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Anytime Anywhere Learning

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[State grant helps schools buy laptops](#) | The Desert Sun (CA-USA)

[Kids shun books for PCs](#) | VNUNet.com (UK)

[Bloom grad hopes to bridge the digital divide](#) | Southtown Star (IL-USA)

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Let AALF put you in touch with an expert who can assist you with your one-to-one program needs - from public speaking, to design, to implementation.

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Registration for the AALF Leadership Summit in Fresno, CA, is now open.
To register, [click here](#).

Registration for the AALF Leadership Summit in Seattle, WA, is now open.



Internet



1 to 1 Principal Institute

21 Steps to 1-to-1 Success

Day Two



Anytime Anywhere Learning
inspire - imagine - innovate - implement

Technology Culture

Karl Fisch

...ed by technology.. They probably should











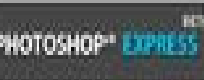















Our students don't care how much is on our plates. They only have five years in our school – they can't wait for us to figure it out..

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Educators who do not reach a basic level of competency should be embarrassed, not proud, to say so in public.

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- I**, Cringely . The Pulpit | PBS (5)
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Weblogg-ed

The Read/Write Web in the Classroom

12 Items | [Sort Oldest First](#) | Updated: Sun, Jun 22 2008 9:27 AM

[Media for Knowledge vs. Media for Action](#)

By Will Richardson on social

So, yes, this is yet another post on the thinking of [Clay Shirky](#), who what with all of the videos and interviews available out there on the Web has been pushing my own thinking on almost a daily basis. (I'm also happy to report that I'll be doing a live streaming interview with him on July 10 at 11 am for those that might be interested in how this all translates down to K-12 education. Stay tuned as I'm going to be asking for some audience participation...)

In a [presentation to the Royal Society for the encouragement of Arts, Manufactures and Commerce \(RSA\)](#), a site that is getting a [Ted Talks](#) feel to it, btw, Shirky talks about these shifts in terms of how our use of media is changing. Whereas we used to use media to know things, we can now use media *to do things*. In this world, to speak is to publish, and to publish is to gather. At one point he says that "every URL is a latent community now," and that community can not only consume the information there but can build platforms to act together. He discusses a number of examples that he used in his book, but he adds a great story about how the businesses in Palermo, Italy are using these new abilities to fight back against the mafia in some creative ways.

This idea of using media to act has been borne out in some interesting ways in our community in the last few days as well. [Doug Belshaw](#) found himself in the midst of some controversy recently when he posted his negative feelings about [TALMOS](#) - a Virtual Learning Environment that he had found difficult to use. Some TALMOS contacted his school



How Obama Reinvented Campaign Finance

NO SMALL CHANGE

Barack Obama is the first major candidate to decline participation in the public financing system for presidential campaigns. He's found a more effective way to raise money – by leveraging the power of the American people through online Social Networks.

\$122 million

BARACK OBAMA

INDIVIDUAL CONTRIBUTIONS LESS THAN \$200

2000 election

\$8.6M
G.W. BUSH

\$6.7M
AL GORE

\$3.2M
JOHN KERRY

2004 election

\$43.8M
GEORGE W. BUSH

\$3.7M
HOWARD DEAN

\$27.7M
JOHN MCCAIN

2008 election

A Little History

Traditionally, candidates developed relationships with a handful of corporations and wealthy individuals who could provide large sums of money to a national campaign.

In 2002, legislation passed limiting individual contributions to \$2,000 (\$2,300 in 2008) for primaries, and another \$2,000 for the general election. Campaigns then relied on "bundlers," fundraisers who could influence their network of friends to make maximum individual donations.

The wealth pyramid

A 2004 study found that less than one percent of Americans contributed more than \$200.

EVERYBODY ELSE

The Internet speaks

During the 2004 presidential primary, Howard Dean raised \$27 million online.

The Internet roars

In January, Obama set a record for donations in one month: \$32 million, \$28 million of which was raised online.

The rest is history

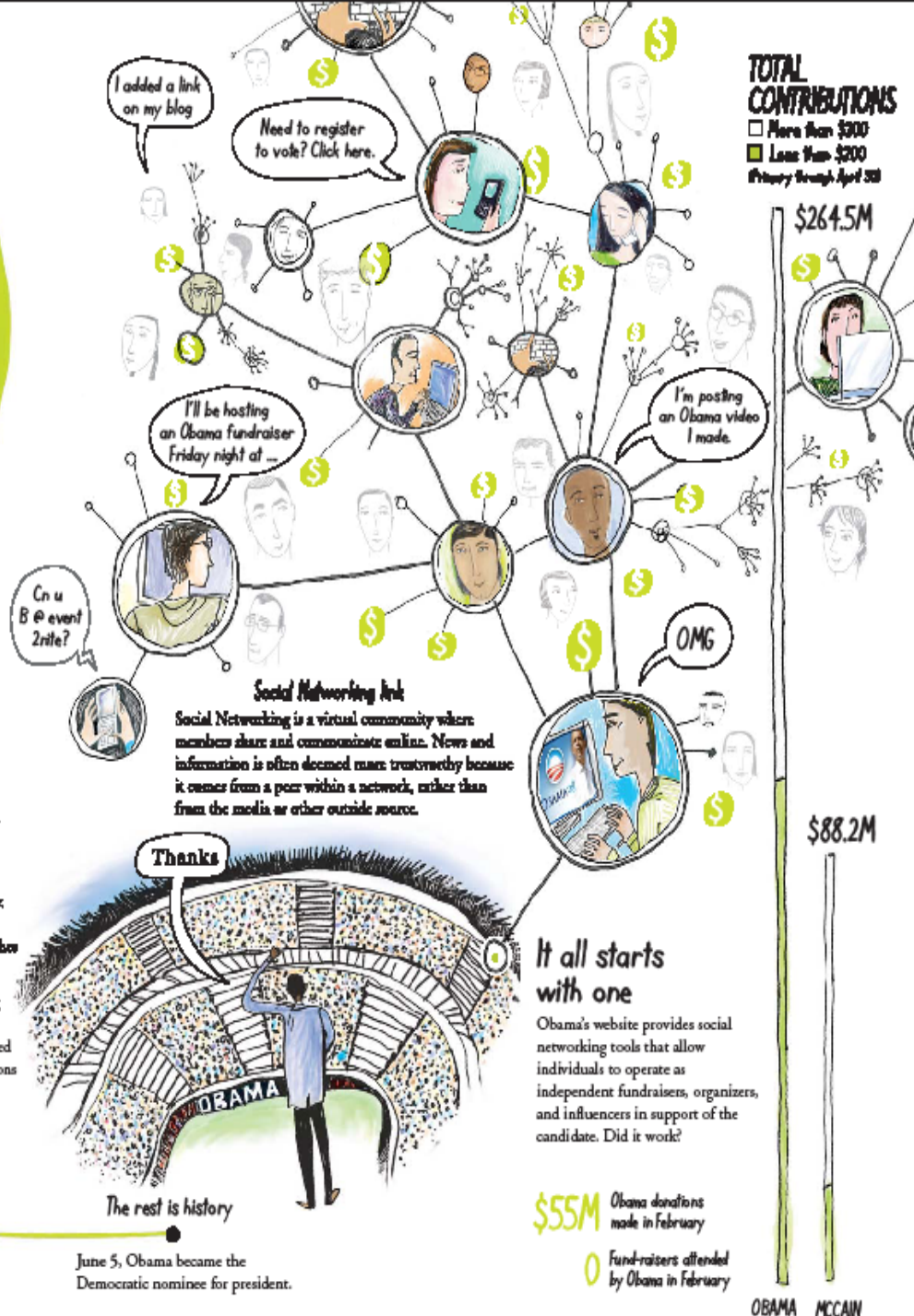
June 5, Obama became the Democratic nominee for president.

Obama's Start Up

By the time Obama entered the race, Hillary Clinton had already secured the party's top donors and most successful bundlers.

Obama needed a creative way to raise money. The former community organizer hired 24-year-old Facebook cofounder, Chris Hughes as his campaign's online organizer.

When stadium-sized crowds started showing up for Obama, supporters weren't asked to make donations. A ticket to the event required only an email address for later communications from my.barackobama.com.



XPLANE™ is a consulting and design firm that visualizes complex information for effective communication. For a PDF of this file visit www.xplane.com/obama.

<http://www.xplane.com>



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XPLANATIONS™ by XPLANE™

Sources: FEC, The Campaign Finance Institute, The Center for Responsive Politics, George Washington University



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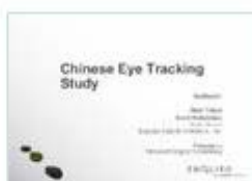
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Spotlight: Presentations as Research Reports



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Spotlight: Chinese Internet Research Conference (CIRC), Hong Kong



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[Fallows Deborah—...](#)
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from: [CurrencyTim](#) 8 hours ago
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(29 May, Bangkok, Thailand)

[Ignite Portland 3](#) (18 Jun, Portland, Oregon, United States)

[Achmea E-Marketing Masterclass 2008 04 28](#) (28 Apr, Oslo, Norway)

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What's new?

Slide Tips: Meet Charlie, His Friends and the Franchise [more...](#)

Slideshow of the Day

[view all](#)

LEGO is full of WIN

roo reynolds
rooreynolds.com

<http://flickr.com/photos/balakov/2222480185/>

1 / 31

00:00 / 03:10

Kiva - How Kiva Works - Windows Internet Explorer

http://www.kiva.org/about/how

File Edit View Favorites Tools Help

Home ~ AALF Anytime Anywhere Learning ... Kiva - How Kiva Works

What we do
How Kiva works
Team
Supporters
Field Partners
How to become a Field Partner
Press Center
Kiva Blog
Kiva Fellows
Do More
About Microfinance
Help Center

How Kiva Works

Choose an Entrepreneur, Lend, Get Repaid

The below diagram shows briefly how money gets from you to a developing-world entrepreneur, and back.

- 1) **Lenders like you browse profiles of entrepreneurs** in need, and choose someone to lend to. When they lend, using PayPal or their credit cards, Kiva collects the funds and then passes them along to one of our microfinance partners worldwide.
- 2) **Kiva's microfinance partners distribute the loan** funds to the selected entrepreneur. Often, our partners also provide training and other assistance to maximize the entrepreneur's chances of success.
- 3) Over time, **the entrepreneur repays** their loan. Repayment and other updates are posted on Kiva and emailed to lenders who wish to receive them.
- 4) When **lenders get their money back**, they can re-lend to someone else in need, donate their funds to Kiva (to cover operational expenses), or withdraw their funds.

```
graph TD; Lender[Lender: Couple] -- 1 --> FundAdelante[Fundación Adelante]; FundAdelante -- 2 --> Entrepreneur[Entrepreneur: Woman sewing]; Entrepreneur --> Fund[KIVA]; Fund --> Lender;
```

Done

Internet 100%

start In... 2 M 3 L 2... IT... Vi... 2 M Norton™ 9:01 PM

► Agenda for Day Two

9:00 am Review of Day One

- Learning Spaces
- Professional Development & Change Management

10:30 am Morning Break

- Software, Partnerships & Total Cost of Participation
- Setting the Guidelines: Policy Development
- FAQ; Understanding the Issues & Listening

12:30 pm Lunch

- Onsite Service, Deployment & Distribution of Student Laptops
- Evaluation, Review & Reform
- **10 Things they don't tell you about 1 to 1!**

3:30 pm Wrap-up Q & A





Steps 12 & 13

21st Century Learning Spaces



Anytime Anywhere Learning

inspire - imagine - innovate - implement

What does this mean for Learning Spaces?

