



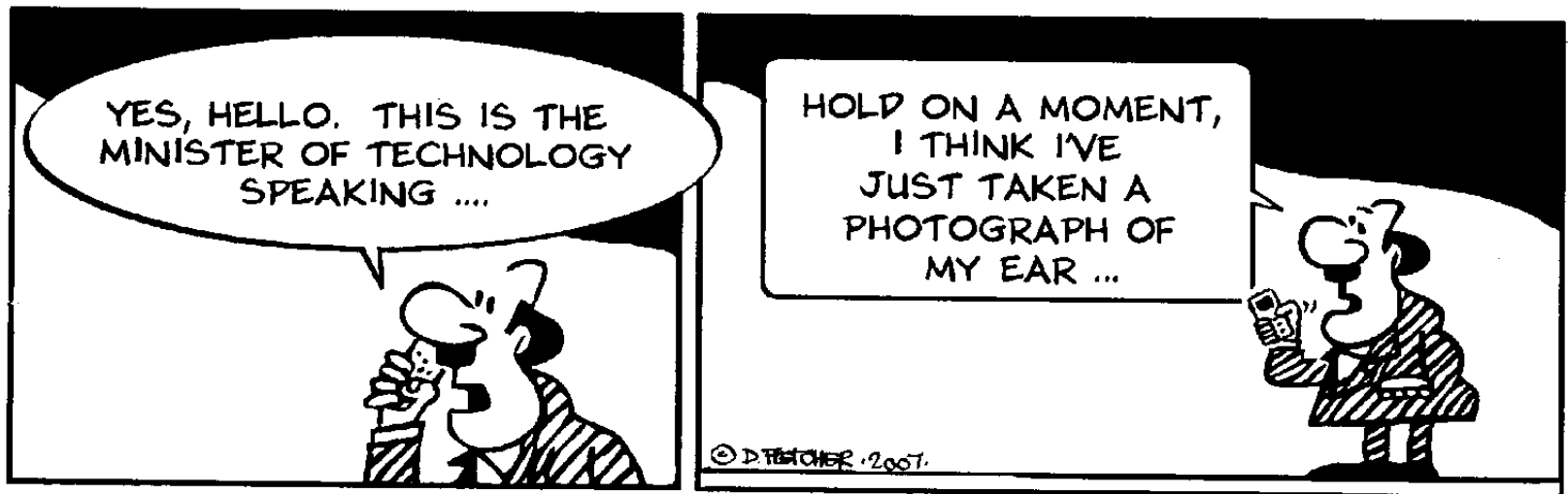
AAEGT 12th National Gifted and Talented Conference Hobart July 2008

Enriching the English
and Humanities Curriculum
using IT

Claire Forsyth and Carol Lovell

Aberfoyle Park High School – South Australia

The Politician



The Advertiser www.adelaidenow.com.au Thursday, July 12, 2007



Our Journey ...

- Introduction
- Carol - English
- Claire - Humanities
- Conclusion
- Questions and Discussion

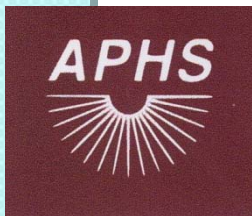
Aberfoyle Park High School



www.aphs.sa.edu.au

ABERFOYLE PARK HIGH SCHOOL

- Southern suburbs of Adelaide
- Established 23 years ago
- 1150 students
- Middle socio-economic area
- Broad curriculum
- IT Focus School
- Gifted and Talented Program



Gifted and Talented Program

'Ignite' Program:

Aberfoyle Park High School

The Heights School

Glenunga International High School



Context in which we work:

- ACER Testing
- 2 groups of 30 students
- Together for core subjects
- With other students for electives



'Ignite' at APHS ...

Core Features

- Compacted curriculum in some subjects
- Possibility of acceleration within subjects
- Enrichment and extension opportunities
- Annual Field Trips



Our Classrooms ...



