



ICT in PRACTICE AWARDS

2005

11 March 2004

Awards open for nominations

23 July 2004

Awards close for nominations

September - October 2004

Shortlisted nominees visited

January 2005

Announcement of winners

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interest in the awards**

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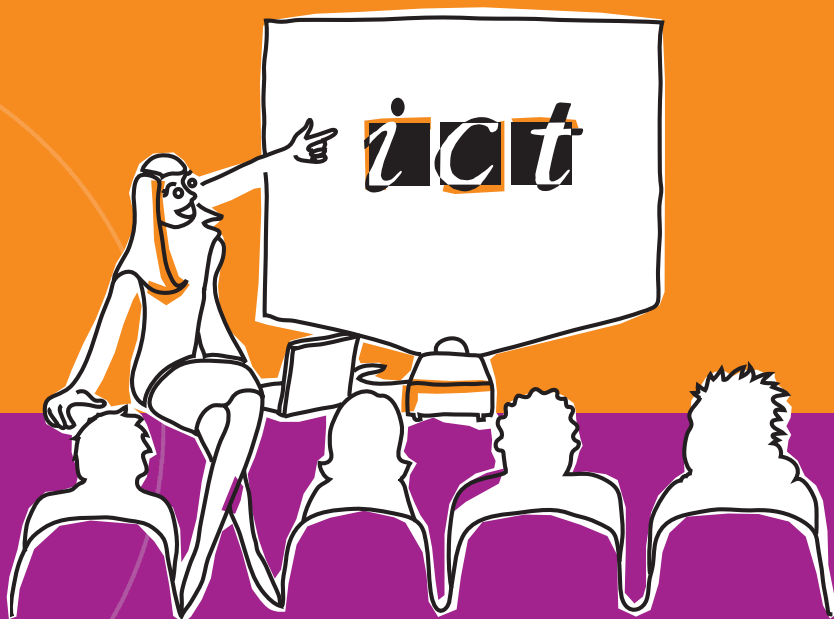


Becta
ICT Advice

British Educational Communications and
Technology Agency (Becta)

Millburn Hill Road
Science Park
Coventry CV4 7JJ
Tel: 024 7641 6994
Fax: 024 7641 1418

Email: becta@becta.org.uk
Web: <http://www.becta.org.uk>



Transforming Teaching

Highlights from the 2004
ICT in Practice Awards

Introduction

The ICT in Practice Awards, now in their fourth year, have continued to discover practitioners whose work can inspire others. This year, two new categories, Learning Assistance and New to Teaching, have been very successful. The rise in standards has been clear to everyone who visited the entrants. Particularly noticeable is that some of the emphasis on training in recent years has begun to pay dividends. Some institutions and teachers have begun to see themselves as researchers and there are a great many insights to be gained from what these people have learned and discovered. The main message that comes from all the practitioners is: ICT is making a profound difference. These awards continue to document that difference.

The awards for teaching are the heart of the whole strategy. Introduced this year, the New to Teaching category discovered some extraordinary teachers: Lynn Kincla teaching an extraordinary compulsive lesson on optical illusions; David Whitfield illuminating mathematics via Al Capone; Michelle Hargreaves managing a wireless network in her primary classroom; the energetic Anna Smith inspiring her history students in Cambridge; Jo Morley working in one of the best decorated ICT rooms some of us have ever seen and producing work to match; last, but not least, the ebullient Lesley Marwood, whose work is rigorous, fun and incisive. In the main teaching categories we had pupil mentoring and schools and colleges offering their resources and unique insights to all comers.

This series of four booklets covers the categories of Inclusion, Leadership, Learning Assistance and Teaching. The Teaching booklet also covers the new category of New to Teaching.

Best advice received
 Use the advanced features available on Microsoft programs such as Word. Learning how to use the less well known features, such as drop-down boxes, marked marking etc. enables Word to be used with the interactive whiteboard (IWB) in a wide variety of ways, rather than buying more expensive software.
 Helen Saunders

Lesley Marwood

English Martyrs School and Sixth Form College, Hartlepool, Cleveland

The refusal to be deterred by difficulties characterises Lesley's work. Once she became convinced that ICT could enhance her teaching of modern foreign languages, Lesley found ways of getting the resources that she needed into her classroom. She applied for – and received – a Classroom Performance System (CPS) from her local City Learning Centre. One of its key features is that everyone is involved: every pupil has a handset to record his or her responses to questions. It enables all pupils in a group to react to tests, quizzes and debates through the

keypads. Their responses give the teacher a thorough report showing both the group performance and individual achievement. This enables teachers to plan future work as well as 'marking' what the children did during the lesson. Lesley has used the CPS to enable pupils to widen their vocabulary using recognition exercises in which all pupils participate, to create meaningful plenaries and to reinforce language structures covered in lessons.