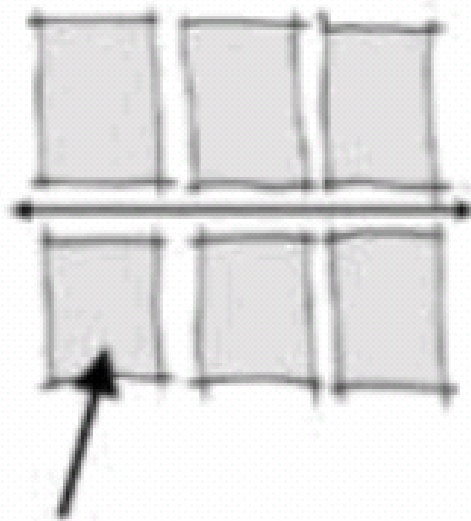
Learning will not take place only inside schools and colleges, but in communities, workplaces and families.

The shift to thinking about learning beyond the classroom requires **a shift in our thinking about the fundamental organizational unit of education...from** the school, an institution where learning is organized, defined and contained...

...to the learner, an intelligent agent with the potential to learn from any and all of her encounters with the world around her.

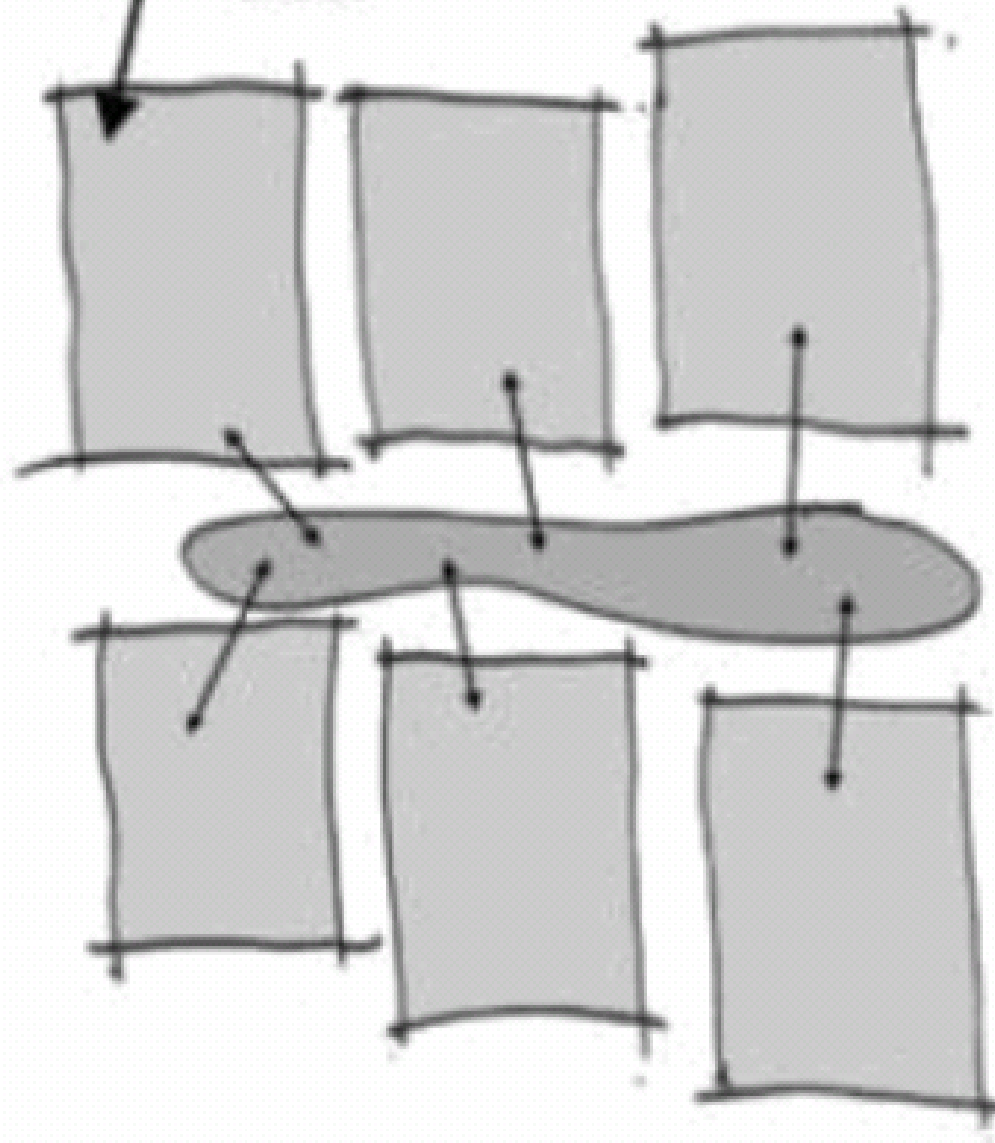
Tom Bentley,

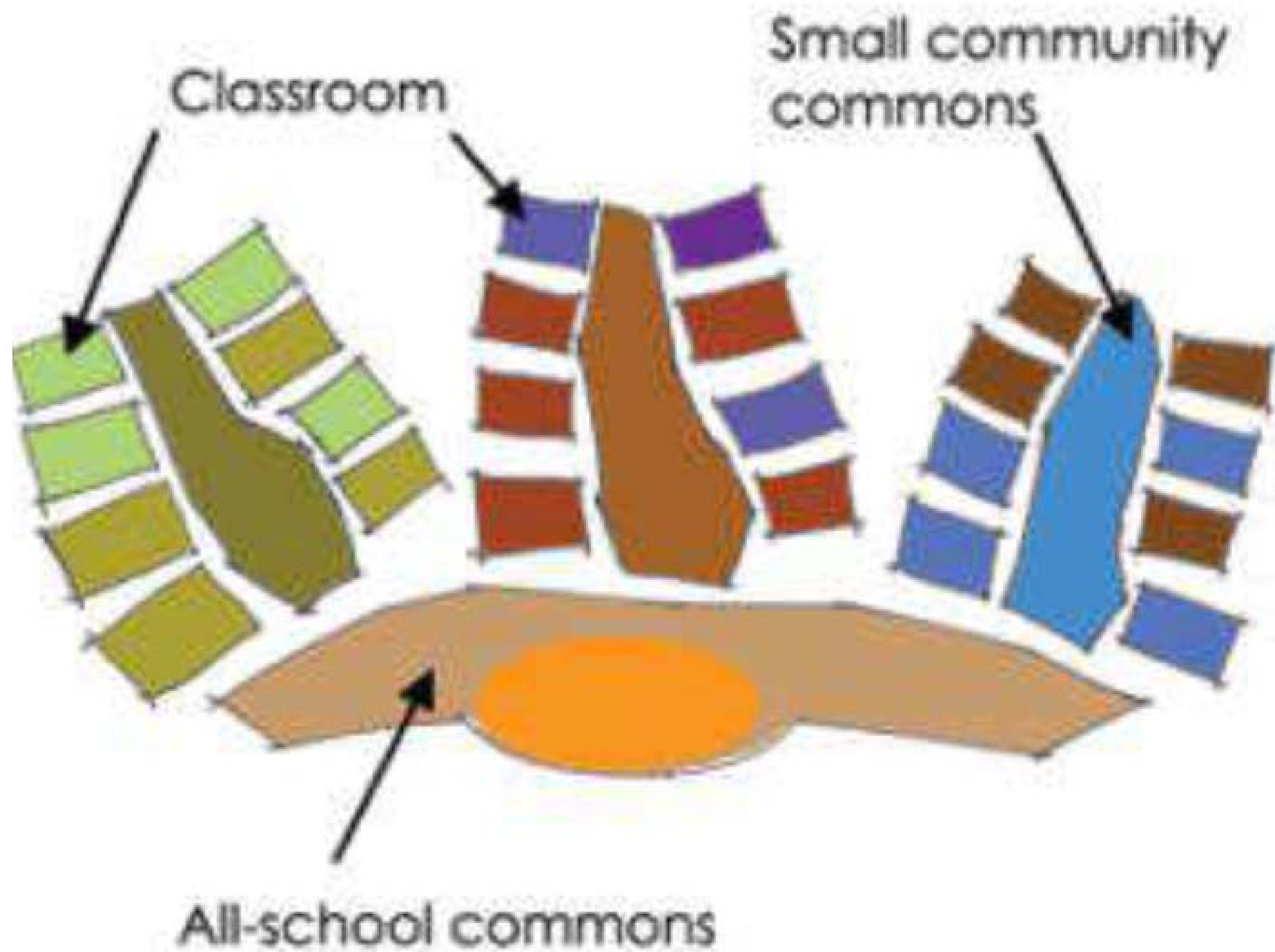
1998



Early 20th century school design standard, modeled after Henry Ford's factory production methods.

Evolution of the Ford model. The corridor is expanded to become a collaborative area.





Learning Modalities:

The learning modalities the physical school should support are:

- Independent Study
- Peer Tutoring
- Team / Collaborative work
- Lecture Format
- Project Based Learning
- Technology Based Learning
- Student Presentations
- Performance Based Learning
- Hands-on Learning
- Storytelling (floor seating)
- Seminar-style instruction
- Naturalist Learning

