

## P.E. DEPARTMENT / CAL Software

### Measuring the Impact of ICT on Children's Education

Project 2: To improve pupils' skills in the Evaluation element of Standard Grade PE, through the use of proprietary software (Evaluating in Physical Education, by Learning and Teaching Scotland)

The school's ICT room was booked for some classes. When not available through time-tabling issues, the Computing Dept made available a lab. Each pupil had individual access to a computer, for 3 - 4 periods, to run a CAL program on "Evaluating in PE".

MIICE questions below are asked at both level 2 and level 4, to provide the respondents with as much of a framework as possible to help them assess their level of performance. One response (1-4) should be made to each pair of questions.

Level 1 : unsatisfactory, major weaknesses

Level 2 : making progress, but not yet good

Level 3 : good; strengths outweigh weaknesses

Level 4 : very good; major strengths

Teacher Review

<b>Outcome 1      Learner Reflection</b>		
This relates to learners' ability to think about what they are doing, and their ability to put it into a number of contexts		
<b>Taking personal responsibility for learning</b>	<b>Level</b>	<b>How do we know?</b>
<ul style="list-style-type: none"><li>Are learners able to resume work from previous activity on their own initiative and without fuss? L2 <i>or</i></li><li>Are learners able to carry on and review a project over a period of time, retaining much of the information and learning gained in earlier phases? L4</li></ul>		
<b>Outcome 4 Shared Planning / Organisation</b>		
This relates to the learners' ability to work in a variety of modes (individually, in small or large groups, class), making best use of the teacher and the learning resources in the class, school and beyond, and showing a problem-solving approach and the ability to break down a project into constituent elements.		
<b>Making the most of learning resources</b>	<b>Level</b>	<b>How do we know?</b>
<ul style="list-style-type: none"><li>Is the use of resources (eg time or materials) in the classroom generally efficient when using ICT? L2 <i>or</i></li><li>Is there an aura of purpose and good organisation within the classroom and within groups when using ICT, including clear delineation of tasks and good access to appropriate resources? L4</li></ul>		
<ul style="list-style-type: none"><li>Does each step in a school project using ICT embody genuine progress on the learner's part? L2 <i>eg They demonstrate improved learning at each step of a project or</i></li><li>When using ICT, do learners get tasks underway with minimum fuss? L4</li></ul>		

## Outcome 5 Investigatory Learning

This relates to the learners' ability to search systematically and to make contextual use of the findings from a variety of sources, and to their ability to break down a project into manageable steps.

### Collection and Analysis of Information

- Does the use of ICT help learners to derive relevant information from a mass of data? L2  
*eg They refine searches to focus on relevant data or*
- Are learners able to derive relevant information and patterns of occurrence from a mass of data when using ICT? L4

### Level

### How do we know?

## Outcome 7 Motivation

This relates to the degree of learners' enthusiasm, pride in their work, enterprise and active participation in their own learning

### Enthusiasm and Enterprise

- Do learners make an attempt to focus on the work in hand and avoid distractions when working with ICT? L2  
*eg they are reasonably willing to persevere and find solutions, even when difficulties arise, and to ask some questions about the work in hand. or*
- Do learners focus enthusiastically on the task in hand and avoid distractions when working with ICT? L4  
*eg they are keen to persevere and find relevant answers, and to ask pertinent questions about the task in hand.*

### Level

### How do we know?

## 13 Teacher use of ICT to enrich and make learning more effective

This relates to skills in the selection, customisation and best use of appropriate software tools, to the development of new teaching styles embodying ICT use, and to technical understanding to overcome routine operational problems

### Sufficient knowledge to overcome everyday operational problems

- Are teachers respectful of the need for certain settings for computers whose use they share with others? L2 *or*
- Are teachers able to modify settings on operating systems and software packages on a temporary basis to suit particular circumstances, and restore them to meet the needs of others who share use of the computer? L4

### Level

### How do we know?

- Are teachers able to report difficulties clearly to appropriate support agencies? L2 *or*
- Can teachers deal with routine technical difficulties when they arise and explain serious problems to appropriate support agencies? L4