

# Interactive Technology

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# Interactive Technology

When it comes to getting pupils engaged, why not give them something that they can grapple physically? Tablets such as iPads and Chromebooks are becoming more and more prevalent in British schools, and with good reason: 1:1 learning gives the pupil more responsibility and access. By the end of 2014, the BBC was reporting the presence of tablet computers in 70% of UK classrooms. This allows certain programs, such as Edmodo, Aurasma and Sphero, to help bring a classroom to life.

Interactive technology means bringing a pupil into their education in a way that the classic teaching-from-the-front technique generally cannot. It entrusts, to a degree, each learner with their own education. This technology's growing popularity with teachers throughout the country may pose a significant challenge to the status quo over coming years, with new opportunities being presented each week.

Still, all this innovation does not come cheap, with schools having to figure out how much to spend and on what. Therefore, careful consideration is needed. For this topic, we consult four teachers of varying fields who each have different experiences with interactive technologies: **Dominic Norrish**, **Danielle Lynch**, **Jane Basnett** and **Joe White**.



## Contributors



Dominic Norrish



Danielle Lynch



Jane Basnett



Joe White

# Benefits & Pitfalls

When it comes to bringing interactive technology into the classroom, what are the benefits?

**Dominic Norrish:** Interactive technology, in whatever form, has the potential to enhance several of the processes of teaching and learning which we know to affect pupil progress. The success with which a teacher can explain concepts is powerfully supported by good interactive display technology and the software that drives it. The ability, via the class screen, to celebrate a pupil's work with the rest of the class improves pupil effort levels during the task. When the 'interactivity' is even wider (eg where the audience isn't just the class), this is even more noticeable.

**Danielle Lynch:** With a tool like Edmodo, pupils are able to communicate with each other on the subject. It's a safe environment in which discussion is encouraged, policed by a teacher with whom pupils can also engage in conversation. Online debates are easily set up, and the teacher has a record of the

debate and can assess the learning, while also being able to play devil's advocate.

**Jane Basnett:** This technology really helps with differentiated instruction; in IT pupils are able to work in a mode that suits them best - audio, video creation, apps that allow annotation, and so on. They're also able to work at their own pace. With assessment for learning (AFL), many interactive technologies are available that allow you to assess pupils' level and thus provide personalised instruction at the appropriate level.

**Joe White:** Interactive technology increases pupil engagement with their learning; it is both familiar and motivating, allowing a teacher's pedagogy to be more dynamic. You can identify a need and there is probably a low cost or free app / site that meets it.

What problems might interactive technology pose to schools?

**Dominic Norrish:** A big concern is spending literally thousands of pounds per classroom on big (but not quite big enough) interactive flat screen TVs and licensing the software to go with them, and then using about 10% of this functionality. Cut the hardware budget in half, double the money for supporting teachers' use of the tech! You also need to be aware of the teacher acting as the gatekeeper to the interactive whiteboard, keeping pupils as recipients only of the teacher's interaction with the content, or (worse?) letting them slowly traipse to the front one at a time to click one button and then sit down.

**Danielle Lynch:** Teachers become accessible at all hours. When using Edmodo, one Year 7 pupil left a message at 9pm asking me to meet him in the library at 8am to help him with his homework. He expected it to work instantly like other forms of social media, though in fact I did not log in until 8.30am the following day. Pupils need to be aware that there will not be an

instant reply like they might expect when texting their friends. Teachers need to have a life too!

**Jane Basnett:** Technology is not a cure-all. Simply using technology will not make lessons better, nor will it improve learning per se. Good teaching methodologies must be at the heart of what happens in the classroom no matter what the tool. Beware the confident user of interactive technology; if IT is not used in an educationally sound way then pupils will not benefit. Also, do not ignore the ability of your pupils to learn quickly how to use technology tools. Make the most of them in the classroom.

**Joe White:** It's easy to get distracted by gimmicks; tech must be chosen to meet a need identified by research or data. The technology must be chosen for pedagogical reasons, not financial. If teachers do not believe the technology is accessible, or relevant, or accusable, it will sit in a cupboard.

