different version of ToonDoo created especially for the educational community, which does allow you to restrict access to members of your own group.

Despite these safeguarding issues, there were many positives:

- Children enjoyed creating their own ToonDoos and were fully engaged in the learning process;
- Peer evaluation opportunities were numerous and had an impact on learning;
- Children were keen to show their ToonDoos to somebody at home and to continue working on them there, demonstrating the power of internet based learning resources for motivating children and providing them with the independence to work when they chose.

Concord Junior School



Nicola Sherwood (Subject Leader for ICT) and Gavin Chadwick (NQT), both Year 5 teachers, collaborated on a cross curricular project on climate change. They identified the Gallery tool, with comments feature, from their VLE Studywiz, as the mostly suitable means by which to share ideas produced using a range of media. As well as word processed documents and presentations, they were keen for the children to create stop frame animations, to be posted, shared and peer assessed on the VLE.

In preparation for this project, which would involve a great deal of online research and the use of a range of online tools, Nicola and Gavin recapped and extended work on safe and responsible use of the internet. They also used Alan November's information literacy materials, available on www.novemberlearning.com, to encourage the children to question information they found online and check the reliability of sources.

The individual Studywiz accounts were setup for the children and there was a certain amount of training and exploration to ensure the children felt confident about using the tools available, particularly the Gallery. Initially, small-scale activities were created to encourage discussion and interaction. The first 'real' task of the project was to post a draft of an explanatory text about climate change onto the Gallery. They then read each others' work and posted comments, successes and points to improve, with many accessing and sharing their work at home. They went on to post presentations, stories and animations for peer review.

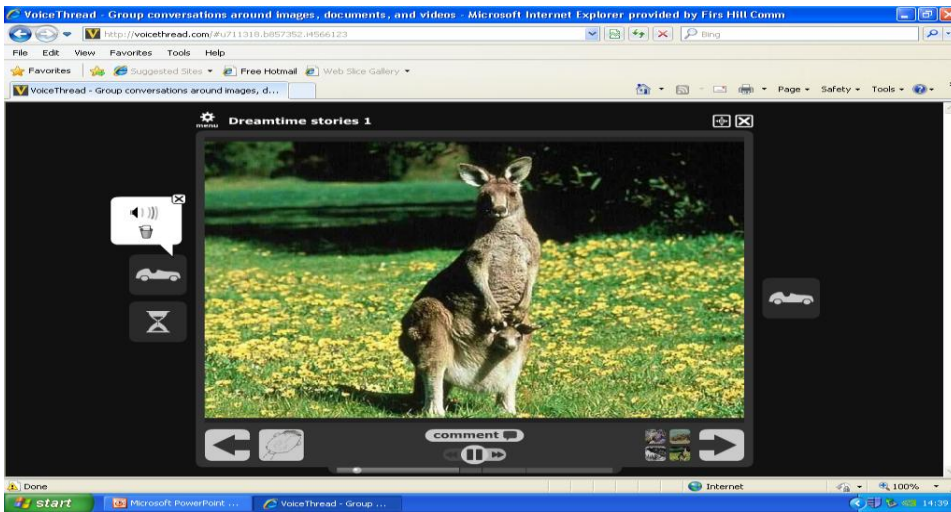
The children were familiar with some self and peer assessment techniques, previously carried out on paper. Working online, the comments were more prolific and in depth. Sharing their work with peers and parents stimulated the children to request further use of the VLE for publishing their work. Engagement and attainment levels rose for most of the children. The enthusiasm generated has spread to other children at the school and, after a training session from Nicola, staff are already planning to use the Gallery tool in this way. The profile and use of ICT more broadly has risen across the school and there are now firm strategic plans in place for how to make the most of the learning opportunities.

These teachers really made the most of taking a little time out to reflect on the impact of using ICT in this way. During group and individual support meetings, they were keen to analyse the



current situation and explore possible ways forward. They also worked closely as a team, making the most of complementary strengths and knowledge.

Firs Hill Community Primary School



Cat Taylor identified Firs Hill's 'Big Write' project as the focus and then chose Voicethread as a tool that had the potential to enhance the children's writing process, with particular emphasis on character and setting development. More specifically, she aimed to:

- Develop excitement about writing with a particular focus on boys and EAL children;
- Use creative ideas in learning and collaboration;
- Share work between classroom and home;
- Develop progression in literacy planning;
- Ensure differentiation to support lower and higher ability children.

A Pro-Educator Voicethread class account was purchased (\$10) and set up, with Cat as the teacher user and the children each having their own associated usernames. This enabled Cat to oversee the use of the account and ensure safe and responsible behaviour by the children.

The children used Voicethread to leave spoken comments in response to images of animal characters and landscapes that could feature in their own Dreamtime stories. They responded to each others' comments and developed their ideas through the spoken record rather than written notes. This record of ideas was then used to produce a written version of the story. In some cases, the stories were also acted out and filmed. These were also shared using Voicethread.

The project generated much enthusiasm and enjoyment amongst the children and staff involved. Cat analysed comments and video posted by the children and carried out interviews with a focus group. She felt that using Voicethread had enhanced the children's ability to use ideas developed through speaking and listening into written stories, some of which were also performed as drama and videoed. The positive impact was particularly noticeable in boys and children with EAL, with the majority of children's work showing an improvement of 1 or 2 sub levels. Cat's final impact evaluation report states that

"Many of the children stated in their interviews that the project gave them more confidence both in their speaking and listening and writing skills. They felt the recording enabled them to know the story they would be telling really well and so they felt able to focus on other areas of their writing that they wouldn't have otherwise. Several children who struggle to share their ideas in the classroom found it much easier to record them onto the computer and allow children to listen back to them."



Cat found that the children shared their ideas more widely within the class and referred back to the Voicethread comments when they got stuck or needed more ideas. She also noticed that some children were more keen to engage in online discussions than verbal, whole class discussions in the classroom. She was surprised to find that the children commented on how the spoken comments helped them with grammar, structure and punctuation, as well as the development of ideas.

