

# Websites

## 5.1

### What did the Warwick Report say?

That:

- primary and secondary teachers draw heavily on web resources (p.10), regarding them as a key source of information when researching lessons (p.8) and for content to use in lessons, e.g. via an electronic whiteboard
- many websites are still books in electronic form (p.5)
- with the prevalence of text, there are few audio-visual resources on the web (p.117)
- most websites contain few or no educationally valid activities (p.5)
- there is a need to differentiate between 'educational' and 'confessional' (i.e. aimed at believers within a tradition) websites (p.73), teachers needing to be on their guard against using inappropriate activities drawn from the latter (p.76)
- a majority of the websites are focused on 'learning about' rather than 'learning from' religion, with a focus on description and information
- information on websites is usually accurate though there is often a tendency to oversimplify or to generalise (pp.115–16)
- websites are sometimes linked to book materials, sometimes with poor results (p.64)
- books increasingly direct readers to named websites (e.g. a livecam at the Jerusalem Western Wall) (p.40)
- the better sites offer understanding of the diversity of belief as well as personal perspectives from faith members
- language levels of sites are often inappropriate for the identified target audience
- the most commonly used RE-specific database is [www.reonline.org.uk](http://www.reonline.org.uk)
- community cohesion is little addressed (p.207) so aspects relating to it need exemplifying and drawing out by the teacher (p.74)
- the sites that 'felt right' displayed simplicity and clarity of layout, balance of content, text directed to the reader, and ease of navigation (p.82).

Therefore:

- as websites can be produced by anybody, anywhere, without the editorial or production values of more traditional resources, great care needs to be taken when using them (p.210)
- it is essential that teachers and students become critical evaluators of online materials (p.210)
- websites can be supportive of learning in the classroom but are not a substitute for well-directed teacher activities
- some websites could be used by the teacher to lead learning in the classroom, while others could be used by pupils for independent learning (p.5)
- greater emphasis in future needs to be placed on the production of audio-visual material and on personal narrative.