Moving forward, working together

Whitburn Academy

# didbook™

# A Pupil/ Parent-Friendly Guide

January 2014

## What is didbook?

Didbook is an online resource where pupils can record and showcase the best of what they've achieved in and outside of school. It helps to bring together all of the disparate elements of students' education so they understand more clearly our aspirations and expectations of them – so that they can engage more readily with all aspects of school life. It is a more structured and consistent attempt at improving all of our pupils, both academically and holistically.

The applications in didbook (My Targets, My Subjects, My Health and Wellbeing, My Money, My Future, Enrichment Diary and My Skills) reflect the full experience that students in Whitburn Academy are offered and the key areas where we want to help them improve. There is also the My Showcase icon. Within each of the other applications, after a student has written a new entry, next to the 'save' button' there is a check box 'showase', which, if selected, allows the pupil to store that particular entry as something more special. If the pupil deems that entry to be really important, they can click this and it automatically saves it for their 'showcase': their best achievements and successes that will ultimately be pulled together and form their S3 Profile.
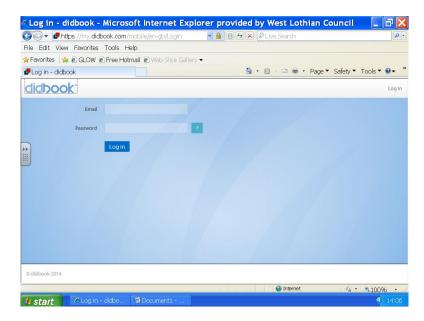
## When pupils can update their didbook

As didbook is new and we're all still learning how to use it, it makes more sense for staff to set periods aside where they can give pupils examples of the sorts of things they can include and how they could word this. However, when AAL is up and running and pupils can use their mobile devices more readily, pupils should be able to update this whenever they want. didbook can be accessed from school or **home** in exactly the same way. We would strongly encourage pupils to be updating their didbook at home, and where possible, discussing their input with you. Hopefully, putting entries in their didbook will become second nature over time.

Pupils don't need to write large amounts of text in their didbook. They should concentrate on the **quality** of their entries. However, it is important that what they do write helps to show off their achievements and experiences.
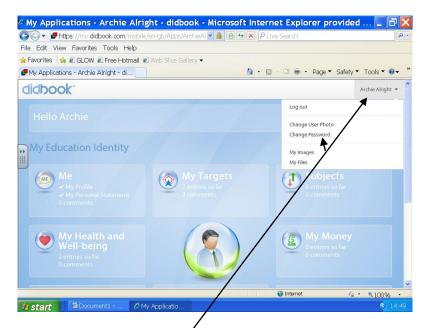
## 1. **Accessing didbook**

To access the didbook home screen, enter  http://my.didbook.com

You will be presented with the following login screen:



Pupils should enter their email address (which is their school email address). If the pupil has already logged on, they will have changed this to something they'll remember. If the pupil has forgotten their password, they should ask Mrs Newton in the school office to re-set this for them. Pupils should then change it to something more secure once they're logged on. Pupils could be encouraged to store this in their phones to avoid forgetting it again.
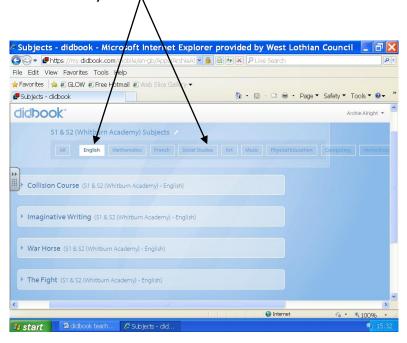


Once logged in for the first time, pupils can securely change their password by clicking on their name in the top right hand corner and choosing 'change password'.
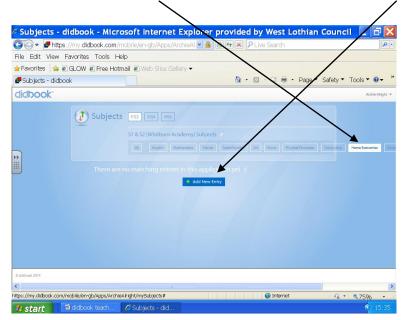
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## 2. **My Subjects**

This is the application where every teacher is responsible for assisting their own pupils to include entries. Teachers are expected to monitor and check entries for their own pupils and this is overseen by each Head of Faculty – both in terms of the number of entries and the quality of these.
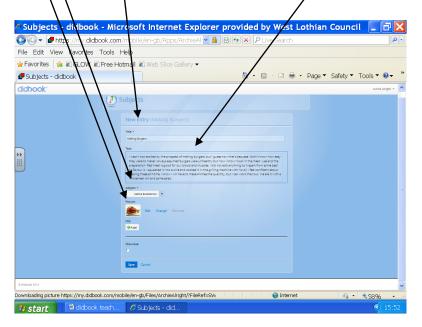
Pupils should click on the 'My Subjects' icon. They should then click on the subject they wish to make an entry for.