- English and Humanities
 - Teach self-contained 'Ignite' classes Years 8 - 10
 - Mixed ability mainstream classes Years 8 - 10
- English, Australian Studies and Tourism
 - Years 11 – 12 SACE
 - 'Ignite' students integrated into mainstream classes
- Range of abilities and learning styles

Support Network ...



- Michael Cowling - Mentor
 - Inspires, supports and encourages
- Administration
 - T and D - school and off site - ongoing
 - Technical Support
- We are not 'whizzes' or experts
 - Organisers and facilitators of IT
 - Mentors - assist and encourage others

Mentor and Support ...



State English teachers
Conference
Podcasting workshop,
Open Night

Sherleena Chetty
year 10 English
& year 12 ESL
- podcasts

Lindsay Ingham
year 9 Ignite Maths
- Cabri Tutorial web site

Katherine Fisher
Learning Support & Active 8 interviews
- iPod recording, video editing & DVD

John Hopgood
year 10 S&E
- Kauria Tappa Iri DVD

Gabriele Trobbiani
year 9 Ignite S&E
Class Forum DVD &
podcasts

National Ignite
Conference
Class Forum DVD

National Ignite
Conference
paper on podcasting

Marg Irving
year 10 advertising
& year 8 English
- podcasts

**Michael
Cowling**
Staff ICT Mentor (0.2)
& year 9 English (0.2)
also B Ed Media
at Flinders Uni

Claire Forsyth
year 9 S&E
- School/Local History DVD

Year 9 S&E movies,
Open Night, DVD design
& hardware management

Year 10 German &
International students
- Senior German
Oral Exam podcasts

Laura Premrl
years 8 & 9 Chinese
& Senior German
- podcasts

Simon Bell
year 8 Spanish
- podcasts

Julie Morgon
Hub Library
- staff podcasting T&D

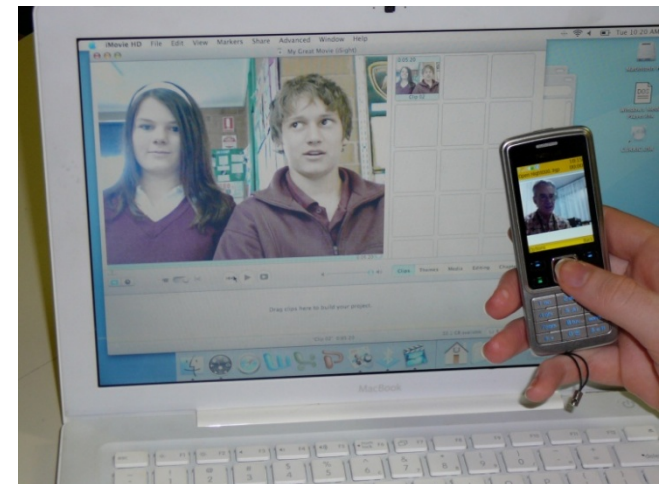
Jenny Johns
True Colours
& Stage 1 Health
- DVD & podcasts

Carol Lovell
year 9 English
& year 8 English
- podcasts

Year 8 English
speeches on film,
Open Night,
& state English
teachers Conference
Podcasting workshop

Equipment ...

- Labs – PC and Macs
- Laptops
- Video Cameras
- Microphones
- iPods and microphones
- TV/Video/DVD
- Data Projector
- Mobile Phones



Applications...

