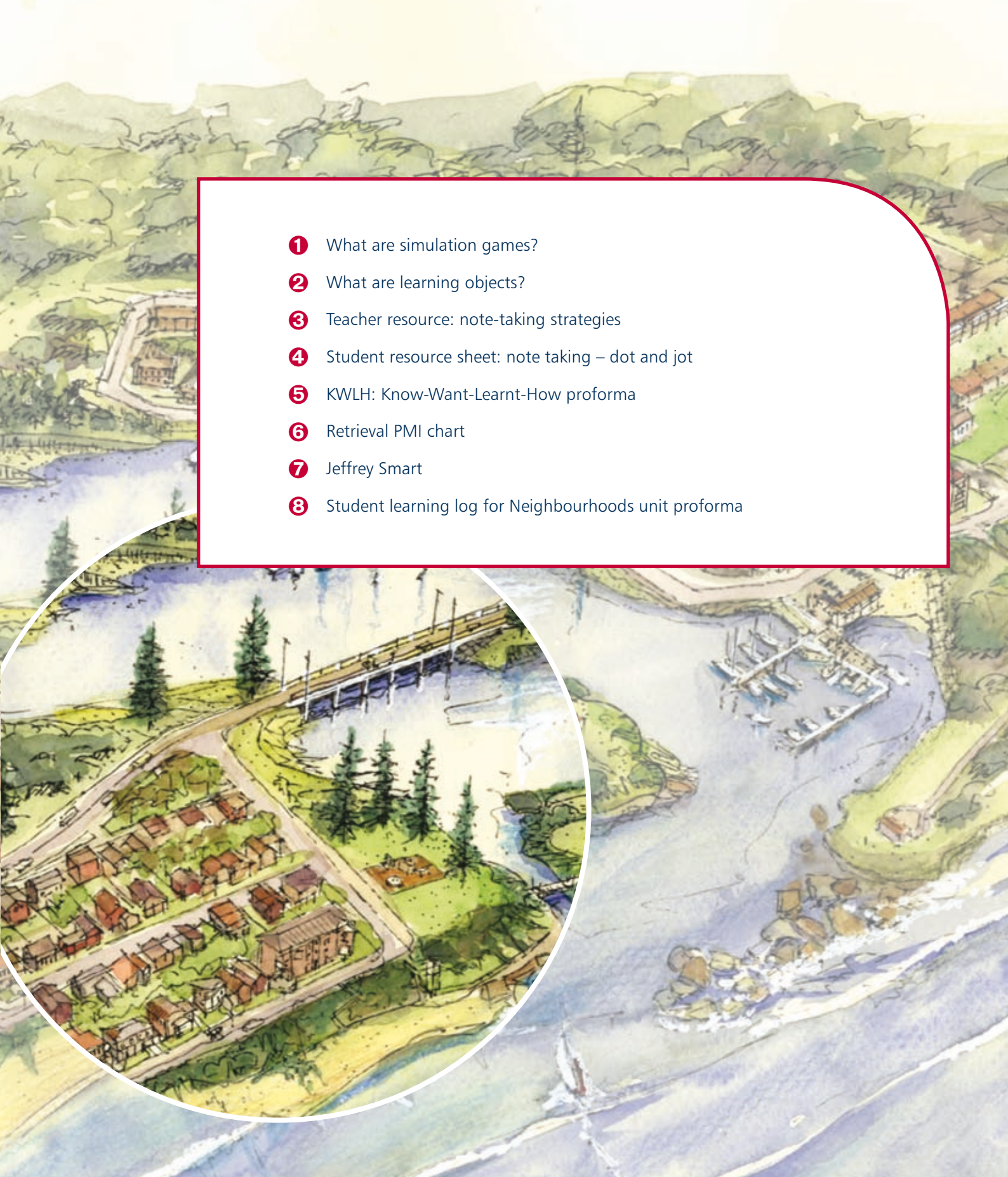


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1 What are simulation games?

A simulation game is a valuable teaching technique for explaining issues and themes related to global education. 'Simulation' refers to a model of reality. Social simulations are designed to mirror the process that goes on in society. In most games the students act out roles according to certain guidelines and through this gain an understanding of reality. The interaction between players is crucial to the realism of the scenario and the achievement of the aims. Decision making is an important part of simulation games, as is discussion of the decisions and the feelings people experience when they are forced into particular roles or situations.

What simulation games can do

Simulation games can be effective teaching tools. Through them students can acquire factual information; develop intellectual and social skills; understand the structure of the everyday 'real' world and change their perspectives; and develop an understanding of others and an awareness of the situations of others.

Simulation games do more than provide a situation in which students may learn and participate. Students can learn from one another; perceive teachers more positively (as the teacher is no longer the judge of student performance) and demonstrate various skills that are sometimes neglected in the classroom such as speech making, persuasive talking, decision making and cooperative planning.

Simulation games constitute a different learning approach from other, more traditional teaching methods such as using textbooks, or giving lectures or audiovisual presentations.

Student participation

Simulation games offer a different approach to student participation from that of more traditional methods. Students experience the game and then discuss it. This can be time consuming, but for teachers interested in helping students to change their perspective through active learning and participation, this is time very well spent.



