

eBooks:

Once the project notebooks have been created, the children can then create their own eBooks to round off the project and talk about their experiences, and include, for example, what they liked most about the project, ways they'd like to see the session improved, and what piece of historical or scientific information stuck out most to them.

Combining I.T., writing, self publication and the history based sessions taught at the museum, would allow bookleeter to help sessions be even more useful and effective and diversify how children learn.

- the children can write their own objectives and what they would like to learn
 - create a picture book showing all of the toys they study and what mechanisms they use to move
 - once this has been done, the children can describe how they match mechanisms and adjectives to all of the toys
 - store their word list
 - document how they make their own toys
- Unit 9 (gen). Visiting a museum, gallery or site
 living in Victorian Britain? Art and design:
 History: Unit 11: What was it like for children and technology: Unit 5C. Moving toys
 technology: Unit 3C. Moving monsters Design
 Science: Unit 6E. Forces in action Design and
 Science: Unit 4F. Circuits and conductors
 springs Science: Unit 4E. Friction
 of materials Science: Unit 3E. Magnets and
 Key Stage 2: Science: Unit 3C. Characteristics

Mechanical and Moving Toys Teaching Session



Bookleeter is a simple but powerful tool that allows users to publish their work on demand and create a range of shareable information. Once created, uploaded, and printed out, bookleeter produces story books, portfolios, learning diaries, newsletters, project notebooks, essays, project documentation, exhibition catalogues, game props, or whatever you can imagine!

Bookleeter is a great platform for children to share their ideas, works, and thoughts, and encourage new ways of learning whilst having fun at the same time.

What is bookleeter?



How bookleeter can be used in the Museum of Childhood's education programme

Christina Wanambwa

How bookleeter can be used in current year 5 and 6 teaching sessions : project notebooks and eBooks

Bookleeter will offer students the ability to make their own project notebooks and eBooks - simple but great ways for children to record what their learning in the project notebooks, then talk about their experiences in their eBooks. This would help the children to log and reflect on their achievements throughout the Museum's National Curriculum and QCA based projects.

By integrating bookleeter into the Museums Teaching Sessions to create project notebooks and eBooks, we hope to combine writing, outreach, and learning work to help engage and give children a creative voice through education.

The benefits of using bookleeter in teaching sessions

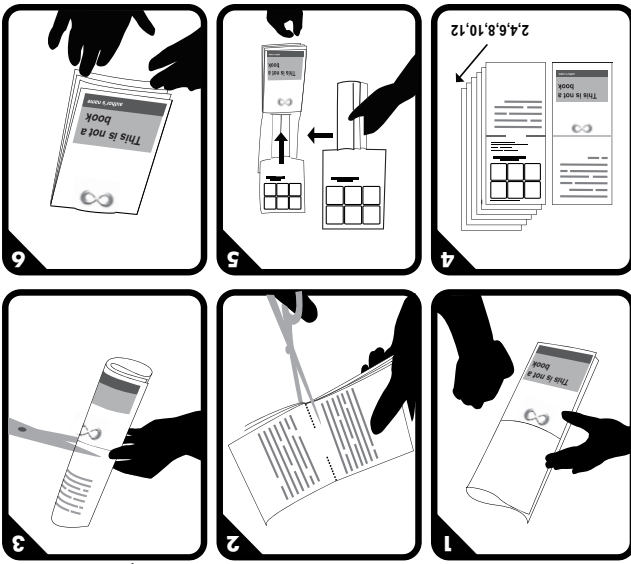
Incorporating bookleeter into Teaching Sessions would be an ideal way for the Museum to help promote creativity by using project notebooks and eBooks (short, creative and easy to read story books). Those from years 5 and 6 would be able to write up their findings and publish their work as eBooks, adding an I.T. and self publishing slant to interesting history based projects.

Through these eBooks, students can self publish in order to keep track of their work, have a place to store their ideas, and learn how to use new software that gives them a sense of creativity and ownership in the work they produce. Allowing children to combine their work with I.T. and creativity will aid and encourage a fun and educational environment.

To view information about bookleeter or Proboscis (creator of bookleeter), visit bookleeter.com or proboscis.org.uk

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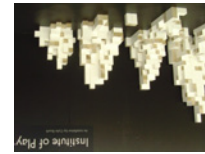
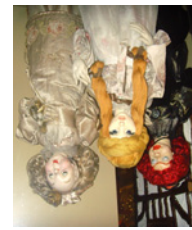
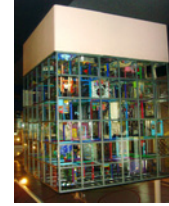


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About Proboscis

We are an artist-led studio who combine artistic practice with commissioning, curatorial projects, design and consultancy to explore social, cultural and creative issues. Collaboration is at the core of our creative practice and ethos: involving innovative collaborations in fields as diverse as medical research, music, community development, housing and urban regeneration, pervasive computing, mapping and sensor technologies.



Collage of site visit images

Ideas for 3 programmes: Project notebooks

Children of the 1940's Teaching Session

QCA: Key Stage 2 History: Unit 9. What was it like for children in the Second World War?

National Curriculum: Key Stage 2 History 2a-c, 3, 4a-b, 5a-c, 11b

- create their own objectives and what they would like to discover in the session
- store their word list
- children can document their findings
- write about what objects they used to do their investigations
- record debates about common myths and ideas about war time

- combine suspect boxes with character profiles sheets
- children can keep track of their reading list and findings
- show how they carried out their research
- keep a timeline of information
- arrange and store maps and period photographs
- demonstrate what they learnt about each child they studied

5 a-c, 11a
National Curriculum History: 2 a-c, 3, 4 a, b, Victorian Britain?
QCA Key Stage 1 and 2: History: Unit 11. What was it like for children living in Victorian Britain?

Investigating Victorian Children Teaching Session