





The Internet has caused an explosion of access to information on a global level, which has only served to highlight the fact that no teacher can possibly know it

1. For example: Bruner, J. (1996)
The Culture of Education:
Cambridge, MA. Greenfield, S.
Harvard University Press: (2000)
Brain Story: Why Do We Think
and Feel as We Do? London:
BBC Consumer Publishing.
Gardner, H. (1993) frames

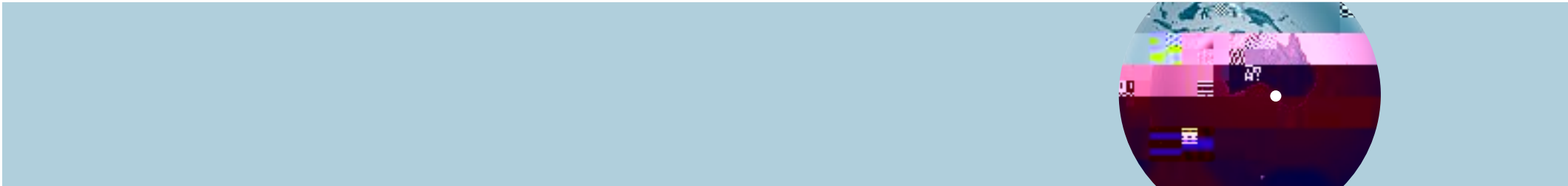
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is
ubiquitous communication tools is incomprehensible. Surely learners' views of
schooling and how it accords with the rest of their (rjF23uE25tE57u3u70rjF24uE25trjF23uE25t6st

apparent in the essay from Ádám Horváth, IT adviser to the Mini



of a conference and then having a modern-day teacher showing a 1920s clip:
it had a magical effect,

which wasn't done just by standing up and answering it, in a boring way, but



curriculum, so very often we wouldn't try to teach them geography or history

time it was to do with experience for their own young people. These companies often wanted to give their young graduates leadership experience, so, they would come to us directly as part of their training. We assisted British Airways considerably in developing their sta

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When I first went to Hermitage, staff weren't used to t

Contextualisation and relevance

One of the issues around learning is that it always needs to be contextualised if it is to become relevant. We're looking at Key Stages as a learning space: with all the years of study within a Key Stage

people they're working w



Dillingen's overall objectives

What is particularly special about Dillingen

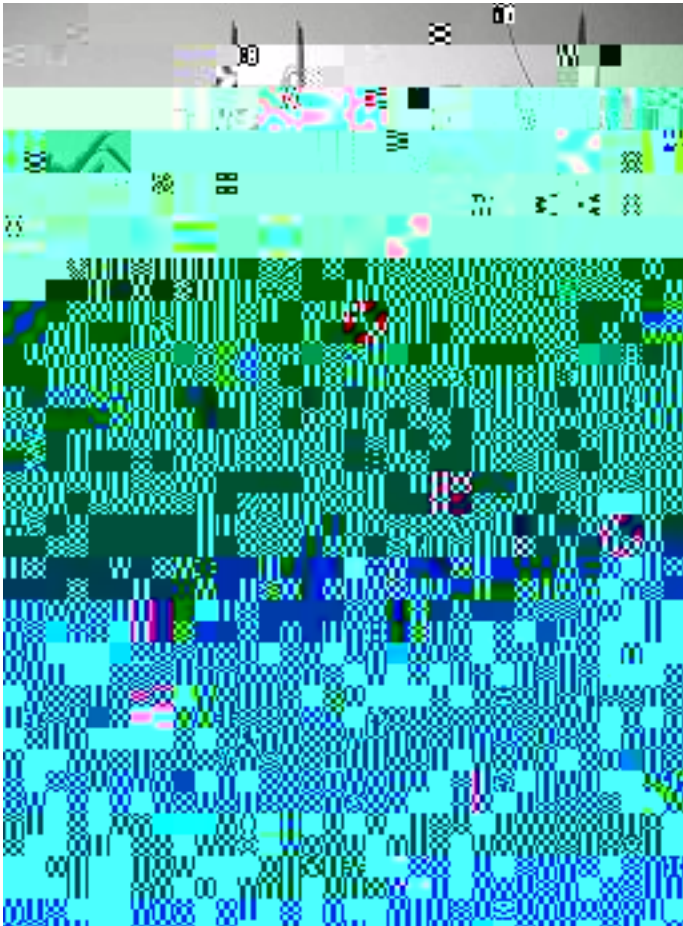


Figure 1

of school networks. We don't want loose installations, which can be the root of many network problems.