Top websites... Top websites...

Yahoo France

<http://www.yahoo.fr>

This has all the latest celebrity news for use in lessons, and you can highlight new vocabulary, verbs, tenses and idioms while looking at stories which are relevant and motivating to pupils.

Lesley Marwood

TV5

<http://www.tv5.org>

A French language website for a digital TV channel, this includes all sorts of useful teaching materials, and words for the songs featured on *Paroles de clips*.



David Whitfield

Southgate School, Barnet, Middlesex



Armed with laptop, projector, standard whiteboard and his own website, David Whitfield set about revolutionising the teaching of maths. He began by producing a variety of resources, mostly using PowerPoint, Excel and Autograph, so that teachers were able to present and demonstrate mathematics in innovative and exciting ways. Many of these resources encouraged pupil interaction and greater understanding. David's techniques have been adopted within the department. Not only has he started to transform the work of his colleagues but he has also shared his work with teachers across his local borough. The use of his own website means that students can work at home on the ideas that David sets running in the classroom. The website also has areas to help parents understand the maths activities that their children are doing.



Best advice

Make as wide a use as possible of a wide variety of resources – Death by PowerPoint could happen, so ensure that you have lots of different applications. Pupils will enjoy the challenge of using different pieces of software and activities.

Lesley Marwood



Helen Saunders

St Michael's CE Primary School, Sandhurst, Berkshire

Keen to provide an exciting working environment in her classroom, Helen has an interactive whiteboard, projector and sound system. She uses ICT as a resource to support whole-class teaching, group work, plenaries and display. Helen also uses a variety of programs to promote pace in the warm-up part of the lesson, as well as to target the learning of individual pupils. Using ICT as an assessment tool, both with assessment software and spreadsheets to analyse results, is an important part of her work. She shows an understanding of the need to increase

pupils' motivation and interaction in order to promote learning. The use of ICT goes well beyond motivation. She believes it gives her the opportunity to appeal to diverse learning styles and increases the range of teaching styles available, making lessons more appealing to all – particularly the boys. Her way of using the interactive whiteboard shows differentiation with attention given to children with specific learning difficulties as well as those who are gifted and talented.

Top website...

Clip Art

<http://office.microsoft.com/clipart/?cag=1>

A clip gallery, this has great motion clips and a picture for every piece of vocabulary you could want!

Lesley Marwood

Jo Morley

Bedale CE Primary School, North Yorkshire

Jo joined Bedale Primary as an NQT, and has now been teaching for about three years. She has run Inset training for staff, written an ICT policy and the ICT aspect of the school development plan, trained for and run NOF modules for the LEA. Jo has also developed her role as a county ICT associate, has been accepted for international research initiatives and has acted as an ICT technician in the network suite. Not only that, her work in the classroom is exciting, challenging and

stimulating. The work on databases that she has devised has children tackling difficult concepts as if they were playing a computer game. Jo's approach in ICT is flexible enough to incorporate pupils of all abilities. In her current class she has taught pupils with a wide range of skills. However, she believes that it is important to give all children equal opportunities and so takes great care to differentiate effectively, pushing every child to make the most of their ability.



Best advice received

Share your resources! PowerPoint presentations and quizzes are time-consuming to make, so share amongst members of the department and more widely if possible.

Lesley Marwood



Top website...

Heinemann Explore

<http://www.heinemannexplore.co.uk>

This is an invaluable resource for history, geography and science, which provides a range of multimedia information in a very child-friendly format. It requires an annual subscription and provides information for children in Key Stages 1, 2 and 3 on all the topics commonly studied. Due to the nature of the site, it is possible to read all the information the children may come across in advance and set questions for them. It also contains video-clips, pictures and cross-curricular links.