DesignShare

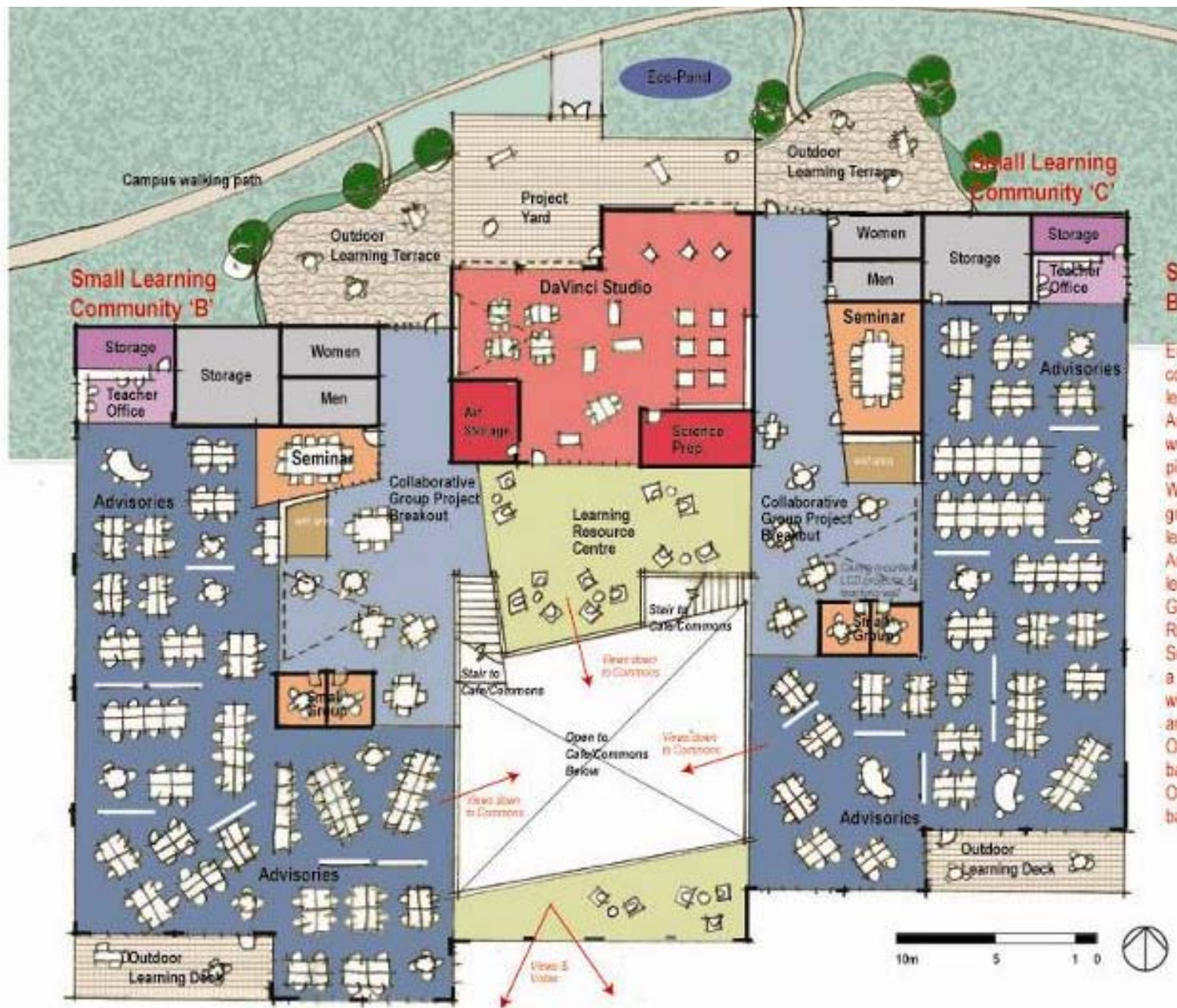
The Language of School Design

Design Patterns for 21st Century Schools

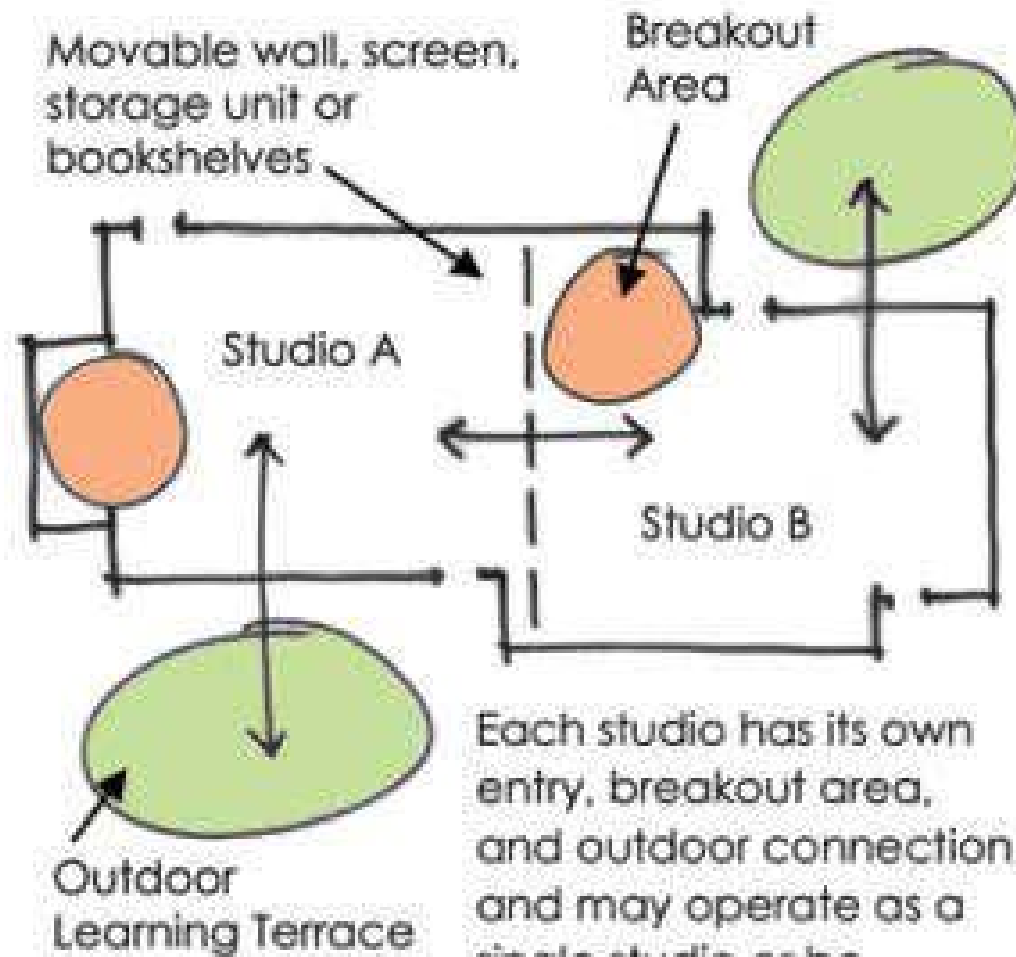


Prakash Nair & Randall Fielding

www.designshare.com



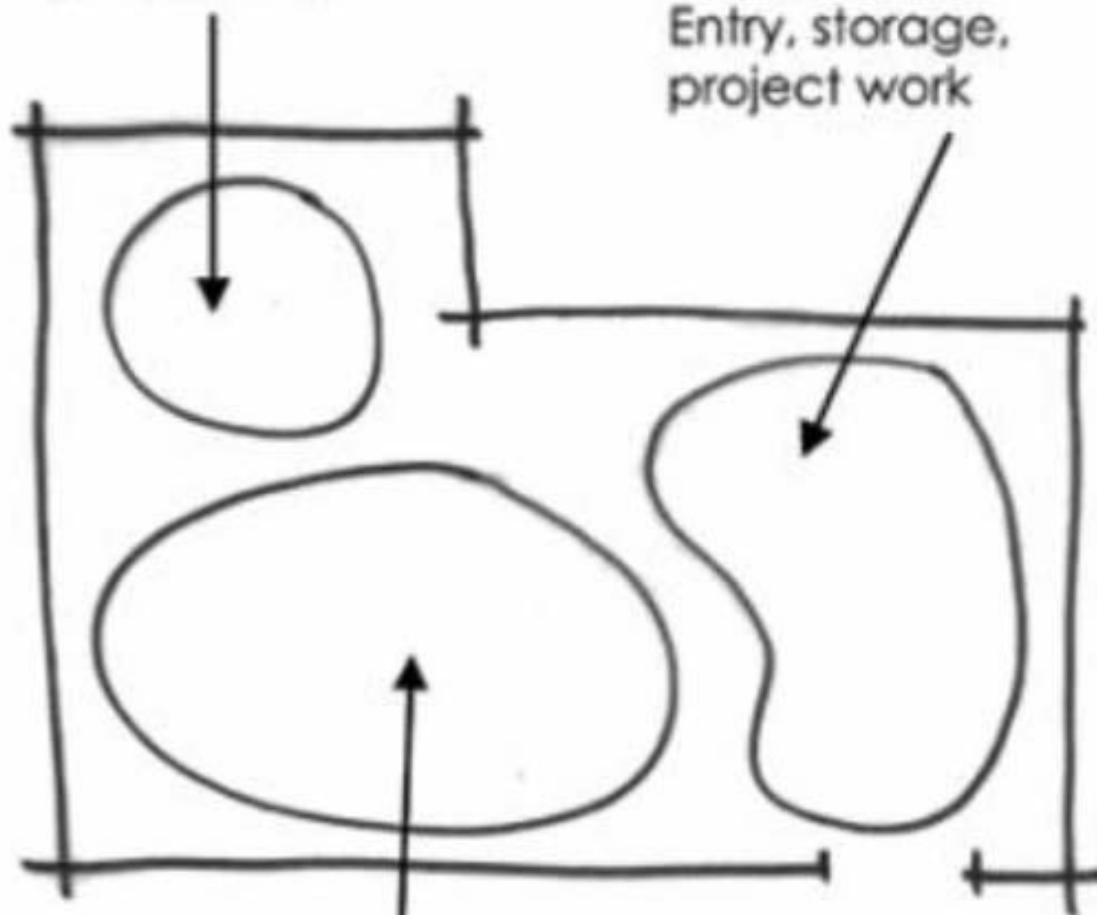
This campus is divided into three smaller learning communities (SLC) located on two floors. This is a conceptual layout of the second floor.



Each studio has its own entry, breakout area, and outdoor connection, and may operate as a single studio or be combined with the adjacent studio into a Learning Suite.

Breakout Area
Soft Seating

Active Zone
Entry, storage,
project work



Flex Space
Seminar, quiet individual work,
collaborative, or presentation.



Warehouse space before construction

Hip-hop High

Hip-hop high—advisory based groupings





Warehouse space after construction

Hip-hop High



Architecture

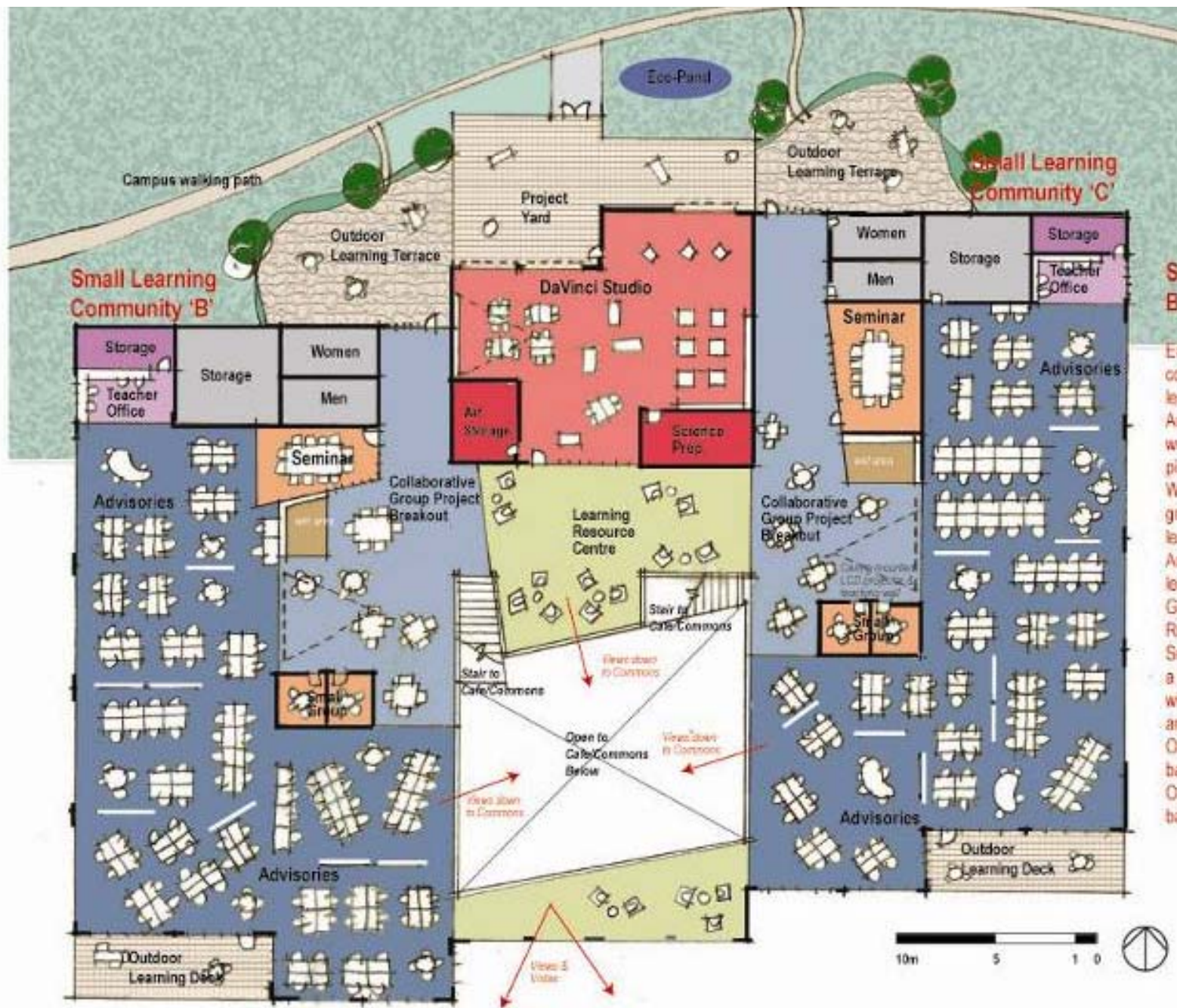






Upper Level (above)





This campus is divided into three smaller learning communities (SLC) located on two floors. This is a conceptual layout of the second floor.



