

“Compelling case” studies

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

More questions, more research, more learning

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

If we all liked the same kinds of holidays it would get very crowded!

Fortunately people are interested in different things. Some like markets while others like churches and quiet places. Pupils doing a project on local history found out about many more different aspects of the history of their community because they individually researched the things that interested them.

As all the pupils had their own netbook, they were able to ask perhaps double or treble the number of questions than they could have researched through books in their school library or even the town library. They were able to do it very much faster because Internet search tools are so much more powerful and fast than book indexes. They could also access images, audio and video which can be much more information-rich than books.

What better way to get both depth and breadth of work on the topic. Once they had researched the things that interested them (as well as some key questions the teacher set) they shared their insights with each other, helping some pupils to find things of interest that they had not found.

This process of finding out and learning about was then complemented through the pupils producing leaflets to promote their local area. This caused them to think about how other people might look at their local area.

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

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

- 1) How many more questions did the pupils try to find out about than they would have using book resources?
- 2) How much more time (and attention) did the pupils give to reading, listening and watching information about their local history? As they were asking their own questions and finding their own sources it is likely that there was much less 'slack' time in the lesson. How can this be measured?
- 3) How much richer was the information they found than the text and pictures they would have been able to access from books? And how do we measure this?
- 4) How much talking to each other about the aspects of local history that interest them did they do? How does this compare to what they would have done using book research? What is the best balance between finding out about things and talking about them to embed the learning?
- 5) How much were pupils 'favourite' sources 'copied' and used? Using books something one pupil found that interested others could only be used by them if there were multiple copies of those books, but with the Internet all who found that source of interest could access it and use it as they wished. How much more time on task and attention did this generate?

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