

January 2010



Inspiring learners

Discover how technology can
inspire learners to achieve more

For many people of all ages, using the interactivity and creative potential of technology is becoming the norm. They quite rightly expect to use it in their learning too. The challenge for schools, colleges and skills providers is how to keep pace with this change, finding new ways of engaging and inspiring both tech-savvy learners and the hard to reach.



This is Next Generation Learning:

inspiring learners

Technology is now a central pillar of education and skills provision.

Within the national curriculum, all learners must become familiar with a range of technologies and develop the necessary skills to use them safely and effectively in their everyday learning.

In the FE and Skills sector, technology is at the heart of all programmes – whether they are helping businesses to raise skill levels in the workplace; vocational courses for adults who want or need new skills; courses for young people preparing for their first job; or classes for adults who want to learn informally for pleasure or for whom informal learning offers a second chance.

Schools, colleges and skills providers must ask themselves how they will use technology to stimulate learners and offer opportunities that will support and enhance learning.

Becta provides expert advice and practical support to help you make the most of technology. This guide explains how we can help you:

- inspire learners with new engaging ways to learn
- tailor teaching and learning to individual aptitudes and needs
- build technology into continuous professional development.



WHAT'S INSIDE

In this booklet you can find out how to inspire learners by using technology in practical, active and creative ways.

benefiting learners

All schools, colleges and skills providers could use technology to help learners achieve more, move into further education, make progress in their future careers and participate in society.

the facts & figures

86%

of primary school teachers make some use of technology with learners to be creative.

76%

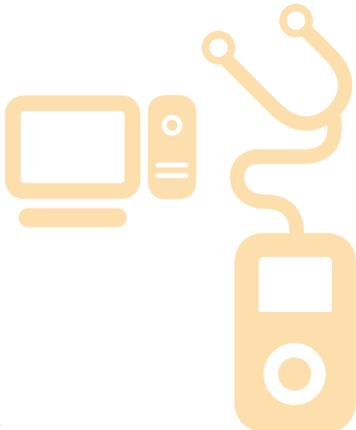
of primary school teachers make some use of technology with learners to solve problems.

80%

of secondary school teachers make some use of technology with learners to be creative.

68%

of secondary school teachers make some use of technology with learners to solve problems.



Allowing your learners to use technology in practical, active and creative ways will:

- help improve their learning and achievement
- engage them in their learning
- make them more likely to perform better in national tests
- help them become more creative and independent in their learning
- improve their speaking, listening, reading and writing skills
- help them gather and share information and experiences
- help them grasp difficult concepts in curriculum subjects
- make them more likely to stay in education after 16.



Case studies



SHARED EXPERIENCES

Accrington and Rossendale College has been exploring how technology can engage students with learning difficulties. Several of the college students with Asperger syndrome were interested in technology but found it difficult to join in with other students on the course. Four had a particular aptitude for using gadgets and have now become the college 'experts'. This group's common interest has facilitated more social interaction and acceptance, as other students now go to them for help and advice.



At Easingwold School in Yorkshire, teacher Philip Grosset used an overhead 'visualiser' camera to display material to the whole class. He worked with year 7s to convert prose to poetry, and showed how easily he could display students' work to the rest of the class for immediate feedback and discussion.



ONLINE DISCUSSIONS

Carol Weale, an English teacher at Dane Court Grammar School in Kent, used school-based wiki pages and discussion threads to help year 11 GCSE students study their poetry anthology. She found they threw themselves into online discussions about the poems in a way they had never done with each other or with her.



NEXT GENERATION

Dan Lea, winner of the Next Generation Learning Teaching Award, pioneered his school's Visual Learning Project. This is used for story writing and included developing a curriculum for Visual Learners.



Read on to find out how learning can be made personal...

» ACTION PLAN

Consider how you will expose all learners to a range of technologies and develop their skills to use them safely and effectively within their everyday learning.

Find out more



[www.becta.org.uk/
inspiringlearners](http://www.becta.org.uk/inspiringlearners)

Making learning **personal**

To achieve the best educational outcomes, teaching and learning need to be tailored to each learner.

81%

of teachers agree that ICT makes learning more effective – an increase from 75 per cent in 2008.

99%

of secondary senior managers and ICT leaders say the learning platform will benefit teaching and learning.



77%

of college teaching staff were competent or advanced users of ICT.

65%

of college teaching staff were competent or advanced in using ICT with learners.

Personalising learning through technology, including learning platforms, helps schools, colleges and skills providers to:

- allow learners to learn at a pace, place and time to suit their needs
- improve the range of teaching opportunities
- extend learners' choices
- offer various ways to learn
- enable learners to tackle a wider range of subjects in greater depth
- empower learners to create their own learning pathways and take more control of their learning.