- Word, Publisher, Inspiration
- Iphoto/photostory
- Imovie/MovieMaker
- GarageBand
- Comic Life
- iTunes
- PowerPoint/Keynote
- Facebook/Myspace/Utube/iChat



Curriculum Content/Outcomes

In SA, educational outcomes across all learning areas are determined by:

- National Key Competencies
- SACSA Framework
- SACE Requirements (SA Certificate of Education)





Key Competencies

1. Collecting, analyzing and organising information
2. Communicating ideas and information
3. Planning and organising activities
4. Working with others and in teams
5. Using Mathematical ideas and Techniques
6. Solving Problems
7. Using Technology

We believe

- Need to **connect with eWorld of our students**
 - Teachers – digital immigrants
 - Students – digital natives
- Their Technology vs Ours
- They know much more than we do and always will
- Teachers need to be confident with process rather than technology
- Our journey is just beginning
- Review processes are essential



Celebrating Ability ...



Use of IT can:

- accommodate different learning styles
- empower students in their learning
- provide opportunities to pursue personal interests
- elicit higher levels of thinking
- encourage creativity
- connect with real life situations
- allow for **celebrating abilities** of all!



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Enriching the English Curriculum using IT

Carol Lovell

Aberfoyle Park High School

About me ...

- 40 years experience
- English and History
- Special Education
- Various teaching and leadership roles
- Currently teaching 8 – 12 English
- Long term involvement with Gifted Ed
- Increasing interest in IT



IT in the Classroom?



I didn't choose
to bring IT
into my classroom!



Yr 12 English Communications

APPLICATIONS - Individual Projects

- Film-making
- Film reviewing
- Interacting
- Investigating
- Language
- Multimedia web authoring
- Oral language
- Prose reviewing
- Workplace writing
- Writing for publication



Decision ...



Offer all the choices
on the understanding that
I couldn't teach
the media stuff

Popular choices ...



- Web site authoring
- Film making
- Work place documents
- Writing for publication
- Film reviewing



Outcome ...

I was amazed!

The quality of their

- films
- web sites
- work place documents

was highly professional and
way beyond my expectations!



Podcasting

What is it?

- *Radio across the internet, time shifted*
- *Down load to computer then to mp3 player/mobile phone*



Why?

- 36% adults ... 70% Yr 8s - have mp3 players
- 14% adults ... 45% Yr 8s - use often
- 84% adults ... 88% Yr 8s - know little or naught

Podcasting in the classroom ...



Reflections ...

‘Value-added’ outcomes:

- Unexpected leadership qualities
- Appreciation of peers’ texts
- Ability to evaluate and critique
- Collaboration
- Advanced IT skills within group
- Willingness to accept criticism
- Rehearse and strive for higher quality
- Awareness of possible global audience
- Ultimately, a shared pride in their work!!



Reflections ...



My perspective:

- Preparation/organisation alongside flexibility
- Recognise prior knowledge and skills
- Trust students to work independently
- Shift from instructor to facilitator
- Happy to learn from 'digital natives'

Next step ...



Introducing options ...

Reading Responses

- Higher level of engagement than usual
- Imaginative and creative abilities
- Less self-consciousness in roles
- Polished responses to a high degree
- Demonstrated knowledge of texts
- Used analytical skills
- Enjoyed the assignment!



Independent Reading - no longer a bore!!

iMovie ...

Childrens' Book Week



Interviewing a Reader

Expert Talks ...



- Open ended assignment
- Choice of presentation method
- Wide range of options
- Intense engagement



Introducing Shakespeare ...



Videoing ...
using clay animation
with stop motion ...
and real life photography

Possible activities ...

- Graphic novels, cartoons - Comic Life
- Debating speeches, interviews, learning recitations - iPods & microphones
- Radio programs, interviews - Podcasting
- Mini books, pamphlets, flyers - Publisher
- Newspapers/magazines - Publisher/Word
- Publication of poetry/prose - PhotoStory
- Unlimited opportunities - iMovie
- All sorts of presentations - PowerPoint

And now ... ?

- IT as natural method of publication
- More comfortable about managing IT
- Greater focus on technical literacy
- Traditional forms still retained
- IT options built into assignments
- Keen to learn IT methods of enhancing students' imagination, creativity, confidence, independence and enjoyment!

Never ending journey ...



