

## Aberdeen integrated learning systems investigation 2002

Thank you very much for agreeing to a short interview with [name of interviewer] about your experience so far and your reactions to *SuccessMaker* and/or *RM Maths*. The following questions will be the basis of the interview. The interviewer will record the main points of your views in the spaces and you will be sent a transcript

School	<input type="text"/>
Teacher	<input type="text"/>
Date and time of interview	<input type="text"/>

### Section 1 - learning using the computer

The following statements articulate potential improvements in the quality of learning. They are derived from the **MIICE** toolbox (Measurement of the Impact of ICT on Children's Education) in which Aberdeen City Council is a partner. For each one, can you please give your reactions to the extent to which you have seen evidence of this when using the learning system software with pupils, according to the following key

- 1 *Regression* - using the computers may have adversely affected the pupil's progress
- 2 *No change* - you have not seen any significant progress
- 3 *Some progress* - you have seen clear progress
- 4 *Marked progress* - you have seen surprising progress

Statements	Reactions [1-4]
1 Pupils are able to carry on a programme of work over a period of time with a high degree of retention of the information and learning gained in earlier phases of the programme	<input type="text"/>
2 Pupils keep to the point of a project adding refinements on their own initiative	<input type="text"/>
3 Pupils seek help from the teacher at important points of decision-making when using learning system software	<input type="text"/>
4 Pupils spend little time in each learning session in getting under way with the tasks in hand when using the learning system software	<input type="text"/>
5 Pupils adopt systematic approaches to putting things right when they go wrong using the learning system software	<input type="text"/>
6 Pupils involved fellow pupils and the teacher sensibly in the rectification of any problems when using the learning system software	<input type="text"/>
7 Pupils focus on the task in hand and avoid distractions when working with the learning system software	<input type="text"/>
8 Pupils willingly try out new approaches in their work when using the learning system software	<input type="text"/>
9 Teachers consistently promote care in the preparation of work using learning system software which overtakes the laid down criteria for success	<input type="text"/>
10 Teachers create an atmosphere conducive to learners suggesting and trialling new approaches and worthwhile strategies when using learning system software	<input type="text"/>

## Section 2 - implementation

- 1 Were there off-putting problems with installation of the learning system software?  
[This might include technical issues, especially when using networks, issues about licensing, the setting up of groups of users]

Immediate reaction

- |  |                          |
|--|--------------------------|
| Does not apply to me   | <input type="checkbox"/> |
| 1 Some major problems which were only overcome with difficulty and/or outside assistance | <input type="checkbox"/> |
| 2 Temporary problems which were addressed and solved locally                             | <input type="checkbox"/> |
| 3 Nothing more problematic than the installation of any other software                   | <input type="checkbox"/> |
| 4 A blissfully straightforward experience  | <input type="checkbox"/> |

Other comments

- 2 Was the learning system software easy for you to get to grips with?

Immediate reaction

- |  |                          |
|--|--------------------------|
| 1 A lot of special training was needed before teachers felt able to use the software at all                  | <input type="checkbox"/> |
| 2 A little specialist training/induction was needed for each teacher   | <input type="checkbox"/> |
| 3 A little time was needed for each teacher to become familiar with the options available within the package | <input type="checkbox"/> |
| 4 Teachers were able to make good use of the software almost immediately                                     | <input type="checkbox"/> |

Other comments

- 3 Do you think that the pace and choice available to the pupils is generally appropriate?  
[This might include consideration of the starting point; the use of multiple topics within a single session; or sustaining of pupil motivation]

Immediate reaction

- 1 There were many instances where pupil activities were not appropriate for them ☐
- 2 There were a few instances where pupil activities were not appropriate for them ☐
- 3 The system was sufficiently flexible to meet the needs of most pupils most of the time ☐
- 4 The system generally presented pupils with a wholly appropriate challenge ☐

Other comments

- 4 Do you consider the system for recording and reporting beneficial for you in your role in directing the pupils' overall learning?

Immediate reaction

- 1 The forms of reporting were sometimes obscure and often marginal to my needs ☐
- 2 The reporting was only sometimes useful to me ☐
- 3 The reporting was quite useful to supplement other ways in which I monitor progress ☐
- 4 The reporting system was a major benefit to me for monitoring pupil progress ☐

Other comments

- 5 What arrangement for use have you evolved to try to make best use of the learning system software? Please tell us about strategies which you tried but later abandoned or modified and any which you plan to adopt in the (near) future  
[This might include comments on pupil motivation, target classes, groups or individuals; timetable arrangements; tracking/monitoring arrangements]

- 6 Please tell us about any practical issues which you had to deal with when making use of the learning system software  
[This might include computer issues (reliability, children's lack of skills, managing the records database), passwords or the use of headphones]

### Section 3 - educational context

- 1 To what extent does the learning system software provide contexts which integrate well with the curriculum which represents the pupil's overall learning experiences?

Immediate reaction

- |   |                          |
|---|--------------------------|
| 1 The learning system software is not wholly consistent with other forms of learning  | <input type="checkbox"/> |
| 2 The learning system software is one way to practise what is being taught mainly by other means  | <input type="checkbox"/> |
| 3 The learning system software is adding breadth or depth to understanding of the concepts clearly within the curriculum                      | <input type="checkbox"/> |
| 4 The learning system software is making a major contribution to deepening pupils' understanding of major elements of the existing curriculum | <input type="checkbox"/> |

Other comments

- 2 Do you think that the teaching model which the learning system software uses is (nearly) always appropriate?

[You might consider: the feedback which the software gives; the extent to which the software breaks learning down into appropriately sized steps; the appropriateness of intervention; the use of praise]

Immediate reaction

- |   |                          |
|---|--------------------------|
| 1 The learning system software cannot compete with the full range of techniques which a good class teacher can offer            | <input type="checkbox"/> |
| 2 The learning system software is generally helpful for the pupils, with some excellent features and others which I do not like | <input type="checkbox"/> |
| 3 The learning system software supplements the range of methods of learning used in the classroom                               | <input type="checkbox"/> |
| 4 The learning system software offers an ideal learning environment for most pupils most of the time                            | <input type="checkbox"/> |

Other comments

- 3 Do you have evidence that the use of the learning system software is bringing improved performance in national tests or school based measures of progress in mastery of skills and concepts?

Immediate reaction

- 1 Learning system software is distracting pupils from their normal progress ☐
- 2 No evidence (yet) of any impacts ☐
- 3 There is evidence that there is a small improvement in performance in other measures of progress ☐
- 4 There is evidence that there is a considerable improvement in performance in other measures of progress ☐

Other comments

- 4 Do you think that your involvement with the learning system software has made you more confident about using other methods of learning and teaching using computers and similar devices?

Immediate reaction

- 1 This has made me even more nervous or sceptical about the use of computers for learning and teaching ☐
- 2 It has made no difference to my view about the use of computers for learning and teaching ☐
- 3 I have gained useful experience of using computers which I hope to translate into other activities using the computer ☐
- 4 The use of the learning system software has made a huge difference to my attitude to the use of computers for learning and teaching ☐

Other comments

#### Section 4 - additional comments

[Name of interviewer] will be pleased to hear any other comments you have about your experience of the value - so far - of the use of integrated learning systems