

“Compelling case” studies

Studies to present the compelling case for all school pupils to have access to ICT and the Internet.

Homework is fun, even if the teacher wins!

(This study is part of compelling case study “It will feel weird without my computer”.)

The amount of maths homework the pupils are doing has increased on average by ??% (anecdotally pupils acknowledge they are spending longer, figure to be added when usage stats are analysed).

The pupils use the Mathletics programme to do maths exercises for homework. They each have their own netbook so can use their home Internet connections to go online, to do the exercises the teacher has set.

Several of the pupils find the competitive games in Mathletics fun. They can play maths games online with people from all over the world. They find this exciting and engaging and spend considerably longer playing the maths games than if they were just using them on their own. One pupil found someone to play with, who turned out to be a teacher. It was probably lucky for the teacher’s self-esteem that she won the game!

As a result some pupils are spending much more time thinking about maths and using their maths skills. And almost without exception all the pupils are completing the maths homework set. This did not happen before the school started to use Mathletics.

Pupils taking responsibility for learning in this way, and spending more of their own time learning, is a major increase in the amount of learning the pupils are doing. Only 15% of pupils’ time is spent in school. If they spend an extra 30 minutes each evening learning, that is the equivalent an extra 4 weeks in school every year.

(note – completion of maths homework prior to use of Mathletics to be checked, this was not covered in the conversation)

The educational detail, max one page.(to be added)

Quantification, or the questions to be asked of teachers to get the necessary information.

- 1) Stats on use of Mathletics to be analysed.
- 2) How is this improved self-study impacting on pupils' confidence in maths generally and attitudes in maths lessons?

Professional development questions/follow-up questions (to be added)