We need to bring it to the point where we can qualify teachers as system operators to create the right environment for teaching and learning. Our net@school qualification should help to maintain a school network and certainly provide the necessary skills to give qualified error messages for second-level support. If we're proficient we can resolve the problem of teachers' conflict between their two roles. The conflict is there and we have found a w/-+• w^

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The project's launch almost coincided with the launching of Federal programmes bringing IT to education. In 2000, implementation began of the rural schools computerisation programme suggested by Vo...8hJ/f2 2f. 25If -.... 8!---45c\$W)j/f2-f. 25If -. 8827....

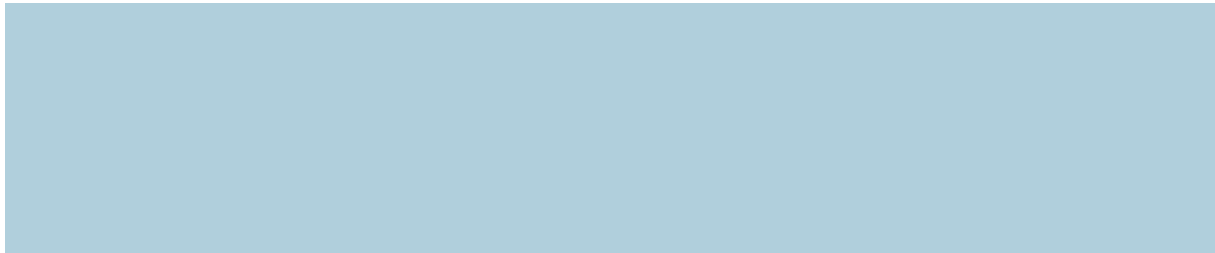
Some conclusions

Our experience shows that training teachers in new technologies motivates individual and/or group initiative aimed at the creation of conditions for the use of su



