Going mobile in the creative classroom

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UK Lead Teacher, CCL
Scenario 1:
Personalisation
Device: 1:1 Galaxy Tablet

Scenario 2:
Liberating Learners
Device: 1:1 Chromebook
Why go mobile?

Why isn't it doing anything?

Harry “Mischief” Spoors
Digital Native, Aged 3
Learner led classroom? Personalised?
Overview of personalisation scenario

Course: “Curiosity”
Year Group: Year 8
And staff!
Pedagogy: Enquiry based learning
Unit: “Personal Artefact”
Length: 10 weeks
Tablet: Samsung Galaxy Tab 2 (7”)
Part of a wider 1:1 scheme

Why the wheel?
What object will I choose? Why is it important to me?

What questions can I ask? How will I find the answers? “Big question” and research.

What have I found? How can I make sense of it? What is useful/reliable?

“Big question” and research.

What will I produce to share my findings?

What do people think of my prototype? How can I improve it? What critique can I give others?

Can I complete a high quality product to present my findings?

Can I articulate my findings and product to a real life audience?

Personal artefact

Can I
map
make
ask
re-make
show
dream
explore
The learning wall

Good learners are... Reflective, Responsible, Resourceful, Reasoning, Resilient

Creating, Evaluating, Analysing, Applying, Understanding, Remembering

Keep your thinking HOT


Put on your thinking hats

LOM European Schoolnet e-learning foundation Lifelong Learning Programme
How tablets contributed

Google Sites Eportfolio - assessment, feedback, response
## Scenario 2 – Liberating Learners

<table>
<thead>
<tr>
<th><strong>dream</strong></th>
<th><strong>make</strong></th>
<th><strong>map</strong></th>
<th><strong>show</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What does great learning look like?</strong></td>
<td>Students were charged with becoming expert in an area they felt was holding them back from being more independent. They then planned a lesson to teach other students about how to improve in this area.</td>
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<tr>
<td><strong>Why become a successful independent learner?</strong></td>
<td>Students ‘taught’ their lesson and got feedback from their peers on how this went.</td>
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<tr>
<td><strong>Where am I now? (epace assessment)</strong></td>
<td>Students improved their lesson and resources based on the feedback and their experience teaching it.</td>
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<tr>
<td><strong>What are the characteristics of successful learners?</strong></td>
<td>Students shared their lessons with each other, with their parents and with teachers across the school. They presented their thoughts on how they thought their lesson went including the process they went through to create it and improve it.</td>
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<tr>
<td><strong>Tools to help me organise (Graphic organisers)</strong></td>
<td>Students re-took the epace assessment to see if they had improved. On average all had improved.</td>
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<td><strong>Strategies for getting unstuck (Moving on maps)</strong></td>
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<td><strong>How does my brain help me learn?</strong></td>
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<td><strong>Thinking in colours (De Bono hats)</strong></td>
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<td><strong>Making connections (SOLO taxonomy)</strong></td>
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<td><strong>Attributes of a successful independent learner (5Rs)</strong></td>
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<td><strong>What makes an effective team? (Team mat and SOPs)</strong></td>
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<td><strong>Students considered where they are currently strong and areas they may wish to develop</strong></td>
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<td><strong>Students came up with an action plan of how to ‘begin’ to become more independent.</strong></td>
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<td>What informed our approach?</td>
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<td>-----------------------------</td>
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<tr>
<td><strong>Feedback</strong>&lt;br&gt;Meta-cognition and self-regulation</td>
<td>£ £ £ £ £</td>
<td>★★★★★</td>
<td>+8 months</td>
</tr>
<tr>
<td>Peer tutoring</td>
<td>£ £ £ £ £</td>
<td>★★★★★</td>
<td>+6 months</td>
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<tr>
<td>Early years intervention</td>
<td>£ £ £ £ £</td>
<td>★★★★★</td>
<td>+6 months</td>
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<tr>
<td>One to one tuition</td>
<td>£ £ £ £ £</td>
<td>★★★★★</td>
<td>+5 months</td>
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<tr>
<td>Homework (Secondary)</td>
<td>£ £ £ £ £</td>
<td>★★★★★</td>
<td>+5 months</td>
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</tbody>
</table>

(Learning how to learn, self manage, etc.)

Sutton Trust Toolkit, Impact on attainment toolkit (FSM)
http://educationendowmentfoundation.org.uk/toolkit
Haven’t we always been able to do these things?
Yes in different ways!
What’s the difference?