# Using Edmodo with both year 7 and year 10

By Danielle Lynch

I wanted to experiment with using Edmodo in different ways with two different classes: A Year 7 in a more unstructured way, and a Year 10 in a more structured way.

With Year 7, I set up the group, explained the expectations to them - that they would use it only as a learning tool, show respect to others, etc - and then gave them the code. The expectations were immediately disregarded, and I then spent 10 minutes deleting all posts that were not related to the subject. However, they then used it for work-related discussion. I also used it to post homework. They had the option to send their homework as a post, which was useful as it was visible to other pupils and therefore models the task. However, the following lesson I had a series of "I can't remember my username/password" interruptions, which I had not expected. I think this was a factor in the usage

dwindling after the first week. I continued to post homework links, but the pupils used it less and less.



They had the option to send their homework as a post, which was useful.

I want to say I had more success with Year 10, but internet problems prevented the testing of the structured use of Edmodo! I had planned to have a 'silent debate', in which all discussion would be on the class forum. The rules: each pupil has to post one comment justifying their beliefs on a topic, and they have to respond to at least five other comments, as well as having to respond to every comment on their own post. We commenced this very well, and I chipped



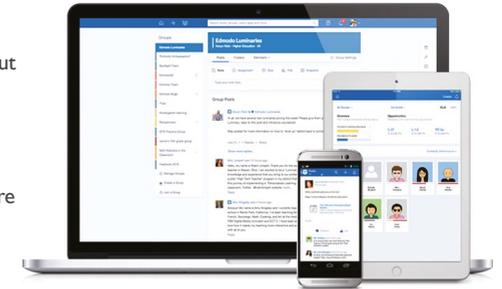
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After 10 minutes the internet went down and stayed down for the whole lesson!

in with a quote or two from a well-known person, but after 10 minutes the internet went down and stayed down for the whole lesson so it became a louder debate! The Edmodo silent debate did not continue after the lesson as I had intended, unfortunately.

With hindsight, I think Year 7 need more structure and Year 10 requires more freedom in order to encourage continuing conversation about their learning on Edmodo.



## My interactive tech journey: iPads and SEN

By Joe White

The 2010/11 results for ICT were out, and I had just nabbed the role of ICT coordinator from the assistant head. The graphs did not look good, with attainment in ICT lagging well behind English, Maths and Science. I had spent the previous year trying to build teachers' confidence in using the new network and core software we used, such as SMART Notebook, and communicate in Print 2. We were well resourced, each class had an interactive whiteboard and there was a bank of laptops as well as a small computer room used mainly for clubs and the internet.

My school is for pupils with severe communication difficulties and autism. When using computers many wanted to follow their own agenda, which was usually as a reward not an educational activity. Something drastic had to be done. After trialing the original iPad, I ordered one for each class of six-to-seven pupils.

I distributed them in a training session preloaded with apps that I had played around with. I then introduced the guided access option, as I did not want the iPad used as just a choice time activity. Staff were very motivated by these and many explored a range of free apps using them in lessons. The ease of use and familiarity of iOS meant confidence in use was high. Now pupils could achieve in ICT even if they wouldn't use a computer or the board - many pupils dislike the bright projector.



I had spent the previous year trying to build teachers' confidence in using the new network and core software.

Results improved by the end of the year, and have remained just behind English and Maths ever since as teachers adapt the iPad's uses. One pupil uses one as a communication aid, and many now use them as a motivator or reward. Pupils are engaged and constantly finding new apps to explore.

Our learners display challenging behaviour as a result of communication difficulties, and the iPads bore the brunt of this. Three iPads have been damaged beyond repair, with eight more being repaired this year. Despite their age, the machines are still going, and more have been acquired or donated. A good case is a fantastic investment. Recently I have collected a set of six to enable all pupils to use at the same time. This has reignited teachers' use of them as an educational tool.