Helen Saunders



Michelle Hargreaves

Princeville Primary School, Bradford



Michelle is in her third year of teaching and is a highly competent user of ICT. She works in a very well resourced school and frequently has the use of a whole-class wireless network. In the short time she has been in her present school, she has moved from being a conventional PC user to confidently integrating a wide range of ICT resources into her teaching, including interactive whiteboards, managed learning resources, laptop computers and a Virtual Learning Environment. Email, the internet, digital cameras and camcorders are a routine part of her professional – and personal – life. ICT is also used in lesson planning and delivery, assessment and record keeping and communicating with colleagues. She has been confident enough to take the lead in the training of staff in her own school. The school staff recognise that Michelle is always there to support and guide them in their use of ICT.

Best advice

Enjoy the mistakes as well as the things that go well. You'll learn a lot from them!

Lesely Marwood

Peter Gray

King Edward VI College, Stourbridge

Peter believes that a business studies department thrives on being up to the minute. Peter regularly uses ICT alongside traditional teaching methods and this leads to a variety of activities in lessons often using several different media. ICT is used to access topical news stories such as Budget speeches and breaking business stories. The topicality encourages students to connect with live business issues and appreciate the changing nature of the economy and the responses that a business must make. During the recent Enron scandal and the large-scale job

losses in the steel industry, Peter used online newspaper articles and internet links about each business. This was intended to assist students in exploring and evaluating the theories behind stories and the headlines of the day. The intranet site offers all students the opportunity to access support and extension materials out of lessons. These materials have proved particularly effective for able students and feedback suggests these students are now taking increased responsibility for their own learning.

Top website...

Children's BBC Newsround
<http://www.bbc.co.uk/cbbcnews>

I have found this very useful when teaching a range of text genres in literacy, as well as dealing with important issues in PSHE lessons.

Helen Saunders

Lynn Kincla

New College Telford, Shropshire

Coming to teaching as a mature student meant that Lynn had the maturity to deal with young people effectively. For a new teacher to start to revolutionise the teaching of the department requires both confidence and skills. Following her example, other colleagues began to make greater use of ICT and the resources that Lynn has created. The biology intranet site has become an example, imitated across the college. Lynn builds interactive exercises for students to use on the

intranet. PowerPoint presentations now exist for all sections in the AS Human Biology course. These are engaging, rigorous, humorous and visually interesting. Printed material is also available to enable students to study complex ideas and concepts individually after experiencing presentations or practicals.



Best advice

Having been linked to the interactive whiteboard (IWB) pilot, I have had a number of teachers observe me give demonstration lessons using the IWB – and many felt overwhelmed by the complexity that ICT can add to delivering a lesson. I have said that it is paramount to consider whether the ICT you are using, or are planning to use, actually improves the teaching that you are delivering. There are numerous resources that are flashy and gimmicky, but this can in fact detract from the subject being taught rather than improve it. ICT must be considered alongside all other teaching approaches and evaluated fairly – just because a lesson uses ICT, it doesn't necessarily mean it will be good!

Helen Saunders





Elaine Wyllie

St Ninian's Primary School, Stirling

The ability to develop projects is one of Elaine's strengths. 'A Word from the Weans' was one of her most successful. The purpose of the project was to preserve the Scots language and enable young people to take a leading role within their school, community and the country. Families in the local community adopted a Scots word. Words adopted were published in the St Ninian's Scots Dictionary. This project, which involved the use of ICT, has been extremely successful and gained national recognition. Another major ICT project is on the poem *Flannan Isle*. The school purchased the domain name of www.flannanisle.co.uk and the pupils created a website about the poem that is based on a real-life unsolved mystery. All her current Primary 7 pupils are confident in the use of ICT and have led staff development sessions for teaching staff, classroom assistants and pupils at the local Riverside ICT Learning Centre on the use of Think.com.

Sarah Neild

Birchley St Mary's Catholic Primary School, Billinge, Lancashire

The documentation that Sarah produces to support her work is astonishing in both its detail and richness. Her teaching, and she is not afraid to tackle the most difficult and challenging areas in ICT such as control, is both a pleasure for her pupils and inspirational to those who observe her work. She is particularly keen on programs where children can design and build a series of logical onscreen actions in a flowchart. Sarah is responsible for ICT in the primary school where she teaches and as an advanced skills teacher she is in demand in her LEA to demonstrate her

approaches and methods. Sarah supports colleagues in their classrooms and encourages all of them to take on ever more demanding parts of ICT. Those who work with her comment on the way that she can analyse their difficulties and encourage them to move forward.