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Upper Level (above)





Steps 10 & 11

Professional Development and Change Management



Anytime Anywhere Learning
21 Steps to 1-to-1 Success
inspire - imagine - innovate - implement

► The importance of Teacher Learning



“The first step in reforming the learning experiences of young people..
... is to reform the learning experiences of the adults responsible for young people’s education.”

Roland Barth

Technology Culture

Karl Fisch

ed by technology.. They probably should

Our students don't care how much is on our plates. They only have five years in our school – they can't wait for us to figure it out..

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... have had personal computers for 30 years now. How long does it take for people (technology is a part of life, not an add on?)

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Educators who do not reach a basic level of competency should be embarrassed, not proud, to say so in public.

SMART

Classrooms

Policy and vision	Technology literacy	Knowledge deepening	Knowledge creation
Curric & assessment	Basic knowledge	Knowledge application	21st C skills
Pedagogy	Integrate technology	Complex problem solving	Self management
ICT	Basic tools	Complex tools	Pervasive tools
Organis'n & admin'n	Standard classroom	Collaborative groups	Learning organisations
Teacher PD	Digital literacy	Manage and guide	Teacher as model learner



Smart Classrooms Professional Development Framework

- **ICT Certificate**

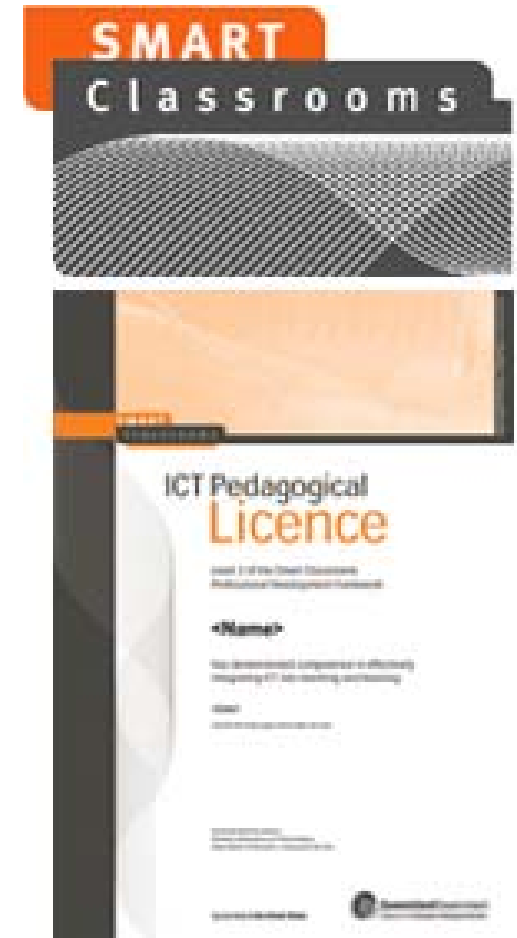
ICT Certificate provides a base level for teacher ICT use. This includes some core skills, knowledge and abilities as well as ICT pedagogy.

- **ICT Pedagogical Licence**

ICT Pedagogical Licence acknowledges teachers who effectively integrate ICT into teaching and learning.

- **ICT Pedagogical Licence Advanced**

ICT Pedagogical Licence Advanced acknowledges teachers who make ICT integral to teaching and learning and demonstrate leadership within the school.



*Smart Classrooms 2006 , Education Queensland





ICT Pedagogical Licence



- **Professional Knowledge**

- I understand how ICT can be used to support and enhance what students learn, how they learn, and when and where their learning takes place

- **Professional Practice**

- I provide opportunities for students to use ICT to enhance the learning of concepts and processes, working independently and as part of a group
- I provide challenging tasks that integrate learning areas and involve student ICT use throughout all stages of the learning process and for a range of purposes
- I create opportunities for students to use ICT to develop and apply new knowledge, skills and understanding

- **Professional Values**

- I set my own ICT learning goals based on regular reflection of my own professional practice and determined needs

- **Professional relationships**

- I seek opportunities to contribute to professional teams to share what I know and do regarding ICT and pedagogy



► A different view of the nature of learning

- Anyone can now learn anytime, throughout their life
- Anyone can now learn anywhere, wherever one has access to the Internet
- Anyone can now learn anyhow, in tacit, non-formal and formal ways
- So, learning need not, and perhaps even should not, be concentrated in a given period of life (school age) and in a particular place (the school) nor ought it to be “standardized”, “one size fits all”



► Innovation in a 21st Century learning environment should..

- offer extensive opportunities to significantly **address learner diversity**.
- promote new dimensions of **pedagogical innovation**.
- Enriching teacher insight, by giving us a platform to improve **teaching effectiveness** and show what **personalisation** offers learners..
- challenge us to look for more appropriate and effective means of **assessment**.
- allow us to **re-imagine curriculum** and what it might mean for the 21st Century learner.



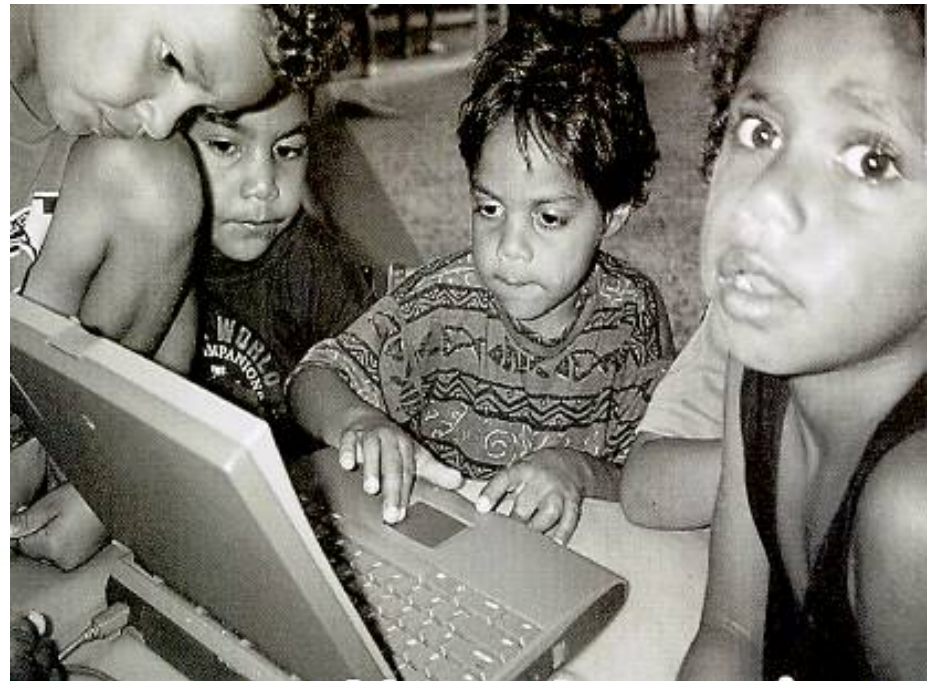
Using technology to increase our
capacity to innovate

► Addressing Learner Diversity



- Identify and **define prior knowledge** so learning is appropriate for individuals and groups.
- Adopt a **flexible approach** to learning delivery by drawing on a bank of Learning Elements or Objects from different sources.

- Apply different emphases and mixes of knowledge processes as appropriate to suit **different 'learning styles'**.
- Identify and **negotiate learning pathways** as appropriate to students interests and dispositions.



Be curious!

Be Bold!



Innovative Pedagogy ...at the very heart of transformation.

▶ where to start, and
how to scale ...

What does it
actually look like?

..how are you rewarded
for innovation?

***What are the implications for the
classroom?***

What risks should you take?

What should I give up?



HEART OF DARKNESS

Table of Contents

Part I: Key Passages

"The Romans did it too..."

"The Head Office"

"Visit to the Doctor"

"Image of Darkness"

"Chief Accountant"

Part II: Key Passages

"Going Up the River"

"Pilarims"

Home > Welcome to TakingITGlobal!



Welcome!

TakingITGlobal.org is an online community that connects youth to find inspiration, access information, get involved, and take action in their local and global communities. It is now the world's most popular online community for young people interested in making a difference, with hundreds of thousands of unique visitors each month.

TIG's highly interactive website provides a platform for expression, connection to opportunities, and support for action. Join now and connect with thousands of other young people around the world!

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Country Sites



Explore the world through TakingITGlobal's country sites.

[connect](#)



Featured: **Poland**

[launch](#)

Site Tools



Projects

Need somewhere to plan a project with a team? Get a free online space with room to keep all your progress reports, documents, and anything else organized!

Join TIG!



Sign up for a free membership that gives you:

- Access to a global network of over **85,000** TakingITGlobal members
- Tools for creating and managing your **Projects** and **Organizations**
- The ability to submit writing to **Panorama**, our online publication
- Your own Artist's Page in the **Global Gallery**
- Your own **TIGblog** and much, much more!

[Join!](#)

Monthly Theme



Millennium Development Goals

Remember the start of the Millennium? So do the leaders of all the countries in the world. Back then, they agreed to 8 ambitious goals to improve the lives of all humans on earth. 5 years later, we better get started! It's time for developed countries to step up and work to solve the global challenges that effect us all.

[launch](#)



Responding to Disaster

See what members are doing in response to the devastating Asian Tsunami, discuss the rebuilding effort with youth from Sri Lanka, Indonesia, India and Thailand.

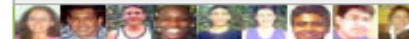
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Millennium Campaign

At the 2000 UN Millennium Summit, world leaders from rich and poor countries alike committed themselves - at the highest political level - to a set of eight time-bound targets that, when achieved, will end extreme poverty worldwide by 2015.