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# Future trends & Learning outcomes

## What interactive-technology trends could you see happening in the future?

**Dominic Norrish:** I predict a move away from interactive whiteboards and their modern flat panel equivalents to having an 'IWB in the hand' - a tablet computer being streamed to a dumb display. This is already well embedded in many schools, albeit still using an interactive display, this will eventually lead to big savings in hardware and software. Secondly, tied in with wider trends around 1:1 and BYOD, the use of Q&A and ExitTicket interactivity will become much more routine and useful for redirecting pupil and teacher effort.

**Jane Basnett:** Global classrooms, for one. The ability to connect our classrooms will mean that pupils will be able to access other cultures, new and different experiences and connect in a way that they have never been able to do before. A classroom will no longer have four walls, as collaboration via devices such as tablets, plus shared documents and spreadsheets, happens in real time. Learning will know no boundaries.

## What kind of learning outcomes can this tech offer?

**Dominic Norrish:** Good interactive technology, well deployed and in the hands of an effective teacher can lead to greater understanding of concepts among learners, as well as more targeted interventions and lesson planning, which is informed by really useful management information. There will also be greater engagement with difficult or dry content.

**Joe White:** Technology alone is not a panacea, it forms part of a process of pedagogical evolution. Interactive technology does not have to be cutting edge; training and staff engagement is key.

**Danielle Lynch:** With Edmodo, pupils are able to develop their learning further in discussion with other pupils outside the classroom, if they invest in the idea of having a discussion forum. In a subject like Religion,

**Joe White:** Increasing use of interactive technology will lead to an enhanced level of collaborative learning using mobile devices, both within class and with global partner schools. The cost and confidence factors in implementing interactive technology, both through buying resources, and providing training will lead to a widening gap in provision between schools. BYOD or 1:1 devices for pupils will become the norm very soon.

**Danielle Lynch:** I can see interactive technologies like Edmodo becoming more and more popular, and perhaps replacing email with classes. It makes interaction between pupils and teachers more transparent: all pupils in the class have access to everything the teacher posts, so all pupils benefit from whatever discussion or resources are posted.

in which ongoing discussion is very much encouraged, pupils have a safe forum in which to continue their thinking out loud. Their thinking is challenged and therefore progressed by other pupils.

**Jane Basnett:** Learning can undergo a thorough overhaul using interactive technology (check out the SAMR model designed by Dr Rubén Puentedura). Pupils have the ability to modify and redefine old and tired tasks. Why write a report about what you could do on a trip to Paris when you do so much more? For example, pupils could use an image of a map and bring areas of the map alive with embedded links, explanatory videos about a museum, a 'live' news report from the Eiffel Tower, a link to an annotated document about the best restaurants in town, all created by the pupils.

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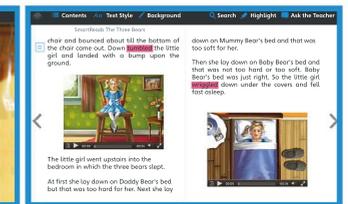
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# Immersive Environments

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Teachers can re-enact key events from the past as part of the History curriculum, or visit other countries like Antarctica.





What if you could take your pupils anywhere, let them become immersed in whatever environment you chose? This is becoming an increasingly popular idea, with sensory and immersive technology making its way into more schools each year. It's a particularly popular area in the special educational needs (SEN) teaching community, where teachers often have to get extra creative when teaching their learners.

For Geography, pupils can be transported to Machu Picchu, the Sahara, Dubai or Pripyat. A History lesson could take learners to an ancient Roman city or the Great War trenches. Shakespeare's Globe can become a reality without even entering London.

While technology such as projectors, sensors and gesture-based devices are allowing educators to engage their pupils like never before, some schools are using more analogue methods to reach similar effects. Getting into character, building a set and deploying appropriate lighting and sound effects are all tactics used for immersing pupils in their learning.

Is it likely that British schools creating their own holodeck will become the norm? We have four teachers who discuss whether or not this would be to everyone's benefit: **James Winchester, Philip Nottingham, Carolyn Hughes** and **Joe White**.