The pupil has selected Home Economics. They should then click on 'Add Entry'.

They should then insert a title, insert their entry (where it says 'text') and select 'Home Economics' from the drop down subjects list. There is also the option to upload a picture, which has been done in this example. This picture came from Google images. The picture was saved to the desktop and uploaded following the prompts.



If, in this entry, the pupil feels they have learned something really valuable, or if it's something they're particularly proud of, they can also click on 'My Showcase'. They do not have to do this immediately. They can return to any entry, at any time, and by choosing to 'edit entry', they can then select to store it in 'My Showcase'.

## 2.1 Subject Entry Examples

The important thing with any entry, in My Subjects or otherwise, is that pupils have to place emphasis on what they <u>learned</u>; what they gained; skills used, <u>not</u> just what they <u>did</u>. They should be <u>reflective</u>.

Below are several examples from different subjects:

**English:** I have been learning to write a formal letter in English. I now know, with growing confidence, how to structure a letter and I hope that this will be useful to me in the future whenever I have to write formally to someone. I might need this to complain in the future or to submit with an application form.

**English:** In class we have just completed the drama War Horse written by Michael Murpurgo. I thoroughly enjoyed this text as it got me thinking about war and all the lives lost. The main character was only a little older than me and this really made me think about whether I'd be as brave and courageous if I were faced with the decision to fight. I also thought about the animals involved in war and whether this was moral and ethical as animals don't choose for themselves. There are many paths in life we can control, but others can't always have this privilege.

**Science:** For my Science reporter talk I researched about how a hair dryer works. I made a powerpoint at home and presented it to the class. I was quite nervous at first but it got better as I went on. I was happy at how it went and think my talk was clear and interesting. Some of the class asked me questions at the end. Mr Bulloch said it was excellent and I got a grade A. There will be many occasions where I need to be confident in presenting my findings to groups of people.

**Home Economics:** I wasn't too excited by the prospect of making burgers, but I guess now that's becuase I didn't know how easy they were to make! I always assumed burgers were unhealthy but now I know it's all in the meat I use and the preparation. Red meat is good for our blood and muscles. I did not add anything to it apart from some basil to flavour it. I squashed it into a circle and cooked it in the grilling machine with no oil. I feel confident about making these at home. I know I will have to make 4 times the quantity, but I can work that out. We ate it with a wholemeal roll and some salad.

**Computing:** I finished designing a website today! I feel really proud of myself. It looks eye-catching and really quite professional. Although it might take a few years, I would really like to have a catering business as a past time for weekends and evenings to run alongside my '9-5'. I feel confident that I could re-create something similar that would help build a business – without having to pay out money to get someone else to do it for me!

**Maths:** I learned about hire purchase today. If I ever want to buy something in the future that costs a lot of money, I can pay it up if I use HP. It basically means I can have the product and pay it up every week/month. At the end of the term, I own it. I was thinking about when I learn to drive and want to buy a car. The teacher gave this as an example. If I'm still working my part-time job in Morrisons, I'd be able to pay for it whilst at uni. I think this can encourage a lot of debt as people want things they can't really afford. I will need to make sure that I calculate all my outgoings before I take on something like this.

**Art:** I looked at a painting that the artist Toulouse Lautrec painted of a dancer at The Moulin Rouge. I looked at how he painted really quickly because the dancers kept moving and you could see big, fast brushstrokes in his work. We painted one of our classmates dressed up like a dancer and we had to use the same colours and style as Toulouse Lautrec did. When we finished we looked back at our own work, compared it to the painting we had been studying and reflected upon whether we had successfully painted in the same style and whether the experience had helped us to understand his work.
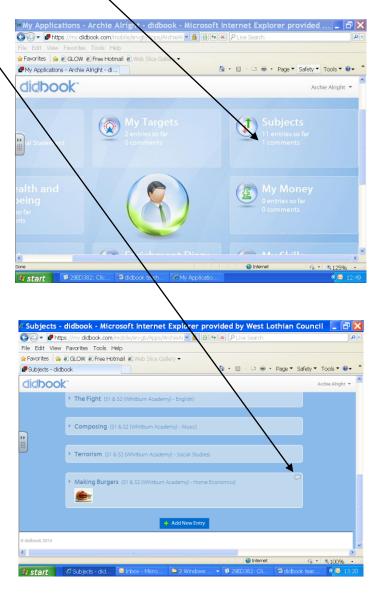
**Art**: At the end of my project to design my own shoe, I reflected on the various stages I went through. First I looked at the shoes other designers had made and decided whether style or function was their priority. I chose to look at a pair of hi-tops that seemed to combine durable comfort with a sporty, cool style. I wanted to design a shoe that combined comfort with a very unique style of my own and think I achieved this with my hi-top inspired by graffiti art. I think I have been creative with the form of the shoe and like the way I have combined the 3D form of spray cans, face masks and the colours and shapes of graffiti urban hi-top that would appeal to graffiti artists and fans of street style.
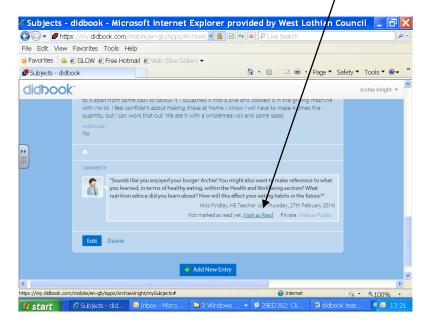
## 2.2    Commenting on a Pupil's Entry