- Students creating and publishing work in media to which **they** are most attuned
- and **I** am more than happy to be a “fellow traveller” while celebrating the abilities of our students!!



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**Enriching the Humanities Curriculum
using IT**

Claire Forsyth
Aberfoyle Park High School

About me ...



- 30 years teaching experience
- Business Education and Geography
- Acting Co-ordinator Humanities
- Humanities and Year 12 Tourism
- Interest in IT and 'Ignite' (G and T)

My Journey ...



- Enjoy IT
- Mentored
- Encouraged and Supported
- Provide environment /opportunities
- Mentor other faculty members
- Continues



What happens in my classroom ...

- Course Content – Outcomes
- Topics - platform to use IT in activities
- Provide opportunities to use ‘higher order thinking skills’
- Process – planning, IT skill development
- Demonstrate learning – celebrate ability by sharing with others



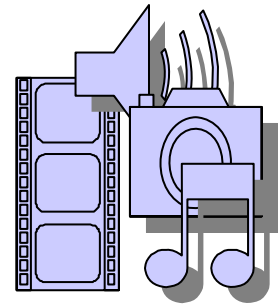
Possible activities ...



- design Inspiration diagrams
- create PowerPoints
- use Publisher to create flyers and brochures
- create cartoons
- use cameras, mobile phones and iPods to interview – then upload to MacBooks
- make movies

Multimedia Projects ...

- Inside and outside of the classroom
- History Project
- Environmental Recycling Project
- Comparative Life during 20th C
- Kangaroo Island Issue Studies
- Election Campaigns
- Cultural Studies



Process – practical application ...

1. Introduce task
2. Discuss possible projects
3. Accept conditions of use of equipment
4. Sign Permission to film
5. Plan and organise tasks
6. Discuss Time-management



Practical Application continued ...

7. Organise equipment
8. Delegate tasks – skills of leadership, cooperation and collaboration
9. Create Mind Maps and Concept Plans



Practical Application continued ...

- 7. Research and Investigate
- 8. Notetaking skills
- 9. Collate and analyse information
- 13. Written Interview Skills
- 14. Practical Interview Skills
- 15. Multimedia Skills
- 16. Media Presentation Skills and Standards
- 17. Oral Presentation Skills
- 18. Marking and Assessment - Rubrics



eg Kangaroo Island Tasks ...

- Blooms terminologies to set tasks
- Pre-camp activities
- On-camp activities
- Post-camp activities
- Synthesis – create/design new Environmentally Sustainable Resort
- Present to class
eg Powerpoint, Podcast



Marking and Assessment

- Rubrics
- Peer and Teacher Assessment

Clare Forsyth

Year 9 Ignite S and E

5 July 2008

ASSESSMENT Rubric for Time, Continuity and Change - 5.2 Task

Marking:

- For each dot point, allow 3 marks for A grade, 2 for B grade and 1 for C grade
- Overall mark for ICT Project - Maximum out of 39 marks (First 7 sections X 3 = 21 marks) plus (Content 6 sections X 3 marks = 18)