## Contributors



James Winchester



Philip Nottingham



Carolyn Hughes



Joe White

## With immersive environments, what kind of benefits can teachers expect?

**James Winchester:** The use of gesture-based technology to create immersive environments has many benefits for a wide range of pupils. Teachers can re-enact key events from the past as part of the History curriculum, or visit other countries like Antarctica and use the environmental controls to alter elements like temperature, wind and lighting to give a real sense of what it would be like for the scientists who live there. Another benefit for pupils with ASC (Autistic Spectrum Condition), where experiencing new surroundings and settings can be challenging for them, is to use this technology to create these settings so that they can practise the social skills needed to be successful in such habitats.

**Philip Nottingham:** Pupils become absorbed in the environment they are working in. These spaces, with their features, can create a multitude of different environments. It's also easy to create spaces out of

everyday objects, so pupils can adapt the spaces they are in physically and digitally.

**Carolyn Hughes:** We've really enjoyed immersive technology because of the ease-of-use for untrained staff. It really does provide a wealth of instant resources for all abilities, too. Then you have the 'wow factor' that's brought to everyday teaching. It's inclusive, allowing all learners to access it, and attract paying visitors if the school were to hire out the room for others in the area.

**Joe White:** Learning through immersive environments can create meaningful contexts for pupils to practice skills and explore scenarios. Lessons are engaging, and pupils are hooked by the focus on a multi-sensory experience. Immersive environments by their nature blend curriculum areas seamlessly, allowing transferable skills to be practiced.

## Any potential pitfalls that should be taken into consideration?

**James Winchester:** With SEN, it's important to remember that there is no one-size-fits-all solution; when there is success with one pupil, this does not automatically translate to others. Many of the programs that we have used for this technology are in early development stages and still have the tendency to be quite buggy. It is only when the tech becomes a consumer product that the reliability of the software increases. For example, the Kinect V2 sensor is now available for Windows, and Microsoft has apps available on its store now that work. However, technology still in development stages, like the virtual reality Oculus Rift headset, has many benefits but can be temperamental. It is, therefore, important to thoroughly test out the software before using with pupils.

**Philip Nottingham:** It can be time-consuming to initially gather resources to create the space. Not every space is suitable, as there may be restrictions

on what can be used and where, for example attaching objects to the walls. Additional staffing may be needed, depending on the space being created.

**Carolyn Hughes:** Technology failure, involving troubleshooting and training, can be a real problem. Schools also have to consider value for money – staff need to evolve with the system, not just using the same buttons each time. Installation and initial purchase can be costly, too.

**Joe White:** There can be a tendency towards pupils consuming information, rather than it being an opportunity for creating or interacting with the environment. Schools need to build in sound pedagogies, allowing pupils to evaluate their experience and gain feedback. Immersive technology relies on imagination and pupil buy-in. Environments must be well planned and executed, and there is a danger of overstimulation due to the amount of sensory input.

# Immersive environments

## at Meadowside Special School, Birkenhead

By Carolyn Hughes

Our installation was set up this year. It was marketed as easy to use, fully editable, using a template-based system, and engaging all of the senses. It was not specifically designed for the SEN market, but its application as such is incredible. Our school is a specialist provider of education for pupils aged 11 to 19 with complex learning difficulties, communication and/or sensory needs, autism, ADHD and varying health conditions. The Immersive Theatre provides something for everyone. Learners can explore environments ranging from underwater, forests and deserts to space, storybook scenes and invented scenes. We have projected images, with Kinect sensors on three walls and the floor, beanbag seating, air conditioning, an aroma unit and a sound system.

We installed it in a space the size of two classrooms, allowing it to be used as a theatre with space for an audience of about 80 people, before putting on a school play using the system. Panoramic images provided backgrounds and settings for every scene. I added music to the scenes and even some smells – chocolate for a sweet shop scene and cut grass for the outdoor ones. The problem with aroma units is removing the first smell before introducing the next. They can combine to produce some very odd smells. Our unit once got stuck in a loop,

repeatedly squirting garlic odour into the room. We had the door open for several hours to recover!

