



LOGIN

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Welcome to 2004



*Presidents Report
Judy Weggelaar*

Welcome to the new school year and our first Login for 2004. At the end of March we have the ACCE committee coming to Perth for their meeting. ECAWA is a member of ACCE (Australian Council for Computers in Education) and has a seat on the National Board. ECAWA members receive copies of the ACCE journal twice a year (ACE) and have access to the National Conference. (ACEC – Australian Conference for Educational computing); the next is in Adelaide from the 5th to the 8th July this year.

There is much more happening, though, than most ECAWA members would be aware of. An example of this would be the ‘Review of Teacher and Teacher Education’ (<http://www.dest.gov.au/schools/teachingreview/>) which has a focus on innovation with particular emphasis on science, technology and mathematics. Cathy Crook from the ACT, an ACCE board member, represented us on the reference group. This report is now complete.

ACCE also has representation on the National Education Forum (NEF) and the Commonwealth Quality Teacher Program (CQTP) and has membership on the National Quality Teacher Information Exchange Project. ACCE is planning to become the Australian National Partner for the International competition, **Think Quest**. The competition is open to students from nine to nineteen and their teacher/coaches from anywhere in the world. The program promotes multicultural collaboration and learning by encouraging students to develop creative web sites focused on topic categories. To find out more about the next competition starting in April go to their website at <http://www.thinkquest.org/>.

On the board of the ACCE there are not only representatives from each of the states and territories, but also a representative from the Technology Education Federation of Australia (TEFA) and a representative of the Australian Computer Society (ACS). ACCE also owns and hosts two major national websites - <http://www.acce.edu.au> and <http://www.ash.org.au/>.

This partnership is of great importance to us as an association, not only for the benefits we receive due to our membership but also for the direct input it gives us on the national scene. As your member on the Board, I encourage you to email me with questions, concerns or ideas that you may like addressed on the national scene. At the next meeting of ACCE the National Educator of the Year award will be chosen. Our nominee is our current Educator of the Year, Mr Mark Weber. Start thinking now of whom you could nominate for this year’s State Award.

Upcoming ECAWA Events

The Tom March in March event was full several weeks before it’s occurrence. I’m sorry if you missed out but we have had to limit numbers for this event. Well done to Lynley McKernan for organising this event so early in the year. If you didn’t get an email from me about this event it may be because we have an old email address for you, I certainly had lots of bounces. If you want to hear directly about further events email your new details to me at president2003@ecawa.asn.au.

All members should also have had an email from me about the SIGFest to be held on March 20 at Swan View SHS. This promises to be a great day, with some top presenters organised by Mark Weber. Our line up of presenters includes Kim Flintoff, our keynote with an international reputation, Robin Hutton, Vic Gecas, James Maitland, Sue Sneyd, Ann Edgar, Helen Deacon, Mike Leishman, Leesa Collin and Lucy Mandyczewsky to name but a few.

If you can’t make either of the above then we have other fabulous opportunities for you to access professional development. Watch out for news on a camp organised by Mike Leishman or a one day conference focussed on using ICT to enhance a teacher’s pedagogy. This day is being coordinated by Robin Hutton on May 14 at Ballajura Community College.

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Login is the journal of the Educational Computing Association of WA. All contributions should be sent via email to the editor login@ecawa.asn.au

These can be in the form of original articles, letters, reviews and reports.

ECAWA Committee 2004

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Rags Weggelaar

..... Committee Members

In this edition of Login we begin to trace for our members the history of ECAWA. Judy Weggelaar with input from Mark Weber, Jan Ring, Barney Clarkson and Peter Farrell commences the story.

If you would like to contribute as the story unfolds please feel free to forward your submissions to Judy. It is anticipated that we will highlight the many fine achievements of the Association and its members and present profiles of our life members.

The History of ECAWA

introduced by Judy Weggelaar

Barney Clarkson recalls "sitting under the trees outside the staff room at Christ Church having lunch one glorious summer day with Bob Merrells, Paul Lund and others and I think Ken Hopkins, talking about the need for an association like Geoff Ring and the other folk at WACAE (!) were proposing; that must have been at least as early as 1979-1980" Jan Ring remembers that the first group had "a slightly different name and people like Peter Farrell, Tony Watson, Geoff Ring, Kevin Penter etc were the ones at the helm."

"ECAWA actually started around 1978 or 79 as the West Australian Computer Educators which was frequently referred to as Wine and Cheese Evenings (yes we did have wine and cheese too)" emails Peter Farrell. "There was a husband and wife team from USA at WAIT who I think got it going informally at first. Meetings started at WAIT in the education faculty. The name was changed because people always wanted to know if we were about educating computers."

"I became president when ECAWA was officially declared an organisation - I remember some legal things being done at the time to incorporate us. . . The funny thing is that I didn't really want the job but was pressured into it by Tony and Kevin in particular. Once there, I tried to do the best I could of course. I have vivid memories of trying to get the committee to agree to having a journal of our own rather than the newsletter - I didn't win that one at the time!" writes Jan who later became Jan Ring, She was later to be awarded a life membership for her services to ECAWA.

