### Complexity

<table>
<thead>
<tr>
<th>Accessing resources</th>
<th>Subscribing</th>
<th>Recording and sharing</th>
<th>Organising ideas</th>
<th>Complexity</th>
</tr>
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<tr>
<td>Students access assessment overviews, exemplars, links and homework from a Learning Pathway with a shared Access Key.</td>
<td>Students subscribe to RSS feeds to keep up-to-date with curriculum-related news and information using Internet Explorer.</td>
<td>Students record a podcast or reflection in Audacity to inspire, inform, persuade or demonstrate and upload to edTube to share with an authentic audience.</td>
<td>Students construct a concept map of ideas using Wordle.</td>
<td>[ ] [ ] [ ]</td>
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<th>Organising ideas</th>
<th>Researching and evaluating</th>
<th>Searching</th>
<th>Comprehending</th>
<th>Collecting data</th>
<th>Demonstrating</th>
<th>Producing</th>
<th>Reverse teaching</th>
<th>Reflecting</th>
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<td>Students construct a concept map of ideas using Bubbl.us, and save by taking a screenshot with the Snipping Tool. <a href="http://www.bubbl.us/">http://www.bubbl.us/</a></td>
<td>Students conduct internet searches and critically analyse results for usefulness, credibility, relevance and accuracy.</td>
<td>Students search for relevant quality-assured and digital content from their personalised Learning Place Student Space.</td>
<td>Students develop understanding of key curriculum concepts through engagement in online, ready-to-go Student Courses.</td>
<td>Students collect data individually or in groups and share by recording in a wiki in a Virtual Classroom or in real-time using a network-shared Microsoft OneNote® notebook.</td>
<td>Students demonstrate their knowledge by completing an online assessment in a Virtual Classroom or a quiz in an iConnect web conference.</td>
<td>Students use edStudio to design and create a mock Facebook profile for a character or historical figure.</td>
<td>Students take on the role of teacher by constructing a tutorial demonstrating a curriculum concept using Microsoft PowerPoint®, saving as a video and publishing to edTube for viewing by peers.</td>
<td>Students create, maintain and share a digital portfolio of their work with annotation and recorded reflections using edTube and edStudio.</td>
<td>Students collaboratively make notes or post questions in real-time in response to an instructional video using Wallrisher. <a href="http://www.wallrisher.com/">http://www.wallrisher.com/</a></td>
<td>Students work in teams to design products or artefacts and share across schools using an edStudio.</td>
<td>As part of a Socratic circle, a student presents an idea or topic with students in an inside circle asking questions while students in an outside circle leave comments and feedback in an edStudio discussion board.</td>
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<th>Peer reviewing</th>
<th>Personalising</th>
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<th>Reflecting</th>
<th>Collecting primary data</th>
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<td>Students constructively respond to other students’ blogs from the Learning Place Student Space using protocols demonstrating appropriate online behaviours and communication.</td>
<td>Students create an appropriate online identity using the avatar creation tools from their personalised Learning Place Student Space demonstrating appropriate online behaviours.</td>
<td>Students analyse word frequency in a text to draw conclusions about author intent using Wordle. <a href="http://www.wordle.net/">http://www.wordle.net/</a></td>
<td>Students develop a learning journal using the blog tool in their personalised Learning Place Student Space or recording a video / audio blog and uploading to edTube.</td>
<td>Students create a poll and share with peers or community members to collect or gauge opinions or understanding of a topic to support a position or argument. <a href="http://www.polleverywhere.com/">http://www.polleverywhere.com/</a></td>
<td>Students contribute to an online, cross-school debate to develop and share opinions using the blog tools in the Learning Place Student Space.</td>
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<th>Presenting</th>
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<td>Students demonstrate their understanding by creating a talking avatar with Voki and embedding within a blog, edStudio or Virtual Classroom wiki. <a href="http://www.voki.com/">http://www.voki.com/</a></td>
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### Teaching and learning with ICT

### Part 2 of 3

**Practical ideas to support teaching and learning using online tools and spaces**

- **Accessing resources**: Students access assessment overviews, exemplars, links and homework from a Learning Pathway with a shared Access Key.
- **Subscribing**: Students subscribe to RSS feeds to keep up-to-date with curriculum-related news and information using Internet Explorer.
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- **Organising ideas**: Students construct a concept map of ideas using Bubbl.us, and save by taking a screenshot with the Snipping Tool. http://www.bubbl.us/.
- **Researching and evaluating**: Students conduct internet searches and critically analyse results for usefulness, credibility, relevance and accuracy.
- **Searching**: Students search for relevant quality-assured and digital content from their personalised Learning Place Student Space.
- **Comprehending**: Students develop understanding of key curriculum concepts through engagement in online, ready-to-go Student Courses.
- **Collecting data**: Students collect data individually or in groups and share by recording in a wiki in a Virtual Classroom or in real-time using a network-shared Microsoft OneNote® notebook.
- **Demonstrating**: Students demonstrate their knowledge by completing an online assessment in a Virtual Classroom or a quiz in an iConnect web conference.
- **Producing**: Students use edStudio to design and create a mock Facebook profile for a character or historical figure.
- **Reverse teaching**: Students take on the role of teacher by constructing a tutorial demonstrating a curriculum concept using Microsoft PowerPoint®, saving as a video and publishing to edTube for viewing by peers.
- **Reflecting**: Students create, maintain and share a digital portfolio of their work with annotation and recorded reflections using edTube and edStudio.
- **Creating and sharing**: Students create an interactive poster with edStudio to demonstrate understanding of a concept with embedded rich content, for example Google Maps or edTube images, audio or video.
- **Collaborating**: Students work in teams to design products or artefacts and share across schools using an edStudio.
- **Peer reviewing**: Students constructively respond to other students’ blogs from the Learning Place Student Space using protocols demonstrating appropriate online behaviours and communication.
- **Personalising**: Students create an appropriate online identity using the avatar creation tools from their personalised Learning Place Student Space demonstrating appropriate online behaviours.
- **Analysing and inferring**: Students analyse word frequency in a text to draw conclusions about author intent using Wordle. http://www.wordle.net/.
- **Reflecting**: Students develop a learning journal using the blog tool in their personalised Learning Place Student Space or recording a video / audio blog and uploading to edTube.
- **Collecting primary data**: Students create a poll and share with peers or community members to collect or gauge opinions or understanding of a topic to support a position or argument. http://www.polleverywhere.com/.
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Practical ideas for teaching online

