

## **“Compelling case” studies**

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

### **“It will feel weird without my computer”**

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‘Amanda’ is not a real pupil but a composite representing the kinds of learning experiences all the pupils have in St Peters Bratton C of E Primary School, Telford.

Amanda will be moving up to the secondary school this coming September. She feels it is going to feel weird not having her netbook computer, that has been her companion in learning for these last four years.

Amanda’s current primary school, (school name), ensures all pupils have a netbook computer that they carry with them to and from school. The use of the netbooks is fully embedded into the way pupils learn at the school. As a result Amanda and her classmates take a lot of responsibility for their own learning. They are able to learn more easily and widely.

In just the last year Amanda:

- has used the Internet during lessons to research the topic being studied. Between them her class find out much more than they could otherwise.
- been able to watch and listen to a YouTube video of an expert artist explaining how to draw portraits, in much more detail than her class teacher would have been able to explain, helping her draw much better portraits.
- through creating video blogs to explain what they have learnt, she and her class have been helped to discuss their learning much better, to appreciate what what they need to do to produce better work.
- spent much more time learning maths, at home as well as at school, because the Mathletics games and competitions she can play through her computer are much more engaging than doing maths problems from a book.
- been interviewed by other pupils about the school trip she went on, explaining what the class are learning on the trip. The interview was shown in the school weekly video bulletin.

All these things have helped Amanda become much more confident, in her ability to learn and as a person.

However the secondary school that Amanda is going to does not yet provide computers to all pupils, or allow them to use their own computer in classes. Amanda thinks that she will eventually get used to not having a computer with her but is obviously going to find it strange.

The teachers in her primary school know just how much more learning and better learning Amanda and her classmates are doing, in so many ways, because they have their own computers. Amanda’s teachers are a lot more fearful than she yet is as to what the impact on her learning will be, of losing her computer.

This story draws on a set of studies that look at how much better pupils are learning in the school.

These studies are:

- Expert on demand
- Teach to learn
- More questions, more research, more learning
- Homework is fun, even if the teacher wins
- Pupils teach themselves.

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

In what ways will the loss of her computer affect Amanda's work for the worse?

- when writing she won't be able to correct mistakes or to improve her writing and make revisions as she goes along.

- if she needs to know how to do something practical, she won't be able to watch a video of how to do it, she will only be able to ask her teacher (who can only individually help one pupil at a time) or her classmates who may not be sure themselves.

- her practice of reflecting on what she has learnt by recording herself and then listening back to what she is saying will now not happen.

- if she needs to look something up or find out something, she will now not be able to do so unless she has an appropriate book. And she will not be able to look for other explanations if that book is hard for her to understand.

- she won't be able to play maths games at home any more.

**Video clip credits:**

The video clips feature Ruth Boughey, Teacher, Amanda Martin, Deputy Headteacher, Rod Dean, Headteacher and Pupils, all from St Peters Bratton C of E Primary School, Telford. The interviewer is Roger Broadie. Video copyright is Creative Commons Attribution-No Derivative Works 2.0 UK

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