Traditionally, 'sensory' education has included providing tactile resources so a learner can access a more realistic experience. Even with an immersive system, an element of this is still useful. We have a waterfall scene, where the room is filled with the sounds of falling water, the scenery is realistic and the floor is interactive in that the fish swim away when touched. The waterfall image moves when touched but no one actually gets wet.

Another successful activity we have used is the Magic Carpet idea. The interactive floor was set to display a carpet and the music played Aladdin's A Whole New World. Each learner was given a little suitcase for the journey, containing tactile resources and additional stimuli. One of the built-in scenes is a blizzard.



Learners can explore environments ranging from underwater, forests and deserts to space, storybook scenes and invented scenes.



The snow falls all around and the floor even shows snowy footprints that crunch with each footstep. The air con is turned to icy cold so everyone puts on their gloves from the suitcase.

Learners unable to see the walls, through physical limitations, can have the images brought closer to their field of vision by intercepting the projected floor image with a white sheet/tent. One amazing experience was when a learner with profound and multiple learning

difficulties (PMLD) responded positively to the images moving inches from his face. He usually struggles to show any response as everything happens so far away from him and he is unable to make more than the tiniest of movements.

Immersive technology, for us at least, is all about experiencing places and environments that we cannot, or will not, access. It can help to bring the outside in.

## Digital Dens - Collaborative Learning Spaces

By Philip Nottingham

For this project I worked with a group of 24 Year 4 pupils. The aim of the session was to create a text-based chat log between the two main characters in the book the class was studying, *The Lost Happy Endings*. This chat log was to explore the discussion these characters may have had in relation to the main events of the book.

I created two spaces in a spare classroom to reflect the two characters in the book. The areas were both based around upturned tables with strong cardboard tubes over several of the legs. I then customised each space to reflect the characters. Jub, the heroine, had umbrellas placed into the tops of the cardboard tubes and a colourful parachute to create the canopy. The interior was decorated with fairy lights and throw pillows to create a warm, comfortable place synonymous with Jub's character. Conversely the villainous witch's space was stark. The canopy was created with cheap white plastic sheets to give the atmosphere of a bleak and lonely hovel.

Before pupils used the spaces they completed an activity in class to familiarise them with the tools they would be using in the dens. A silent conversation between pairs of pupils took place via Google Docs. Using knowledge of playscript structure, the pupils built up their practice chatlog a line at a time. Each pupil started their sentences with their name; the conversations were slow and stilted initially, but as pupils grew used to the system, the conversations began to flow between them.

Pupils were then divided into two groups. One would enter the Jub space with myself, the other

would be in the Witch's space with another teacher. Pupils were then tasked with discussing the events of the book in role as the characters. This provided great excitement among the pupils, and as soon as they entered the differing spaces their attitudes began to change. Those that were in the Jub space marvelled at the comfortable and attractive space that they were working in. Those pupils cramped into the stark Witch's space became quite miserable, and that came across in the conversations with their partners using the collaborative document. To further immerse the pupils, sound effects relevant to the story's events - such as wind, rain and wild animals - were played using the classroom speakers. The groups then swapped dens.

Afterwards, I asked each pupil to choose their preferred space and thoughts on the session. The response from pupils was very positive, and they had some inciteful opinions. Much of the feedback requested the use of the dens in further activities and this was supported by a general buzz around the school as to what was happening in the spare classroom.

Troubleshooting required teachers to ensure pupils were working on the same document as their partner, and this is where the extra staff helped keep things running smoothly. Even so, every pupil was engaged in the lesson and all pupils created a chatlog with their partner. Digital Dens will definitely be making a reappearance within our curriculum, as they provide a unique and adaptable environment for pupils in which they can learn in a multitude of ways.