Best advice

Spend time talking to other people about what they do, and spend time playing with the equipment.

Andrew Trythall

Best advice received
Always research websites that you are going to use, making sure all the content is appropriate for the children and that the reading level is suitable.
Roy Topping

Andrew Trythall

Sir Robert Hitcham's Primary School, Framlingham, Suffolk

Research is an important function for Andrew Trythall. Music and ICT, art and ICT, Foundation Years and ICT are just three areas comprehensively dealt with on the website at the school. The site has reached the stage where it is a rich resource, not just for the teachers and pupils, but nationally. Largely as a result of Andrew's work, the school became a Beacon school for ICT. Andrew is the Beacon co-ordinator, and in this role runs a variety of research workshops. He also runs a series of Inset courses with a group of 28 local schools, on

subjects such as ICT for Learning Support. The school's scheme of work for ICT and other subjects reflects how ICT is used in an integrated manner across the curriculum. Andrew has ensured that the progression of skills is well embedded in the curriculum from the Foundation Stage to the end of Key Stage 2.

Top websites... Top websites...

Making Tracks

<http://www.bbc.co.uk/radio3/makingtracks>

A great place to compose rhythms and compositions.

Numeracy

<http://www.nzmaths.co.nz/PS/index.htm>

Problem solving in numeracy, with lots of support. This is always the trickiest bit of teaching numeracy, and there are some great ideas here.

Andrew Trythall





Roy Topping

Halsnead Community Primary School, Prescot,
Merseyside

Ingenuity in the use of ICT to illuminate everyday activities is what Roy does well: using a Smartboard to produce a whole-class letter to a politician or fitting up the digital microscope to the board to show fungi growing on rotting grass. Starting lessons with quick paced mental maths starters and then using the Notebook feature to introduce, order and convert imperial capacity measures are other techniques. The email link that Roy has developed with a school in Australia ensures that pupils can work to a real audience and creates motivation as the children produce their best work trying to impress their counterparts. He applies the numeracy hour framework to the Spanish After-School Club where the teaching is done almost exclusively through different forms of ICT. In subject areas such as history, there is personal research via the internet, with the resulting information presented digitally – all helping to develop key skills.

Top website...

Primary Resources

<http://www.primaryresources.co.uk>

A plethora of online, interactive teaching resources.

Sarah Neild

Peter Heaney

Steelstown Primary School,
Londonderry

Peter has devised Authors Online (AOL). Peter's starting point for AOL is his desire to bring books to life for his pupils. He believes that reading is a sterile experience for too many children, an exercise in wrestling a 'given' meaning from a text, which requires little from them in terms of response. Peter feels that reading a book should be a lively, entertaining, social and enriching experience. In the AOL project he has attempted to infuse life back into classroom reading by emphasising the communication and conversational aspect of it. Putting

children in touch with authors helps the children to understand the concerns of the writers and the issues in books. ICT allows the creation of a partnership for learning between the child, his or her peers, the teacher and the author. ICT is the delivery mechanism. The project provides opportunities for weaving the strengths of ICT into a learning environment for the child that enhances their experience in a way that other media are unable to do. ICT and literacy come together in ways that serve to enhance teaching and learning.

Top website...

Enchanted Learning

<http://www.enchantedlearning.com>

This is a very well constructed site with loads of useful downloads for everyday use in the classroom. It covers a very wide range of curriculum content and ability.

Peter Heaney

Angella Streluk

Amington Heath Community School, Tamworth

One of the core beliefs of Angella Streluk is that pupils need to learn ICT in a structured way that suits their level of competence, knowledge and skills. What is often taken for granted may seem complex to the pupil. As the co-ordinator for geography and history, Angella has tried very hard to ensure that her subjects make full use of ICT. All possible ICT software is incorporated into termly plans so that staff know what is available and what uses it can be put to. This has meant that maximum use has been made of the

few resources available. Whenever possible, free resources have been built into schemes and at other times resources have been made to help support the curriculum. These have included a PowerPoint presentation on seashores and a school server-based website on farms. The latter was aimed at Early Years teachers, who find it hard to find appropriate material for their pupils. A Brixham website was devised to help with contrasting localities.

