

Old school – new methods

Nedre Bekkelaget School | Oslo – Norway

First Built in 1938, Nedre Bekkelaget School is an old school with very new education methods and forward looking ideas on ICT and its role in education.

Nedre Bekkelaget School is a primary school offering classes from year 1 to year 7. It has about 250 students as well as a small department for children with autism, and has been using the Fronter learning platform in their school for several years. The school often receives visitors who wish to see some of Fronter's more experienced users in action.

During one such visit we were , after a brief introduction by our host Leif Husjord, introduced to our main guides of the day – the students. Divided into smaller groups, we were given a guided tour of their virtual school building.

Our student guide gave us a short introduction, explaining how she and her classmates used Fronter on the computers, to work on projects together, chat and share ideas.

We can use the chat tool to talk about what we do on our assignments and get new ideas about what we should add

Guide, aged 10

As with learners of all ages, parental involvement and engagement is central and an essential way of supporting a child's learning experience. Our guide explains:

We can show them what we have done when we have uploaded it to Fronter. They can see everything!

After the tour, the visiting group was also given a presentation by the Head teacher and one of the teachers at the school. They were able to give the visitors a very good overview of how Nedre Bekkelaget was using the Fronter platform and demonstrate how Fronter has become part of the background of the school and its learning activities.

Frontier has taken its place not as a separate product, but as a facilitator in the learning process. Leif Husjord, Head teacher

Learning Path

The school is experimenting with the learning path tool, and has created lessons e.g. on religion, using the functionality of the tool. Starting with a simple design, different content pages can be created and arranged to form a 'learning path.' A learning path could be created to convey a certain topic or theme and can include periodic assessment tests or surveys, as well as direct students along different 'paths' according to their level of understanding or ability. This tool has also been used to give information out to the parents or gauge the opinion on school policy by inserting a survey at the end of the learning path.

Individual Learning Plan (ILP)

We were given an in depth explanation and shown examples of how teachers at the school were using the ILP tool to keep detailed records of an individual child's progress through school. Within the ILP, a student's short and long term goals, as well as comments from the teacher and student on progress can be recorded. Teachers and students alike found this to be a good way for pupils to take an active role and 'ownership' of their learning from a young age.