INTRODUCTION

As we announced in November last year, SCEGGS will be introducing a 1:1 Tablet PC program over the next three years, where every girl in Years 5-12 will have their own laptop. We will also expand access to technology in our K-4 classrooms. This will begin with the introduction of these Tablet PCs into Year 5 and Year 9 in Semester 2, 2012.

Following on from our previous newsletter, in this edition we provide glimpses of these new possibilities in Science and PDHPE, as well as the Primary School. As part of this 1:1 program, Parent Information sessions will also be run for both Year 5 and Year 9 parents and girls during Week 2 of Term III:

• Year 5: Monday 23rd July: 1.30pm in the Auditorium
• Year 9: Wednesday 25th July: 7pm in the Great Hall

The girls will be allocated their leased Tablet PC at these sessions. Parents and girls will also be provided with important information about using and caring for the Tablet PC, as well as other essential information, such as cyber-safety, ergonomics and accessing the technical support services at school.

We look forward to the exciting opportunities this 1:1 Tablet PC program will create for teaching and learning at SCEGGS. If you have any questions about the program, please don’t hesitate to contact us at any time.

Ms Holly Gyton
Deputy Head

PRIMARY

This semester the Primary School staff has explored a number of different programs that will assist in the effective implementation of the 1:1 computing model. Miss Casey and Mrs Dempsey outline the ways in which Tablet PCs can be integrated into the Year 6 unit in Human Society and Its Environment (HSIE) which explores Natural Disasters.

➤ What is exciting you about using the Tablet PCs in your classroom with the girls?

We have conducted a movie making project with Year 6 in the past and had to use a mixture of bookable computer lab spaces and class sets of laptops. In addition, we have had to use extra resources to capture video and sound. This has been a bit of a logistical mission and difficult to manage across the two Year 6 classes taught by the same teacher. However, we have persevered due to the fantastic learning opportunities the unit provides. This year we are most excited about the possibility of using one device to carry out the project. The girls will use the same Tablet PC, with its inbuilt webcam and microphone to create the movie. This combined with the ease of use of the new Windows Movie Maker will help us to ensure that the teaching of technology skills does not take over from the HSIE content that is vitally important.

➤ Can you give an example of a specific lesson (or unit) in Year 6 that will be possible with the Tablet PCs that hasn’t really been easy/possible until now?

The girls present their learning about how aid is provided by overseas organisations following disasters in the form of a news piece or documentary. This has been carried out in the past but was very difficult using so many resources from so many places. We think that this year things will be made much easier using the Tablets.

➤ Is there any particular subject-specific software that you are planning on using with the students? If so, how will this enhance teaching & learning?

We are planning on using Windows Movie Maker to create the news reports and documentaries. This will improve teaching and learning as it gives students with different learning styles the ability to access the assessment task in various ways. Previously, when this was presented in the form of a written assessment, some students were not able to demonstrate the full extent of their subject knowledge. By changing the tool for presentation many of the girls will find accessing this task much easier.

➤ Technology is just one part of the curriculum. What other essential non-IT activities does it have to integrate with?

As part of this unit of work the students will also conduct a range of activities that will be non-IT based. They will still visit the library to conduct research and develop these important skills. They will physically handle maps, globes and atlases in order to learn about Australia’s place in the world. They will be involved in discussion and debate with their peers about Australia’s role in providing aid.

➤ What IT skills have you learnt/explored yourself as teachers in the first part of 2012?

Mrs Dempsey, as ICT co-ordinator, has structured staff ICT sessions so that they are independently led. She has informed us of the basics of the program we are focusing on and has then allowed us to explore the features that the program has to offer. Some of the programs that we have been exploring this semester include:

• E-Portfolios such as Mahara and Edmodo: sites that allow the students and staff to create a profile and safely share information, ask questions and share completed work with their class/year group.

• Audacity – this program allows staff/students to create their own podcasts. So students will learn how to insert and edit sound files and how to record their own voice to insert into the podcast.

• Investigating the benefits of a class blog. By visiting a range of different blogs that are currently used by other schools around Australia I’ve considered the pros and cons of having a class blog. As a staff we have discussed the ease of communicating with parents and the ability to share images instantly from the learning environment (classroom/camp/excursion) to home.