In 1987 TEE Computing was just coming into schools, secondary teachers were about to trial unit curriculum and primary teachers were struggling with BBC Acorns. Many of those interested in this new technology were writing a new curriculum, The words computing and nervous breakdown were synonymous. Yet, it was an exciting time, and teachers were never bored! (adapted from the words of Mark Weber).

The association was officially incorporated on January 28, 1988.



The Educational Computing Association of WA State Conference was held on May 20-21 at Mount Lawley Campus. In an amusing opening speech the Minister for Education admitted he did not know very much about computers but at the same time acknowledged that "the spread of computer literacy is one of the great unfulfilled task facing education, in my view, in the later part of the century I think it is something the government is going to have address very seriously in the near future.

"I discussed this with Malcolm Bryce, Minister for Technology, the idea of trying to build into this year's budget a very accelerated splash of cash

to build computer facilities in a way which make them more available to the average student and hence allow students to build their capacity more rapidly than is the case at the present".

Jan Selsmark, President of ECAWA, and lecturer in Computer Studies at WACAE, chaired the opening session of the conference, and with Terry Haines presented a joint session on the running of the microbee network.

Dr Jim Millar, the conference organiser, planned a wide variety of interesting activities for participants at the well attended and successful conference.

To be continued

CEG ACTIVITIES AROUND AUSTRALIA & ACS

By Cathy Crook ACCE Representative

NORTHERN TERRITORY

- Membership of 63, of whom 40% are primary sector, 32% at secondary level, 14.5% from Department. The bulk are from the Government system.
- Consideration of change of structure for 2004 professional development activities as departmental facilitators are taking over some of the initial role. Plans include special interest groups, bus tours, IT Fair, secondary ICT teachers EdNA discussion forum and Darwin based 2005 conference in collaboration with other professional associations. There is interest in CEGSA linkage for workshops for members in Alice Springs region.
- Funding for workshops primarily from Joint Council.
- Department exploring laptop for teachers program whereby teachers salary sacrifice directly from the leasing company with departmental funding.

QUEENSLAND

- Strategic planning process undertaken to review core business and set future directions. This included a community survey and input from an educational consultant on dimensions of communities of practice. Guiding principles have been established and an action plan is to be devised early in 2004.
- Negotiations with Coretech and Digital Diversity to deliver 2004 professional development workshops assisting QSITE's plans to concentrate on working with members to support them in their leadership roles.
- Involvement through Australian Joint Council of Professional Associations in consultations about National Institute of Quality Teaching and School Leadership.

VICTORIA

- Membership of approximately 600. Early bird renewal rate is proving effective.
- One day conference model.
- Links being strengthened with VITTA.
- Constitutional amendment enabling larger committee which has facilitated splitting of tasks for effective completion.
- Business cards provided for Executive – blank proforma on which individual details can be entered. Fridge magnets proposed.
- Professional development sessions focused around bring your own laptop successful. Those without the relevant software are provided with 30 day trial versions where this is possible.
- Strategic planning day in early 2004 to set directions in a three year plan.

NSW

- Not represented at meeting.

SOUTH AUSTRALIA

- Membership of 359.
- PD Committee encouraging people to share their classroom expertise and providing them with skilling as presenters.
- Investigating formalising links for country hubs including co-opting contact people to main committee.
- Retreat for committee to review, document and streamline procedures and add value to existing practices.

TASMANIA

- Membership of 60 – often annual only, triggered by accessing specific professional development.
- Professional development relating to digital resources, GIS and a student competition for SMS text poetry.
- Strategic alliances with Department, ACS, WITT (Women in IT Tasmania) and RoboCup.
- Lack of clarity about ICT cross curricular and specialist IT as well as role of TASITE in relation to emerging areas such as knowledge management. Opportunities for use of ICT to support project / problem based learning.
- Copyright issue with use and publication of material produced by teachers via professional associations when the work may be owned by employers.

ACT

- Membership demographics are strongly skewed to primary sector.
- Successful collaborative conference, L2LT (Learning to Learning Technologies), in August involved CEGACT, Department's Centre for Teaching and Learning Technologies, ATOM (Media Teachers) and CEO (Catholic Education Office). Initial planning underway for a similar event in 2004.
- Consultative input to revised system wide Learning Technologies Plan.
- Continuation of program of professional development workshops with a project based focus.

AGQTP (Previously QTP)

- Project in wind-down phase on a timeline to May 2004 – Project Officer has moved to a part-time role; revised budget submitted; key desirable deliverable still pending is clearance for distribution of teacher stories; on-going website maintenance; publication of another AGQTP Newsletter; holding of final National Workshop.
- Queensland has developed and delivered structures for effective learning communities and information flow for project leaders under AGQTP. This model is showcased via the national AGQTP <http://www.qualityteaching.dest.gov.au> website.



