



L2L NEWSLETTER

Learning to Learn

Roll out the Laptops!



YEAR 7 LAPTOP ROLLOUT - SEE PAGE 2

Year 8

Week 4

Following advice from Steve and the team on the Japan CLE, we will be covering Internet based research today. This is to help to prepare the students for their upcoming assessment task, which is, of course, a web based research task.

Steve identified that students are still having difficulty when using web based research. Steve says "they don't read information correctly or they skim read and leave out essential material and instructions". We hear you, Steve! Steve also

feels that students are not good at locating information once they reach the website, and that they are prone to temptation when it comes to plagiarism.

To help to address this, students will be working through a Webquest about responsible use of the Internet. This quest covers three aspects: Making Safe Choices; Choosing Great Sites, and Recognising Advertiser's Tactics.

(<http://www.iwebquest.com/responsible/choose.htm>)

We will ask students to put together Keynote presentations that summarise their learning in these three areas. Neil has

Welcome to Web 2.0

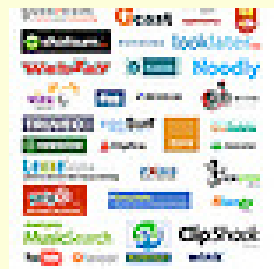
If you have managed to get this electronically, then you have managed to view our Staff PD Blog. This is a web 2.0 facility allowing staff interaction with information and comments and links to a range of services and information.

If you are reading this in hard copy form in the staff room, you may like to try to get onto the blog site. I sent an email with details about how to do this earlier.

So why do we need a Blog? Web 2.0 is already one of the major uses of the internet. It provides for 2 - way interaction over the net and has huge potential for use in education, especially in our context. Throughout the course of the year I hope to maintain our Blog site and set up further avenues for interaction in the hope that staff will devise potential uses for the technology.

I invite all staff to investigate Web 2.0 and learn hoe this can help out teaching.

-Neil (Editor)



suggested that the best of these be presented by the Year 8 authors, to the year 7 students as part of their intro to their computers next week.

Next week, the design process.



Year 7

Having received their laptops on Tuesday night and enduring three days of not being able to access them, Year 7 get to log in during Learning to Learn. Once they log in, they will document their learning from the L2L session in Journler. Input will involve working through a series of questions with staff which will guide their reflection. At the conclusion of this guided reflection they will be introduced to Journler and will get the chance to write up their reflection on their laptop. This will both reinforce their learning as well as give them an introduction to the use of Journler which they will use daily for reflection and recording of their work.

Staff Learning

Another excerpt from the book "Secrets of the Teenage Brain" - Research based Strategies for Reaching and Teaching Today's Adolescents by Sheryl Feinstein(2004)

Secrets Revealed ***- Feedback***

Its time for teachers to reconsider everything they've thought about giving feedback to students. Teens don't crave feedback because they are insecure about their academic performance or needy for attention - they crave feedback because it helps them finish learning. Learning, the growth of new neurons and the creation of new synaptic connections, is the brain's response to stimulus. Stimulus, response, stimulus, response - responding to environmental stimulus is one of the basic life functions. Externally, we respond to the rain by seeking shelter and to hot stoves by pulling our hand away. internally, we respond to hunger by eating and to germs by activating the immune system. - and by restructuring the brain according to knowledge we acquire.

Feedback is one form of stimulus. When the brain gets no stimulus of feedback, it has no reason to respond to information by learning.

Feedback is especially important to teenagers because of the changes occurring in the brain. Without information about their performance, their brains their brains won't know what neurons to grow. or which ones to prune. Feedback, in the classroom and in life, is one of the most important ways you can help teens turn their brains into efficient learning systems.

Learning Communities Project

This year's LCP will commence with a meeting of the pilot group in the next few weeks. Any staff who are interested in being part of this organising group, please let me know.

Congratulations Kate and Gabrielle and teams!

Last weeks L2L was a great success for both year groups with excellent engagement by the vast majority of students. Year 8 has taken a while to settle back in to the swing of things, but the excellent presentation concerning essay writing was a timely lesson. Dom's stories of gun-toting policemen had them in the palm of his hand.

Year 7 did the handbag thing looking at marking criteria. It was an excellent analogy which brought the rather difficult concept down to the student's level. On that point my Celebrity handbag photo in the last edition of L2L was probably the main talking point.

Well done to kate and Gabrielle for their organisation but don't leave it all to them. If you have a need or an idea please discuss it with them.