# Future trends & Learning outcomes

## What future trends should we expect?

**James Winchester:** The growth of virtual reality (VR) is certainly an exciting area that is just being explored with SEN pupils. Headsets like the Oculus Rift, HTC Vive and Samsung Gear VR are bringing VR to an affordable level and with content being produced by the likes of Google this is certainly a growth area. Another avenue for VR is the use of Android smartphones and the Google Cardboard app to create cost effective headsets. These again have been used as starters for creative writing, with pupils being transported to environments and getting the full immersive experience

**Philip Nottingham:** There will be more integration between the physical and digital spaces in which pupils learn. We'll also see an increase in dedicated spaces for immersive environments. Technology allowing a wider range of environments, created with increased realism is to be expected.

## How about learning outcomes?

**James Winchester:** The use of gesture-based technology is constantly developing. The more we use it, the more we are learning from it and how it can be used with a wide range of pupils. We have found that there is no set way to use the technology and it really is about giving it a go and seeing what happens. What has become apparent with using this technology with SEN pupils is that it enables them to have control over their own environments, and more importantly, it is them driving the experiences.

**Philip Nottingham:** Pupils are aware of the varying audiences that may access work created in an immersive environment. They experience environments to create empathy with characters and other people, and can utilise the alternative environments to solve problems.

**Carolyn Hughes:** Cross-curricular learning outcomes are easily covered with this technology,

**Carolyn Hughes:** Immersive tech as a Virtual Reality tool is fast becoming more streamlined, more realistic, with life-like 3D applications that bring ideas such as the concepts in Avatar to the table. Hands-free access to activities, including Eye Gaze and mind control, will become more predominant.

**Joe White:** Increasing links between immersive environments and project-based learning will allow immersive classrooms to be set up and used for extended periods. A step towards pupil-led learning outcomes, within a framework allowing free exploration of areas and much more creativity, will be developed. On top of this, companies offering bespoke curriculum-based experiences will become more prevalent, and Augmented Reality will be the first step for many classrooms using iPads or Google Cardboard.

including speaking and listening, talking about what they see, imagining where they may go or who might be in a scene. Geography and History outcomes are boundless, making use of Google Earth, putting the world at their fingertips.

**Joe White:** Any learning space can be made immersive with some imagination, props and mobile devices. Even if you just use the iPad to display a hearth fire video, or stream video back from explorers or scouts to Mission Control. You need a passionate teaching team to succeed, and all involved must dress up and be prepared to get into role to fully engage pupils. A teaching session in an immersive environment may not fit into the designated timetable and will require time to set/tidy up, but don't just look at them as one off events; build immersive sessions into regular plans.

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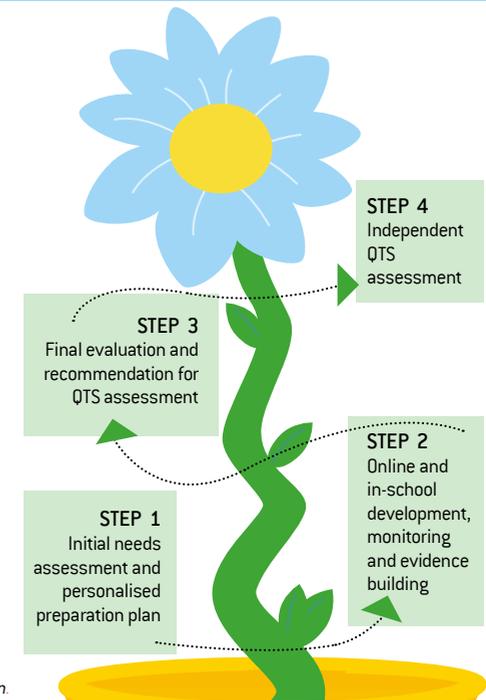
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STEM is quite possibly the most exciting area of edtech this school year. Here, renowned author and edu-specialist Mark Anderson looks at some of his favourite resources.

## Sphero and Sphero Ollie

The Sphero 2.0 and Sphero Ollie are branded as 'connected toys', but they are so much more than that. Coming with a wide range of different programming tools and games to support these bluetooth connected devices, they are highly engaging and can be used in lots of different ways.