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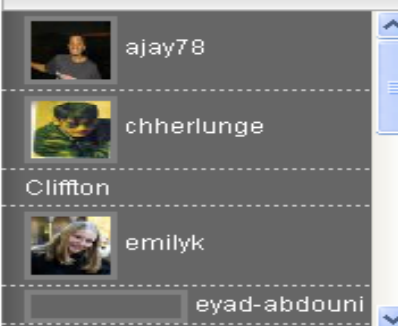
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Members Online

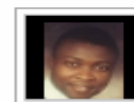


Guests Online: **311**
Total Members: **87,930**

Member Story

Joshua Nigeria

I actually joined TIG to gain access to a process that I believe the world at large needs to experience without limitations. Expressing my passion as a public speaker has also been phenomenal as my articles have led to new contacts and the really the exciting part has been "Taking my Innate Abilities Global" (from my locality) Lagos Nigeria. TIG's helped me grow to become the man I am... [\(read more\)](#)



Global Gallery

Get Started:

Explore the Global Gallery

[Artists](#)

[My Artwork](#)

[Collections](#)

[Contests](#)

[Intersections](#)

[Search](#)

About the Global Gallery:

[Mission](#)

[Background](#)

[Partners](#)



Inspire Group
This group is an initiative of the Global Gallery and Panorama Online Publication. It has been created as an interactive space for all TGS members that have an interest in culture and the arts, allowing their thoughts to grow in a space that belongs to them. [Click here](#) to find out more.



Welcome to the Global Gallery!

The Global Gallery is a platform for artistic expression that aims to promote cross-cultural understanding worldwide. Creativity unveils hidden perspectives and unique details that provoke the mind and shake the heart in the battle against indifference. [Click here](#) to find out more!

Gallery Features



Artists:

Browse through artwork created by other young people from all over the world.



My Artwork:

Create your own personal gallery, spotlight your artwork and share your creativity.



Collections:

View exhibits of artwork that explore different concepts, cultures, peoples, and places.



Contests:

Learn about and participate in contests run by the Gallery and its partners.



Intersections:

A collaborative project that explores the theme of "Intersections" through various media.



Search:

Looking for artwork of a specific type or about a specific topic? Search here!



panorama

A TakingITGlobal online publication

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June 2004: Languages

Languages are fundamental to communication and cultural expression, determining worldviews and ways of meaning-making. Statistics like "one language disappears on average every two weeks" are particularly alarming in this light. The extinction of languages is both an effect and cause of cultural hegemony, which is why language has always been a site of power struggles. The Internet, then, must be placed under special scrutiny. Currently, most online content being produced is in English (like this very paragraph). What does this mean for the thousands of languages in the world? What are ways in which technology can help preserve linguistic diversity? What language do you speak? Can we understand each other?

featured writing



[The Glory of Language](#) by Shabirhan Saig, Bangladesh

A language is not just combination of words or phonetics. It is the history of a tribe or a nation; result of thousand years of experiences, glorious lifestyles, and means of communication as well as the expression of a people's heart, which precedes civilization....



[Languages in the Information Era](#) by Louisa Amel, Tunisia

[\[View this article in French \]](#)

A language is before all a means of communication between individuals of the same population or the same race. Men started to express themselves with ...



[Living Languages](#) by Martin Miguel Arnes, Argentina

[\[View this article in Spanish \]](#)

We can define a language as:
"The expression of a culture, a means of communication; language is an instrument serving the community which ...



[Will the Ainu Language Die?](#) by Karen Shim, Canada

Northern Japan's indigenous culture and language are being revived. But will it last?
(Continued from the top of the page. If you have any comments or suggestions, please contact us at [http://www.takingitglobal.com](#))

Expression

Global Gallery

Home Artists My Artwork Collections Contests Intersections Search

LAST 10 SELECTIONS:

Village 13
by Sandra Demicheli

Rudolf's Room
by Sandra Demicheli

New colors of Sand
by Sandra Demicheli

Children's first painting
by Sandra Demicheli

The last of hope
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Le universel de l'humanité
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Freedom
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by Sandra Demicheli

Culture and life
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CHOOSE AN ARTIST...

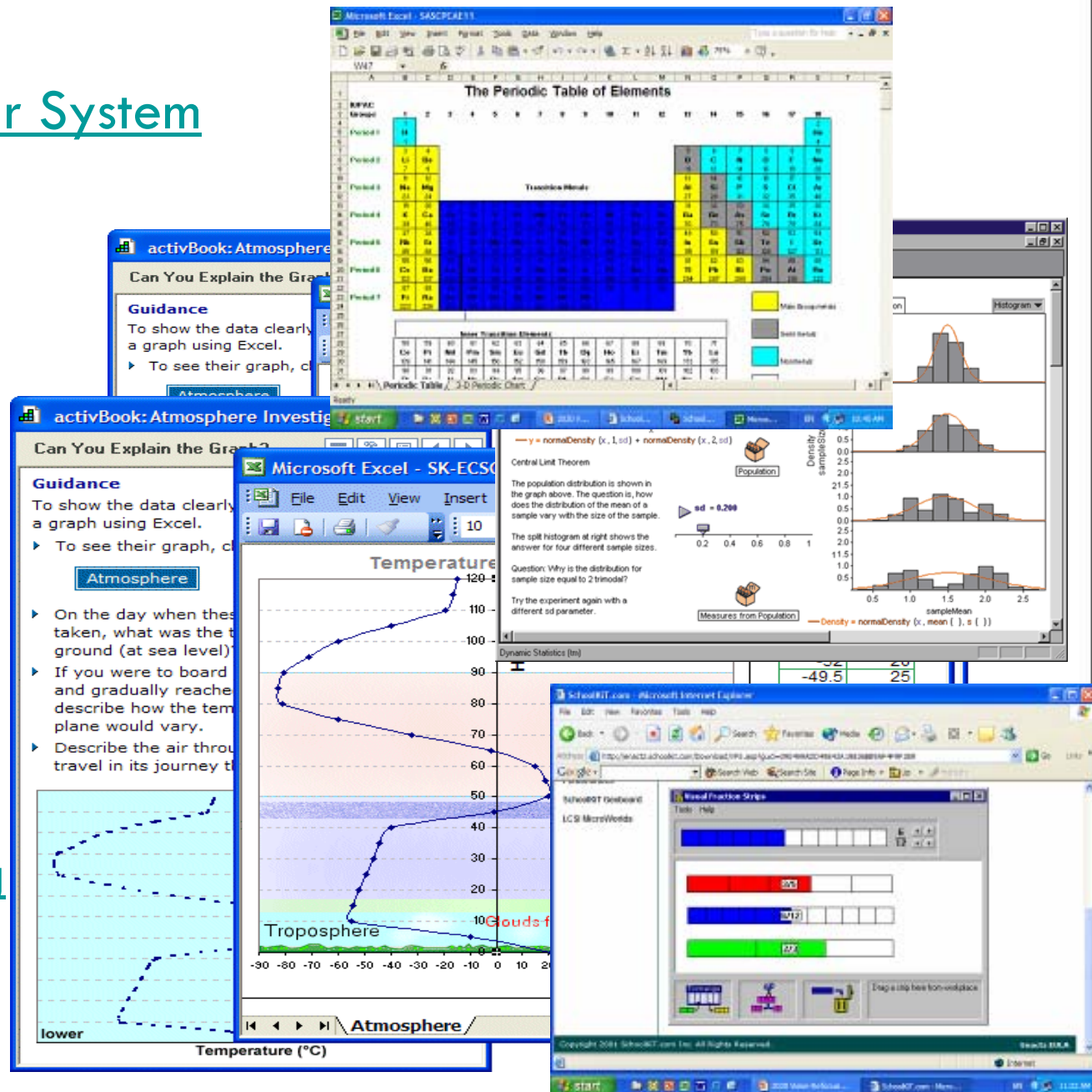
GO

Random Selection of Artists

► Scaffolding thinking

- Periodic Table
- Gravity across the Solar System
- Circuits and Electrons
- Linear Regressions
- Normal Distributions
- Friction
- Ohm's Law
- Times Tables

Heart of Darkness
Blogs, Wiki and Pocasting



SLAVERY, SECTIONAL STRIFE, & WAR

ASSIGNMENTS>>

Introduction:

- How did the legal status of slavery change in the United States? [Click here to find out!](#)

Causes of the Civil War

- Based on your reading in *Freedom's Unfinished Revolution* AND the resources linked below, determine how the following event and/or person contributed to the coming of the Civil War.
- One a well designed and constructed PPT slide, include the following information
 - Who, What, Where, When for your event
 - a well-chosen image
 - at least FOUR quotes (two from the southern perspective; two from the northern perspective) which illustrate the impact of your event on the mindset of Northerners and Southerners on the eve of the Civil War
 - a well-constructed and thoughtful paragraph expressing your group's understanding of the significance of your event.
- Kansas and Nebraska Bill (include a map showing where Kansas and Nebraska



Events Leading to the Civil War



1619: First slaves arrive in Jamestown

1787: 3/5th Compromise

1793: Eli Whitney invents the cotton gin

1807: International slave trade ends

1820: The Missouri Compromise

1829: David Walker publishes his *Appeal*

1831: William Lloyd Garrison publishes

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2007 - 2008

[Syllabus](#) | [Calendar](#) | [Assignments](#) | [Resources](#) | [GI Weblog](#) | [GI Wiki](#) | [Global News \(del.icio.us sites\)](#)

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Assignment

- [Eye on Africa](#)
- [Eye on Asia](#)
- [Eye on Europe](#)
- [Eye on the Americas](#)
- [Eye on the Middle East](#)

LEARN MORE...

- [Taking It Global](#)
- [Frontline World](#)
- [PBS Wide Angle](#)
- [World Population Clock](#)
- [Washington Post: Post Global](#)

THE ISSUES



Establishing a Framework: Introduction

- [State of the World Population](#)
- [State of the World Economy](#)
- [20 Problems/20 Years](#)



Sharing Our Planet: The Global Commons

- [Global Warming](#)
- [Water Policy](#)



Sharing Our Humanity: A Global Commitment

- [Poverty](#)
- [Peacekeeping](#)
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NYT > International

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Mon, 25 Feb 2008 10:43:48 GMT
- [Rising Inflation Creates Unease in Middle East](#)

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- Times Picayune: "[Students of the Storm Take Recovery Case to Capitol Hill](#)" (2-2-07)
- WDSU: "[Students of the Storm Meet with DC Law Makers](#)" (2-1-07)
- [Congressman Jindal's News Letter](#) (2-3-07)