The only issue arising from the use of Voicethread was the lack of chronology in the organisation of comments on the screen, making it quite hard to follow the development of ideas from beginning to end. Access to resources and quiet spaces for recording also caused minor problems.

The success of the project has led Cat and other staff to continue the use of Voicethread and spread it throughout the school, including cross-year group projects. They are also considering the use of other web 2.0 tools, including those provided through their VLE. These tools will be used to enhance existing projects across the curriculum, following the approach taken here.

St Thomas of Canterbury Catholic Primary School

Jude Murphy chose a project on Africa and the football World Cup as her focus and identified Google Maps as a tool that would enable children to record and share their learning. She was keen to build on e-safety and information literacy work, encouraging the children to carry out research, check information and use a variety of sources. Collaboration was also an area Jude wanted to develop, with a possibility of using a link with a school in Uganda adding an extra dimension to the children's learning.

The plan was for the children to select an African football team playing in the World Cup 2010, identify the team members and collect data to answer a list of questions about each player, including:

- Place of birth;
- Current team;
- Date of birth;
- Position played.

The data gathered must be checked against several sources and the most trustworthy sources should be listed, with reasons given to justify their selection. The place of birth and location of the current team members would be plotted on a class Google Map and other information about the players added.

The map would be accessible to all the children, who would work in pairs or groups to find and add additional information. The map would also be used to look at patterns and answer questions about where players ended up playing and why that might be. This could be compared with England by carrying out a similar exercise for the national football team and adding this data to the same map. It could also lead to further investigations into the human geography behind population migration. With data being presented visually using the map, patterns and explanations are clear to investigate.

Unfortunately, due to some technical issues and other events in the school, this project did not take place during the time span we had planned. To use Google Maps in this way, each child needs an individual account. Most Sheffield schools use Gmail, making this process fairly simple. However, St Thomas uses a different email system and time was not available to set up the new accounts. This is not an insurmountable problem, but stalled the project at this stage.

St Wilfrid's Catholic Primary School

Kerry Pearson and Louise Clements wanted to explore the use of podcasts and blogs to support delivery of the Literacy Unit: "Stories from other cultures". In particular, they wanted to explore how recording stories, as an output at the end of this unit would engage children. They also wanted to provide children with more opportunities to explore language features. By getting children to produce Podcasts, they would be able to explore how recording stories for a real audience might impact on children's motivation and learning.

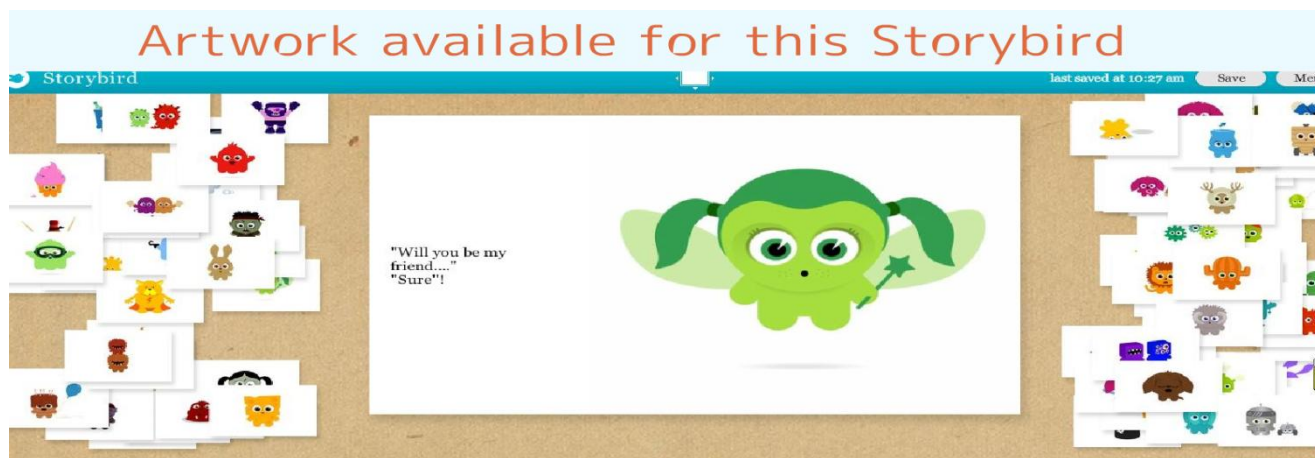
Fairly accessible, simple technology was used to create the Podcasts. MP3 players recorded stories and these were then uploaded to the school website.

Immediate benefits for learning included:

- Opportunities for children to work collaboratively and share work with a wider audience, providing them with a real sense of purpose.
- Children were motivated to read through and edit their work before recording; the 'real' audience element meant more was at stake in terms of how they would be perceived through their work.
- Informal observations of a child with SEN demonstrated he had much more enthusiasm for his work. He was also able to work successfully as part of a group, which has not been the case in more recent, traditional learning scenarios.

Kerry did encounter some obstacles. She confessed that her own lack of expertise with ICT did hamper her confidence. She needed to depend on the school's own ICT support teacher. But once she'd been 'shown the way' she quickly realised how accessible much of the technology was, and the benefits of using it. The lack of availability of the ICT suite also produced problems, but this was overcome through negotiation with other colleagues. Mobile technology in her own classroom would have mitigated this issue. Time constraints were also an issue: Kerry's initial plan was to record in large groups in the ICT suite but as this was taking so long, children were taken out of lessons by teaching assistants to make their recordings.

Southey Green Learning Community and Owler Brook Nursery Infant School



Nicola Sewell from Southey Green and Kathryn Anneron from Owler Brook worked together on a collaborative writing project. Their original plan was to work with gifted and talented pupils from Year 2 and Year 5, aiming to develop the children's writing skills by providing a real audience with whom to interact. A subsidiary objective was to further develop the links between the schools. Nicola and Kathryn selected Storybird as a tool that would motivate and engage the children, providing a new approach to writing and the ability to comment on each others' work online.