A GRADE	B GRADE	C GRADE
<p>Group Cooperation - (peer assessment with Teacher's right to veto) participation, taking turns, doing your allocated tasks/doing your fair share</p> <p>All 3, plus demonstration of leadership, contributing to the group dynamics, smooth running of group and using initiative.</p> <p>Planning, Organisation and Time-Management - detailed evidence of planning notes and timeline and allocation of tasks plus more?</p> <p>Written Questionnaire - open questions, variety of topics, appropriate content, depth and follow-up</p> <p>Actual Interview - clear voice/speech, correct pace and volume, polite greeting and thank you (good social graces) all 3 plus make the person feel comfortable and welcoming (value added social graces)</p> <p>Research/Bibliography - use of at least one primary and three or more secondary sources (some interpretation) plus a Bibliography</p> <p>Final ICT Product - Keynote or PowerPoint:</p> <ul style="list-style-type: none"> • Movie clip (1-2 min max). • Images/photos. • appropriate audio. • slides (simple and not distracting, appropriate text (size, font), relevant information, interesting and not cluttered) <p>Total package - finishing with transitions, good display and positioning of text, use of cropping and sizing of images and use of captions</p> <p>Final Oral Presentation - confident, articulate, interesting and cohesive group presentation (All 4) plus extra 'sparkle'???</p>	<p>Group Cooperation - (peer assessment with Teacher's right to veto) participation, taking turns, doing your allocated tasks/doing your fair share</p> <p>All 3</p> <p>Planning, Organisation and Time-Management - detailed evidence of planning notes and timeline and allocation of tasks</p> <p>Written Questionnaire - open questions, variety of topics, appropriate content plus depth</p> <p>Actual Interview - clear voice/speech, correct pace and volume, polite greeting and thank you (good social graces) all 3</p> <p>Research/Bibliography - use of at least one primary and three or more secondary sources (some interpretation) plus a Bibliography</p> <p>Final ICT Product - Keynote or PowerPoint:</p> <ul style="list-style-type: none"> • Movie clip (1-2 min max). • Images/photos. • appropriate audio. • slides (simple and not distracting, appropriate text (size, font), relevant information, interesting and not cluttered) <p>All 4</p> <p>Final Oral Presentation - confident, articulate, interesting and cohesive group presentation (All 4)</p>	<p>Group Cooperation - (peer assessment with Teacher's right to veto) participation, taking turns, doing your allocated tasks/doing your fair share 2 out of 3</p> <p>Planning, Organisation and Time-Management - some evidence of planning notes and timeline and allocation of tasks</p> <p>Written Questionnaire - open questions, variety of topics, appropriate content</p> <p>Actual Interview - clear voice/speech, correct pace and volume, polite greeting and thank you (good social graces) 2 out of 3</p> <p>Research/Bibliography - use of at least one primary and two secondary sources (copy and paste) plus a Bibliography</p> <p>Final ICT Product - Keynote or PowerPoint:</p> <ul style="list-style-type: none"> • Movie clip (1-2 min max). • Images/photos. • appropriate audio. • slides (simple and not distracting, appropriate text (size, font), relevant information, interesting and not cluttered) <p>3 out of 4</p> <p>Final Oral Presentation - confident, articulate, interesting and cohesive group presentation (3 out of 4)</p>

A GRADE	B GRADE	C GRADE
<p>Content - for each topic - covered in great detail and very interesting and informative</p> <ol style="list-style-type: none"> 1. Interviewee's life during the decade 2. Significant events in the world during decade 3. Significant events in Australia during the decade 4. Significant invention or discovery of the decade 5. Who was famous and why during the decade 6. Topic of Free choice during the decade 	<p>Content - for each topic - covered in detail</p> <ol style="list-style-type: none"> 1. Interviewee's life during the decade 2. Significant events in the world during decade 3. Significant events in Australia during the decade 4. Significant invention or discovery of the decade 5. Who was famous and why during the decade 6. Topic of Free choice during the decade 	<p>Content - topic only just covered</p> <ol style="list-style-type: none"> 1. Interviewee's life during the decade 2. Significant events in the world during decade 3. Significant events in Australia during the decade 4. Significant invention or discovery of the decade 5. Who was famous and why during the decade 6. Topic of Free choice during the decade

SACSA Level 5 Learning Outcomes and the Key Competencies for Middle School subject Society and the Environment

SACSA Key Competencies

- KC1: collecting & organising information
- KC2: communicating information
- KC3: planning and organising activities
- KC4: working in teams
- KC6: solving problems
- KC7: using technology

Essential Learnings

T Thinking

C Communication

In Interaction

A = 85% of 39 = 33+

B = 70% of 39 = 27+

C = 50% of 39 = 20+

Where I'm at now ...