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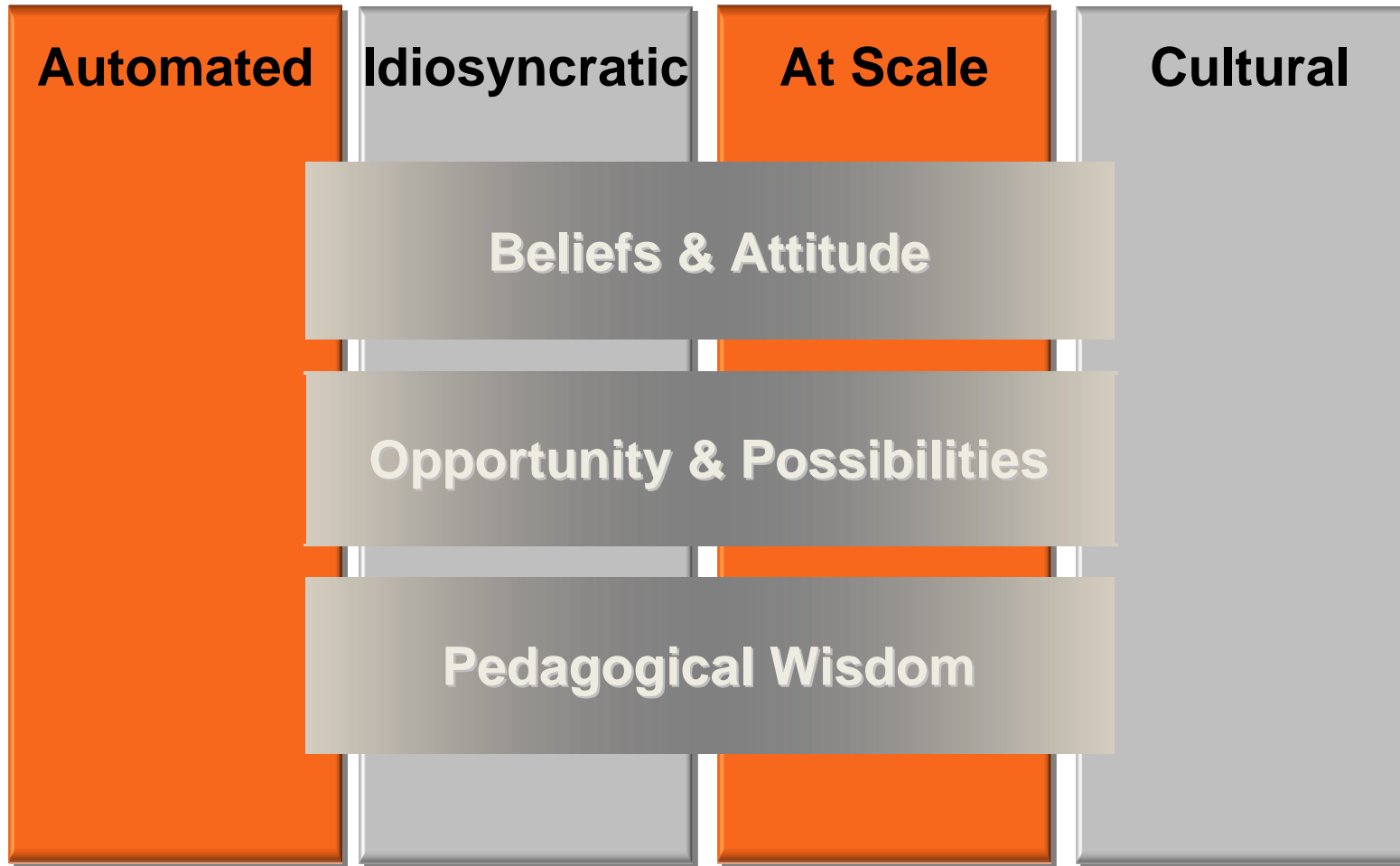
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► Building a Culture of Innovation



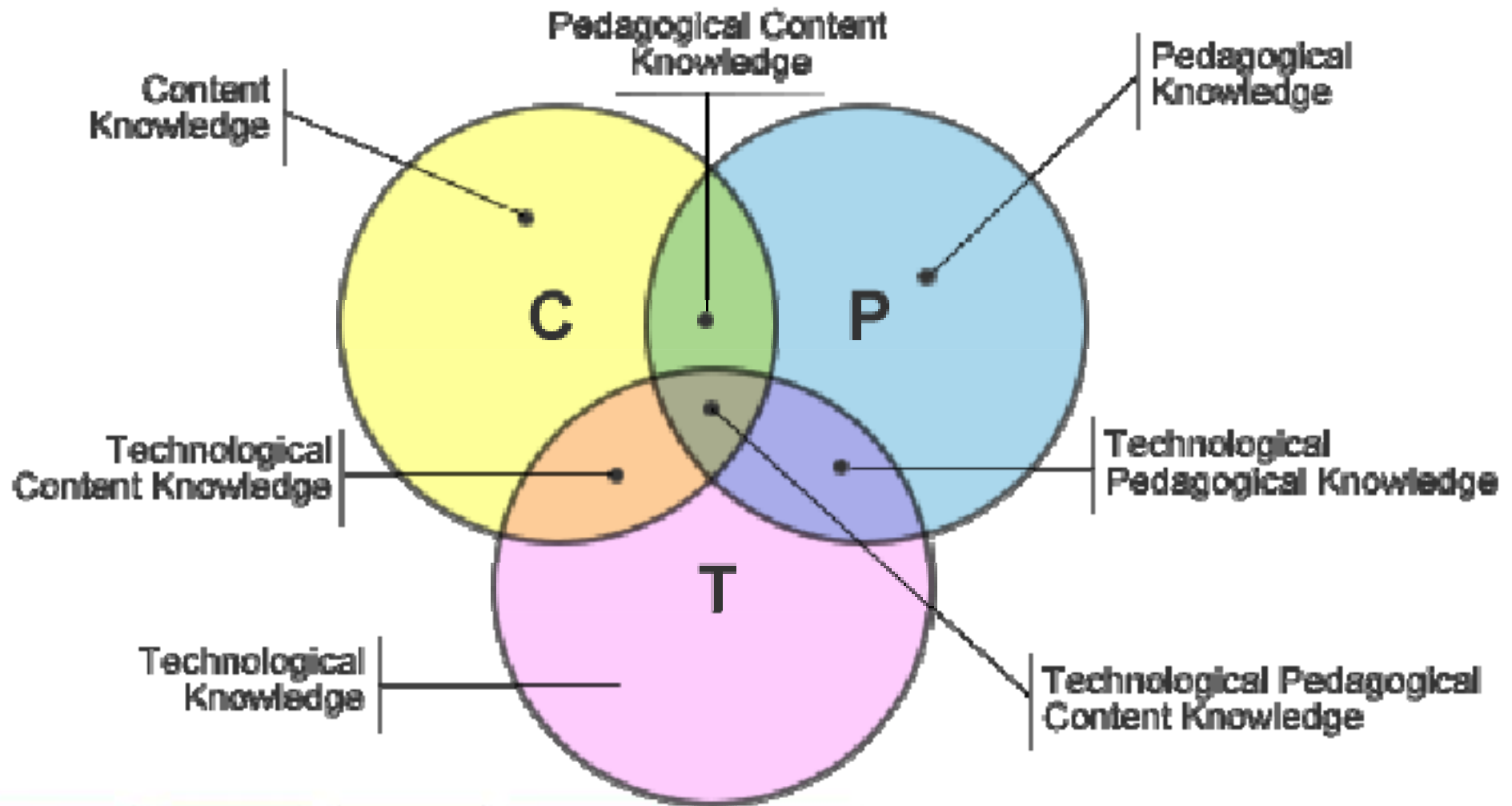
Technology greatly increases our capacity to innovate

► Key Attributes of a good Technology Coach

- Good listener, with excellent social skills, and able to work closely with staff.
- Has enough depth and breadth of pedagogical knowledge and strategies to help teachers who are at various stages of technology integration.
- Knowledge of how to organize/structure a technology-rich classroom, and awareness of relevant classroom management skills.
- Planning technology rich activities or projects with individual teachers
- Knowledge of effective grouping strategies, and able to partner with staff in developing integration opportunities.
- Knowledge of curriculum framework and how technology can support it.
- Recognized by staff as a strong teacher/ perhaps an outstanding teacher who will keep teachers up to date with current research on issues related to the integration of learning technologies.



► Key Attributes of a good Technology Coach



► Enriching Teacher Insight...

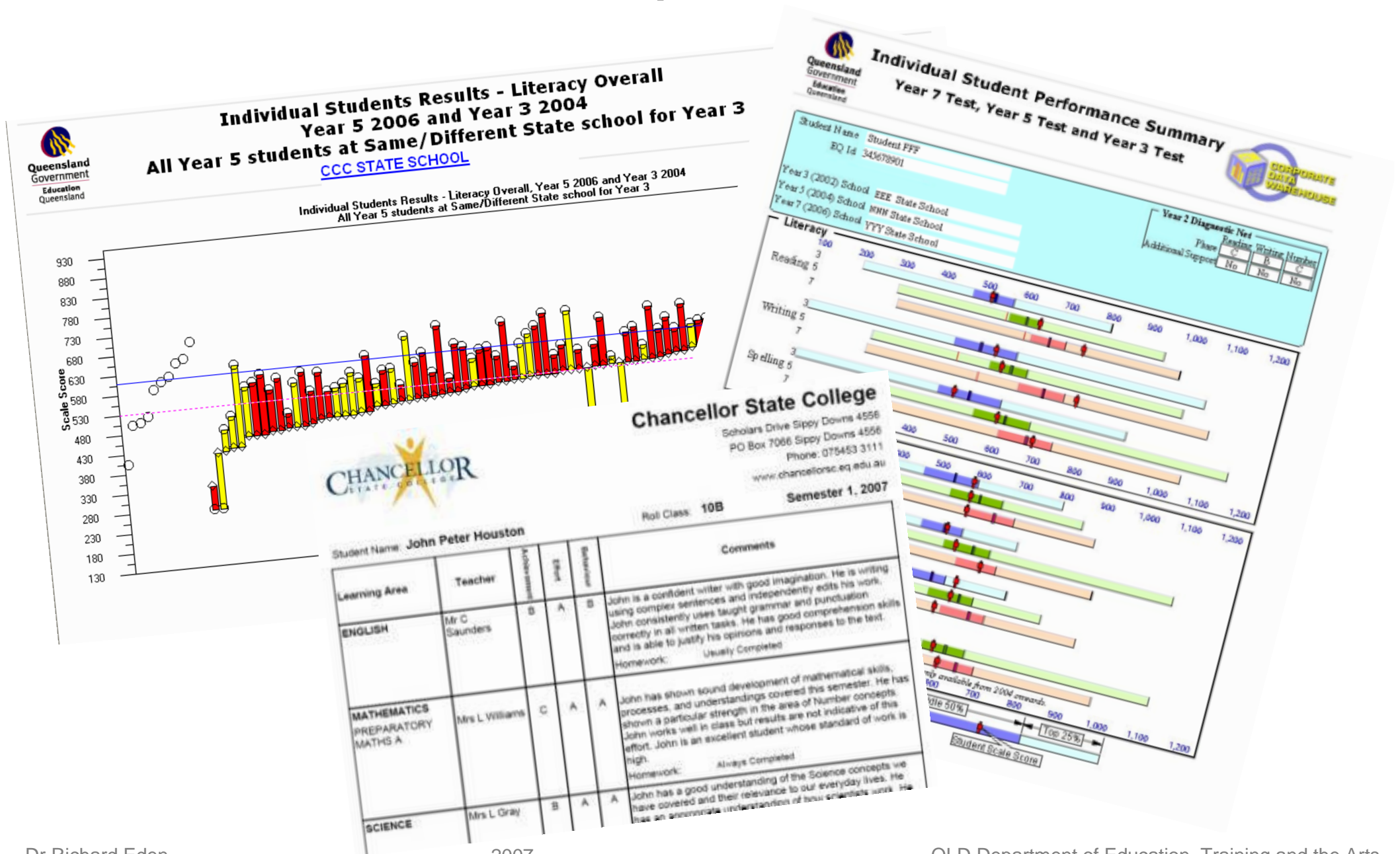
What it might look like:

- More frequent *reflections and insights* into evolving performance
- Transparency-easier access by parents, including via secure online communication, to progressive reports and assessments
- Cumulative information linked to personalized learning *plans-One Student at a Time!*
- Digital portfolios, other performances of work over a student's school life and key data held by learner
- *Constructive accountability-trust-based* access to more performance information reflecting shared learning vision and common focus on outcomes





Individual Accountability



► Accountability & assessment

If we want 21st Century innovative learners do we we need to create metrics of innovative learning!