Tim Taylor

Tuckwood Community First School, Norwich

The main strand of Tim's work is to create autonomous learners who learn by doing and showing others. The peer mentoring system that Tim has initiated with his class of Year 2/3 pupils is well developed. The Year 3 pupils are 'experts' on ICT and act as mentors to the Year 2 pupils, and are skilful in both. The work that Tim has done with his class using DVD is exceptional, with some excellent examples of using DVD in the curriculum. The video on how mummification was done, made entirely by children, is both fun and informative. An example of ICT used in raising standards is the use of Word to demonstrate editing. A story is written in Word and shown on the whiteboard. Children take turns to edit and draft on screen, improving the story by discussing and adding adjectives and adverbs.



Steve Ungi

Harrow Way Community School, Andover



Turning around a dysfunctional CDT department in a very short time is an achievement. Steve achieved his goals quickly and efficiently. His experience in the Army (he was a career soldier), means that he has a no-nonsense attitude to teaching. Using novel approaches in D&T, Steve has developed, through programs like Camtasia, ways of increasing learner autonomy and more intensive teaching. He transformed an outdated metalwork room into a state of the art CAD/CAM suite that motivates most pupils at both Key Stage 3 and 4. His development of teaching and learning approaches of CAD/CAM has been consolidated via the production of clearly structured units of work. He has produced a self-study package, enabling students to consolidate their computer-aided design capability and the package enables students to get animations of techniques when they need them.

Edgar McKinney

Ballyclare High School, County Antrim

One of the impressive aspects of Edgar's work is the way that he has integrated ICT into his own classroom. The opportunity for pupils to have immediate access to five computers changed the way RE was being taught within the school. Edgar is Head of Religious Studies and is the Intranet Development Manager in the school's ICT strategy team. Edgar has made the intranet a whole-school resource that has provided a strategy for communication and a way of sharing information and knowledge throughout the school. His ICT skills and hard work ensure that the

resource is kept up to date and meets changing needs. RE plays a significant part in delivering ICT as a cross-curricular theme and the use of ICT is clearly outlined in Edgar's departmental plans and work schemes. His aim is to ensure that all pupils become efficient researchers and critical thinkers.

Top website...

Journal of Chemical Education
<http://jchemed.chem.wisc.edu>

A great deal of information available to support chemistry, with excellent video clips.

Peter Hollamby

““ Best advice received

This was from my pupils, who told me how to rewrite my PowerPoint 'lessons'. They listed a number of aspects which irritated them.
Peter Hollamby



Louise McCullagh

Gladesmore Community School, Haringey, London

An enthusiast who uses ICT to enhance her science teaching, Louise demonstrates an imaginative and creative use of ICT in developing her own materials for use in the classroom. She creates starters to capture the attention of students and stimulate their curiosity. Her material for plenaries encourages reflection and consolidates learning as well as linking the

learning objectives to expected outcomes. Learner autonomy was increased by the installation of an ICT science network and the introduction of a web-based GNVQ course along with the installation of appropriate software and use of internet sites for research and consolidation of topics covered in the curriculum. Louise has also acted as a consultant for the LEA.

Top website...

BBC Radio 4 - Listen Again

<http://www.bbc.co.uk/radio4>

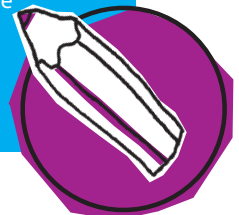
These are very useful for geography. An excellent cross-curricular resource.

Peter Humphries

““ Best advice

If you can use Microsoft Word you can develop your intranet. It is possible to develop more sophisticated web-authoring skills by using programs such as MX Studio 2004. Once you become part of the ICT culture within your school, you will be able to obtain and share creative ideas. It is from being part of this group that you will receive most of your ICT training. I have found most people are willing to teach you – even students on occasions!