The Storybird accounts were set up with fairly anonymous usernames for security as it is a public site. Although this is a simple process, it can be time consuming and support was available from the deputy headteacher with responsibility for ICT and the ICT technician. Individual email addresses are required for Storybird accounts, but this was not a large issue as Gmail accounts were already available.

In order to evaluate the impact of using Storybird, questionnaires and interviews with children were used during and at the end of the project. Nicola also made notes and observations during the project to provide an ongoing record of developments.

Each group wrote stories for children in the other school. So Year 5 wrote stories for a real Year 2 audience and vice versa. They selected illustrations from the wide range of styles of artwork available within Storybird and used these as the stimulus for their stories. The children chose which genre they felt would be most appropriate and constructed a first draft. This was posted onto the Storybird site, available to children at the other school, but also the public for comments and feedback. The stories were then improved in the light of the comments and redrafted for errors in grammar, spelling and punctuation. The stories were then reposted for further comments.

The children quickly became enthusiastic and confident writers using Storybird. Comments from the very real audience, both from the partner school and the public, were excitedly received and motivated the children to improve their writing. Both schools quickly realised the potential for encouraging reluctant writers and widened the groups to include some children with special needs in writing. Storybird proved to have an even more positive impact on these children, giving them the confidence to learn from their mistakes rather than become disheartened. As Storybird is an online tool, children's eagerness to continue their writing was evident through requests in the classroom and 70% accessing it at home.

Although both schools had major issues with improving children's writing, neither had considered using ICT as a tool in this area. Both found that a simple, but appropriate, tool such as Storybird



could have an instant and sustained positive impact when implemented thoughtfully by teaching staff.

“For our school, children’s writing and community involvement are amongst our main priorities and having found a resource which will impact on both, I intend to ensure that its potential is maximised both with the group who are currently involved and throughout the rest of the school.”

The teachers’ confidence also grew in the wider use of ICT and more specifically, other web 2.0 tools. They felt able to evaluate their usefulness for specific objectives and their impact when used in the classroom. This confidence enabled them to feel secure whilst learning to use tools alongside pupils and encouraging pupils to assist each other with technical issues.

Springfield School



Gail Hudson decided a class project on the Vikings could be extended and enlivened and investigated a range of web 2.0 tools, including blogs, wikis, Google Maps and Google Docs. After careful consideration, she chose to use Skype video and Google Sites as the best tools for the job. The main objectives were for the children to apply their research skills to topic based learning and to share the results with others in the school and further afield.

A trip to the Jorvik museum in York would have been the ideal engaging start to the project, but it wasn't financially possible. However, the museum does offer a 'Skype a Viking' service, which Gail thought might be the next best thing. With support from the ICT co-ordinator, a Skype account and webcam were set up and Skype was unblocked through the LA filtering. A 45 minute video conference with a 'Viking' enabled the children to learn from an expert and engage in informed discussion, using knowledge gained from research to ask questions and interact.

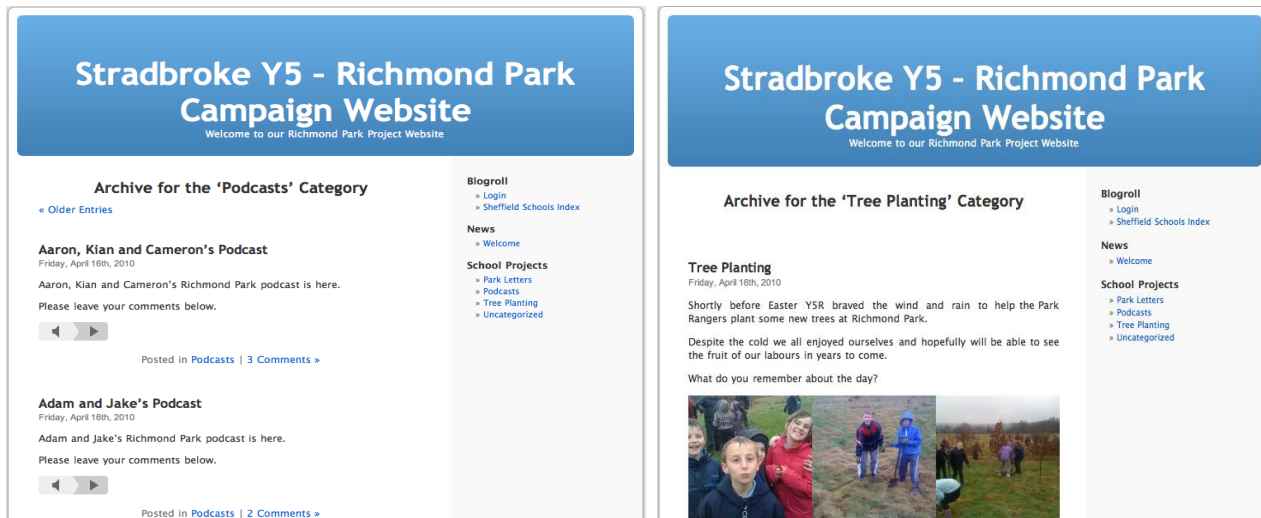
After this inspiring start to the project, the children began carrying out research using a range of sources, with a view to creating websites using Google Sites. As the school already used Googlemail for email, access to Google Sites was straightforward, with individual accounts and passwords for security. Initially the websites were kept private, with the potential to share them through the school website at a later date.

The children planned the structure of the sites, considering the more effective ways to organise the information. They created a series of linked pages with a simple menu system. The information they had collected and checked during their research was then added to the sites for their classmates to review.