It is possible for teachers to go into a pupil's didbook and insert comments. This might be a general comment such as 'that is very interesting, well done'. It could be that the teacher wishes the pupil to expand on their entry; or it could be a more specific comment like 'whilst this is interesting, would you go about researching in a different way next time?'

When the pupil does login to their didbook, they will see from the home screen that they have '1 comment' in 'My Subjects'.

Once they click on this, they can scroll down their entries and find where a comment has been left by their teacher. This is easily identified as there is a speech bubble icon beside it.

Once the pupil has read it, they can change this by clicking 'Marked as read' under the comment. When their teacher logs back in to the pupil's profile, they will see the status has changed and that the pupil has acknowledged their comment.
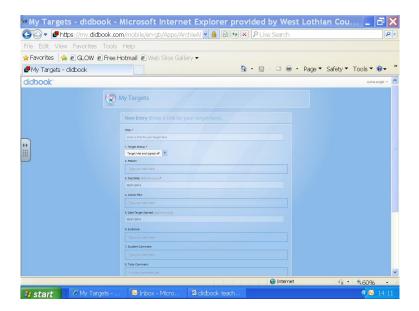


## 3. __Didbook's Other Applications__



My Targets    My Subjects    My Health    My Money

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My Future    My Skills    Enrichment Diary    My Showcase

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All of these applications can be accessed in exactly the same way as 'My Subjects': the pupil clicks on the application they wish to make an entry in, and then clicks 'Add Entry'. This entry can then be saved (click 'save').

## 3.1    My Targets

Similar to 'My Subjects', individual teachers are responsible for encouraging and overseeing entries made into 'My Targets' as these should tie in with their subjects.



As the pupil fills this up, using the drop down boxes, they will become clearer on not only what their target is, but when they aim to have met it by, and how they plan to go about achieving it (Action Plan box). The target status can then be set from the top drop down box ('in progress', 'in progress but behind schedule, agreed and met' and so on). The pupil can return to this to update the status of their target as they work towards meeting it.

An example might be:

> I want to pass my Close Reading Nab. The Action Plan might include: I will speak to my teacher and collect the handouts I've missed through absence. I will use the past papers on the SQA website for practice. I will do a timed paper. I will revise language techniques, specifically tone and imagery.

## 3.2    Health and Wellbeing

Pupils will mainly update this through what they learn and do in PSE. PSE staff will oversee their own class' entries.

Examples where a pupil might want to update this include when they have had a guest speaker in. It might be that the pupil reflects on what the speaker has said and mentions how it's impacted them.

Today we had a speaker in to talk to us about domestic abuse. We watched an advert and then had to discuss it as a group and then as a class. I was shocked by the statistics of just how many females AND males are affected. It got me thinking about how many people in this school that it must affect but who are too ashamed or embarrassed to speak up. I thought it was something that only really happened to older people but it seems more and more younger people are involved too.
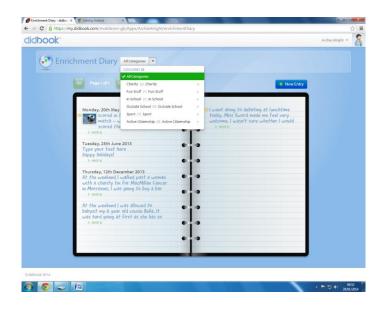
We had to go around the school today picking up litter. At first I was annoyed as I generally put litter in the bin. I hadn't realised just how big a problem chewing gum is – in fact I don't really think I ever thought of this as littering. I will definitely be asking Mrs Whyte for a container to store my chewing gum in! It makes such a mess and is near impossible to remove. It is disrespectful to deface the school, and the streets, when it can so easily be put in a bin. I also gained an insight into how hard litter wardens have to work to do a job we should be doing ourselves.

