

## Digital Usage Review

	Examples of what we are doing	Vision of what we could be doing	How to reach our vision
<b>Learning from Experts</b>			
<b>Tutorial:</b> supporting dialogue between learner and teacher, particularly when they are not in the same location;			
<b>Exposition:</b> teacher presenting information and ideas in a dynamic and interactive way.			
<b>Learning with Others</b>			
<b>Representational:</b> tools that enable the activities taking place to be presented to the learners;			
<b>Scaffolding:</b> tools that provide a structure for learning with others;			
<b>Communication:</b> tools that support learners working at a distance from each other to collaborate.			
<b>Learning through Making</b>			
learners construct their own understanding as they make something.			
learners share what they have made.			

Adapted from: Decoding Learning Report downloaded from NESTA [www.nesta.org.uk](http://www.nesta.org.uk) by [www.thirstforthinking.org](http://www.thirstforthinking.org)  
 Phases of the Inquiry Cycle taken from the work of Kath Murdoch: [www.kathmurdoch.com.au](http://www.kathmurdoch.com.au)

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<p><b>Learning through Exploring</b>  <i>includes work in which learners search or browse information, or engage in playful, game-like interactions. Exploring can be opportunistic or more structured. Learners may also explore playfully, by experimenting with learning materials in a way they feel is enjoyable.</i></p>			
learners search or browse information,			
learners engage in playful, game-like interactions.			
<p><b>Learning through Inquiry</b>  <i>inquiry-based learning is structured towards an end where something is found,</i></p>			
<p>Tuning In                      The 'tuning in' or 'preparing to find out' phase is where connections to the subject matter are first made.</p>			
<p>Finding Out                      At the finding out stage, children are engaged in research around the area of inquiry.</p>			
<p>Sorting Out                      reviewing information, analysing information, looking for patterns and generalisations,</p>			

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Going Further Planning further inquiries, searching for more information,			
Drawing Conclusions Synthesising and reflecting			
Taking Action Sharing and presenting findings, teaching others, taking action based on what has been learned to make a difference.			
<b>Learning through Practising</b>			
<b>Learning through Assessment</b>			
Formative			
Summative			
<b>Learning in and Across Settings</b>			
Bringing the 'Real World' into the Classroom			
Taking the classroom out into the 'Real World'			

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