Levels of motivation were high as the children worked on their websites. They were very keen to continue the work, both in school and at home, adding information, editing and reorganising. Some children saw the potential for sharing learning and suggested that they could create teaching websites for other year groups, for example showing how to make a model Viking helmet. The children perceived writing to be an enjoyable activity at the computer, rather than a chore when on paper, and developed confidence in reorganising and redrafting using the new medium and genre of a website with a very real audience. This level of engagement was sustained throughout the project.

These tools are now being used more widely in the school, with the book club creating websites for younger children and the onsite Victorian classroom considering offering a Skype service similar to that at Jorvik.

Stradbroke Primary School



Ben Ramsden was working with his colleagues on a campaign to improve their local Richmond Park, which had fallen into disrepair, but was a much valued green space for the local community. The campaign provided many cross-curricular opportunities, but Ben's focus for the Sheffield Learning Journey was literacy and citizenship. He decided to build a public facing blog. This would allow children to:

- Attract a real audience to their campaign work;
- Use a variety of media to support their campaign, that could be published online (images, video, podcasts, letters etc);
- Realise genuine links between their own school-based activities and their local community;
- Build meaningful links with other Primary school children who may share their interests and concerns.

Ben investigated a few alternatives for building the blog, but eventually decided on the YHGFL blog, (built on Wordpress), as this seemed the easiest to use that he could access from within school. Embedding video was problematic and this caused some disappointment, however children were able to post up all their other resources. These included:

- Some excellent, passionate letters from the children to local town councillors and other community members
- Images of the children planting trees in Richmond Park
- Podcasts created by the children that explained their campaign and encouraged others to get involved.

All these resources were able to be reviewed and be commented on by anyone visiting their site and it was this eliciting of a real audience's support and interest in the campaign that really engaged the children. Unfortunately there was little response from the other schools involved in the Sheffield Learning Journey, despite numerous attempts both by EdICTS and Ben to garner responses. It became clear that the 'human factor' in a web 2.0 project like this was crucial to its success, and stronger working relationships and collaborations between schools will need to become established if projects like this are to maximise benefits in the future. It may be that higher level strategic initiatives managed by the LA and school leaders need to be set up to encourage communications and reviewing of work.



Despite this disappointing lack of comments from the wider community, there is no doubt that the project met with some success. The combination of a real campaign about real issues that children care about, with the ability to create a range of media and publish it online, engaged and motivated children. It also encouraged them to create carefully considered pieces of work that demonstrated a strong sense of purpose.

Totley Primary School

Nicola Sexton wanted to explore how web 2.0 tools could support delivery of a literacy project focusing on Science Fiction writing. She decided to use ToonDoo due to both its accessibility and useful range of cartoon creation tools.

ToonDoo, due to its graphic nature, was useful for introducing the genre of science-fiction, particularly the setting. It was a challenge though to establish exactly how to use the technology in a meaningful way, especially in order to inspire children and have a genuine impact on their writing skills. Nicola therefore decided to introduce the children to the technology and let them develop the skills required and then return to the technology once their stories were completed. Needless to say, all the children were willing to try the technology and were confident to ask for support from, as well as help, one another. The technology therefore quickly became a set of tools for the children to use, rather than the driving force behind their work.

Early dialogue with the children demonstrated they had developed a greater understanding of the features of narrative, comic strip writing and in particular science-fiction characters and appropriate settings. This was enabled by the flexibility and creative possibilities within ToonDoo, as well as the collaborative learning behaviour it encouraged. Children were able to:

- Create a character in class and then re-create it on ToonDoo
- Work collaboratively
- Peer-review, by reading one another's work and commenting upon it

Another significant outcome was the enthusiasm with which the majority of children used the site at home and shared it with parents. They were also keen to share their ideas, making positive comments about each other's work and learning from each other.

In terms of the effect of use of ToonDoo on progress and attainment, all children made progress in writing and produced 'outstanding' science-fiction stories. Nicola felt this was the result of various elements of practice:

- Children being presented with science-fiction in a variety of formats, including ToonDoo, story extracts, artwork, comics, toys, all of which inspired and enabled them to achieve.
- Improved engagement due to the graphic web based creativity tools.

While it is difficult to relate other influences of the web 2.0 technology to the pupils' achievements, there is no doubt it supported engagement and motivation. Nicola did express some frustration with her use of the technology, which was deflating at times, however it was clear that the children fully engaged with it from the start and were able to apply its use to their learning quickly and efficiently when given the opportunity.

Valley Park Primary School

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1 GO

<p>Narratively Spe... robby_rob</p> <p>2 Aug 10 24 cheers</p>	<p>That's Fishy... ComicForSchool</p> <p>31 Jul 10 19 cheers</p>	<p>Great Shrimp! ComicForSchool</p> <p>29 Jul 10 19 cheers</p>	<p>THE BIRD IS DA ... moviestar800</p> <p>30 Jul 10 17 cheers</p>
<p>Gated Community ComicForSchool</p> <p>30 Jul 10 17 cheers</p>	<p>GIVE ME EDITOR'S PICK OR I'LL KILL JAMBAY Chimpfleas</p> <p>30 Jul 10 15 cheers</p>	<p>New Neighbor ComicForSchool</p> <p>1 Aug 10 14 cheers</p>	<p>emo breakup! moviestar800</p> <p>31 Jul 10 12 cheers</p>



Mark Allison was keen to find strategies and tools to re-engage children in literacy, and in particular, writing stories. The emphasis for this project was to explore science fiction, and to provide opportunities for children to create their own stories in fun ways, using rich media where possible. Initial project aims were to:

- Explore the history of comic writing;
- Discover what makes a 'good' story' and consider how to create one;
- Recognise what is unique about comics – the mix of graphics, dialogue, narrative and drama;
- Improve engagement in literacy activities, especially creative writing;
- Explore peer to peer support options.



Mark initially tried using the online application Pixton, but soon discovered that the registration process for young children was onerous and time wasting. While there was clear focus on the need to safeguard children when using online applications, the need to register with a parent's email was problematic in that many children either didn't know the address or parents didn't have one. After a follow up conference with EdICTS, it became clear that ToonDoo was a viable alternative. It was easier to register, allowed users to ringfence their creations from public view, and most importantly, was an engaging, accessible cartoon creation tool, with plenty of tools and graphical content for children to work with.

