MATHEMATICS IN THE CLASSROOM

The Tablet PCs have provided an exciting additional dimension to teaching and learning in both primary and secondary Mathematics. Students and teachers have enthusiastically embraced the additional opportunities and are enjoying discovering the possibilities that the 1:1 Tablet PC program offers.

K-6 teachers of Mathematics are continually striving to develop girls' mathematical reasoning. The interactive nature of the Tablet PCs works to motivate and engage girls, resulting in a positive, highly efficient classroom. In particular, OneNote has assisted students in recording their mathematical thinking, questioning and discoveries and in this context the Tablet PC has become a powerful, reflective learning tool.

"By annotating on screen using the stylus, girls are able to show their thinking, share strategies and refer back to this activity at a later time" explains Cristi Wilsmore, Teacher of Year 5. OneNote provides unlimited space for students' working out, allowing them to focus more on the processes they are using rather than just the answer they come to. Katelyn Cavaliere, Primary ICT Co-Ordinator, adds that "they can also compare and reflect on how they have solved various problems and teachers can access each girl's notebook, allowing them to assess their skills, strategies and progress".

The Tablet PCs have also provided greater access to web based activities which reinforce important mathematical concepts in a differentiated curriculum. Katelyn outlines that "with the support of 2Investigate, students in Year 4 develop databases and create graphs in a meaningful and engaging way at their own pace. Girls in Year 3 to 6 are able to access activities on Mathletics, while the others are working with the teacher on a problem solving task".

Cristi Wilsmore reflects that "students have found many of the computer-based programs more engaging using the stylus and touchscreen functions of the Tablet PCs. The future of the primary maths classroom is one of great energy as we continue to explore and embrace the support of the Tablet PCs in order to enhance the quality of our teaching".

Scott Lankshear, Head of the Mathematics Department, explains that "technology has always played an integral part in the teaching and learning of Mathematics", but the "1:1 computing allows for more student centred learning". The ability to integrate dynamic software and relevant websites has also made the presentation of mathematical concepts more vibrant and accessible.

The use of OneNote has also been highly beneficial in the teaching of secondary Mathematics, especially in the junior years. Students are able to access summary notes which include important formulae and procedures which then allows “more time for investigation and consolidation of mathematical concepts.

The teacher also has more control on how each student's notes are constructed which helps them in their organisational skills”.

Programs such as Autograph allow students to manipulate dynamic graphs rather than relying on static examples copied from the board. This not only means that students are able to discover concepts and applications themselves but also that they are more likely to remember them. Teachers can now lead discussions on mathematical concepts where students can analyse and synthesise concepts which in turn will improve their ability to apply these concepts to unfamiliar problems.

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Parents’ & Friends’ Association Term II Meeting

CYBERSAFETY INFORMATION FOR PARENTS

Susan McLean
(Former Police Officer)

TUESDAY 14TH MAY, 7.30PM
More information about Susan McLean’s work is available on:

The government website on similar matters is:

TABLET PCs AT HOME & CYBERSAFETY

Sophie Kearns, our Director of Pastoral Care, discusses the implications of an online presence and suggests some measures to ensure responsible and safe use of the Tablet PC at home.

Cybersafety is a generic term that we use to describe how we stay safe online. It is about the layers of protection that we put around ourselves so that we don’t attract unwanted attention and so that we don’t over expose ourselves to the world or at the very least, to an unintended audience. It is about taking responsibility for our own actions. It is about how we communicate online, how we relate online, how we behave online, and equally, how we respond to the behaviour of others.

We expect that online behaviour and activity through social networking sites, email communications, chat rooms, blogs, research sites and texting must reflect a sense of respect for oneself, for others, and for the school community – exactly as we would expect in offline/real world interactions. And that includes looking after each other every step of the way which SCEGGS girls do so well.

We expect that students will understand or learn what cyberbullying is and that it is never acceptable as is the case with any form of bullying. Should they be involved in or witness cyberbullying of any kind they must tell someone immediately.

We expect that students fully comprehend that what is posted online is, or has the potential to be, permanent. And the last point is the greatest difference between online and offline behaviour – the permanent nature of it.

