

## HISTORY/MODERN STUDIES DEPARTMENT

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

Project - Using a database to allow pupils in History/Modern Studies to record their vote in the recent Elections in Scotland. Pupils traditionally used paper voting slips and these were then counted, by staff. The e-voting enabled pupils to record their vote electronically and results were automatically counted.

Level 1 - unsatisfactory; major weaknesses,  
Level 3 - good; strengths outweigh weaknesses,

Level 2 - fair; some important weaknesses,  
Level 4 - very good; major strengths.

Teacher Review

#### OUTCOME 1 Learner Reflection

This relates to learners' ability to think about what they are doing, and their ability to put it into a number of contexts.

##### Realistic but improving culture

Are learners seen to explore and share innovations in their approach to tackling school projects?  
*eg Were pupils keen to participate and discuss the experience of e-voting with each other.*

##### LEVEL

##### HOW DO WE KNOW?

Do learners demonstrate systematic evaluation of the means used to meet project aims?  
*eg Did pupils contribute to discussions within class and could teachers evaluate the success of the e-voting experience.*

Do learners show a growing awareness of the balance between improvement and the time devoted to a task when they are using ICT?  
*eg Were they aware of the automatic calculation of the results and appreciate its benefits.*

##### Developing informed attitudes in relation to ICT in society

Can learners articulate ways in which school activity relates to activities in the wider world?  
*eg They can discuss the real-world application of e-voting?*

#### OUTCOME 4 Shared planning/Organisation

This relates to 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

##### Making the most of learning resources

Was 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?

##### LEVEL

##### HOW DO WE KNOW?

When using ICT, do learners get tasks underway with minimum fuss?

<b>A problem solving approach</b>  Do learners using ICT adopt systematic approaches to remedying mistakes or problems? <i>eg They analyse mistakes and rectify them using a step-by-step approach</i>	LEVEL	HOW DO WE KNOW?
<b>OUTCOME 7 Motivation</b> This relates to the degree of learners' enthusiasm, pride in their work, enterprise and active participation in their own learning.		
<b>Enterprise and active participation in their own learning</b>  Do learners have evident interest in trying new approaches in their work when using ICT? <i>eg Were they enthusiastic to use e-voting?</i>	LEVEL	HOW DO WE KNOW?
<b>OUTCOME 8 Enhancing learning outcomes</b> This relates to schools', teachers' and school managers' focus on setting expectations for continuing but realistic progress in the uses of ICT and on putting it into a wider context		
<b>Development of new teaching styles</b>  Is there widespread teacher exploration of new pedagogical styles when using ICT?	LEVEL	HOW DO WE KNOW?
Is there widespread use of collaborative learning using ICT tools?		
<b>Encourage development of informed attitudes in relation to ICT in society</b>  Do teachers help learners to articulate ways in which school activity relates to economic, social and other activities in the wider world, including an appreciation of the impacts of ICT?		
Does the learning environment effectively draw learners' attention to wider issues, such as privacy, changing nature of work, copyright and developing technologies?		
<b>OUTCOME 10 Self esteem/ confidence</b> This relates to schools', teachers' and school managers' policies and practices in helping learners to feel a sense of community, to take pride in their work and to be willing to experiment		
<b>Encourage enterprise and the exploration of new approaches</b>  Do teachers promote an atmosphere in which learners are keen to evaluate the success of a chosen strategy and do so publicly? <i>eg They encourage learners to innovate and to share their findings with their peers and others.</i>	LEVEL	HOW DO WE KNOW?