Restructured School

Narrative

My name is Pedro. I attend Rumblington Secondary School and I am in the 9th grade. Rumblington is a little town in the north of Denmark. My headteacher, Mr Moses, introduced us to an exciting new teaching world this school year. It involves the whole school: the teachers, students, parents, future employers and the ministry of education.

Mr Moses explained that the school has changed its school day and its curriculum to adapt to a new learning environment. From the 9th grade we will no longer need to be at school from 8:00 and leave at 15:00. All students have specific dedicated time they need to be there, and for my class we are to meet at school every day for two hours between 10:00 and 14:00, but we can stay longer if we want. I thought great, what a relief not to be in school all day. For the rest of the school day we work on our projects or in a flipped classroom. I also collaborate during the week with other students that are working on the same project, or working to prepare for lessons after flipping. We can decide where we need to go in order to fulfil our assignments. Sometimes that can be in the city, in a park, in the forest, in the library. When we have assignments that involve instruments/tools, we borrow them from the school.

Our teachers said we need to learn how to cope with the big amount of information there is around, and how to use it to create our own projects. It is because we have such new devices and we are not used to just listening, so they want us to explore and create things. It is great because you don't need to show the same abilities as the others. You show your own and the others can learn from them too.

Today I woke up at 10:00am and got ready for school; I needed to be there by 12:00. During the last week I have been working on a project about the renaissance period with four other students. We are investigating renaissance architecture. Currently we are using notebooks to make a 3D model of Florence cathedral, and later we will print a 3D model. We are also making an app for Goggle glasses that will be able to identify renaissance architecture in our city and around the world. We use mobile devices, like smart phones, tablets, Google glasses, iPods, sensors, and other digital tools.

At the start of the week we were at the school more than 2 hours a day, just to get the project going. We also collaborated a lot with the teachers early on. Over the week the tasks of the project have became clearer, so my group has been working a lot at home, at the school library, and in the schools multimedia room. During such days we only talked to the teachers through Skype.

I am very much in favour of this new type of school, every individual is given an opportunity to develop their skills at their own pace.

Key concepts

- Personalisation of learning

- To enable students to be flexible and autonomous

Environment

- The student can be a student where they wish, but have to be at school a few hours a day

- Both in school and out of school hours

- Outside school hours on digital platform

People & roles

- Teachers – flexible – must act as a facilitator of learner, they need training in managing online learning and life-long learning alongside basic Information Communication Technology

- Students – active and collaborative that interact with teachers and other students, autonomous, self-regulating, learn by doing

- Parents – provide the technology for use at home, support students

Interactions & pedagogical activities

- Students given clear goals to set up projects

Resources & technologies

- Teaching platforms

- Learning platforms

- External experts

- Requires safety awareness

- Requires a different organisation of space, monitoring teachers, and behaviour management

- Mobile technology

- Tablets

- Sensors – digitools

- Video recording devices

- 3D printer

- 3D scanner

- Interactive animation

- Google glasses

- QR codes

- Blogs etc for recording process and progress