NATIONAL CONFERENCE

- ACEC 2004 theme is Research ... Reform ... Realise the Potential at Adelaide Conference Centre from 5 to 8 July.
- Conference website is at www.acce2004.info
- Register for e-mail list at join-acce2004_friends@edna.edu.au; registration brochure available in February.
- Registration for member early bird \$450 – conference dinner \$85.
- Feedback to CEGs of number, and possibly names, who attend national conference.
- Preliminary interest in hosting ACEC 2006 expressed by QSITE (Cairns) and ECAWA (Perth).
- Request for each CEG to construct membership demographics to provide collective “picture” and give informed basis for conference sponsorship negotiations. Aspects of a national based package are yet to be explicitly delineated but the essence is that in the non ACEC year the sponsorship flows out to the local state / territory events. Also under discussion is access for sponsors to extended distribution market through advertising in CEG Newsletters. Discussions framed in context of branding as an ACCE partner.

AUSTRALIAN COMPUTER SOCIETY (ACS)

- New National President appointed, Edward Mandla. Interests include IT Literacy in Schools, Women in Technology and Digital Technology.

STANDARDS PROJECT

- Project represents an expression of ACCE views (position paper), based on informed data collection and analysis, with audience being CEG members (awareness raising) and those in positions of relevance for action implementation. Purpose of document is to assess what ACCE deems to be the current situation in relation to acceptable standards for ICT / IT as a specialist discipline, to identify and address the perceived challenges that this raises, to determine productive ways forward.
- Standards become problematic in light of continually changing and advancing nature of ICT / IT and industry relevance is of significance. Another issue is that of formally qualified teachers blended with those with an experiential or interest basis to their teaching. Dilution of ICT / IT standards in teaching and student learning outcomes is a factor arising from integration cross curricular. Multiplicity of roles for ICT / IT teachers often limits their impact and standards in learning terms. This contributes to drift from the teaching role and/or education sector.

- Considerations include – standards as accountability through a checklist of competencies? as related to what students need to know? as a government / politically driven agenda? as guidelines for PD? as a reflective tool? as leverage tool for adequate preparation of those teaching ICT / IT in a specialist sense?
- Important to speak to the profession itself about the debates and resources of professional standards as well as on behalf of ICT / IT teachers to government, the public, industry and tertiary education. This addresses the ICT / IT curriculum area as a component of education, as a discipline, for tertiary education pathways and in helping to gain employment.
- ACCE Board considers that generation of an issues paper is more purposeful and constructive than one that aims to solve the concerns. This contextual background to lead to “what next” strategy plan.



THINKQUEST

- International project-based learning for students in which there are approximate 5 month periods for collaborative research and website development. Details are available at www.thinkquest.org website.

NATIONAL EDUCATION FORUM

- NEF Chair is Jo Lang from Australian Association for Environmental Education.
- Presenters to the October meeting included –
Arthur Townsend (Manager Quality Schooling Branch, DEST) on National Institute of Teachers and strategies for maintaining / improving quality of teachers and school leaders. Tom Aleanouris (Executive Director, NSW Interim Committee for Institute of Teachers) on generic standards related to graduates, professional competence, accomplishment and leaders. Kerry Bartlett MP (Chair House of Representatives Standing Committee on Education and Training) on Vocational Education.

NEW GRADUATES DAY

ECAWA flew the flag at the New Graduates Day held at the Rendezvous Hotel, Scarborough on January 16. Rags & Judy Weggelaar set up a display showing the various activities ECAWA is involved in and were on hand to field any questions. Membership forms were handed out and we gained a new member immediately. Welcome Luke Halden, we hope that your first year teaching is rewarding!



Linux Conference Report

By Mark Weber
numbatconspiracy.com

When I looked in my conference bag and found a water pistol, I thought it a great start. There were instructions on how and where to use it, following the ritual dunking of all the major keynote speakers, including Linus Torvalds et al.

The conference, held at Adelaide University in January, ran in total for six days. The first two days were the mini conferences of audio, Debian, Open Source Software (OSS) in Government and education. The next four days had a lot of full on nerds debating the relative merits of their particular kernel over another, however there was enough to keep me entertained.

My overall impression was that the Linux community has reached an interesting point in their evolution. There was a lot of discussion about market share and Microsoft with some interesting conclusions.

The big news of the first couple of days was a law passed in the ACT that the state government was compelled, if there was an open source equivalent to a commercial package to use it. In South Australia, it was policy, not law. As one delegate explained to me, it wasn't the desktop environment where the savings of a few paltry millions could be saved, but in with the heavy hitters of server technology running databases like Medicare on delivery systems based on Oracle.

The educational conference picked up on this theme and presenters were focussed on training people in open source solutions. The majority of delegates to this part of the conference were from TAFE's around Australia, with a few high schools represented by their techs. This part of the conference focused on the delivery of Linux based courses, the use of OSS and the problems associated with this. It was interesting to note the same issues raised on Echalk regarding problems associated with obstructive network administrators and the delivery of curriculum were not unique to Western Australia. There were many anecdotes where people had solved the problems by running their own websites, ISP's or even their own clandestine networks outside their own institutions to gain the freedom to teach the courses they needed. One guy registered a similar url to his Cocos Island school.

