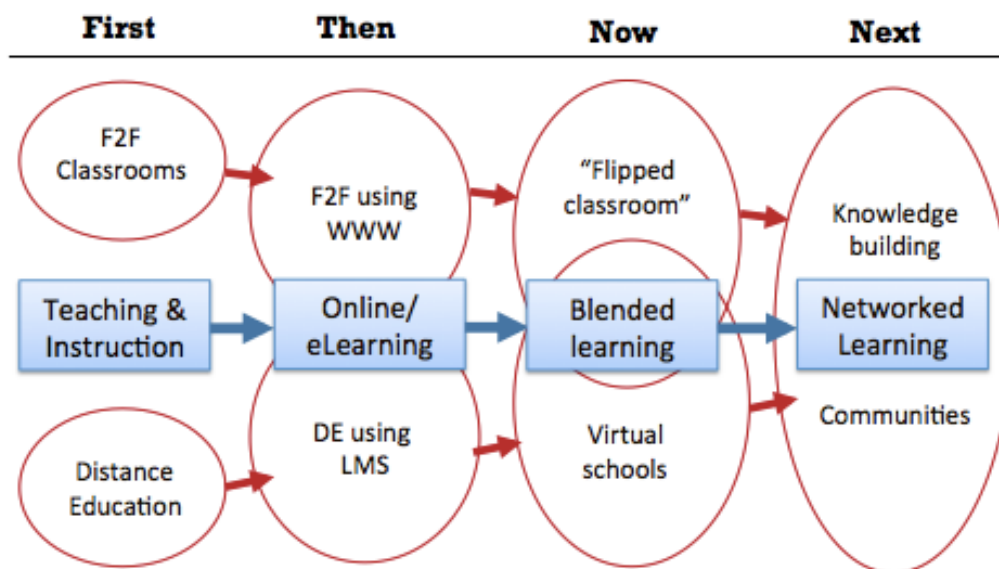


Schools as networked learning places



	Centrally controlled	Self-managing	Networked
Nature of school	<ul style="list-style-type: none"> - Schools perceived as physical sites of learning - Face-to-face instruction regarded as the 'norm', distance education accepted as 'second best' or what you do if you can't attend face-to-face classes. - Schools as independent entities, catering for all the needs of their students. 	<ul style="list-style-type: none"> - Schools remain as physical sites of learning, with emerging models of connectivity between and among school sites. - e'-enabled opportunities for learning embraced in traditional settings. - Schools as collaborating entities, negotiating areas of collaboration. 	<ul style="list-style-type: none"> - Networks of schools and learners – accepted models of differentiation between <i>places</i> to learn and <i>sources</i> of learning and instruction. - Schools as nodes on a network – integrally connected as consumers <i>and</i> contributors. - Ubiquitous presence - complete integration of physical/virtual nature of school.
Governance	<ul style="list-style-type: none"> - Centralised control and governance - Bureaucratic systems and structures 	<ul style="list-style-type: none"> - Localised control and governance - Independent and autonomous 	<ul style="list-style-type: none"> - Distributed (networked) control and governance - Interdependent and collaborative
Teacher role(s)	<ul style="list-style-type: none"> - Teacher primary role as instructor. - Teachers as generalists – including subject matter expert, pastoral care, programme designers and managers. 	<ul style="list-style-type: none"> - Teacher as facilitator, guide, mentor etc. - Emergence of specialist teacher roles (subject matter experts, 'e'-principals etc.) 	<ul style="list-style-type: none"> - Teacher as 'experienced' learner – participant in the learning process. - Teachers as specialists: 'e'-teachers, 'm'-teachers and 'c'-teachers.

Organisation of learners	<ul style="list-style-type: none"> - Students taught en-masse in age-based groupings. 	<ul style="list-style-type: none"> - Age-based groupings continue, but with increased emphasis on differentiated approaches. 	<ul style="list-style-type: none"> - Vertical groupings of students, with focus on interest/ability groups – stage, not age.
Curriculum	<ul style="list-style-type: none"> - Curriculum tends to be factual, knowledge based. - Organisation of knowledge into 'subjects', presented as courses. 	<ul style="list-style-type: none"> - Competency-based curriculum, framework of qualifications. - Subjects and courses remain, with increased use of themes and integration. 	<ul style="list-style-type: none"> - Emergent and 'negotiated' curriculum. - Lots of options and choices, with granular approach.
Technology	<ul style="list-style-type: none"> - Technology appropriated by schools in an additive manner – to supplement or extend existing practices. - Schools/ teachers are the ones in charge of it. - Online environments used for resource location – the "online encyclopaedia" 	<ul style="list-style-type: none"> - Technology appropriated by schools to create new learning and teaching opportunities. - Student access and use a priority. - Organisationally managed online learning environments appropriated for use as: <ul style="list-style-type: none"> o Intranets - Extranets 	<ul style="list-style-type: none"> - Student's own the technology – they choose what, where, when and how it is used. - Online environments managed by learners utilizing existing and emerging social networking features. - Technology a key enabler of the ubiquitous system – learning anytime, anywhere, anyhow.
Learning/ instructional design	<ul style="list-style-type: none"> - Emphasis on teacher-centred instruction, and 'delivery'. 	<ul style="list-style-type: none"> - Emphasis on personalizing learning, and on understanding acts of learning. 	<ul style="list-style-type: none"> - Emphasis on student-centred learning and 'participation'. - Focus on 'mass personalisation' to address issues of scale and sustainability.
Resources for learning	<ul style="list-style-type: none"> - Copyrighted, 'owned' - Authoritative - Expensive - Require physical storage - Need to 'endure' as physical artefacts. 	<ul style="list-style-type: none"> - Increasing sharing of resources based on issues of cost and currency of information. - Move to electronic access and storage - 	<ul style="list-style-type: none"> - Open education resources - Creative commons licensing - Available from the 'cloud' - Always current - Includes teacher created and student created resources
Learning activity	<ul style="list-style-type: none"> - Learning in artificial, isolated contexts. - Learning as a passive activity – meeting external expectations. 	<ul style="list-style-type: none"> - Learning as an active process – directed by/with students. 	<ul style="list-style-type: none"> - Learning in authentic, real-world contexts.
Assessment of learning	<ul style="list-style-type: none"> - Tests and external assessments to meet standards set by examiners. - Paper-based, end of year assessments prevail 	<ul style="list-style-type: none"> - Mix of internal and external assessments. - Standards-based approaches, with rubrics outlining levels of achievement supported by evidence 	<ul style="list-style-type: none"> - Students set learning goals and participate in development of rubrics - Life-long portfolios of evidence owned and managed by learners.