Once children started to create their comics, Mark immediately noticed what a positive impact it was having on the creative and writing process. A number of immediate advantages were:

- Children of all abilities were able to access ToonDoo and create meaningful texts.
- Children of widely varying abilities were able to engage, produce and share literacy stories. In the past, using a pen and blank page approach created problems for children who find writing a challenge.
- Children no longer regarded writing as a chore but rather as a way to interact with their friends, peers and the wider community – the online application provides facilities for comments and feedback from other users or viewers.
- Children's attitude to literacy work changed, from reluctance to great enthusiasm.
- The small group situation lent itself to the sharing of ideas. The overriding mood during the sessions has been one of great enthusiasm and 'buzz'.

One of the main benefits was the enhanced interest in the work of their peers that children showed. The project has encouraged a greater sense of mutual support among children when evaluating or commenting on each other's work. They now help and encourage each other more. This general sharing of ideas and positive approach to each other's work has produced an excellent classroom environment.

Mark is convinced that children have become more confident with ICT as well. They now save and share work more assiduously and enjoy producing visually high quality content they can claim as their own. The comic strip genre was clearly very popular with the children. The class had had previous experience with a Doctor Who site, but it was the open-ended dimension of the Toondoo site that increased their motivation and engagement. A significant piece of evidence for this is that many class members continue to post comics they have created independently at home. This would seem a good example of how access to the right tools and environment through the internet, allows children to continue learning independently beyond school. The small group situation also lent itself to the sharing of ideas. The overriding mood during the sessions has been one of great enthusiasm and 'buzz'.

Mark states there has been an increase in literacy attainment since the beginning of the project. While other factors may have contributed to this, he considers that using the site has certainly provided the children with a creative outlet for their literacy, something which definitely had not been available to them during booster sessions on grammar and punctuation.

Impact evaluation

All teachers involved in the Sheffield Learning Journey project were asked to complete a final impact evaluation, based on their observations and evidence collected throughout the project. The emerging themes are summarised here.

Impact on learners and learning

During the life of the projects, the teachers collected evidence about the impact the use of web 2.0 tools had on the children's learning. This enabled them to reflect on the tools chosen and how they were implemented, informing future developments and uses of ICT and web 2.0. This evidence showed that using web 2.0 tools impacted on three broad areas:

- Motivation;
- Literacy;
- Collaboration.

Motivation

All the teachers reported an increase in children's motivation. This was demonstrated through greater engagement leading to less behavioural issues and raised levels of excitement and enthusiasm. The provision of a 'real' audience for children's work was often identified as a reason for this, whether that was classmates, children in other schools, families or the general public.

The vast majority of the children seemed to receive a boost in confidence as a result of the project. This covered many areas including writing, speaking and listening and ICT skills. In explanation, many teachers identified the professional appearance of the work produced using web 2.0 tools. The level of independence with which the children were allowed to work may also have contributed, with children planning their own projects and voluntarily continuing learning outside the classroom and sharing their work with friends and family.

Only a tiny minority of children found their confidence levels decreased by learning in this way: those whose perfectionist tendencies made publishing a draft or unfinished piece of work a real challenge and those so shy that even talking to a computer or expressing a view online was extremely difficult.

Literacy

Although the Learning Journey project was always intended to be cross-curricular in nature, all the projects involved writing in some form. Many had a Literacy focus, with other subjects providing a wider context. This may reflect an area of emphasis for most schools in the current climate, but it could also be argued that a further reason for the prominence of Literacy, in terms of the focus and impact of the project, could be the close connection between ICT in general, and web 2.0 in particular, and wider communication and Literacy skills. Indeed, much of what we call ICT, within the current National Curriculum definition, could be perceived as an extension of Literacy, with a focus on the development, communication and sharing of ideas using a variety of genres.

Many of the teachers found that their expectations about ICT's positive impact on redrafting, character and setting development and structure of writing were confirmed. This was largely attributed to the affordances of the tools chosen, namely the ability to express ideas using a range of media, organise and reorganise them, publish them for feedback, improve and correct without leaving any evidence and republish until a final version was complete. This also seemed to contribute to the children's increased use of imagination and creative approaches to the content and structure of their writing.

The children's greater attention to vocabulary and punctuation surprised several teachers. Where children had recorded spoken ideas, this was put down to being able to listen repeatedly to drafts,

hear that improvements could be made and punctuation inserted. Other tools, that provided a range of images and media for children to include in their writing, seemed to free the children to focus on the word and sentence level aspects of improving their writing.

Motivation to improve and redraft writing was increased at least in part due to the provision of a 'real' audience, in particular one that responded and provided feedback. Teachers commented on how keen children were to both give and receive comments, some of them dancing and singing in celebration! There seemed to be greater pride taken in the work because it was actually being published and could be shared with a wider audience through the internet. This was particularly noticeable in boys, with most teachers commenting on their increased engagement and enthusiasm for writing and putting this down to the use of ICT as a medium. Many commented on how writing on a computer was deemed to be easier and more fun than writing in a book, perhaps explaining the significant effect, noticed by many, on children with SEN and EAL.

Several teachers commented on increased attainment levels in English, both through formal and informal assessments. As the project took place during the spring and summer term, much assessment was going on at the same time for SATs and report writing. This meant that baseline data was available and several teachers noticed a significant rise in levels during the project. Although they could not attribute this directly to the project, they did feel that it had been a contributing factor. Speaking and listening also improved, both in those projects where children planned, wrote and recorded spoken ideas and in those where children presented and discussed their ideas with others.