There was also much discussion on the increasing commercialisation of distro's like Redhat and Mandrake and it's likely outcomes. It lead to the extraordinary presentation by Bdale Garbe from HP declaring himself a latter day hippie and that the OSS community could not proceed until they adhered to a set of core values. Not quite the thing I expected from a computing conference.

Bdale said that the moment of epiphany for him occurred when he joined the Debian project. The leader said that they could not share a vision if they did not share the same values. This is why they now "vet" any project contributors on the Debian project to ensure that they share the values of open source. This was encouraging to me in that it meant that even if some of the OSS projects stray to the commercialist side there will always be true Open Source projects freely available.

He spoke at length about computing access in the third world and the role OSS takes. The most interesting point for me was that while the western world kids were only given the simple desktops and interfaces to use, they never developed the skills to understand the underlying system and how programs work, while the "underprivileged" kids with OSS are given the opportunities to learn the programming behind the operating system and the means to customize their computer environments. The point was illustrated by one delegate from Brazil, presenting on a project she was involved in, which was helping street kids to gain computer and Internet access using OSS and they explained how quickly they learnt to adapt to their online environment.

Overall, a very well organised and executed event. I have made many contacts, many running moodle sites, that I will keep contact with, and share this through my numbatconspiracy.com site. A lasting highlight for me was when I showed Rasmus Lerdorf Moodle, and he said it was "cool".



Rasmus Lerdorf (inventor of php) and Mark Weber meet in Adelaide



ECAWA PROFESSIONAL DEVELOPMENT

Term One Outstanding PD Opportunities

Presented on behalf of ECAWA
by: Lynley McKernan



Tom March in March

Saturday March 6

*Aquinas College
Salter Point*

Keynote: Tom March

ECAWA is hosting a full day workshop with internationally acclaimed educator Tom March. Tom is co-developer of the WebQuest model, Blue Web'n, Filamentality, Web-and-Flow Interactive and BestWebQuests.com and he will be continuing from where he left off at the end of the ECAWA Conference last September.

Presented on behalf of ECAWA
by: Mark Weber



SIGFest

Saturday March 20

*Swan View Senior High School
Gladstone Avenue
Swan View 6065*

Keynote: Kim Flintoff

Kim currently maintains a lecturing position at ECU and a part-time teaching position at John Forrest SHS. Kim's work is widely published and he presents regularly at conferences both in Australia and internationally. Kim has a feature article included in this edition of Login on pages 8 & 9.

Presenting a variety of the outstanding computing educators in Western Australia

| TOPIC |
|------------------------------|
| Flash |
| Video Editing |
| Game Maker |
| Audacity |
| Linux |
| Logo |
| Fireworks |
| Moodle |
| Cantennas |
| Inspiration |
| Paint Shop Pro |
| Laptop Basics |
| Learning Objects (myclasses) |
| Robo Cup Lego |

| PRESENTER |
|----------------------|
| Vic Gecas |
| Mike Leishman |
| Darren Smith |
| Peter Spicer-Wensley |
| Steve Edwards |
| Judy Weggelaar |
| James Maitland |
| Leesa Collins |
| Rob Clarke |
| Anne Edgar |
| Robin Hutton |
| Terence Pestana |
| Trevor Galbraith |
| Helen Deacon |

WHAT IS A SIGFest?

These workshops started as a response to those who attended the fabulous Point Peron camps, back in the late seventies. Ah, when we were all thinner, had more hair and the ... well, lets leave it there.

The idea is that you come along, find the area you want to know about, and ask the presenters to help you. The idea is hands on, less talk, more action.

So the flavour of the day at Swan View is to come along, bring your laptops (if you have one), and enjoy the day. Delegates are especially encouraged to ask questions and generally find out as much as they can.



with a promise of more on the day...

| | | | | |
|---------------------------|--|------|---|------|
| SIGFest 04 | TO REGISTER | | | |
| | Fax this reply slip - 9302 4743 | | | |
| | Online - http://www.numbatconspiracy.com/sigfest/ | | | |
| Name | | | | |
| email | | | | |
| School / Institution Name | | | | |
| Cost | ECAWA Members | \$20 | Non Members <i>includes membership</i> | \$70 |

DEVELOPMENT CALENDAR 2004

Term Two

Presented on behalf of ECAWA by:
Mike Leishman



Bush Camp

June/July

The Bush; still to be determined

We are planning to hold this event over a weekend in June/July in a bush environment - notebooks only. We should still be able to offer a range of Professional Development similar to that of the Point Peron Camp days. We hope it to be relaxing and fun yet offer top rate Professional Development

Robin Hutton invites you to Ballajura Community College for a One Day Extravaganza with the theme Pedagogy and Information Technology



Pedagogy & Information Technology

Friday May 14

*Ballajura Community College
Illawarra Crescent South
Ballajura 6066*

- In The Primary Classroom
- In The Secondary Classroom
- Skill Center (National Modules)
- Running a School Network
- Laptops
- Special Needs
- Curriculum Council Courses
- On the Web



Keynote Dr Steffan Silcox Principal: Ballajura Community College

Applications for presenters should be addressed to Robin Hutton at think@odyssey.apana.org.au
Robin can be contacted by phone on 04007 07929 after 3.00pm.

