

The cLc Learning Platform is supporting teaching and improving learning outcomes in schools around the world. These Best Practice examples enable teachers to share experiences, ideas and recommendations to support and aid other teachers tackling the same challenges.

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School: Honiton Community College	LA: Devon
Teacher: Josh Wright	Students: Year 8
Contact: jwright@honitoncollege.devon.sch.uk	
Learning Focus: To instigate debate and discussion around a controversial topic using collaborative Web2.0	
Curriculum Focus: Citizenship > Controversial Issues	
Tools used: Homepage, Forums, Quizzes, Surveys, Blogs, Wikis, Files	

Teacher: Mr Wright

Learning Unit: 8.3 Itchy Issue - Research a Controversial Issue

This unit is being adapted for this group... They will be working in groups and producing a "web area" as well as a pamphlet.

Group Work... Deciding the aim, sharing out the work... giving each other feedback... Skills to practice...

Task 2:...

H/W:

Complete Your Website, Finish your Evidence Template and 4 Forum quotes (1 must be the Unit Feedback)

By: Monday 27th April.

The Groups...

Info Fact Finders
Information Inc
Information Men
JAMI
LSKLP Research

The Topics...

Rainforest Distraction
Fair Trade
Footballers Salaries
Mobile Phone Safety
Animal Testing



[Homepage](#) - [Arguments FOR](#) - [Arguments AGAINST](#) - [Who Did What](#) - [Conclusion](#) - [forum](#) - [bibliography](#)

ANIMAL TESTING

BLUE BOLT is a organisation that researches animal testing and tells you what we find. We are currently reasearching animal tesing here are some of the things BLUE BOLT have found out. Could you put these animal in danger of DEATH



Survey Title: Questionnaire

Drag and drop the questions to reorder them. To confirm the order click the 'Save Question Ordering' button.

Question 1	Hide Question	Show Answer	
What age group are you in?			
Question 2	Hide Question	Show Answer	
What gender are you?			
Question 3	Hide Question	Show Answer	
What type of area do you live in?			
Question 4	Hide Question	Show Answer	
If you were in a third world country, do you think fair trade would be giving you a better standard of life and if so how?			
Question 5	Hide Question	Show Answer	
What do you prefer ?			
Question 6	Hide Question	Show Answer	
Why is this?			
Question 7	Hide Question	Show Answer	
Do you agree with fair trade?			
Question 8	Hide Question	Show Answer	

info	Post
Samuel Johnson 20 Apr 2009 09:49	Quite Good Wasnt bad
Post 1	
Madison Rogers 20 Apr 2009 16:49	Re : Quite Good It was quite good but I don't think that everyone took on the same amount of work
Post 2 in reply to 1	
Lara Drake 20 Apr 2009 20:33	Pretty Good I enjoyed this topic.
Post 3 in reply to 2	
Daniel Olive 22 Apr 2009 18:21	good i enjoyed the topic
Post 4	
Molly Nursey 23 Apr 2009 16:26	fun I enjoyed this project as you get to work in groups and can be left to do your own research and project. I did

How this worked in practice: In small groups the students were asked to select and research a controversial issue; these included Fair trade, Mobile Phones Safety, Footballers Pay and Terrorism. The students took the information that they had researched and created homepage spaces within the cLc to share this information with the rest of the school. Within these areas the students created a main page to introduce their team and the issue they had chosen to discuss. From this central homepage each groups created different links to resources showing a comprehensive analyses of their topic. This identified the reasons for choosing the issue, arguments against the issue and offered the readers a conclusion. The focus within this area was to provide accurate non-biased information. These spaces also had interactive elements allowing readers to join

The named teacher has kindly agreed for this example and the relevant contact details, to be shared within the cLc community for other teachers benefit.

the debate; links to  Forums,  Blogs,  Wikis,  Quizzes and  Surveys were created from web area homepage. By using the  quiz and  survey tools students were able to identify their audience and to analyse any trend between audience and topic opinion. The  forums allowed readers to add their own views to the discussion and at the same time to assess the information that they had read and to offer direction or to question areas that they felt need expansion within the web area. Following the completion of these spaces the students were asked to complete an evidence template. The students were able to  download this template from the original task area before completing and returning to their teacher. This activity gave the students the chance to evaluate their own work and give evidence of where they had achieved success criteria. One final aspect of the task was to contribute to the central  forum. Here students were able to give their own thoughts on the success and challenges of the topic. The teacher is then able to take this information to review evaluation technique for the students, but to also consider future task design and implementation.

By the end of this sequence of work children had developed skills in:

Citizenship: Understanding World Issues, Controversial Issues

Literacy: Non Chronological Reporting

Learning: Peer and Self Assessment, Evaluation, Collaboration, Research, Team Work, Accuracy

ICT: Word Processing and Web Design- Layout and Information Inclusion, Web 2.0 tool Use and Contribution

Next Steps: One of the issues raised within the final topic  forum indicated that some students felt the freedom of the task and the group element may allow students to be 'carried' by the rest of their team; to avoid this students could use their  eportfolios to house  blogs detailing their personal Learning Journey throughout the task.