One teacher noted that the quality of persuasive writing was not as good when produced using a web 2.0 tool as it had been on paper in a recent writing project. The teacher suggested that this may have been due to the excitement of using a new tool, which distracted them from focussing on the writing. The same teacher also found that the children's work tended to be derivative of an example she provided for them, leading her to conclude that there would be greater benefit to learning if the children were able to develop their own ideas from scratch.

Collaboration

Collaboration, both face-to-face and virtual, was a significant element of these projects, with children working in pairs and small groups, as well as receiving feedback from others online. Teachers commonly commented on the genuine nature of the collaborative learning that took place as a result, even when children were working with unusual and teacher-selected partners. Many children seemed to gain inspiration from feedback received from others and the ability to see other children's writing and discuss it with them. Some discussions took place during lessons, others asynchronously online and still others during after school meetings arranged voluntarily by the children.

Almost all the projects also involved some element of peer assessment and feedback, adopting techniques previously used on paper. The number and quality of the comments was generally perceived to be more and better when posted online. Several teachers noticed the children's willingness to learn from each other and solve problems together. This also seemed to lead to more learning from mistakes, rather than perceiving them to be failures.

Impact on teachers and teaching

The teachers reflected on the impact of using web 2.0 tools on themselves and their teaching. Aside from an overarching feeling of satisfaction and enjoyment on having embarked on a challenging project and completed it, the reflections fell into four areas:

- Use of ICT;
- Critical reflection and evaluation;
- Developing pedagogy;

- Working with colleagues.

Use of ICT

It is perhaps inevitable that, during a project of this nature, the teachers involved would feel that their ICT knowledge and skills developed significantly. Many did indeed comment on this aspect, explaining that much of this occurred, not through direct training, but through exploring web 2.0 tools, discussions with the EdICTS consultants and colleagues and learning alongside their pupils. This seemed to result in a deeper understanding of how:

- ICT can provide new and more varied opportunities for learning;
- To combine ICT with other learning tools and approaches;
- To combine a range of ICT-based tools and skills within a project;
- To organise and manage ICT resources to maximise access when needed.

During the project, many of the teachers overcame obstacles, including fear of using new ICT tools, lack of skills, worries about children's security online and issues around the filtering of websites. Finding solutions, and knowing who to ask for help, built confidence and led to many teachers expressing a new desire to keep up to date with what web 2.0 and wider ICT can offer learning across the curriculum. Several teachers became aware of the web 2.0 tools available through the VLE, already accessible to them, and wanted to investigate these further.

Critical reflection and evaluation

By adopting an action enquiry approach to this project, one of the objectives was to enable teachers to engage in critical reflection in order to consider the impact of the web 2.0 tool/s they had introduced. The action enquiry model involves:

- the identification of a question or issue;
- the application and trial of action to address the issue;
- reading about the results of research into the issue;
- evaluation of the impact of the action taken;
- the identification of any further enquiry needed.

Using this approach, the teachers developed a sustainable methodology for the evaluation and selection of ICT-based tools for learning in the future.

During the project, teachers were encouraged to evaluate web 2.0 and wider ICT tools, reflecting on their impact on learning and teaching. Most teachers reported an initial nervousness about using the new tools in the classroom, followed by a developing confidence to try new ICT-based approaches. They collected evidence about the impact of using web 2.0 tools, in the form of photographs, audio recordings, children's work, video, field notes and interviews with children. This informed their evaluations and gave them the skills and knowledge to select the most appropriate tools to enhance learning and motivation. It highlighted that the focus should remain on learning and teaching when evaluating ICT, making ICT a more accessible area, even for those lacking skills and confidence at the start of the project.

Engaging in critical reflection also helped the teachers to identify their own CPD needs more clearly. In supporting them to plan and manage their own action enquiry projects, we enabled them to develop a greater awareness of their professional needs and take responsibility for locating and accessing support. In most cases, this led to increased confidence, risk taking and a willingness, or even enthusiasm, for trying new approaches to learning. A minority of teachers found this challenging and needed further support to ensure that they were able to trial and evaluate new web 2.0 tools.

Developing pedagogy

Most teachers found that the project strengthened and enhanced their pedagogy in a variety of ways. It is difficult to establish whether this is due to the web 2.0 tools used or their engagement with the action enquiry methodology or other factors outside the project. However, the evidence reported by the teachers seems to be directly linked to the affordances of the tools used.

Several of the projects involved recording children's ideas as audio files and sharing them online. Perhaps not surprisingly, teachers noted that these activities increased opportunities for speaking, listening and discussion. Interestingly, almost all the other teachers also reported an increase in the amount and quality of discussion about the work being produced. They also noticed children asking each other for help and offering each other solutions, reporting that children seemed more willing to take risks and learn from mistakes when working with web 2.0 tools. Encountering problems did not seem to be such a barrier to learning, but rather one of the points where learning occurred.

Discussions about what and how the children were learning (metacognition) also took place more frequently both between the teacher and pupils and amongst the pupils themselves. This was particularly noticeable where peer assessment and feedback were used explicitly, for example the use of blogging and comment tools. In some cases this was planned into the projects, but in others it happened more spontaneously. Several teachers felt that this was in part due to the provision of a real audience for children's ideas. They found this to be most helpful when the audience was active and communicated with the writers, providing motivation to improve and extend learning.

Most of the teachers found that the children who benefited most from using web 2.0 tools for writing and communication were the lower attainers, those with SEN and EAL. The tools, and the way that they were integrated into learning, provided the teachers with additional methods of motivating and engaging these children and enabling them to express their ideas in ways that looked equal to the work of their peers.

Impact on schools and communities

Teachers reflected on the impact the project had on whole school issues and the wider community. Impacts on the wider context included:

- Whole school issues;
- Working with colleagues
- Curriculum;
- Community.

These impacts tended to be caused by the action enquiry approach and the empowerment of the teachers to run and evaluate their own projects. The web 2.0 tools themselves were motivating and engaging and enabled the teachers to recognise the broader positive effect ICT can have when it is embedded into children's learning in meaningful ways.