Supported by Sphero's SPRK initiative (Pupils, Parents, Robots, Kids), the @SpheroEdu account on Twitter and its website has lots of ideas on how you can use their SPRK app, plus others



such as OrbBasic and MacroLab to incorporate Computing and STEM into the curriculum. Fantastic.

## Ozobot



Marketed as the world's smallest robot, Ozobot is an engaging little robot that responds to light, colour and commands, and can be programmed without using a computer.

Supported by a variety of apps such as Blockly, which facilitates programming in a Scratch-like environment, specific software such as the official Ozobot app is great for problem-solving and creating your own visual programs, or even through using a big marker on a sheet of paper. Ozobot is great for engaging young people in their STEM learning.

## Makey Makey

Makey Makey is an invention kit that encourages interaction with computers through the use of everyday objects as replacements for keyboards and mice. It makes tech-led learning really fun, and the possibilities are endless. It's no small wonder that Makey Makey is so popular.



## Parrot Drones



Another drone that is becoming increasingly popular is the competitively-priced Parrot 'Rolling Spider'.

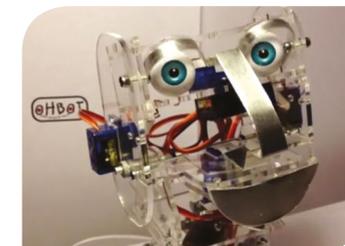
The drones are easy to assemble and can be customised with new packs for colours,

propellers and all sorts of modifications. You don't need to have the wheels on either in order to use them. Using Tickle app, the drone can be programmed in a Scratch-like environment.

Drones can be used in STEM activities too, such as calculating velocity on a collaborative spreadsheet recording times from one end of a netball court to the other. Pupils combine their Numeracy, Computing and Physics knowledge and skills to calculate velocity, angles of inclination and much more; such is the versatility of the drone that you can calculate, plan and implement to support the learning activities.

## OhBot Robot

While not as visually appealing as some of the robots available, the OhBot is gaining popularity. In essence, OhBot is a programmable robot head which can be programmed in lots of different ways through another Scratch-like environment.



## Three top areas of interest for your classroom this year

By James Cain

### Disruptive technology and strategies

Disruptive tech and teaching methods challenge the status quo, challenging teachers to innovate their classrooms in order to break away from the teach-from-the-front standard.

**Google Cardboard**, a simple-yet-effective addition to the VR playbox, is effectively a handheld immersive environment. With **big data**, teachers are using devices to obtain vast, detailed information on the work and learning levels of each individual pupil, granting more empowerment than ever before. As data-sharing device network **The Internet of Things** reaches 15 billion "things" (Intel, 2015), schools are gradually becoming more involved. Given that these devices autonomously collect and share data, it's an ideal field for pupils and teachers to collaborate with others worldwide. A UK-based internet of (School) Things is being supported by Intel, The University of Birmingham, The Open University and more.

### Wearable tech

Despite issues including cost, durability and training, wearable technology has an exciting future ahead in the classroom. **Google Glass** is likely to be the

most popular of the latest devices, as the tech giant is continuing to develop resources for the device that can benefit teachers. "My pupils can record first-person perspectives without having to be behind a screen or hold a camera," wrote Philadelphia teacher Margaret Powers, "which can be challenging for young pupils with developing fine motor-skills. I have also used Glass to document my own teaching practice, especially when I am teaching new lesson plans."

### Twitter

Given that we're a community-driven organisation, Twitter is an imperative part of what we do, giving us terrific insight into the work of teachers and schools. Abbey Catholic Primary School (@AbbeyPrimary) in Birmingham share photos of fun, engaging learning techniques. Teachers like @DiLeed, @lisajaneashes and @MartynReah use Twitter to collaborate, swap ideas and even blow off steam (Mr Reah's #teacher5aday is well worth looking into). Teaching is a tough, complex profession, but Twitter helps educators to join together, relate, support one-another and stay sane. There are scores of free resources for grabs, too. Make sure that both you and your school get on Twitter this school year!

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