• Software programs that offer alternative methods of publishing work. (eg: 2Create a story, 2Do it yourself). These tools are examples that show how a 1:1 environment will allow students to present their work in a totally different way, effectively combining the existing HSIE, English, Science curriculum with technology.

➤ What possibilities do you see in the future with the technology?

With the implementation of 1:1 computing the girls will experience deeper, more thorough and meaningful learning due to the accessibility and availability of information and inspiration. There will be increased motivation from students who are engaged by technology. Also, the element of student choice will impact on the learning and success of students.
**SCIENCE**

**Discussion and practical work are vital to Science. Ms Ellis and Mrs Hale welcome the Tablet PCs as a way of making these aspects more dynamic, efficient and accessible. It not only enriches their work within the classroom, but means that “the laboratory can be taken outdoors”**.

Ms Ellis and Mrs Hale recognise that any work involving diagrams will be significantly easier using the Tablet PCs. For example, the study of Genetics in Year 10 includes DNA structure and replication in which numerous diagrams are constructed, shaded and labelled more effectively. In Chemistry, creating and editing organic molecule structures is much faster using Tablet PCs than doing it by hand. Mistakes are also corrected quickly and easily. The digital creation of diagrams is far more efficient than doing so manually. It also opens up greater opportunity for collaboration and ensures every member of the group retains an accurate and complete version for their individual notes.

The ability for all students to access everything from either SCEGGSnet or OneNote allows them to work at their own pace through videos, worksheets and interactive tutorials. It is also invaluable for recording an event, such as dissection in Year 8, and then having the capacity to edit the footage and notes, both written and voice-overs, for future reference.

The Science Department uses a range of software to support teaching and learning. The digital creation of diagrams, shaded and labelled more effectively. In Chemistry, creating and editing organic molecule structures is much faster using Tablet PCs than doing it by hand. Mistakes are also corrected quickly and easily. The digital creation of diagrams is far more efficient than doing so manually. It also opens up greater opportunity for collaboration and ensures every member of the group retains an accurate and complete version for their individual notes.

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**PDHPE**

**Mrs Dwyer acknowledges that our current students are a generation who have been brought up with a vast array of technologies. She believes that lessons in PDHPE can teach them skills which can not only facilitate their learning but, more importantly, teach them how to access and utilise technology effectively and safely.**

Resources that support the topics explored in PDHPE are constantly being updated. “It’s exciting to know that with the Tablet PCs our students will have the opportunity to access the most current data and material available,” explains Mrs Dwyer. OneNote is proving to be a valuable tool for both students and teachers as it enhances class note organisation, structure and presentation resulting in smoother, more enriching time with students.

The Tablet PCs also create new opportunities for students to express and communicate their ideas and cater to varied learning styles and speeds. Students have the choice of typing or handwriting their notes and are able to continue to work through content at their individual pace. The Tablet PCs also facilitate the effective collaboration of information. This has been an excellent way for students to support other students by sharing and responding to notes, resources and ideas. In the completion of an online Australian Sport and Recreation Coaching and Refereeing course, Year 10 are able to benefit from the ability to support each other in this way.

Another advantage of each student having their own Tablet PC is that it allows students to access resources and complete tasks at the same time. Previously the task may have required the division of the class into smaller multiple groups. With individual access to students’ own Tablet PCs, students are able to learn more in the time available. For example, Year 8 complete an Online Resource assessment using Wiki Spaces and are able to support each other within and across their classes.

The PDHPE course has many practical components where technology can assist learning. When working on the Movement, Skill and Performance units, the use of video and playback on the Tablet PC enables self-analysis and improvement opportunities for each student. Similar analysis and review can be utilised for co-curricular sporting activities, in particular, the senior sporting teams. The capacity to record, review and highlight on the Tablet PC is invaluable.

The Tablet PCs allow applications such as Logger Pro, data-logging software, to be used more frequently and easily. This allows students to collect data with far greater precision and less human error than using analogue equipment. Animations and java applets, which are useful for illustrating abstract science concepts, can also be implemented more regularly.

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**Other questions?**

**Call us on 9332 1133**

If you have any further questions or concerns we encourage you to ring a member of our senior staff:

- Jenny Allum, Head of School
- Holly Gytion, Deputy Head of School
- Liz Cumming, Head of Primary
- Andrew Gallagher, Director of Curriculum
- Sophie Kearns, Director of Pastoral Care
- Ian Ralph, Director of ICT
- Sue Pynenburg, Business Manager