Connected learning offers new opportunities and challenges for teachers. Teachers facilitating learning in connected environments need to combine digital pedagogy with classroom management strategies to enable rich and productive environments and to keep students safe.

Ideas for working and learning digitally
Teaching and learning with ICT offers new opportunities for working and learning digitally where teachers should consider:

- Facilitating student group work to encourage collaboration and minimise bandwidth usage
- Differentiating activities where students work on high-bandwidth activities at different times
- Facilitating student access to digital tutorials including Atomic Learning demonstrations to develop digital literacy
- Using screen-sharing software to deprivatise learning
- Changing the physical learning space to allow for collaboration, facilitate student access to data points, increase student and teacher mobility depending on learning tasks and allow for maximum visibility of students’ work to encourage on-task behaviours
- Explicitly teaching students internet search skills to make research more efficient and reduce internet bandwidth use
- Encouraging students to use Microsoft OneNote® Workbooks to organise their work and notes and structure their research, including using the ‘Send to OneNote’ printer to save texts to deconstruct while off-line
- Requiring students to turn their laptop wireless switch off when they’re working on focused creative or writing projects to minimise distraction and conserve battery
- Emailing students learning tasks to add to their Microsoft Outlook® Calendar and Task Lists

Ideas for accessing and managing digital content
Effectively sharing and managing digital content in connected learning spaces can be achieved by:

- Creating an edStudio, Learning Pathway or Virtual Classroom to organise and store digital content for 24/7 student access
- Sharing content via a school network drive, intranet or by emailing students with attachments
- Requiring students submit work using a Drop Box in an edStudio or Virtual Classroom
- Compressing large images in a Microsoft PowerPoint or Word® document before sharing to reduce file size and prevent changes
- Using PDFCreator to print and save documents as a PDF before sharing to reduce file size and prevent changes
- Promoting the correct attribution and referencing conventions when using digital content and using Creative Commons-licenced material where appropriate
- If planning on using a web resource outside the Learning Place, use the MIS Filtering Check to ensure that it is accessible to students

Ideas for developing digital citizenship
In connected environments, teachers can promote the ethical, safe and legal use of digital resources, tools and environments by:

- Using the tools and spaces provided at the Learning Place to ensure a safe and secure environment
- Understanding the risks associated with using online services which ask for students’ personal information and by becoming familiar with relevant DET procedures including ICT-PR-006 and ICT-PR-006
- Explicitly teaching students cyber safety practices including an understanding of appropriate levels of personal information to disclose in specific online environments
- Modelling safe practices and agreed communication conventions, protocols and netiquette when communicating in online spaces including with a password protected identity

The Learning Place

The Learning Place offers a variety of safe and secure spaces for students to access, create and publish digital content, participate in online learning, communicate with peers, teachers and experts and collaborate on rich projects.

Personalised student space
The Learning Place Student Space is a customisable space where students can create their own avatar and select a theme, write blogs and access resources.

edStudio
edStudio is an online authoring space where you and your students can create, publish, collaborate and learn. Text, images, digital files, links, quality-assured Learning Place resources and edTube media can all be added to an edStudio. While edStudios are generally private spaces for groups of students and teachers, publically-viewable Studios can be copied and modified by other teachers to suit their context.

edTube
edTube is a multimedia sharing gallery where you and your students can discover, create and share educational video, audio and images. Rich media is compressed for easy access at home and at school. Students can publish digital content to edTube albums with their teachers’ permission.

iConnect
iConnect is DET’s web conferencing system that provides an online learning environment for staff and students to communicate securely in real-time. iConnect sessions can be created by staff who have completed the iConnect Moderator training.

Virtual Classrooms
Virtual Classrooms are private and secure online spaces that can be used for lesson activities, units of work, assessment, homework, projects, discussions and collaboration.

Learning Pathways
A Learning Pathway is a focused and structured sequence of digital resources. Teachers collate resources from the Learning Place or other educational resources to support student learning. Publically-viewable Learning Pathways can be copied and modified by other teachers to suit their context.

Your guide to the Learning Place Spaces

Learning Spaces

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Learning Pathways are focused and structured sequences of digital resources. Teachers can create, copy and modify Learning Pathways to support student learning.

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Student Courses
Student Courses are ready-to-go curriculum-based courses where students work through subject-specific content or modules.

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Department of Education, Training and Employment

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http://education.qld.gov.au/smartclassrooms