What do we mean by **collaboration** literacy?

What impact does **transparency** have on assessment?

“Today’s assessments are a conspiracy of convenience.”

Prof. Paul Resta University of Texas

Assessment is a demonstration of learning; it allows students to be more accountable to..



► Re-imagine Curriculum

- Allows us to explore **new directions and more challenging and rigorous concepts**:
 - To determine which content is rooted in a medium of the past, and how that can be translated to a more relevant and authentic learning experience appropriate to students in the 21st Century..
- Assists in creating **collaborative learning communities** connected in unique and exciting ways.
- Allows us to offer true **differentiated learning opportunities** to individual students, to teach one student, at a time, and provide a more effective, powerful learning experience for all.
- Integrates a range of teaching tools providing an effective learning support and **accountability framework**



► Re-imagining the Business of Schooling

Questions to explore:

- How will we deal with privacy and security issues?
- Truly personalized learning requires schools to start with the student, not the subject or classes
 - Should we continue to teach students through the artificial boundaries of subjects?
- What we study...
 - Subjects-textbooks-curriculum c.f to developing a “personal curriculum” Time-how we study it
- The Form and Function of Schools..
 - eg duration...
 - Length of study for each course
 - Length of “periods” within each school day
 - Length of school day.....When we study

► Re-imagining the Business of Schooling

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- The Form and Function of Schools..
 - eg duration...
 - Length of study for each course
 - Length of “periods” within each school day
 - Length of school day.....When we study

So what really matters,
and what's worth
doing?



Worthwhile and significant learning experiences for our kids...



► What really matters: What are the resulting experiences for your students?

- Is it what they did before, but done with technology?
- Is it something different, rather than innovative?
- Is it genuinely improving the learning experiences for students? If so how? Can you very clearly articulate that improvement?
- How is it impacting on the lives of your students?
- How is immersive access increasing the learning opportunities for your students?
- What is the scale of improved experience? ie how often, across which classes, and over what period of time?



Bold and ambitious teaching practice...





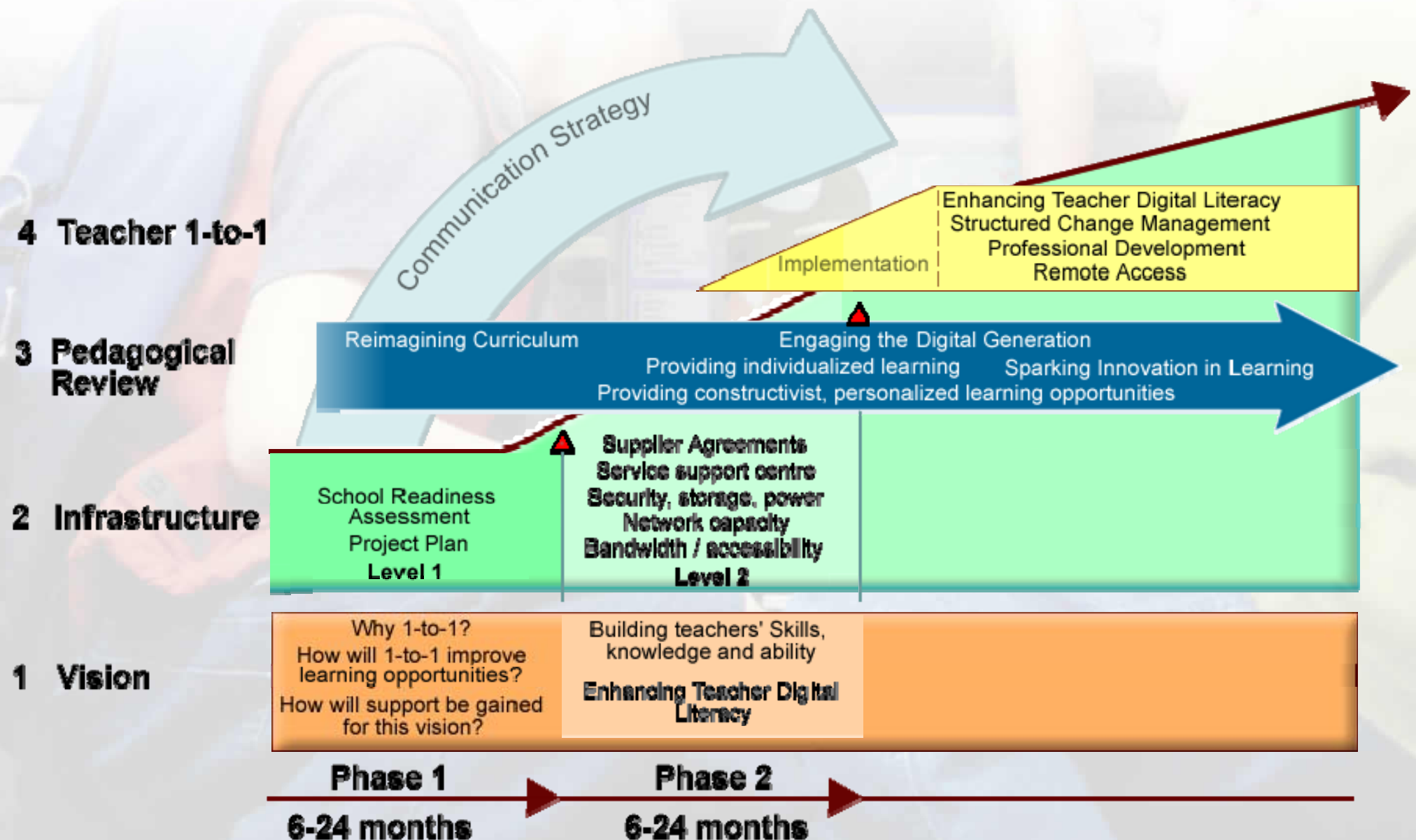
What is worth doing:

Determining significance

- Is this a learning experience for your students that you might use again?
- Is this a learning experience for your students that you might want to share with colleagues within your school?
- Is this a learning experience for your students that you might want to share with colleagues in other schools?
- How might you improve the experience for your students?
- What has the computer got to do with this?



Components of a successful 1-to-1:



SMART

Classrooms



Who can join AALF?

Membership is open to educational institutions, primary and tertiary, and to teachers. [More information »](#)



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AALF Newsletters are now available online!

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Why 1-to-1?

Facts about the impact
of 1-to-1 in schools.



Blueprint for Success

The A-Z of implementing a
successful 1-to-1 program.



Tools & Resources

Facts about the impact
of 1-to-1 in schools.



Global Story Book

Stories from schools
around the world



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Step 15

Setting the Guidelines: Policy Development



Anytime Anywhere Learning
21 Steps to 1-to-1 Success
inspire - imagine - innovate - implement

► Building a Policy Framework for Success..

- **Policies for effective implementation**
 - Taking care of the detail to make the technology transparent
 - Ensuring all parties are kept informed
 - Addressing change management issues
- **Policies that ensure equity and scalability**
 - Build digital and learning equity
 - Allowing all students to participate
- **Policies that build sustainability across all dimensions**
 - Focus on addressing effective classroom practice
 - What really matter, and what's worth doing



**Guiding Principles to
ensure success.**

► Issues around Notebook Use in Class

Handwriting and Exams

- "If my son is taught keyboarding, his handwriting will deteriorate"
- "If my son uses his notebook too much, his handwriting will deteriorate"
- "My son has to handwrite his Year 12 exams so he needs keep handwriting regularly otherwise he will get out of practice"
- "Until our students are allowed to take notebooks into exams, we will need to ensure that students can handwrite quickly and legibly"



► Issues around Notebook Use in Class

Spelling

"Of course spellcheckers allow my son to cheat"

"My son has become a lazy speller because of his spell-check"

"Spellcheckers harm my son's spelling ability"



► Setting the Guidelines: Policy Development...

- Insurance - Mandatory v optional / School v home
- Parental training? Mandatory v optional
- Internet / network policy (in line with existing EQ policy) Home v School
- Data limit for downloading v purchasing more credit
- Email (MIS v Yahoo v Hotmail etc)
- Reporting lost / stolen laptops
- **Chat & Web 2.0 – allowed v restricted v banned**
- **Electronic Games/Mp3 music files**
- Personal software policy
- Devices left at home – spare devices, penalties



► Setting the Guidelines: Policy Development...

- Insurance - Mandatory v optional / School v home
- Parental training? Mandatory v optional
- Internet / network policy (in line with existing EQ policy) Home v School
- Data limit for downloading v purchasing more credit
- Email (MIS v Yahoo v Hotmail etc)
- Reporting lost / stolen laptops
- Chat (Yahoo, MSN, Other) – allowed v restricted v banned
- Electronic Games policy
- Personal software policy
- Battery charging student / parent responsibility, swap out batteries, penalties



► Setting the Guidelines: Policy Development...

- Devices left at home – spare devices, penalties
- Backup / Data storage – division of responsibility, home v school, (CD, DVD, Server, other)
- Virus protection / removal (cost of re-imaging)
- Storage – mandatory v optional secure storage
- Allocation of storage to students v grade level / subject selection
- School based service / support (cost, level of support, supplier agreements)
- Transport – responsibility between home & school
- Printing credits - school supplied v student purchase
- Device model flexibility – single unit v limited range options
- Service / Support policies, pricing, guidelines
- School bags – mandatory v optional (durable hard case alternatives)



► Setting the Guidelines: Policy Development...

- **Battery charging student / parent responsibility, swap out batteries, penalties**
- **Backup / Data storage – division of responsibility, home v school, (CD, DVD, Server, other)**
- Virus protection / removal (cost of re-imaging)
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- Device model flexibility – single unit v limited range options
- Service / Support policies, pricing, guidelines
- School bags – mandatory v optional





Where to from here?

- Which, if any, implementation model are you considering for your schools?



- What single action will you take next to move your program forward?





Steps 12, 13 & 14

**Software options, Partnerships, Devices
& Total Cost of Participation**



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Software issues...

- build on your curriculum objectives
- tools, not 'software du jour'
...keep it simple to start
- licensing, costing & compatibility
 - some fundamentals..virus, etc
 - common applications used across the curriculum
 - specialist areas
- **backup**, upgrades & the value of SoE





Step 16

FAQ: Understanding the Issues and Listening



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► Questions you should have answers to...

- What about handwriting? Won't my child's handwriting suffer from using a keyboard all day long?
- Will my child be safe carrying an expensive laptop to school?
- Aside from word processing and accessing data, what advantage is there in using computers for other areas of curriculum, such as mathematical analysis, science and history?
- Won't the students be able to cheat by using spell checker? What effect will that have on their spelling skills?
- Don't computers isolate kids?
- Allocation of storage to students v grade level / subject selection
- School based service / support (cost, level of support, supplier agreements)
- What happens if I want my child to learn in the way I was taught?
- Why did you choose PCs instead of Apple?