- Enjoy using IT
- Keeping up with IT
- Learn more about:
 - Blue Tooth Google Earth Webpages
 - MySpace FaceBook Webquests
 - Wikis Blogs Skype
 - Moodle Digital Portfolios Twitter
- Sharing the IT journey with others



In Conclusion

**Enriching the English
and Humanities Curriculum
using IT**

Enhancing Learning I

Differentiating the Curriculum for Gifted Students (Maker, 1982)

- Content modification
- Process modification
- Product modification
- Learning environment modification



Enhancing Learning 2

Higher Order Thinking Skills

(Bloom's Taxonomy – revised 2001)

- Analyse
 - examine, distinguish, investigate, deconstruct
- Evaluate
 - Judge, justify, debate, prioritise
- Create
 - Imagine, invent, compose, design, predict



Enhancing Learning 3



Key Competencies

1. Collecting, analyzing and organising information
2. Communicating ideas and information
3. Planning and organising activities
4. Working with others and in teams
5. Using Mathematical ideas and Techniques
6. Solving Problems
7. Using Technology

Outcomes observed ...

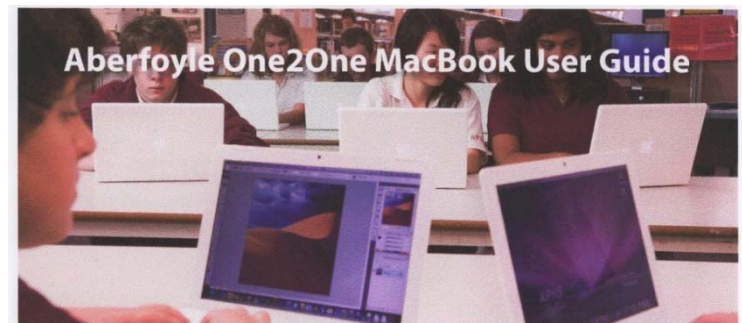
- Detailed planning and organisation
- Collaboration
- Communication and participation
- Leadership
- IT skill development
- Closer analysis
- Continuous evaluation and problem solving
- Imagination and creativity
- Engagement and enjoyment
- Pride in their work



Currently ...

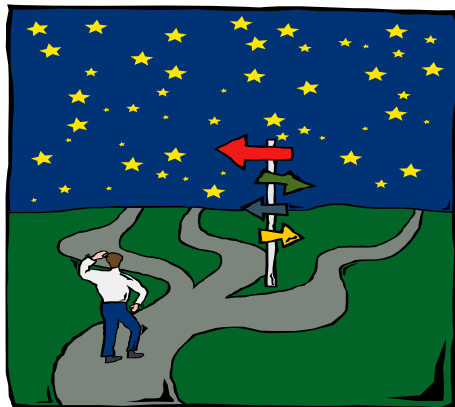
One2One Program:

- APHS initiative beginning Term 3
- T & D - incorporating IT in curriculum
- One laptop per student
- Dual Platform/parallels – PC/Mac
- Use laptop in most lessons



Future ...

- Our journey - training ongoing
- Students more knowledgeable than we are about IT and use it more confidently
- Greater use of IT in society
- Expected to mentor our colleagues




A final thought ...


“Everyday we will be fascinated by a new technology, exciting software and a dazzling application.

We must not lose sight of our journey's destination, however:
teachers and teaching, and learners and learning.





The most successful technologies are those that become unnoticed. We do not think anymore of the spectacle of printing every time we read a book, the phenomenon of TV every time we watch a movie, or the miracle of the telephone every time we make a call.



The ultimate success of IT for learning will be attained when we stop marvelling about the IT and *apply our hearts and minds to the wonders of learning*".

"Leading Academic Change in Gifted Education",
Manoj Chandra Handa, Teacher of English,
James Ruse Agricultural High School,
Gifted Education Conference, Sydney, 2005.

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