

| Features | The Traditional School | The Extended School | The Quasi-Cyberschool | The Advanced Cyberschool |
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| Defining Characteristics of ICT use | ICT used to: <ul style="list-style-type: none"> • deliver the existing curriculum • support existing values, structures and processes | ICT used to: <ul style="list-style-type: none"> • extend learning opportunities • enhance the curriculum • augment existing values, structures and processes | ICT used to: <ul style="list-style-type: none"> • transform learning models and curriculum arrangements • redefine existing values, structures and processes | ICT used to: <ul style="list-style-type: none"> • transform existing learning models and curriculum arrangements • reconceptualise existing values, and replace existing structures and processes |
| Location and Structure | School building; normal classrooms | School/Community building with network access. | Physical buildings with open flexible learning areas and significant virtual learning spaces on intranets and internet | A core network of virtual learning spaces and widely distributed locations in a variety of physical buildings |
| Timetable/Lesson Units | A traditional framework for synchronous delivery based on age groupings | A traditional framework with some supplementary asynchronous or specialist activities for small groups | A significant element of flexibility and asynchronous activity to support work selected, directed and paced by individuals or groups | Fluid, asynchronous and fully individually directed activity |
| Curriculum | Centrally determined with ICT use adapted and constrained to fit and support the formal set curriculum | Centrally determined but adapted to a limited extent to accommodate some innovative uses of ICT | School managed in ways which combine central and other agency elements to allow learner or parental choice and customisation. | Negotiated by parents, tutors or individual learner to exploit fully the distributed learning opportunities |
| Teaching, Learning and Assessment Models | Typically transmission and reproduction model; largely paper based seatwork within subject disciplines. Limited use of ICT | Innovative in limited, contained areas of the curriculum. Innovative strategies to help 'non standard' pupils integrate into norms of school experience. | Wide variety of learning contexts depending on requirements of topics and students. Team/peer learning within flexible groupings. | Students follow a fully individualised problem-based learning approach with assessment by a range of agencies |
| Locus of Control | Largely teacher-directed activity | Elements of learner directed activity and choice within, or of, set menus. | Students responsible for planning own work and for building a personal portfolio of learning projects and assignments for central assessment. | High level of learner or community autonomy |
| Teacher Role | Sage-on-the-stage and principal knowledge provider and assessor. | Principal knowledge provider, curriculum planner and mediator between learner and set curriculum. | Learning counsellor/ mentor; planner and co-ordinator of general overall programmes | Co-learner in a community of enquiry; facilitator of individuals' requirements |