Whole school issues

Pupils were encouraged to share their ideas and approaches with other children in the school through presentation of their learning in whole school assemblies. This began to spread the use of the web 2.0 tools more widely, with staff involved in the project sharing their expertise with others. Children also shared their skills and knowledge with staff and other pupils, explaining both how the web 2.0 tools worked and why they were useful. This reflects the recent development of child-led CPD that is seen to be effective in many areas.



One of the schools involved is now investigating setting up video links between classrooms using Skype, with a view to sharing learning and expertise across different classes and age groups. This is particularly useful where school buildings restrict movement and provision for large groups of children working together.

For those teachers who were ICT subject leaders, confidence in ICT leadership increased through seeing the impact of ICT on wider learning and identifying the process that is needed to maximise this across the school. Subject leaders of other subjects also commented on how they could see the benefits of ICT to learning in their subject and would include it in future Action Plans.

One school had an Ofsted inspection during the active phase of the project. The inspectors were impressed by the positive impact the web 2.0 tools were having in such a short time.

Working with colleagues

In all the projects, teachers worked with their colleagues in various ways:

- Collaboration with year group partners and teachers in partner schools;
- Seeking advice and support from ICT co-ordinators, enthusiasts and support staff;
- Sharing their new skills and findings with colleagues to extend learning opportunities more widely within the school;
- Seeking support from EdICTs consultants and LA staff.

They reported that, in learning from colleagues, there was a feeling of complementing each others' skills and an understanding of how they could support each other professionally. In one or two cases it was perceived as negative that help had to be sought, for example when ICT support staff were used to teach skills to the children. However, in most of the schools, this redefinition of roles and learning from the strengths of others was seen as a positive and sustainable way of working in areas, such as ICT, where some teachers lack confidence.

Although the majority of the teachers involved were not subject leaders for ICT, many ran staff training or professional development sessions and staff meetings, bringing a range of web 2.0 tools, and knowledge of their potential to extend learning, to their colleagues. In this respect they provided positive role models, both in their use of web 2.0 tools and their critically reflective approach to the selection, evaluation and integration of ICT into learning.

Curriculum

Because the focus of the project was learning, rather than ICT, the web 2.0 tools were well embedded into meaningful learning experiences in every case. This meant that the teachers observed the impact across the wider curriculum and other areas of learning. This included:

- The inclusion of web 2.0 tools in Action Plans for other subjects;
- The inclusion of web 2.0 tools and approaches in whole staff training days;
- Increased use of peer assessment and feedback using ICT;
- Development of thinking skills across the school;
- Development of e-safety and responsible use approach across the school;
- Use of web 2.0 tools in cross phase groups and beyond the standard curriculum e.g. book club.

Community

The schools involved in the project were members of several other communities:

- The local community of the school;
- The wider Sheffield LA community;
- The global online community.

Each of these communities was affected by or involved in the Learning Journey Project in some way.

Several schools plan to extend the use of web 2.0 tools to enable them to continue and extend cross-school and cross-phase writing projects. This included:

- involving other classes and year groups in peer assessment;
- working with classes and partner or other local schools to provide a real, new audience for children's work;
- involving parents in projects through shared access at home.

The projects that involved public feedback experienced varying levels of success, depending on a range of factors. Those that used online creation tools, such as Toondoo and Storybird, were able to tap into an existing community of users. This provided motivating encouragement from a 'real' audience, but ran the risk of the children encountering inappropriate language in some cases until teacher moderation was enabled. Projects using public blogs found it a challenge to engage with an audience and get feedback either from other schools or members of the local community involved in campaigning. This demonstrated the amount of organisation and structure that may be needed to kick-start a project and the need to build on established relationships to ensure that the children receive responses to the publication of their work. Although there are many successful class blogs in existence, they tend to run over longer periods of time and use other networks, both online and face to face, to develop a sense of community.

The use of Skype to offer video contact with experts in remote locations had such a positive impact on motivating the children that the school involved is now considering offering a similar service from its Victorian Classroom facility. There is also interest in establishing links with schools in contrasting locations to encourage the children to learn about other places and ways of life. This will require a significant amount of setting up and may build on existing links to ensure productive communication and collaboration between children and teachers.

Use of web 2.0 tools in teachers' reflections

During the project we used a range of web 2.0 tools to support, evaluate and capture ideas. We created a Studywiz group in order to share the documentation and enable teachers to post their plans and needs analyses. The EdICTS consultants also kept a blog of progress on the project. This was a record of each project and was available to all participants. The purpose was to help to build the community of practice by keeping the teachers in touch with the project between meetings. It also enabled them to recognise similarities between projects, issues and solutions.

The final conference featured Tim Rylands as keynote speaker. He provided feedback on the project presentations, inspiration for further use of web 2.0 tools and wider interactive and games based applications. During the conference we were keen to record the participants' thoughts, questions and feedback on the projects and Tim's ideas. Rather than use an evaluation form at the end, we used Twitter, Primary Pad and Wallwisher to capture the excitement as it happened. This allowed everyone to share their thoughts, both with the other participants and a wider community of interested followers taking part online.

Many of the teachers were new to using these tools, but were enthusiastic and commented frequently on the value of:

- feeling part of a community;

- receiving instant feedback on their presentations;
- being able to ask and answer questions as they arose;
- having access to a wider audience and community through Twitter;
- feeling that their presentations were valued because so many people were getting involved and paying attention to what they had to say.

Issues and solutions

It is clear that there were a range of successes for individual teachers and their students, resulting from the Sheffield Learning Journey as a whole, and in particular the use of various web 2.0 tools. It is also apparent however, that some opportunities for teachers, schools and students to collaborate more widely were missed, and that some technical issues prevented schools making the progress they expected.

In particular, where students' work was posted online with facilities to leave comments and peer-to-peer feedback, opportunities to exploit this were missed. In many cases children and teachers commented on each other's work in-house – but it was collaboration between different schools that failed to take off.