At the same time it create

Our elementary students today are well prepared for computing. We've glimpsed it

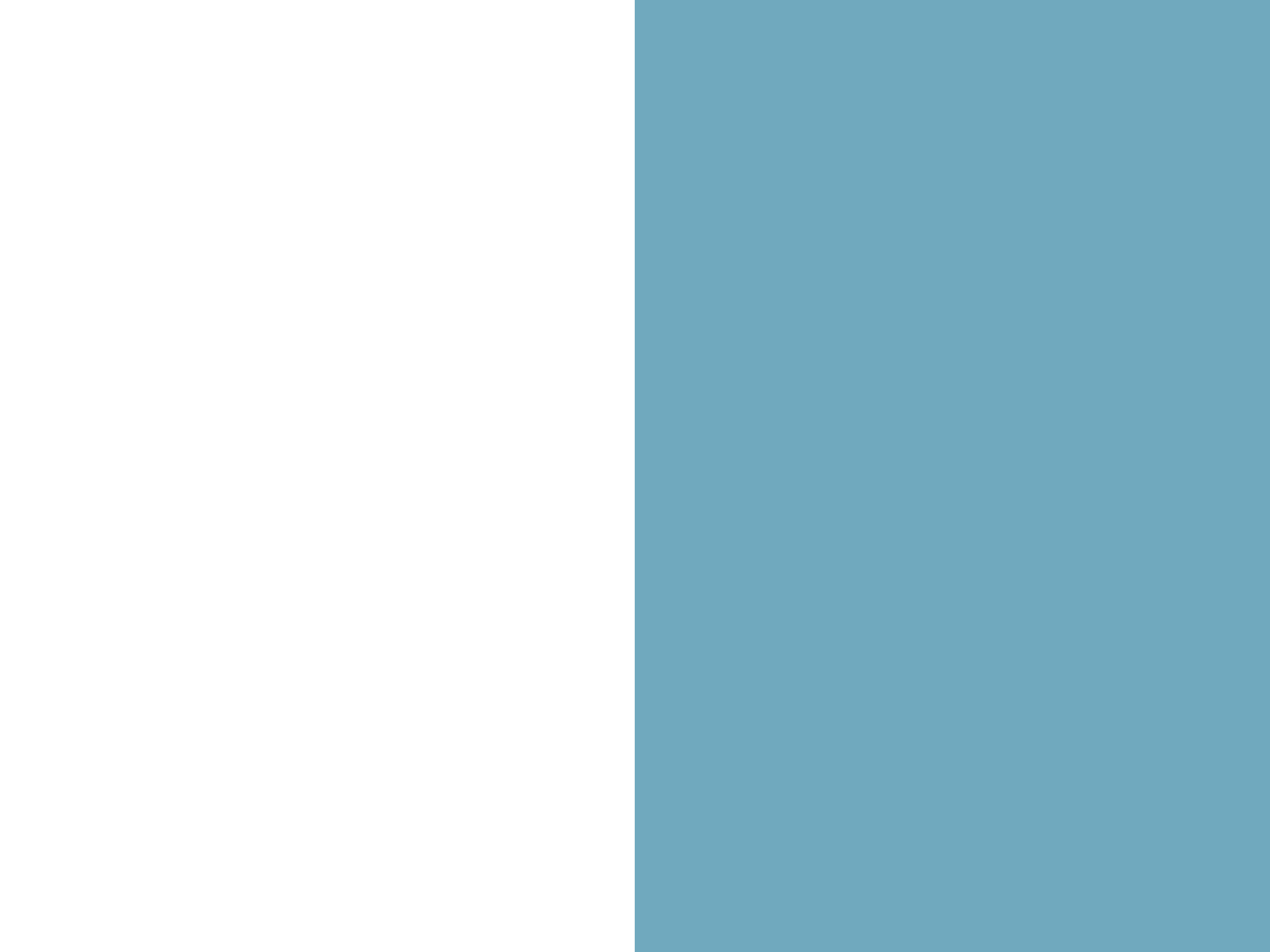


which means that there's virtually no downtime and a teacher can therefore absolutely rely on their system working.

A recent survey showed that teachers' satisfaction responses to that service were higher than expected. There are a number of explanations. Previously teachers didn't feel comfortable with the technology

That service is up and running and schools will in many ways be able to break the walls of the classroom do

example, has been tremendous. Incident-filled, yes, but you feel ca





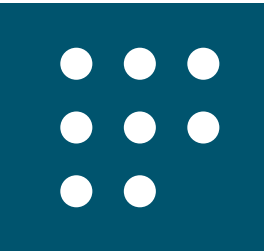
**A laptop learning culture at
Ninestiles Schools and Technology College**

Nearly 1,000 laptops are in use at Ninestiles. Every member of staff has one.



Measures undertaken by the French government to realise this vision

France has a comprehensive plan for the development of new technologies – PLAN RESO 2007 – covering all ministries. Schools play a key role in thr



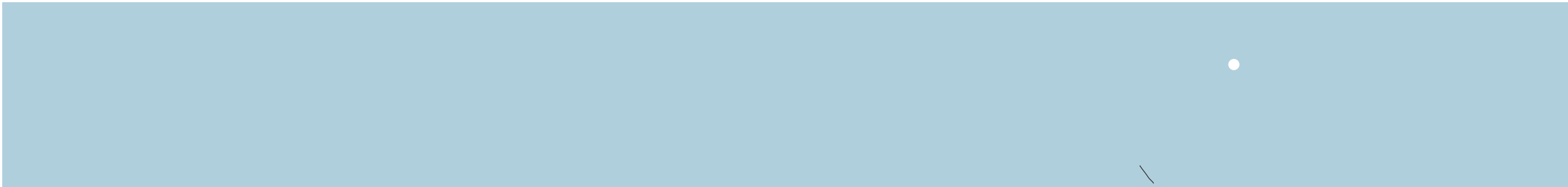
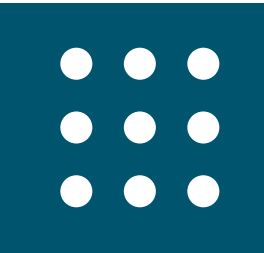
These partnerships extend beyond the teacher/learner relationship. To help schools change

We're putting video conference suites in every school. Why couldn't the best teacher in the province give a lecture on something students are expected to learn over the next week? The

years and many more are coming up, from class size, school lunches, school uniforms and professional development. All these things are interrelated.







Then we have the third phase, which in a sense is the most challenging and which is currently emerging. This is

a lot of effort in terms of technology but very little in terms of the new pedagogues who need to benefit from it.