2 What are learning objects?

The following are some notes on learning objects. For more information and to view a range of learning objects visit:

- NSW Department of Education <http://www.schools.nsw.edu.au>. Some useful articles are:
 - > Blended Learning:
<http://www.schools.nsw.edu.au/learning/yrk12focusareas/learntech/blended/index.php>
 - > How can I build more support for online learning?
<http://www.schools.nsw.edu.au/learning/yrk12focusareas/learntech/blended/buildsupport.php>
- The Learning Federation <http://www.thelearningfederation.edu.au>
The Learning Federation (TLF) is a collaboration between the commonwealth and all Australian states and territories to develop online learning objects specifically for Australian schools. The resources will be available through the NSW Department of Education and Training and from the TLF website.
At the website you can find numerous example resources, detailed information, specifications and guidelines on learning objects and a repository of learning objects for all learning areas for levels P to 10 developed specifically for Australian schools.

Some information on learning objects

- Learning objects represent an alternative approach to presentation of content.
- Learning objects are typically computer-based interactives that contain text, graphics and movies, though they may also be a significant resource in digital form such as a movie clip, historically important photograph or text document.
- They usually have navigation features such as a table of contents, an interactive image map for making selections, fields to enter information and/or buttons to access areas or cause things to happen.
- Learning objects can be self-contained and can be used independently, as they both teach and explore a concept; or they may be dependent on prior learning, which is required to use the object to build on and explore the students' knowledge, understandings and skills.
- Learning objects are reusable and can be used in multiple contexts for multiple purposes.
- Learning objects can be aggregated or grouped into larger collections.
- Learning objects are meta-tagged. This means they have meta-data built into their digital source code which describes the attributes of the object such as the subject area, the age group it is designed for, key words, and intellectual property aspects. Meta-data allows search engines to discover and index it, and it allows users to easily find it when carrying out a computer-based search.

③ Teacher resource: note-taking strategies

As we all know, 'note taking' is a valuable skill for students to acquire. Not only does it involve the recording of information, but also the structuring of information can improve recall and understanding. Notes help students capture the ideas from what they hear, see or read so that they can use them later.

Some useful strategies for students

- Don't copy every word.
- Filter the information.
- Concentrate on key ideas. Some students may develop useful shorthand or codes.
- Classify the information; for example content (concepts and facts), references, illustrations.
- Organise the information by using a plan.
- Keep a note of the source and page references.

Strategies for helping develop note-taking skills

1 Dictagloss

Its purpose is to introduce key words to students when listening to a spoken text and provides an authentic opportunity for cooperative learning.

2 Choose a suitable text

- > Divide the students into groups.
- > Ask students to write down the key words as the text is read.
- > Have students work in cooperative groups to reconstruct the text.

3 Dot and jot

- > Students make a dot (•) and jot down one point, idea or fact. They should try to keep to one line per point and not use sentences, as they are writing only notes. Have the students practise by giving them a question and suggesting two or three sources to use.
- > They combine their notes from each source to write a paragraph.
- > Resource 4. Student resource sheet: note taking – dot and jot follows.



4 Student resource sheet: note taking – dot and jot

Some useful strategies for taking notes

- Don't copy every word.
- Filter the information.
- Concentrate on key ideas. Some students may develop useful shorthand or codes.
- Classify the information; for example, content (concepts and facts), references, illustrations.
- Organise the information by using a plan.
- Keep a note of the source and page references.

Dot and jot record

Question

Source: (website, newspaper, text etc)

Title

Author

Publisher

Year of publication

Place of publication

URL

Dot and jot notes

•

•

•

•

•

•



5 KWLH: *Know-Want-Learnt-How* proforma

For **Building field knowledge**

What do I Know?	What do I Want to know?	What have I Learnt?	How do I know this information?



7 Jeffrey Smart

For **Step 2 Identifying needs and wants**

Jeffrey Smart is an Australian painter, born in 1921. A major focus of Smart's work is composition; that is, the ordered arrangement of elements (shapes, lines, colours, shades) to create a whole artwork. It includes a consideration of balance, rhythm, contrast and harmony. He said once that he was usually concerned with putting the right shapes in the right colours in the right places.

There is a touch of humour in most of his work. (However, younger students may not see this.) Smart's subject matter is usually urban and often 'dull or mundane'.

His work is often mysterious, even though it appears to portray only the ordinary world. However, Smart can make this ordinary world appear extraordinary and unusual. It's good for the students to think about how Smart makes the scene interesting.

Most students will be able to recognise Smart's subject matter. It is useful for them to consider possible reasons why he paints this way, why he paints those particular scenes, and why it's from that particular point of view.

The following questions could be used to stimulate discussion:

- What do you see? (subject matter) Have you seen this before? When? Where?
- Is this a 'real' place or has Smart made it up? How do you know?
- What time of the day is it? How do you know? (light, shadows etc)
- Where's the light coming from?
- Talk about colours. Are they warm or cool? Strong or weak? Realistic or unnatural?
- Texture. Is the surface rough or smooth? Why?
- Trace the path your eye follows as you look at the work. Where does it end up? (focal point) Is there more than one? (The teacher could introduce the idea of perspective here; that is, the way lines meet at a focal point on the horizon.)
- What's the most distant thing in the artwork? What's the closest? (Discuss foreground, middle-ground and background.)
- What has just happened? Why? What is going to happen next? Why?
- Do you think the artist likes this place? Why? Do you like this place? Why?
- What name (title) would you give this work? Explain.

8 Student learning log for Neighbourhoods unit proforma

STEPS IN DESIGN PROCESS	WHAT I DID	WHY I DID IT	WHAT I LEARNT
1 Evaluating products and processes			
2 Identifying needs and wants			
3 Generating and selecting ideas			
4 Using resources to create products, systems and environments			
5 Evaluating products and processes			