Digital Reputation is the accumulation of this permanent material, of your digital footprints, which creates your digital reputation: a digital reputation is as real, lasting and important as your general reputation. Fairly or unfairly, it affects how people view you, it affects what people think of you, it affects how people judge you.

What measures do you take to protect your offline reputation? The same applies online. Your digital reputation is your responsibility.

• We want the girls to leave positive digital footprints.
• We want them to always remember that anything posted online can be retrieved or forwarded.
• We want parents and girls to be unsurprised by anything that might be found online associated with them.
• And we want all of their future employers to be impressed by anything they might find.

Privacy is paramount online because anything you post can be retrieved or forwarded. All social networking profiles, such as Facebook, must be set to private. There should be absolutely no exchange of personal and identifying information with anyone you have not met personally. Passwords should be strong and changed regularly.

But even if you do all this – it’s still public! You don’t know and you can’t control what your friends will do with that information. And they can’t control what you do with the information that they post. It’s about trust. Young people must learn to apply the same level of discernment about who they trust to those in their online experiences.

Forgive – I like that an online life and identity forces us to think about the appropriate or inappropriate nature of behaviour and content. Mistakes do get made along the way and when it is online it is a mistake made very publically. It is also important to remember that we are a community of restoration, of forgiveness, of positive relationships, and of keeping each other safe in cyberspace.

Be informed by attending workshops such as Susan McLean’s presentation at the Term II P&F Meeting on Tuesday May 14. By attending this session, you will find helpful ideas, strategies and material on:
• Tips for internet safety in the home and the role of the parent
• Problematic Internet use and its associated risk factors
• Facts and strategies around cyberbullying.
YEAR 10 PERSPECTIVE

This is Year 10 students’ second semester with their Tablet PCs. Here are some of their reflections on what the 1:1 Tablet program has contributed to their school day.

Initially “skeptical of the decision to introduce laptops to the school” Isla Collee soon “discovered its many advantages. Being more of a ‘pen and paper girl’, I believed that the laptop would get between me and my work. Organisation was never a strong point of mine. The laptop gives students like me a simple and effective method of organisation. Homework and schoolwork are now effortlessly combined. One of my concerns with the Tablet was that I would lose my handwriting abilities, and that a pen would become a stranger to me. Some subjects, languages and Maths especially, require paper and pen for the information to be fully absorbed, but thankfully our teachers understand this, so often in class writing things out on paper is still part of our process. Inevitably, any change brings its challenges, and many of these are yet to be fully worked through, but it’s so important for us to move with the times and embrace technological change. After all, if we didn’t do this, our tablets would still be made of stone.”

“The Tablet PC has become an item as routine as a diary or pencil case,” maintains Tully Wallace-Smith. “Something that seemed so new and exciting eight months ago now seems like it has always had a place in our lessons. There are many benefits of the Tablet PC which we now take for granted in an average lesson. The choice to either type or write notes on the screen, the ability the teachers have to instantly access and mark your work, the easy sharing capabilities between students, the list goes on. I really enjoy having all my notes stored in the same location, with the knowledge that if I happen to break my laptop, all of my work is still saved on the schools backup system which is accessible to me from any other school computer. Another bonus is the access to thousands of incredible resources online, something which has become again routine in our learning. Although for me the original transition was difficult I am really enjoying the benefits of using the Tablets in class.”

Ella Crowley-Burrows has found that “the quality of class discussions has improved and that class activities have become more varied. Access to different learning tools as well as Google and YouTube provide answers or a different perspective on an issue. I’ve also noticed an increase in my typing speed and proficiency at using several programs as well as my knowledge of which program to use for particular tasks. Something that I’ve found quite difficult is having an organisational system that allows you to have the lightest bag possible; as I still have folders for some subjects and coupled with the Tablet they can cause a very heavy bag. However, one possible way of solving this problem is by having folders that contain two or more subjects or just taking worksheets home, rather than an entire folder. Overall I believe the Tablets have made a positive contribution to our learning and will better prepare us for the technology-filled world that awaits us when we leave school.”