Peter Humphries



Mark McNulty

Queen Elizabeth School, Kirkby Lonsdale, Cumbria



Innovation is what Mark enjoys. In addition to his work in ICT, Mark is also the Year 8 football coach. He was recently involved in a school visit to Valencia FC, where he daily updated his website with news and pictures of the pupils and their activities. The parents at home appreciated this. Mark also used some of that material to create a souvenir CD. Mark entered teaching from a publishing background and he can see clearly the potential of ICT to create compelling learning materials. Amongst other things, he uses his ICT skill to create attractive and lucid handouts. Simple ideas, meticulously prepared, lead to effective teaching. Homework booklets are produced for the pupils, which can be marked via password-protected pages on the intranet. Mark has developed intranet content for almost the entire Key Stage 3 ICT scheme of work. This year, he produced a revision CD for all pupils doing GCSE ICT and much content has been developed to support both Advanced Vocational Certificate of Education (VCE) ICT and Computing at post-16 level.

Donald Morrison

Ellon Academy, Aberdeenshire

Demonstrating clearly that ICT can have a significant impact on history teaching is a characteristic of Donald's work. He believes that vital to raising attainment is the interaction between the teacher, pupil and home. Donald's integration of email and online resources is important in this. He marks a great deal of work online then sends the essay back with two exemplar essays so that the student can see how others scored better grades. Simple assessment in some areas has also been switched to ICT and although the tests are challenging, the use of ICT has introduced

Best advice

Find out how to use 'Paste Special' to create movable images and text in Word documents so that teachers can easily create their own science 'jigsaws' for use with a number of e-learning activities.

Peter Hollamby

an element of 'fun' into the tests. The concept of concentrating on web pages rather than websites is important. Donald believes that much time is wasted wandering through a site rather than going straight to the essential information. Another practical example is how the use of coloured text has helped the understanding of the systematic approach to essay writing.

Top website...

ChemIT

<http://www.chemit.co.uk>

Useful customisable e-learning materials
for Key Stages 3–5.

Peter Hollamby

Peter Humphries

Sir John Nelthorpe School, Brigg, Lincolnshire

ICT is central to the way the geography department works. Peter Humphries has developed an intranet as a whole-school resource. The materials have been made available to students by adding them to the school website so that pupils can access the information from local libraries or from home. The intranet has digital video clips to enhance pupils' learning. Peter has also developed a number of Web Enquiries. These are used by staff with the students and students can complete them for their own investigations. The use of

email has had an impact on the way teachers set homework and work with students. The department has developed the use of video conferencing within the school and the work was completed with their German partner school. The move to broadband is enabling the school to develop the use of web-based video conferencing.

Peter Hollamby

St Cyres School, Penarth, Vale of Glamorgan

Secondary science teacher Peter Hollamby has for a number of years made a feature of the use of PowerPoint in the teaching of chemistry. The quality of his work has been recognised outside the school and at present he has been seconded to the Gatsby Foundation to develop his materials further and to make them available to other teachers. His slides take a great deal of preparation and he uses numerous techniques to make them both interesting and motivating. The use of animation and high-quality images adds to the impact of the work that he displays.



Anna Smith

Hills Road Sixth Form College, Cambridge



Anna is quite clear about why she uses ICT in history: "Because it works; I wouldn't use it if it didn't." She uses Outlook (both its email and discussion group facilities), Word, Publisher, Hot Potatoes, and HTML regularly. The introduction of a data projector is now the focus for developing materials to exploit the power of the presentation technology. Anna's exercises for classroom use are also designed to promote learner autonomy. The exercises combine the development of knowledge with the development of thinking skills, encouraging students to take responsibility for their own learning. One idea that she has developed is taking a group discussion and feedback activity further by getting the students to email their ideas to her. She pasted these ideas into a Word document, and displayed this on screen. As a class, the students then discussed and edited the materials, explaining their thought processes and adding comments. In addition, exercises such as the 'group essay' often include peer assessment opportunities.

Robert Newcombe

West Cheshire College

Championing and supporting the use of e-learning, Robert Newcombe has built up the college VLE within his own area and outside, in areas as different as electrical engineering and hairdressing and beauty therapy. His development of materials to support BTEC National Diploma in IT and ICT Technician programmes has allowed learners to concentrate in class on 'hands on' learning, while getting the theory they need at a time and level to suit themselves. The use of animations and short video clips within the materials stimulates learning, and facilitates



Best advice

Consider printing on pastel coloured paper – it can be easier on the eye than white.