The old type of pedagogy, with teachers who close the classroom door and want to be on their own with their



available, too. By the beginning of the 1980s in the USSR, this serious social problem had officially b

In the closed architecture, active architects are allowed to introduce changes they consider necessary in the

others by publishing results on the Internet. Assessment by publicity is

professional roles as men

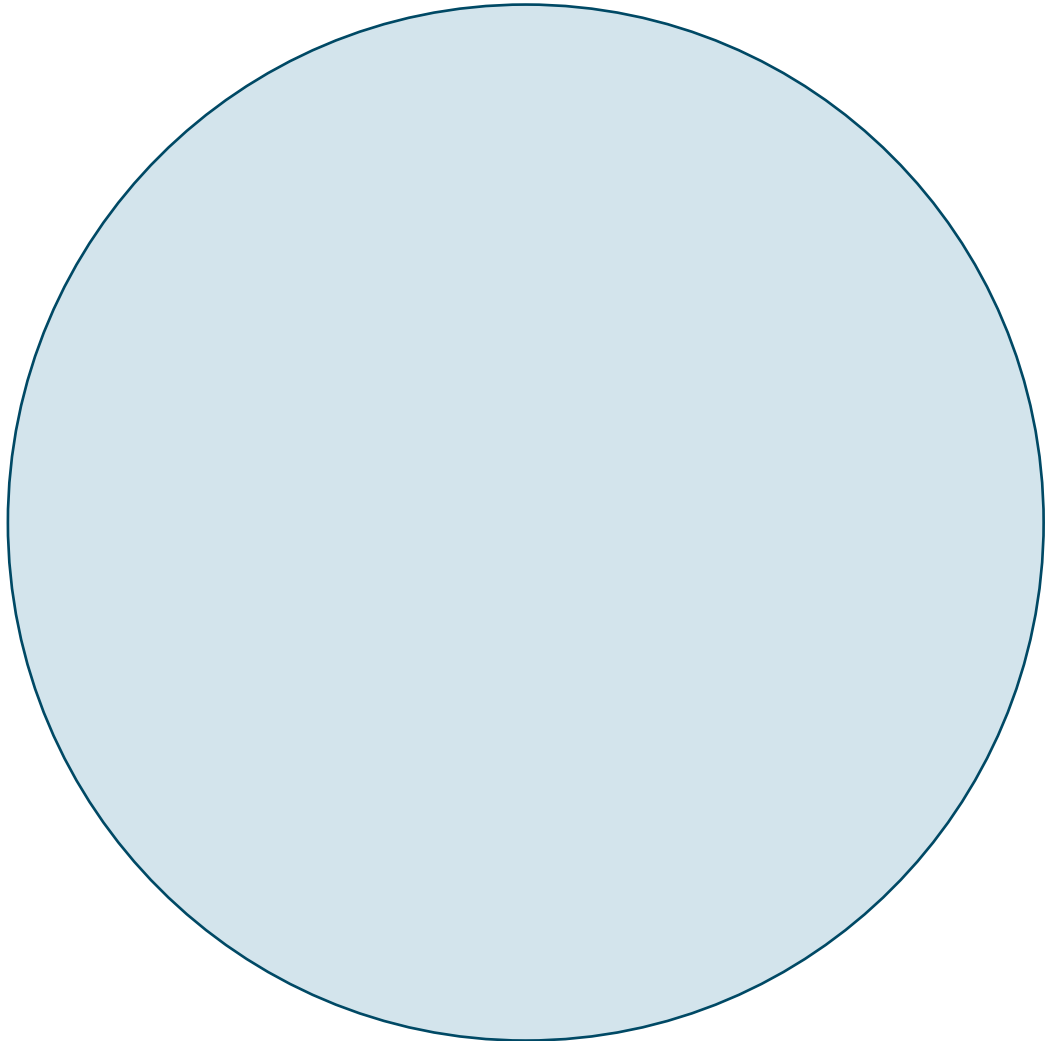


Figure 2
Networked Virtual Learning
Organisation model

the NVLO model seeks to create

Information

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He started his career as telecommunication network developer about ten
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Craig Jones

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Craig Jones is 17 years old (born 3 November 1986) and has lived in Govan, Glasgow most of his life. He writes: 'When I was five years old, I lived with my aunt for a year because my mum was very ill and attended school in Bristol for the my first year of p117Q

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GENERAL

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