



# Introduction

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**I'D LIKE TO OFFER YOU  
A PERSONAL WELCOME  
TO THE FIRST EDITION  
OF THE AMBASSADOR.**

The purpose of this newsletter is to show how Toshiba adds value to the world of education. We also want it to be a platform to share views on the use of ICT in the sector, where the emphasis will be on how teachers and learners can benefit the most from the technology available.

We shall be using this newsletter to complement Toshiba Ambassadors, a community of practice. It is now in its 11th year, having been established on 11th September 2001 – a date that will always be remembered for other world events.

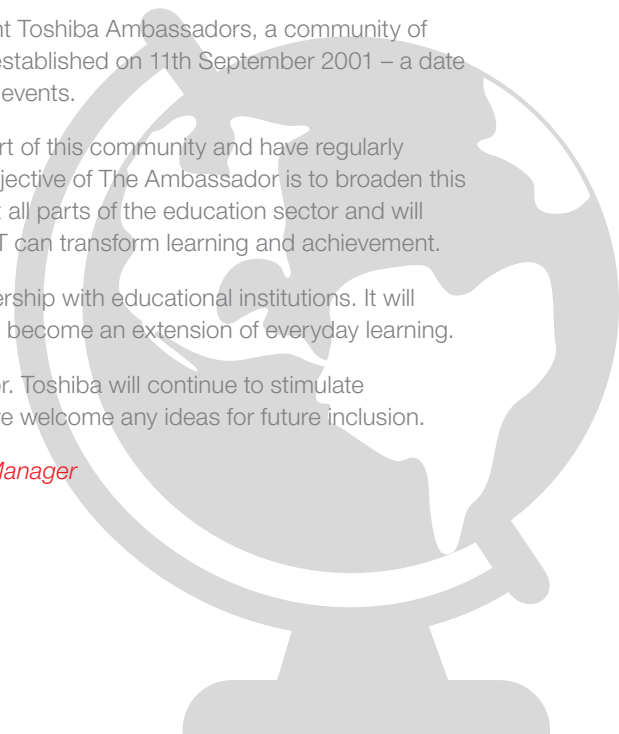
A number of our original attendees remain a part of this community and have regularly contributed to support fellow members. The objective of The Ambassador is to broaden this activity to a much wider audience. It is aimed at all parts of the education sector and will welcome contributions to the debate of how ICT can transform learning and achievement.

Toshiba has a commitment to working in partnership with educational institutions. It will continue to advocate ICT as a utility that should become an extension of everyday learning.

I hope you enjoy this edition of The Ambassador. Toshiba will continue to stimulate discussion and articles on the use of ICT and we welcome any ideas for future inclusion.

*Len Daniels, Education & Public Sector Sales Manager  
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**“We welcome contributions to the debate of how ICT can transform learning and achievement.”**



# Technology news

**New performance  
technology**



## **TOSHIBA AT100: POWERFUL PERFORMANCE FOR MORE INTERACTIVE ICT**

The new Toshiba AT100 tablet has been designed with education in mind. Its intuitive technology, superior performance and impressive battery life combine to create an enhanced learning experience – at an affordable price.

Featuring a state-of-the-art Android™ 3.1 operating system with fast N-VIDIA® Tegra™ 2 processor, an HD-level 10.1" touchscreen and up to 11 hours' battery life, the AT100 is packed with advanced functionality that makes education more fun.

The AT100's innovative platform offers full connectivity and can be tailored to support any curriculum as a reliable teaching aid. Weighing just 765g, it's also easy to carry around campus. As a result, teachers and lecturers benefit from an intelligent, easy-to-use ICT resource while students enjoy engaging, interactive technology.

### **AT100 specification:**

- Android™ 3.1, Honeycomb (Adobe® Flash® 10.3 preinstalled)
- NVIDIA® Tegra™ 2 processor
- 25.7cm (10.1") touchscreen display
- Resolution+ upscaling technology for near high definition content
- Full connectivity: HDMI, mini-USB, USB 2.0, SD card
- Up to 11 hours' battery life\*
- Slim, slip-resistant design
- Dual cameras (2MP / 5MP)
- Dual stereo speakers
- Docking station and hard case options
- 2-year warranty for peace of mind
- Dimensions, 273 x 177 x 15.8mm
- Weight, 765g

**Find out more, visit**  
[www.toshiba.co.uk/computers](http://www.toshiba.co.uk/computers)



\*11 hours' battery life is based on web browsing with WLAN: 65%, video playback: 10%, standby: 25%.

# Industry overview

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## The ICT landscape

ICT in education has seen significant changes over the last year. Schools, colleges and universities are coming to terms with a very different economic, political and technological climate and environment.

Gone or reformed are the big state quangos, ring-fenced funding and a strategy to harness technology. The capacity and capability of local authority interventions has also been significantly diminished.