David Martin



learning in a safe mode before the learners work with real components and live electricity. His understanding of the role of ILT has improved the learning opportunities for learners across college. As well as developing e-learning materials for computing, he has developed support material for key skills that all learners and staff can use.

Best advice received
Even Office applications, such as Word, have great potential for truly interactive learning.
Anna Smith

Mark Rothery

St Mary's College, Middlesbrough

Integrating ICT in science has been the main task for Mark since joining the college. In the last eighteen months he has used spreadsheets and data projectors, created web-based slideshows of trips and fieldwork, trained staff to use FrontPage, Excel and PowerPoint and trained a technician to place all practicals and instructions on the intranet. He has run training and sharing good practice seminars both in the department and throughout college and co-ordinated with other local teachers. Students are

encouraged to develop their own ICT skills, encouraging the use of spreadsheets for formula writing. Students have also constructed models and taken digital photos of the models to include in their own PowerPoint presentations in biology. Students also make use of other websites to expand their opportunities for study. Mark aims to be a role model by making full use of a range of ICT to maintain records of student progress, analyse statistics and produce graphs.

Top websites... Top websites...

Tudors

<http://www.tudors.org>

John Guy's website. Guy is a leading Tudor historian, and has put a selection of papers and lecture notes up on the internet. An excellent place for extension reading for students (and teachers).

Anna Smith

Nazi propoganda

<http://www.calvin.edu>

The German Propaganda Archive is an excellent collection of Nazi propoganda sources, including posters, speeches and extracts from books and pamphlets. (Also contains Marxist material from the East German period.)



Jennie Cole

Thomas Danby College, Leeds



The lack of appropriate reading material for English for Speakers of Other Languages (ESOL) students motivated Jennie. She realised that incorporating ICT into the learning sessions stimulated and made the learning fun and appropriate for all ESOL levels. She learned how to use a digital camera and PowerPoint software in order to create online reading material for students to access. The material in PowerPoint is set up so that students need to click the mouse to get to the next page, so they can learn at their own pace. Jennie used her own students as subject matter for the reading materials, taking photographs of them in particular contexts: doctor's surgery, supermarket and home. Students are not only learning English, but also learning about the culture in Britain in some of the stories. Jennie has produced eight stories in total, which are accessible on the ESOL Blackboard site and the marketing team at the college has printed them. Having reading material in both hard copy and PowerPoint formats means a wider appeal for students and flexibility for the tutor, if using the material in the classroom.

Best advice
If a job's worth doing, it's worth paying somebody to do it properly for you!
Robert Newcombe

Top websites... Top websites...

Ferl's Learning and Teaching site <http://ferl.becta.org.uk/>

An excellent resource base, for FE and others, for ILT and mathematics (and other subjects). Search, for instance, for 'Mathematics Spreadsheets' and view the downloadable resources displayed.

Oundle School's Mathematics Links <http://users.argonet.co.uk>

A valuable starting point for schools looking at what websites are available. This leads on to other sites that can form the hub of a further investigation of sites.



Best advice

The old adage 'Measure Twice, Cut Once' is just as valid in the preparation of learning resources as it is in a physical task.
Robert Newcombe

David Martin

Broxtowe College, Nottingham

One of the college's Teaching and Learning Fellows, David has a role which allows teachers to research a topic for two years and if successful, become an Advanced Practitioner. David chose 'Quality Use of Information and Learning Technology' for his fellowship with a focus on mathematics and numeracy. He has a clear understanding of how ICT can contribute to developing insights of students in mathematics. He uses ICT as

one of a number of tools for developing understanding by students. David has used a range of applications (including Excel, Autograph and Developing Number) as part of his numeracy learning support. Training events he has held in the use of ICT have been well received and have included the use of the internet and intranet to support understanding in mathematics and how to work with graphs and statistics using Autograph.

Top website...

Warriors of the Net

<http://www.warriorsofthe.net>

The best introduction to TCP/IP I have seen - it is a 13-minute cartoon film. Freely downloadable for personal use, site licences available.

Robert Newcombe

Best advice

Don't wait until you're an IT 'expert' before trying out ways of using IT in teaching and learning. Just 'have a go', being creative with the skills you have. Put the learner, not the technology, at the centre. Sometimes a hi-tech approach works brilliantly, but sometimes pencil and paper is best.

Anna Smith