Any and all presenters with an angle on pedagogy in IT are welcome.

Term Three Annual ECAWA Conference

ANNUAL ECAWA CONFERENCE

Early discussion suggests that ECAWA are planning something totally different for 2004. The committee has agreed in principle to find a suitable school venue in the metropolitan area and run the conference in the first week of the Term 3 school holidays. Information will come to hand quickly and the next edition of Login, will give you its members an up to date report on the planning. Don't forget to earmark PD Funds for this event.

Term Four ECAWA Dinner

ANNUAL ECAWA DINNER

In 2003, Lynley McKernan arranged a new function for all ECAWA members where a gathering of members took place for an evening meal and a few shared thoughts. Life members, Jan Ring and Paul Newhouse provided the after dinner entertainment with Vic Gecas and Lynley McKernan reviving the "good old days of ECAWA" with lots of background graphics. Look out for further details as the year unfolds.



Interfacing: Drama, The Arts and

Kim Flintoff teaches high school Drama in Western Australia and has an extensive background in theatre production. While currently examining the implications of technology and virtual domains in educational Drama in his M.Ed thesis, Kim also operates the Drama Education: A Global Perspective website and the international Drama-Ed email discussion list; and produces the Drama Ed Weekly newsletter. He co-facilitated a Special Interest Group in Drama and New Media at the 2001 IDEA World Congress in Norway (and has been invited to do so again in Ottawa in 2004). His work is widely published and he presents regularly at conferences in Australia and internationally. In 2004 he commences a lecturing position at ECU and maintains a part-time teaching position at John Forrest SHS.

As more teachers and schools begin to incorporate learning technologies, information technology, and especially the Internet into classroom practice it seems that Drama teachers are left to find how they will adapt to the changing requirements of curriculum and to find effective ways to incorporate such technologies into Drama Education.

I have been involved in the exploration of potential uses of computers in Drama education for approximately 8 years and have witnessed what seems to a general unwillingness amongst Drama teachers to seriously adopt a wide range of technologies into their practice. I further believe that the uses of technology in Drama education have not been adequately explored and as such Drama teachers have few models from which to develop their own practice. There is also the belief that, as a result of a changing paradigm in Drama education, education systems and professional development providers (including pre-service training) may be overlooking the resource requirements and the requisite skilling of teachers in this area.

In discussing the role of “The Arts” in education, the Western Australian Curriculum Framework asserts that Drama, as one of the “arts” subjects in schools, is to “contribute to the development of an understanding of the physical, emotional, intellectual, aesthetic, social, moral and spiritual dimensions of human experience” (Curriculum Council of Western Australia 1998), and further if it is to “assist the expression and identity of individuals and groups through the recording and sharing of experiences and imagination”. It seems obvious then that

any use of technology should be supporting these outcomes.

The Western Australian Curriculum Framework indicates in relation to Arts education that there is a general need to find adaptive approaches to learning and specifically refers to the use of computers. This inference is drawn from the following passages from the Framework:

They [students] need to be encouraged to question existing practices and conventions and to value innovation (Curriculum Council of Western Australia 1998)

And as such, the emergence of new environments in which to enact arts activities must offer up existing practices and conventions to be questioned and evaluated.

Students need programs that challenge them to move on: to use more challenging arts ideas, work in a new genre, style or form; develop control of a new skills [sic], technique or process; or respond to an arts work that uses unfamiliar conventions. They need the challenge of exploring a broader diversity of arts works from different times and places, comparing them, analysing and categorising them, seeing relationships and evaluating them. They are more likely to learn if existing understandings are questioned and reflected on in creative and supportive ways (Curriculum Council of Western Australia 1998)

Engaging in arts activities utilising emergent technologies, technologies that are redefining our perceptions of the world and our place in it, provides unprecedented opportunities to question and reflect upon our existing

understandings. This suggests that it becomes incumbent upon Drama teachers to find ways in which technology can provide the new genres, styles and forms referred to here. Likewise, engaging in Drama in cyberspace provides unfamiliar conventions. To begin with, physical laws need not apply, bodies and voices are optional, gender is not fixed, and space becomes one of the elements we construct rather than simply that in which we work. This is one sure way to extend and diversify the scope of Arts, and specifically Drama, practice.

Students have ready access to arts equipment such as paints, computers [emphasis added], dress-up boxes, puppets, masks, tuned and untuned percussion instruments and cameras (Curriculum Council of Western Australia 1998)

If computers are to be considered as “arts equipment” then teachers are challenged to find ways of incorporating them in the actual process of producing art works, this should probably extend beyond mundane mechanical and reproduction opportunities. This passage from the Framework suggests that students should be able to access computers should they find the need.

