

Measuring the Impact of ICT on Children's Education

Project - This particular S4 English section last session used Alpha Smarts regularly to key in text and redraft their work. This session the class is based in one of the ICT classrooms and therefore an attempt will be made to measure the impact of regular, adequate access to computer systems.

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.		
Taking personal responsibility for learning Are learners able to resume from previous activity on their own initiative and without fuss?	LEVEL	HOW DO WE KNOW?
Is learners' use of ICT closely related to the purpose of the exercise?		
Can learners use self-assessment when working with ICT to decide on subsequent activities and remedy s shortfalls in their understanding? <i>eg They check their work, identify mistakes and engage in unsupported remediation.</i>		
Ability to articulate evaluations of actions taken Do learners show an appreciation of when ICT is not the optimal means of completing a task?		
OUTCOME 2 Skills development This relates to learners' development of systematic skills in the using ICT tools for a purpose		
Effective and responsible use of ICT Does ICT expertise enhance learners' ability to make progress on the task in hand?	LEVEL	HOW DO WE KNOW?
Does the development of ICT skills accelerate the development of learners' wider skills? <i>eg Their collaborative skills are enhanced while using ICT to investigate and solve problems.</i>		
Creation and presentation of their own material Do learners use ICT imaginatively to prepare and present their own materials?		

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		
Working with the teacher Do learners make good use of the teacher at all times? <i>eg They regularly seek teacher support to effectively enhance or advance their work.</i>	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.		
Pride in work Do learners always take care to produce work which meets and sometimes appropriately exceeds the success laid down by the teacher? <i>eg They are motivated to produce work of high quality and are keen to improve it by editing and improving the presentation.</i>	LEVEL	HOW DO WE KNOW?
OUTCOME 8 Enhancing learning outcomes 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		
Development of new teaching styles Is there widespread teacher exploration of new pedagogical styles when using ICT?	LEVEL	HOW DO WE KNOW?
OUTCOME 10 Self esteem/ confidence 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		
Encourage pride in work Do teachers consistently promote care in the use of ICT and the preparation of work that overtakes the laid-down success criteria?	LEVEL	HOW DO WE KNOW?
Do teachers support eagerness on the part of learners to trial, to draft and redraft?		