However, advances in technology – such as faster broadband, **new portable devices and more robust wireless networks – have been welcomed by some teachers and lecturers**, as they believe it will help them engage and motivate learners in a variety of different learning environments.

The digital lifestyle of today's pupils and students outside of the classroom has raised their expectations about what they should find inside. The pressure is on schools, colleges and universities to ensure that they make the most of technologies, to enhance teaching and learning and avoid what Martin Bean, The Vice Chancellor of the Open University suggests is a "growing crisis of relevance" facing our educational institutions.

## A new Government ICT Policy?

A significant portion of the education community believes technology, properly used, can not only **engage and motivate learners but also raise levels of achievement and attainment.**

This view was encouraged earlier this year by a speech at the RSA by Education Secretary, Michael Gove, that specifically highlighted the part technology can play in improving learning.

It has also been reinforced by Dr Vanessa Pittard, the DfE lead for ICT, who cheered up delegates at a recent event by telling them:

**“Technology can improve learning and that statement has been approved by Ministers.”**

She went on to inform the conference that a new DfE ICT policy was being developed and that it was likely to focus on the following themes:

- How technology can improve the quality of teaching
- How 'aggregated procurement' can get better value for money
- How technology can deliver efficiency gains and system improvements
- How education providers can become more 'intelligent customers'
- What educational institutions need to do to 'future proof' themselves

She was anxious to point out, however, that it would not be another "Becta-style Harnessing Technology strategy" and unlikely to have a large, or indeed any, budget.

Whilst it is recognised that technology can, and will, add value in all those areas, there are some commentators who believe this focus is too narrow – that in order to ensure a full return on the significant investment in ICT, **there needs to be a greater emphasis on how technology can improve learning and assessment.**

This can only be addressed by placing more emphasis on investing in the skills and knowledge of the education workforce, whether they're entrants or existing members.

## Helping each other to help ourselves

Professor Stephen Heppell says this can only be achieved by teachers sharing what works with other teachers. Successful examples of this include the DfE/Open University Vital programme, The Teach-Meet movement, and networks such as the Toshiba Ambassadors, The Schools Network and the ICT Register.

Networks and self help is even more important given it is not yet clear if the newly established Teaching Agency will have any remit in this area. Some teacher educators believe it was disappointing that the new Teaching Standards made no mention of teachers ICT competency.

These networks will be of even greater value given the prevailing ministerial mantra of 'schools know best'.

But do they?

The last BECTA ICT research, the OFSTED report on ICT in schools, and a more recent BESA schools survey suggest that some schools know better than others. **The effective use of ICT across all sectors in education is extremely variable.**

The challenge is to reduce the variation in provision and avoid a 'digital divide' that would exacerbate other existing divisions, raises issues of equity and equality of opportunity, and hamper the economic chances not only of individuals but UK Plc..

**Blended learning – a mix of different learning environments, combining traditional face-to-face classroom methods with online and mobile activities.**

## Other challenges ahead?

There are **even greater changes to come for schools, colleges and universities.**

For example, 'Blended learning' is growing in popularity, learners are using their own devices, and cloud services and cheap tablet technology have entered our world.

Set this against a backdrop of reduced capital expenditure and we have a transition to a 'revenue based solution' of low cost, low maintenance, and 'consumerisation' of technology. Issues of security, safety, equity and staff capability will surely test education leadership at all levels in all sectors?

Whilst there are many uncertainties in all of this turmoil, the energy and collective wisdom of networks of teachers and lecturers – and their willingness to adapt and respond in the interest of their learners – will surely maintain the momentum and general direction of travel and hopefully sustain us all in the years ahead?