Students with disabilities should be provided with appropriate alternative ways of demonstrating the outcomes of arts programs: for example, they may need computers with appropriate software... (Curriculum Council of Western Australia 1998)

In an atmosphere of inclusivity this statement presumably refers to the special needs of all students. As cyberspace, virtual domains and other learning technologies emerge as significant players in our society, educational



Kim Flintoff
Teacher John Forrest SHS and Lertur Edith Cowan University

systems must provide opportunities at school for students to explore their possibilities and ramifications in all learning areas. **And as a result those responsible for the provision and operation of computer systems within schools must be prepared to expand their vision and knowledge of what is possible and what is necessary in fields beyond traditional desktop single-user metaphor applications.**

I am suggesting that it is essential that we adopt new ways of thinking about technology and how it is utilised in schools. Those amongst us who have begun Moodling and those who regularly use email forums and other “social” environments will know what I mean. Computing has developed traditionally as an activity for individuals, whereas Drama, for instance, has always been a group or social focus – how do we reconcile the two? The answer is easy; **stop** seeing existing practice as the only manifestation of the forms.

Over the past few years I’ve been lucky enough to have been invited to participate in a range of explorations that try to build bridges between Drama and IT.

In Drama education we are faced with the challenge of relevancy. The nature of theatrical form is changing as we begin to explore the intersection of technology, culture, and nature. *Cyberspace*, with its apparent offerings of vicarious and disembodied experience, poses challenges to the field of Drama studies. Classroom drama traditionally presupposes the physical and the verbal, focussing heavily on role; in virtual reality these presuppositions are cast in a new light and demand that new questions be asked.

We are re-creating nature: the boundaries between the virtual and real are becoming increasingly confused. The *interface* is becoming increasingly important in our experience – we are still dealing with artificial, clumsy computer interface and

yet we strive for the unencumbered, the unconscious, fully interactive experience. The pretence of the virtual is insinuated into our lives on a daily basis. When you make telephone calls are you aware whether or not you are speaking to a person or a cleverly constructed piece of software? Is that actor in a movie a real person or a carefully compiled composite created in an advanced graphics suite? Artists like Stelarc have already begun these investigations with the addition of “hardware” – he asserts that our soft bodies are obsolete.

There is a range of freely available “*intelligent agents*”; software programs that attempt to replicate human intelligence. More and more we find ourselves interacting with machines that seem to mimic human processes. In Drama we often seem to have a predetermined, yet unstated, concept of human intelligence. We base our activities on these presumptions; yet there is now a new player. Computer generated agents (metaphorically brought to life in the film *The Matrix*) lurk in all virtual arenas and defy us to identify them. Even as I wrote this article I became cyborg, a human-machine hybrid. The nexus between human and machine is pervasive, and Drama education can play a role in exploring these developments.

And there are already amazing examples of what can be achieved when educational systems are allowed to properly integrate activities across learning areas. John Carroll’s “*Spice Islands*” is one project that demonstrates an effective blend of Drama, IT and Social Studies. With the potential for learning to occur in all areas. Students studying the *Batavia* are introduced to members of a maritime archaeological team (teachers working in role) via a webcast teleconference. They also utilise web sources to conduct research. Through a bit of fiction and process Drama, students are able to transport Batavia passengers and crew into the present to be interviewed. All

the while ICT and internet are involved in the mediation process.

In other projects, I have used the Lost Cities MOO at QUT’s Creative Industries Research and Application Centre (CIRAC) to engage in an online Process Drama. I worked with Dr Brad Haseman to develop an online environment and a rich scenario to explore a range of social issues through Drama. We created the time travelling vessel “Woomera”, crewed it with members of a futuristic society, and sent it on what was apparently an urgent environmental mission. As the Drama evolved it became an exploration of human rights, mandatory detention, social tolerance, prejudice, religious intolerance and personal dilemma. What made this exciting was that we engaged 94 students in realtime online role-play and I was able to facilitate over 5 weeks from my laptop here in Perth while the students were physically located in Brisbane.

Neither of these two activities I’ve mentioned demand any hardware not available in the average state school, yet I do not see many examples of this type of exploration... our approach to pedagogy and the way we seem locked into a “faculty” mentality seems to militate against innovation and learning. These projects utilised so many DOET priorities in such simple and effective ways – collaborative and co-operative strategies, utilising technology, student-centredness, integrated curriculum, learning based on student needs, etc. How then do these processes become more commonplace in schools? I think the answer is obvious – teachers need to want to do it... teachers need to love learning and demonstrate that to students through exciting interaction. And the existing infrastructures need to be re-examined so that they can be used more appropriately in the 21st Century.

Kim's article appears in its entirety on our web site. It provides further readings and references.

On Trial: Le@rning Federation lea

Good pedagogy allows students to deconstruct and reconstruct and make meaning of their learning. It is a process where the learner is actively engaged in constructing meaning, testing hypotheses and wrestling with ideas. The approach is predominantly constructivist presenting contexts and concepts that test an individual's understanding of a concept and promote the development of a deep understanding of this concept, skill or process in a way that makes sense to each learner.

The design of the **Le@rning Federation** (TLF)¹ learning objects², accessible through myclasses, makes the learner central to the process. TLF learning objects provide, and the myclasses software enables, scaffolding and feedback of information and ideas to allow a student to question and test individual understanding and to refine ideas through participation.

Effective curriculum integration of online resources requires that their use be embedded in the context of overall curriculum goals, specific objectives and desired learning outcomes – skills, knowledge and understandings of a curriculum area.