For some of the schools, the potential of gaining a 'real audience' through their web 2.0 work, is what motivated the children and added a real world 'flavour' to their work. So the lack of response in some cases was disappointing for them.

There are numerous other learning benefits that stem from this potential collaboration: the social constructivist model of 'building knowledge' and learning in groups being an obvious theoretical foundation.

Registration on some sites required complicated procedures, which wasted time and were unwieldy. What did become apparent was that some school children didn't even have a school email set up, which added another technical requirement to the planning process. This in turn raised the questions of availability of technical support in schools, and perhaps more importantly, the issue of e-safety. The first issue was fairly easily overcome with support from a technician or advice from LA staff.

To mitigate the second issue, EdICTs issued links to online resources for teachers to use in the classroom that addressed various e-safety issues and scenarios. It was recommended that these should be used prior to adoption of web 2.0 tools. This had a positive impact and built attitudes of responsibility that are vital when publishing and interacting using public tools.

Technical support was varied across the schools involved in the project. Some less confident teachers were able to use technical support staff in-house. However, access to support was a bit ad-hoc in some cases and depended more on the willingness of ICT-skilled colleagues volunteering to help others out, rather than there being clear pathways to support that were consistent across all schools. However, in all cases, networks of support were established and used in ways that benefited the teachers and children engaged in the project.

Next steps

There are two main reasons why the following recommendations will be useful to schools:

- A mechanism for sharing and developing practice will benefit the schools involved;
- The current climate of deep cuts to LA resources for education is likely to put pressure on schools to develop practice, in-house, with mutually shared support.

We would recommend that a Primary ICT Working Group of practitioners be established in partnership with the Local Authority. This could be chaired either by an LA School Improvement



advisor, or a school leader. The Group could also consist of a lead practitioner from each Primary school (initially to include those involved on the Sheffield Learning Journey and/or the previous web 2.0 project). The aims of this Group would be:

- To meet face to face, once or twice a term, to explore possible collaboration on various topics, that would benefit from the integration of web 2.0 tools and, in particular, opportunities for peer to peer feedback across schools and extended learning opportunities.
- To form the nucleus of an online 'Best Practice Community' of teachers who regularly use the same web 2.0 tools to keep in touch, share resources and ideas (StudyWiz, Twitter etc.).
- Development of commonly agreed CPD requirements that can then be set up either by the LA or through the school's own expert practitioners. This could take the shape of a coaching and mentoring model: lead practitioners visiting less confident teachers in other schools to support their progress on individual projects where they are experimenting with ICT.
- Establishing models for shared funding for technical support, should this become difficult for the LA to deliver due to cutting of the Harnessing Technology Fund. Schools pool resources and agree how these should be targeted.
- Clearer lines of access to the LA's technical support teams, representatives of whom should also join this Working Group.
- Consideration of ICT access issues in schools. The Groups members' could share ideas for solutions in their different schools, to gain a better understanding of how different schools resource and manage their ICT.
- Agreed targets for using shared virtual resources and communities of practice, such as StudyWiz. Better clarity of how use of these resources can link to different topics may be useful.
- Sharing of expertise on areas such as security and filtering, email accounts etc.

The important thing will be to establish a Group to keep the momentum going and continue the culture of action-research modelled during the Sheffield Learning Journey by EdICTs. Teachers and school leaders need the support of colleagues to take risks, experiment with new learning tools, and find solutions to problems.

Appendices

List of Web 2.0 tools used

Google Maps

<http://maps.google.co.uk>

Google Sites

<http://sites.google.com>

Primary Pad

<http://primarypad.com/>

Skype

www.skype.com

Storybird

<http://storybird.com/>

Studywiz Gallery

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

Toondoo

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

Twitter

<http://twitter.com/>

Voicethread

<http://voicethread.com>

Wallwisher

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

Wordpress

<http://wordpress.org/>

Further reading

Anderson, P (2007) What is Web 2.0? Ideas, technologies and implications for education. JISC technology and Standards Watch

Crook, C and Harrison, C et al. (2008) Web 2.0 Technologies for Learning at Key Stages 3 and 4: Summary Report. Becta available at http://research.becta.org.uk/upload-dir/downloads/page_documents/research/web2_ks34_summary.pdf

Davies, J and Merchant, G (2009) Web 2.0 for Schools: Learning and Social Participation. New York: Peter Lang.

Freedman, T (Ed.) (2010) The Amazing Web 2.0 Projects Book. Available at http://www.terry-freedman.org.uk/web2_2010/Amazing%20Web%202%20Projects.pdf

Futurelab, (2010) Web 2.0 for Teaching & Learning: How the collaborative web is changing teacher practice. Seminar Report from 31st March 2010.

Kist, W (2010) The Socially Networked Classroom: Teaching in the New Media Age. London: SAGE Ltd.

Ravenscroft, A, Sagar, M, Baur, E and Oriogun, P (2009) Ambient Pedagogies, Meaningful Learning and Social Software. Chapter in Hatzipanagos, S and Warburton, S (2009) Handbook of Research on Social Software and Developing Community Ontologies. Information Science Reference.

Richardson, W (2009) Blogs, Wikis, Podcasts and Other Powerful Web Tools for Classrooms. London: SAGE Ltd.

Blogs and online information:

Oliver Quinlan's blog. Reflections on learning, teaching and technology from a young teacher in an inner city primary school.

<http://www.oliverquinlan.co.uk/blog/>

Tom Barrett's blog. Inspirational ideas for using technology to enhance and extend learning.

<http://edte.ch/blog/>

Alan November's website. 'Expanding the boundaries of learning' using technology and online tools. The Information Literacy section under Resources provides excellent materials to use with children and teachers to explore the validity of online information.

<http://novemberlearning.com/>

ThinkUKnow Cyber Café. E-safety and responsible use materials for KS2 children.

http://www.thinkuknow.co.uk/8_10/cybercafe/cafe/base.aspx