

Using ICT to enhance learning

Using technological tools to access, use, develop, create and communicate information

Don't use ICT in your subject for the sake of it

I want to use the skills I learnt in ICT lessons because then I know I'd learn this subject better

Sometimes I think my teacher is just showing off when she takes us to the ICT room – the stuff we do doesn't really help me to understand history

Do you know what? I'd be able to do this work much better without a computer

Last week we learnt some really difficult maths – it was easy because the computer did all the boring working out, we just had to think of the right numbers to put in

I know lots from my ICT lessons and from using computers at home, so when we go to the computer room with geography I can get on with it quickly

Pitching ICT at the right level



"Whenever we use ICT I end up just helping my pupils with basic ICT skills"

Low levels of ICT capability can still be used to develop higher level thinking, for example drafting and redrafting text in word, or a matching game in mfl

There's no point using skills/ software until they have been covered in discrete ICT lessons – find out what they learn & when

Teaching subject objectives and ICT objectives at the same time is usually unrealistic

Don't forget that you use ICT in your teaching to enhance pupils' learning – interactive whiteboards, video projection units, microscopes, CD-ROMs, resources from the internet

Use this list of what most pupils should be able to do by the end of year 6:

- Identify the info they need to complete a task/solve a problem
- Use simple search techniques
- Prepare info for use in a task by downloading or collecting
- Classify information for use in a database
- Recognise different types of information such as text, numbers, graphics
- Enter data into a database, search it & present data in simple tables & graphs
- Check that info is accurate & reasonable
- Discuss what might happen if info is entered into the computer incorrectly or not downloaded completely

Top tips for teaching in an ICT room

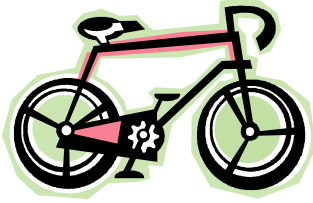
<p>Consider your position – where pupils will have their backs to you, whether pupils have space to write, where coats and bags will be left, whether you can get to all pupils easily, where the blind spots are</p>	<p>Establish routines – for printing out (what and how many, moving round the room to fetch printouts), for coming up to the interactive whiteboard during whole class teaching</p>	<p>Gain attention – you need to think about how you will draw pupils' attention away from the computers and to you when necessary, for example by turning off monitors</p>

Finding the time



"I'd love to use more ICT to enhance my pupils' learning, but I don't have the time"

Are you pushing your bicycle because you don't have time to learn to ride it?



Use ICT to free up some time ...

- use a template for lesson plans and schemes of work
- use spreadsheets for assessment data to help with monitoring and reporting
- share/find resources through a shared folder or internet
- develop a bank of whiteboard lessons and resources
- video conferencing supports pupil and teacher learning

How to decide whether ICT is appropriate for a learning objective

Basically:

- You couldn't do the task without ICT
- You can do the task more effectively with ICT
- It motivates pupils to learn

Ask yourself:

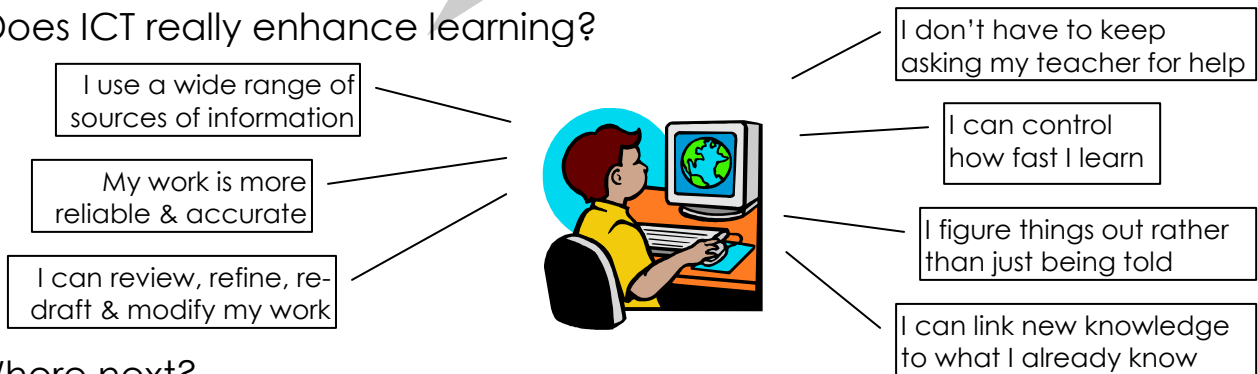
- Will it allow pupils to be creative in ways not otherwise possible?
- Will it give pupils access to info not otherwise available?
- Will it engage pupils in selection and interpretation of information?
- Will it help pupils to think through and understand important ideas?
- Will it enable pupils to see patterns or behaviours more clearly?
- Will it add reliability or accuracy to measurements?
- Will it save time, e.g. spent on measuring, recording or writing?

ICT key concepts:

- Communicating
- Using data and information sources
- Searching and selecting
- Organising and investigating
- Analysing and automating processes
- Models and modelling
- Control and monitoring
- Fitness for purpose
- Refining and presenting information

Use the ICT across the curriculum materials (DfES 0171-2004) for more detail

Does ICT really enhance learning?



Where next?

- ☺ Identify where pupils use ICT in their lessons and how it impacts on teaching and learning
- ☺ Allocate time at departmental meetings to share and develop good practice
- ☺ Set up peer observation to assess the value that ICT is adding to lessons
- ☺ Find out from the ICT subject leader about your pupils' ICT capability
- ☺ Identify areas for your own professional ICT development
- ☺ Discuss possible changes to your scheme of work with the ICT subject leader
- ☺ Share ideas for using ICT to enhance learning with other department

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