*Bob Harrison, Education Adviser to Toshiba Information Systems UK Ltd*



You can follow Bob on Twitter  
@bobharrisonset



# Secondary school

## Skipton Girls' High School

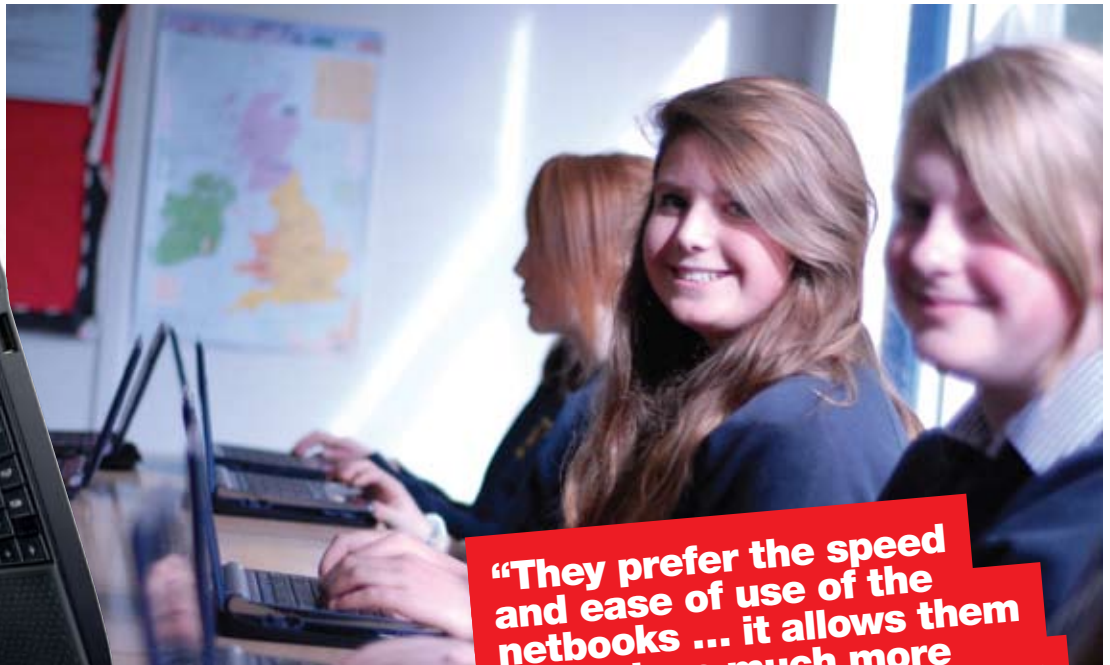


By Dawn Whittaker



I recently attended an open day at Skipton Girls' High School, where they were showcasing how they use technology to provide Challenge for All. There were a number of local schools there, all keen to learn, as I was, how this beautifully-set High School had really embraced technology into its teaching and learning.

Skipton has run a Parental Contribution scheme for its students since 2009. Allowing the use of Toshiba netbooks through the scheme has reflected the **enthusiasm for quality learning using modern equipment that students can relate to**. The school realised that children lead high-tech lives outside school and low-tech lives inside school. Steven Haycocks, Deputy Head, told us that they wanted a transformational approach to staff and students working together which would include a rollout of 'Netbooks for All', and students having much more involvement in co-constructing the lessons.



**"They prefer the speed and ease of use of the netbooks ... it allows them to produce much more professional-looking work."**

Julia Greenwood, Assistant Head, explained how they set about tasking their teachers with designing and building their courses, a term in advance, taking into consideration the increased availability of ICT in the form of a netbook for each student. The school also saw the importance of ensuring that their VLE was utilised and included in the programme and that each course should have a pathway for the most able.

Skipton is an advocate of the Digital Leader Scheme supported by the SSAT and three of the school's pupil leaders explained why they thought this was so successful. Gabrielle, Hannah and Charlotte explained how they **helped teachers to realise that student-driven technology is a powerful tool in the classroom** and that they could really add value in helping to co-create lesson content and delivery, as they understood the way their peers prefer to learn. We were shown around the school to see the Toshiba netbooks in action within the various classroom settings. In Engineering, I spoke to a couple of students who use their netbooks to type up notes, search for diagrams and research on the web. They were also able to send CAD drawings wirelessly to the laser cutter.

I asked Lily and Caitlin what they liked about using their netbooks over paper-based options. They said they preferred the speed and ease of use of the netbooks and that it allowed them to produce much more professional-looking work.

*by Dawn Whittaker, Toshiba Sales Account Manager*



SCHOOLS

**We want a transformational approach to staff and students working together which would include a rollout of 'Netbooks for All'**

**Steven Haycocks,**  
Deputy Head,  
Skipton Girls' High School



**skipton girls' high school**  
an engineering specialist school

# Further education

## **BOLTON COLLEGE GOES WIRELESS FOR A BETTER LEARNING ENVIRONMENT**

### **Bolton College Case Study**



Watch the video at  
[www.toshiba.co.uk/education](http://www.toshiba.co.uk/education)



“One of the key indicators of success is whether or not a student stays on their course”, Ian Fitzgerald, Acting Principal of Bolton College tells us. “To date, the attendance of most of our learners has increased significantly. That’s because the learning environment has been inspiring, engaging and reliable.”

Ian is referring to the changes wireless technology has enabled across the campus. Learners can now access the college intranet, the internet and communicate with each other – wherever they happen to be.

They simply use their student ID card to take a Toshiba laptop out of a dispensing system, turn it on and start working.

“That ability means there’s no dead time in the day”, says Ian. “They can even work over lunch, if they like”, he adds.

It’s certainly a boon for Naomi, a student at Bolton. “It’s easy to study where we want, in ‘pods’, libraries, corridors, cafes and the canteen. I come in to college before study time begins. Being able to log on when I want benefits me quite a bit, because I can get on with my work without the distractions I get at home.”

Fellow student Daniel agrees. “If I come in early and the classroom isn’t ready, I can get a laptop, sit outside and work”, he says.