However, at any time in a subject where Health and Wellbeing is covered, there is no reason why an entry can't be made in this application (learning about vitamins in Home Economics, learning about muscle groups or trying a new sport in PE, discussing drugs or bullying in texts studied in English and so on).

These examples show not only what the pupil has done, but the impact their experience has had on them. They have genuinely reflected on what they've learned.

### 3.3    Enrichment Diary

The Enrichment Diary works the same way as the other Applications although it does look different; it has been designed with a more engaging 'scrap book' feel. The sections include 'charity, in school, outside school, sport, fun stuff and active citizenship'.

This application will be overseen by Science staff. S1-S2 can also fill this up in Masterclass time.

The sections of the Diary can be accessed by selecting from the drop down menu. It's then just a case of 'Add Entry'. There is also the option to upload pictures/ photos. This should then be saved before exiting the application.

Again, it's not what was **done** that is important; it's what the pupil has **learned**. Here are some examples for each of the headings:

**Charity** could be participating in an organised sponsored event like Race for Life, 5k/10k walk/runs, organising events to raise money for the SSPCA, MacMillan (like coffee mornings), non-uniform days (paying £1) or simply putting lose change in a tin when leaving a supermarket. Contribution doesn't necessarily mean direct participation.

> I managed to raise £14 for the Sponsored Silence we did in English for Help Week. I was amazed at how generous my family were considering how close it is to Christmas. The money will go to help MacMillan Cancer to keep doing the brilliant work they do with cancer sufferers. They helped my granny after she was diagnosed and their support really helped my family.

> I put a tin of dog food in the Dogs Trust box in Asda. It doesn't seem much but I feel even by this small contribution, an animal will be fed. My aunt's dog was rescued and I appreciate the need for places like this as they do a lot to help abandoned animals.

**In School** would include things over and above what the pupil does within their subjects: debating, the Schuh competition, The Construction Challenge, Compass group, trips, guest speakers, visits and such like.

> I have been chosen to take part in the Go4Set challenge. As a team we had to come up with a solution to the problem: 'your school can use less water, and this will still cost the same or it can use less water and cost less. I learned the importance of brainstorming ideas as a team and listening to everyone - as some quieter people in the group had some of the best ideas! We still have a long way to go with the challenge as it runs over ten weeks, but I feel we've made a promising start!

**Outside School** would include basically anything else that does not obviously fit into any of the other categories.

> At the weekend I was allowed to babysit my little cousin Bella. It was difficult at first as she has so much energy - it was hard to keep her entertained. I took her a walk to the swing park. On the way there, we had to cross a busy road so I talked to her about road safety. I realise how demanding a child can be – I was scared to let her out of my sight! I appreciate how hard it must be for my auntie as she's a single parent. I am really grateful that she trusted me to do this and I'm proud of myself as I have shown I am capable and responsible!

**Sport** is a fairly obvious category for the pupils to complete. Pupils can detail any information about sporting activities that they've been involved in or clubs that they attend – competitively or not. They could mention awards/ trophies they have won, certificates, levels achieved and of course, go on to reflect on how their involvement has shaped them as a person: are they more competitive; more disciplined; can they work better in a team?

I played in the Girls' Handball Tournament today. We had worked really hard to prepare for this: eating well and putting in hours of extra practice. We did well at first but unfortunately we just missed out on the final. I hadn't realised quite competitive I was until today! Although I was gutted not to get in the final, the girls and I trained so hard and there will be more games coming up! I really relied on the support from my team mates but we didn't really fail as it's given us even more ambition to get out there and try again!

**Fun Stuff** might include more of the activities that pupils would update their social network status with, but they must make this more <u>formal</u>. This could be going to the cinema, shopping, seeing friends and so on. On the surface, these seem like ordinary and unremarkable activities but when broken down a bit more, pupils can write quite a bit about what they've learned.

I went to the cinema and saw The Secret Life of Walter Mitty. It was about a man who doesn't stand out in the crowd. He is a daydreamer and is too scared to actively be part of his own life. When he's about to lose his job he realises it's time to get his act together and goes in search of something he thinks he's lost. It made me think about how everyone has something special about them. Many people live in a fantasy world and don't achieve what they want. This film inspired me to chase the things I want – if I can day dream about becoming an architect and what life would be like, why can't I just make sure I get it?

**Active Citizenship** can include anything the pupil has done which has helped others and/ or, help the community.