► Questions you should have answers to...

- Will this laptop be able to play movies when we're on holidays? Is it OK if we take it with us to Fiji?
- I would like my child to be involved in the program, but I can't afford to make the monthly payments. Is there any support for parents in my position?
- Can we personalize the computer? What about engraving my child's name on it?
- I just purchased a computer for home. Why should I buy another one now?
- Aren't there serious health risks with kids using computers? I heard wireless networks cause cancer..?
- Will my child have to take the computer to school each day? My child already has a lot to carry for sport, music and other activities.
- I was going to purchase a laptop for my child as a Christmas present. Can you give us the device before Christmas so my child can use it over the holiday period?



Step 17: Establish Onsite Support & Service Structures

Effective Execution, Deployment & Distribution of Student Laptops



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- ▶ Service and support management
 - The role of students
 - **sustainable, replicable, scalable.**
 - who is responsible for support, and to what level?
 - what can be reasonably handled in-house vs outsourced
 - hardware...warranty, insurance
 - software...helpdesk, outsourcing
 - how is the support cost going to be covered?





Step 18

Conduct Parent and/or Community Sessions



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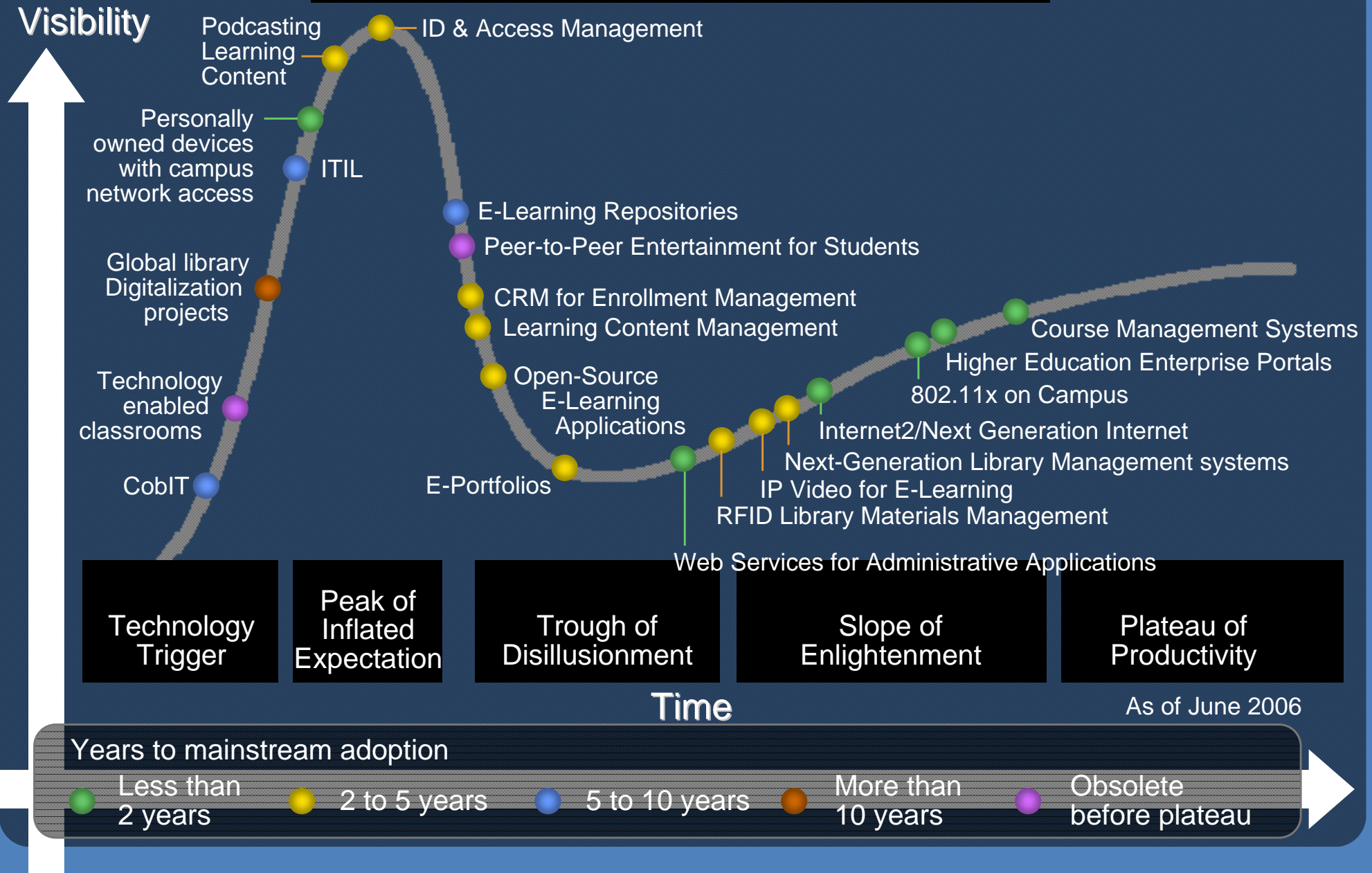
Step 19: Order Devices and Prepare for Deployment



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Figure 1. Hype Cycle for Education, 2006





Step 20: Effective Execution.

Distribute Student Laptops



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Step 21

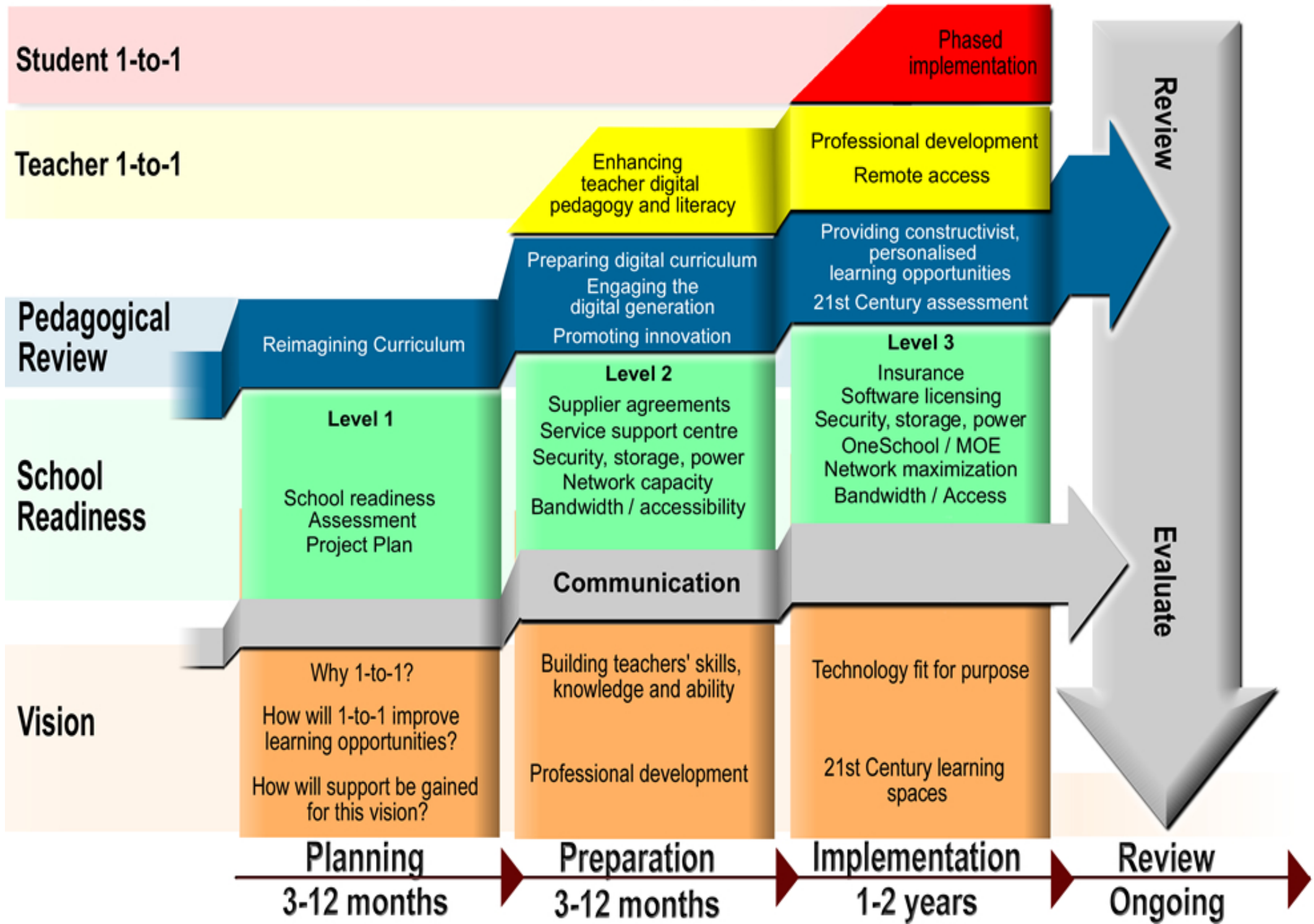
Evaluation, Review & Ongoing Reform



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A successful 1-to-1 student laptop implementation



► Where to from here?

- Which, if any, implementation model are you considering for your schools?



- What single action will you take next to move your program forward?



► a better starting point..

“How long does it take to effectively plan and implement a 1 to 1 laptop program?”

“Why is there a global move away from using computer labs in schools to anytime anywhere access to laptops through effective 1 to 1 initiatives?”

“What defines a successful student laptop program?”

“In moving to a 21st Century Learning models, what experiences do we need to provide for students?”

“How important is the physical learning space in supporting learning goals?”

“How do we best prepare staff for this new learning paradigm?”



Discussion, Q & A



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10 Things they don't tell you about 1 to 1!



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► 10 Things they don't tell you about 1 to 1 initiatives !

1. Despite all protestations, most people still focus on the technology, because it's the easiest thing to focus on.
2. 1 to 1 is NOT about digitizing traditional learning.
3. Successful initiatives require ongoing and consistent focus and attention.
4. There is no Next Big Thing!
5. 1 to 1 is not a panacea for solving all of your learning problems.
6. Infrastructure costs, including demands on bandwidth, increase.
7. Most schools do NOT set the bar high enough.
8. 1 to 1 is only one very small step towards ongoing school reform.



9.

1 to 1 can be just a lot of technology, or it can open the door to a lot of learning...its entirely up to you.



10.

We do this not because it is easy... but because it is

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[Kids shun books for PCs](#) | VNUNet.com (UK)

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Internet

► Imagine if...

- We could *formatively* assess students in a way that had *immediate impact* on their learning.
- We could build *life-long learning profiles* that accurately reflected a student's competencies, highlighting their strengths and allowing us to target
- ~~their weaknesses.~~ We had the ability to *intelligently search* for teaching and learning resources as effectively as we search for books on Amazon.



...now we can.



► Imagine if...

- We could make learning in school as *transparent* as learning out of school; that the line between formal and informal learning faded.
- We could put a large part of human knowledge at a student's fingertips, in such a way that it was *meaningfully accessible*.
- We could allow students to *collaborate seamlessly* anytime, anywhere.

...now we can, if
you want to.





www.aalf.org

bdixon@aalf.org



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