Case studies



SHARED EXPERIENCES

Serlby Park School in Doncaster uses technology to personalise the teaching of skills such as communication and team-working – critical skills in the move from primary to secondary school. Teachers ‘coach’ rather than ‘teach’ the children, giving them more opportunities to choose what, where, how and when they learn.



Ellen Lees says, “The whole idea was to help the transition, raise self-esteem and increase motivation, but obviously these skills are quite hard to assess. We needed to find a way, an assessment tool, that the children could use themselves. With our system every child gets their own account. Most children in our year have started on level two and it progresses up to level nine.”



GROWING NUMBERS

TeesLearn is an online adult education service created by a consortium of six local authority colleges. Through the use of technology as a learning aid, recruitment to courses has increased by 2,000 in two years, with an 11 per cent improvement in retention rates.



MATERIALS FOR LEARNING

Xaverian Sixth Form College and West Anglia, a general FE college, have shown how adapting curriculum materials and making them more easily available through technology, along with access to individual targets, grades and reminders, can motivate learners and improve attainment and attendance.



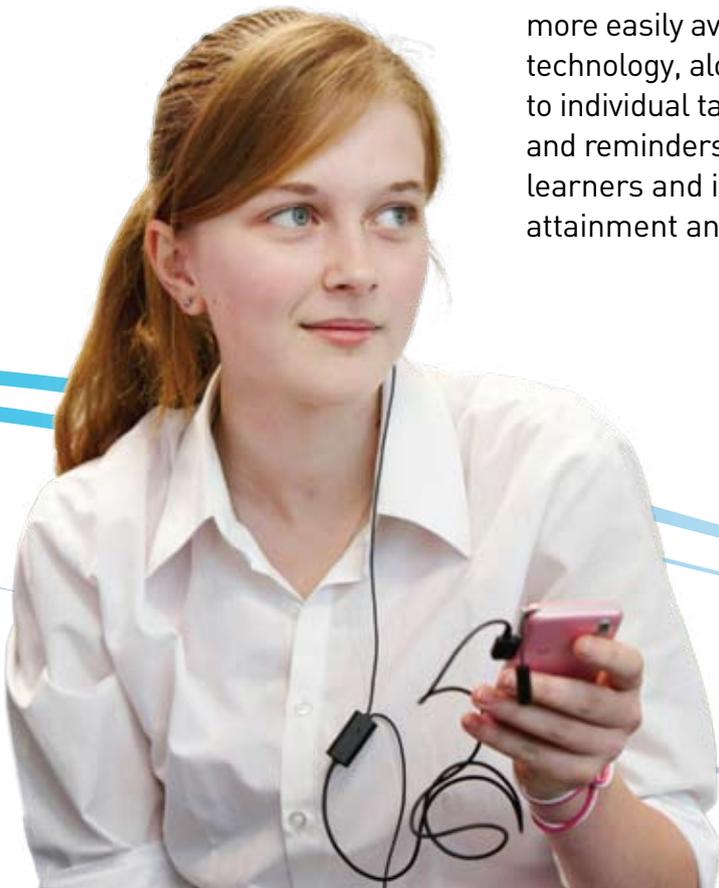
Read on to find out about technology as a key part of professional practice...

» ACTION PLAN

Use Becta's Information Management Strategy framework to help you improve how you use and analyse data to improve and tailor the learning experience.

Find out more

 [www.becta.org/
inspiringlearners](http://www.becta.org/inspiringlearners)



Making technology a key part of professional practice

To achieve the best outcomes for learners, teachers need to be aware of and confident about using technology safely and effectively. Equally important, they need to demonstrate a wide range of professional skills using technology to design, deliver and support learning.

More
A* – C
grades

Schools that use technology across the curriculum and wider school life achieve a higher percentage of A*–C grades at GCSE.

Pupils studying Key Stage 2 maths, science and English in schools that make the best use of ICT improve at twice the rate of the national average.

In 2008/09 35 per cent of colleges, 37 per cent of work-based learning providers and 31 per cent of adult and community learning providers are now mature in their use of technology.

37%
are e-mature

Making technology a key part of professional practice creates:

- greater flexibility and choice for learning and teaching options, which helps meet learners' needs and preferences
- tailored and responsive assessment through more immediate feedback and information on progress, and flexible end-of-stage assessment
- learning experiences that attract and interest hard-to-reach learners
- help for learners to understand difficult concepts
- strengthened relationships between families, schools and learners through communicating better with parents and involving them in their children's learning.



Case studies



PROFESSIONAL DEVELOPMENT

After the Key Stage 3 curriculum at Homewood School and Sixth Form Centre was remodelled, several professional development issues emerged about staff use of technology. As a result, the school introduced a running programme of professional development to support staff in using technology.

