

Digital resources

6.1

What did the Warwick Report say?

The report stated that:

- e-resources can be roughly divided into five categories: those produced by
 - commercial companies, or as attachments to more traditional print materials
 - faith communities, to promote understanding of their own traditions or faiths, or to educate those of faiths other than their own
 - government or quango support agencies, local authority officers, teacher education organisations or SACREs
 - teachers, student teachers, advisers or consultants, to support teaching and learning in RE
 - individuals who may or may not have a faith tradition (pp.203–4)
- schools are using a whole range of digital materials in their classrooms
- teachers are increasingly creating their own digital resources (pp.3, 203)
- teachers, especially secondary, draw heavily on web and DVD resources in their teaching (p.205)
- DVDs and videos are rated more highly in the secondary than in the primary phase (p.195)
- in 'ethical approaches to RE', in which ethical issues are the focus, films such as *Vera Drake* (on abortion) and *Saving Private Ryan* (on just war) might be used as well as *The Simpsons* (p.143)
- DVD/film materials can be over-used in the classroom, especially when the whole film is shown
- there are problems with accessing computer rooms in order to use software
- the introduction of interactive whiteboards and digital projectors into classrooms has increased the possibility of using electronic resources, including PowerPoint presentations, interactive programmes, films and videoclips (p.162)
- young people generally appreciate these resources for learning and many find them more interesting and memorable than books, suggesting that 'you learn better from TV because it's made interesting' and 'you remember it better' (p.162)
- using digital resources makes the experience 'more real' and connects with the everyday life of the believer (pp.17, 163, 168)
- the collections of major museums, art galleries and libraries are all in the process of digitisation, giving unprecedented access to information and materials (p.204)
- the ready availability of so many (digital) resources means that teachers and pupils need to become critical evaluators of materials (p.215).