Teachers should recognise, when devising learning experiences, that TLF's multimedia learning objects have been designed to maximise the active participation of a learner in constructing and representing meaning. The learning objects, therefore, need to be contextualised and sequenced, along with other non-digital and digital resources, with this in mind.

Learning objects can be integrated into curriculum practices to support student learning in a variety of ways such as:

- to introduce a new concept or idea
- a component in an extended assignment or investigative project
- a means of practice, reinforcement, revision and review of content and skills
- exploration by an individual student or together in small groups
- stimuli and models for student creation and presentation of new learning.

Effective integration of learning objects depends on the available ICT infrastructure and facilities. Using digital content, software and tools requires careful consideration of the level of computer access for students and how students access and use the digital content.

Current Research Findings

The materials developed by TLF are based on research into how students learn and how teachers facilitate this learning. A teacher can choose the learning objects for students to engage and develop an understanding of the topics or concepts under consideration within a classroom. Interaction with the learning objects will be only a part of the total learning experience.

The myclasses software enhances the ability of schools to integrate ICT across the curriculum. Engaged learning through myclasses and the development of eLearning Folios (eLFs) can bring together information technology and telecommunications with teaching and learning strategies to:

- facilitate instruction of concepts, procedures, applications, and skills from the basic to the more complex
- simulate concepts and practices difficult to replicate in standard school classrooms because of safety, time and cost
- encourage interactive exploration of new ideas using multimedia reflecting the students' world outside the school
- allow for self-paced learning and opportunities for students to revisit and revise content and skills
- cater for different student learning modes and abilities
- allow for more selective and discerning choice of online content
- use as an adjunct to a range of other non-digital and digital content and tools, e.g. experiments, field work, search and use of World Wide Web content, spreadsheets, databases; publishing and presentation software and tools, concept mapping software, online quizzes and tests, and collaborative discussion tools
- foster ICT skill development and stimulate teachers' and students' imagination to create their own learning objects.

The myclasses software suite is different from other products as it not only supports existing teaching practices but also presents an interactive approach to ICT in the classroom. myclasses supports collaborative programs aimed at building learning communities and helps teachers benefit from the work of others thus minimising 'reinventing the wheel'.

Research has shown that high quality digital curriculum resources increase student engagement and motivation, and help teachers to reinforce the teaching – two key ingredients for improving learning outcomes.



Learning objects

Dr Peter Carey
General Curriculum Consultant Catholic Education Office of WA

Fundamentally, engagement results from stimulating an emotional reaction and thereby motivating the user to participate. This is often best achieved by providing the student with a role that is central to the learning activity within an authentic context. The student should be required to actively do something - manipulate the data and information - to connect the learning activity and the context. Some success in providing motivating and engaging eLNs and learning objects is being achieved through myclasses and the Learning Federation.

The Learning Federation (TLF) is funded by the State and Federal governments of Australia and New Zealand. Over the period 2001-2006 the TLF aims to develop online interactive curriculum content specifically for Australian and New Zealand schools. This content will support teachers in enhancing student learning and teaching in the P-10 years. The Learning Federation materials are based on research

into how children learn and how teachers facilitate learning. A learning object is one or more files or 'chunks' of material, that might consist of graphics, text, audio, animation, calculation and an interactive notebook, and is designed to be used as a stand alone learning experience. By 2006, the TLF will have produced a substantial body of online learning objects in the six curriculum priority areas of Mathematics and Numeracy; Innovation, Enterprise and Creativity; Literacy for students at risk; LOTE: Chinese, Japanese, Indonesian; Science; and Studies of Australia.

Details can be found on the Federation's website at:
<http://www.thelearningfederation.edu.au>



Peter's article appears in its entirety on our web site. Take the time to follow up the extra references and web sites.

A Note from the Editor

At the forth coming SIGFest on March 20 at Swan View Senior High School I have placed my name on a list to discuss how I access learning Objects through myclasses. All ECAWA members have a myinternet account and to me it is a very under used resource. Find out your personal user name and password by contacting our ECAWA myinternet manager, Mike Leishman. Mike has a number of email accounts and this one will find him: webmaster@ecawa.asn.au Come to the SIGFest and spend a day finding out what myinternet and myclasses may do for you. I would be interested to know how other teachers access these resources. Let me know.

Moodle

An article by Mark Weber



I first discovered Moodle when it was mentioned at the 2003 Linux Conference held in Perth. A lady from the South Australian Education Department was evaluating several course management systems to deliver online learning, and Moodle was considered one of the best.

Moodle can be seen as electronic environment in which people can collaborate to produce online resources for others to share. It is a way of going through the process of forming collaborative teams, storming ideas, norming to a consensus, performing to produce resources, evaluating what has been done and celebrating successes. Because this process is all done online, folks can be either local or remote, and using forums, can be conducted at anytime during the day or night. Ideal for remote lurkers or overseas participants. It is perhaps the Holy Grail for remote teachers.

Of course, when the Ofsteders come from the College of Teaching to your school, the first thing they will want to see are your teaching programmes and assessment policies. There will be great peace of mind if you have quality documentation, that have been built on other's earlier work and adapted to your own circumstances.