This included introducing staff to emerging technologies and request-based training, where staff develop particular ICT skills and learn to use online resources.

Professional development for staff was based on encouraging them to create opportunities for pupils to use ICT to develop as independent learners. The approach allowed learners, whose ICT skills often surpassed their teachers', to choose how and when they used technology. This encouraged creativity, independence and motivation.



VALUABLE LESSONS

At Thanet College, staff use e-portfolios to encourage reflective practice, put them more actively in control of their continuing professional development (CPD) and increase their professionalism. This project has provided valuable lessons on using portfolios with learners and on designing bespoke training that responds to what employers want.



Turn over for practical hints and tips on how to inspire learning through technology...

» ACTION PLAN

Identify professional development targets as a key part of the performance management review, to address teachers' and trainers' specific needs and subject specialisms.

Find out more

 [www.becta.org/
inspiringlearners](http://www.becta.org/inspiringlearners)



Tools & support

» ICT EXCELLENCE AWARDS

To see how schools have inspired learners by using technology, read the ICT Excellence Awards case studies:

 www.becta.org.uk/excellenceawards

» NEXT GENERATION LEARNING AWARDS

Technology Excellence in FE and Skills

To see how learning providers in the FE and Skills sector have inspired learners by using technology, read the Next Generation Learning Awards case studies:

 www.becta.org.uk/nextgenerationlearningawards

» BETT AWARDS

To see how others have enhanced the learning experience by choosing the right product for the right learning situation:

 www.becta.org.uk/bettawards

» TEACHING AWARDS

To see how individual teachers are using technology creatively to inspire and engage pupils so that they achieve their potential, read the Teaching Awards stories:

 www.becta.org.uk/teachingawards

» COMMIT TO THE NEXT GENERATION LEARNING CHARTER

By signing the Next Generation Learning Charter, you will show other schools, parents and pupils your public commitment to providing better learning opportunities through the effective use of technology.

Make your commitment to inspiring learners through technology by signing the Next Generation Learning Charter:

 www.becta.org.uk/nextgenerationlearningcharter

» REFINE YOUR DEVELOPMENT PLANS

To realise the benefits of technology for personalising learning, you need to look closely at your institution's capabilities and incorporate them in your development planning. You can use Becta's

self-review framework for schools or the LSC/Becta Technology Improvement Leadership Tool (Generator) for FE and Skills to help you assess the suitability of technology to meet your needs and provide value for money.

For schools, sign up for the self-review framework:

 www.becta.org.uk/selfreview

For FE providers, sign up for the Generator tool:

 www.generatorfeandskills.com

» FIND THE RIGHT LEARNING PLATFORM

Central to personalising learning is developing learning platforms.

Learning platforms can:

- enable students to work at their own pace, when and where they can be most productive

- help teachers and trainers work more closely with students of all abilities and interests
- enable learners and teachers to share and store resources, accessible from within and outside the school
- simplify the co-ordination and sharing of information with other schools
- streamline administration, saving time and reducing costs.

Becta has developed the Learning Platforms Services Framework – based on a set of functional and technical specifications for learning platforms to help select the right learning platform.

To find out how to get started and how to implement learning platforms:

 www.becta.org.uk/schools/purchasinglearningplatforms

» PROFESSIONAL DEVELOPMENT FOR TEACHING AND LEARNING

Professional development is the key to using technology effectively for every member of staff in every area of the curriculum. To be effective, ICT professional development needs to balance skills training with an understanding of teaching methods, through regular, timely and appropriate staff training.

Teachers can review progress and identify actions for professional development in using technology by reading our 21st Century Teacher publication.

To access Becta's support for the school workforce in continuing professional development with technology:

 www.becta.org.uk/schools/professionaldevelopment

» LSIS ECPD FRAMEWORK

If you work in the learning and skills sector, use the eCPD framework to support the effective use of technology in teaching and learning. You will also be able to access an online database of technology-focused CPD and training opportunities for further education and skills. This helps you identify appropriate, useful and relevant technology-focused CPD opportunities to help you meet your CPD requirements. It will also support learning and teaching together with your business priorities across the organisation.

 www.fesnpcpd.com

» BUILD TECHNOLOGY INTO YOUR SUBJECT TEACHING

To help you understand how ICT can be incorporated into your subject teaching and learning, please read the entitlement documents (see below on where to access them). They point to areas of the curriculum that can be enhanced through technology. Find out how technology can support hard-to-teach subjects such as maths, English and science.

To build technology into your subject teaching:

 www.becta.org.uk/schools/learningandteaching

To find out more about technology in hard-to-teach subjects:

 www.teachers.tv/series/hard-to-teach

Find lots of useful resources at

www.becta.org.uk/inspiringlearners

All references are on the Becta website.

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12/09-10/WR0233/TT22517/15801/5k

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