Classes have changed for the better, too. "Traditional IT teaching is with fixed desktops located around the periphery of a room. Students sit facing the wall", says Helen Callan, Head of Business and IT at Bolton, "It's very hard to have group work or discussions or any form of learner interaction. But with wireless, we can set rooms in a very different way – according to the session."

"The way of working now is much more exciting", she says. "The technology has helped the learners and we're seeing a level of maturity that we haven't experienced before."

Jake, another Bolton student, reinforces the point. "You feel more privileged. I've put in a lot more hours into my studies and a lot of the other students have. The main reason being that we have the freedom to move around – you're not segregated or pushed into one certain area between certain timeframes."

In classrooms, corridors, cafés and even the Sports department, wireless Toshiba laptops have become an everyday sight at Bolton College.



**We often see learners and staff  
[around the campus] working as  
they would at their desks**

*Railton Knot,  
IT Manager*

**79% of students at one US  
college said "learning would  
be a lot harder" without WiFi.**

*Wakefield Research*

# Higher education

**University College Plymouth St Mark and St John**

widely known as Marjon

## TOSHIBA LAPTOPS FOR UCP MARJON STUDENTS

In September new students arriving at University College Plymouth St Mark and St John, widely known as Marjon, received a Toshiba laptop which the University College provides to them to assist with their studies.

UCP Marjon has its roots in the first ever teacher training college, founded in Battersea in 1838, which almost a century later joined St Mark's College on a site in Chelsea to become the College of St Mark and St John. In 1973 the College relocated from London to Plymouth with which it had historical connections. In 2007 Marjon gained Degree Awarding Powers and University College status, awarding its own degrees for the first time.

UCP Marjon students can study courses as Undergraduates or Postgraduates in a wide range of subjects, including Education, Sport, Live Music, Media, Journalism and Creative Writing.

**Toshiba laptops were given to nearly all of the new students**, as they were last year.

Richard Williams, Toshiba's Higher Education Sales Account Manager was on campus to assist with the handout, alongside staff from XMA Limited, one of Toshiba's specialist education partners. XMA is one of three Toshiba resellers who supply UK Universities under the National Desktop and Notebook Laptop Agreement, which provides outstanding value for money for institutions and their staff and students. Toshiba has been the leading laptop supplier on this agreement for over ten years, and was awarded best-value status in the most recently tendered version of the NDNA.

The UCP Marjon students each received a Toshiba Satellite Pro 15" laptop and a copy of Microsoft Office. The initial roll-out took place over two days, with Monday 19th September seeing six hundred new Undergraduates going through the handout process. **The University College has developed its procedure to ensure secure and trouble-free distribution of the laptops**, and once the students had completed registration, their identity and status were checked on the University College IT system before a laptop, with its scanned serial number barcode, was assigned to them and passed across the desk. Four students could be dealt with at a time, and each course had been assigned a timeslot for student laptop collection. Despite a few registration queries and some instances of paperwork left in bedrooms, all six hundred laptops were given out by four o'clock on Monday afternoon, and many students were already online after starting up their laptops for the first time. Additional laptops are now being supplied to UCP Marjon by XMA for students arriving in excess of the original estimate of numbers, and the total is likely to pass one thousand.





HIGHER  
EDUCATION



### University College Plymouth St Mark & St John

contributed to the carbon offsetting partnership between Toshiba and co2balance with **850 Toshiba Satellite Pro C660 Laptops**. The contribution will be invested in afforestation projects within the UK.

Find out more about Carbon Zero  
[www.toshiba.co.uk/carbonzero](http://www.toshiba.co.uk/carbonzero)



Loads  
of  
boxes



Each of the laptops was unwrapped by XMA, invisibly marked with Smart Water in case of loss or theft, and repackaged before shipping to Plymouth. The use of a single model and a four year Toshiba hardware warranty ensures that the University College IT team do not have a large additional workload in supporting the hardware, especially for students away on teaching practice where any defective unit will be collected from anywhere in the UK, repaired by XMA and returned by courier at no cost to the student.

Marjon and XMA also made sure that all of the Toshiba laptops had their carbon footprint offset through the Toshiba Carbon Zero option, which funds UK tree planting to balance the carbon associated with the manufacture and lifetime use of each laptop.

# FOR EDUCATION, IT'S A THIN WIN SITUATION

The New Portégé Z830. The Ultra Thin Ultrabook™

Ultrabook™



The Portégé Z830 Ultrabook™ is designed to be the ultimate education laptop. At just 1.12kg light and 0.83cm at its thinnest point, the Z830 exudes quality and reliability, it has a host of technology and connectivity features, as well as battery life that lasts up to 8 hours.

**[WWW.TOSHIBA.CO.UK/B2BZ830](http://WWW.TOSHIBA.CO.UK/B2BZ830)**