My particular vision is to provide these exemplar courses for teachers to download from the Internet, install on their intranets

and use with their students. They will be enhanced if you have modified the programmes to suit yourself. These are available on <http://numbatconspiracy.com/moodle>

One of the great things about Moodle is that it is a local product, free to all users. It is world class software, written by a team of developers, headed up by a Curtin University Ph. D, Martin Dougiamas, and available free from <http://www.moodle.org>

The vision is that teachers in schools set up their own Intranet sites using Moodle and either prepare courses to upload to numbatconspiracy or download courses already there. There will be a very informative presentation on Moodle at the upcoming SIGFest. If you are interested here is a chance for you to have a look first hand.



Artwork and Design by Think Design, Claremont WA



Conferences and Competitions

ACCE NATIONAL CONFERENCE - ADELAIDE

Tuesday July 6 - Thursday July 8

The theme is "Research,.. Reform,.. Realise the Potential!" The Conference will focus on: research about education and Information and Communications Technology (ICT) use; the reforming processes in education that result from ICT applications and access; and the opportunities that are provided to students, teachers and schools by current and emerging technologies.

Keynotes

David Jonassen: describes himself as a constructivist, using mindtools (diagrams, schematics, flow-charts, virtual reality, and other methods) to represent knowledge, especially using generic applications to answer higher questions.

Stephanie Young: is a recognised expert in lifelong learning. She is a Senior Director with Scottish Enterprise Glasgow, Scotland's largest regional economic development agency, working on learning and skills issues.

Toni Downes: has authored numerous research and professional papers and two books for teachers: *In Control: Young Children Learning with Computers and Learning in the Electronic World*.

Invited Speakers

Kathy Schrock: is a well-known in the education field as the creator of *Kathy Schrock's Guide for Educators*, a web site started in June of 1995 to help fellow educators identify curriculum-related web resources to enhance their units of study.

Barb Jenkins: is a Senior Project Officer for the Australian Government Quality Teacher Program in South Australia. She has also worked as a teacher and innovation leader in primary and secondary schools. She is the originator of the term *PowerPointlessness*, often referred to by Jamie McKenzie.

Simon Hackett: was a cofounder of the Internet Society of Australia and the founding president of the South Australian Internet Association. In 1991, Simon founded Internode and in 1997 he founded Agile Communications, a licensed telecommunications carrier that builds broadband network infrastructure.

Gary Stager: has led professional development in the world's first laptop schools (1990), designed online graduate school programs since the mid-90s and is a collaborator in the MIT Media Lab's Future of Learning Group.

James Herring: is responsible for the PLUS model, an Information Skills Process model which is designed to provide a way for pupils in schools to acquire the necessary range of skills needed to identify their own information needs. The PLUS model seeks to incorporate the key elements of previous models while adding emphasis on thinking skills and self evaluation.

Dr Martyn Forrest: presently is Deputy Chancellor of the University of Tasmania, Chair of the Curriculum Corporation, Chair of the Ministerial Council on Education, Employment, Training and Youth Affairs Information and Communication Technologies in Schools Task Force (MCEETYA ICT Taskforce), and Chair of the Le@rning Federation Steering Group.

ECAWA provides a subsidy for its members attending national conferences. If you are planning on going to Adelaide, please write in and apply for your subsidy by Monday May 31. Please provide details of anticipated costs that are not otherwise funded. Apply as follows:

National Subsidy Request
ECAWA
PO Box 297
Claremont 6010

Subsidies will be reimbursed to you on the proviso that you supply ECAWA with original receipts and provide either an article for *Login* or make a presentation at our own State Conference.

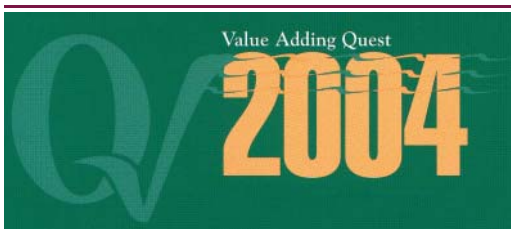
<http://www.acec2004>

WA STATE TECHNOLOGY & ENTERPRISE CONFERENCE

Friday May 14 - Saturday May 15
Edith Cowan University Mount Lawley

The WA State Technology & Enterprise Conference is organised on behalf of the Technology & Enterprise teacher professional associations including ECAWA. The theme for this year's conference is "*Changing the Assessment Agenda in K - 12 and Post Compulsory Reform*". The conference keynote will be delivered by **Frank Banks**, the Director of the Post Graduate Education Program at the Open University in the UK. His topic is "*What makes a good Technology Teacher?*"

VALUE ADDING QUEST 2004



The 2004 Value Adding Quest is a valued competition for all West Australian students. ECAWA is again sponsoring this initiative and our award is for: "*Value adding by creating an Information Product or using ICT's.*"

The Value Adding Quest 2004 booklet is in your school now. Take a look at the categories that you can encourage your students to enter. Further details can be found by visiting the web site. <http://www.iinet.net.au/~vquest>