"Compelling case" studies

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

Teach to learn

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

It's said that you don't really understand something until you can teach it to someone else.

Pupils at the school are encouraged to make videos of themselves, explaining what they have learnt. They upload these to the school's online platform so that they can be shared with other pupils.

This generates a considerable amount of discussion between the pupils about the topics being learnt.

Sometimes the teacher will use the pupils' video blogs in a class discussion. This engages the pupils better than if the teacher was the person doing the explanation and it allows the teacher to pick up on misunderstandings or gaps in the pupils' explanations.

Sometimes the pupils show each other their video blogs, which can result in fifteen times the amount of discussion than happens if the class just have one discussion together, so the pupils get much more chance to verbalise their understanding and to correct each other.

And the pupils enjoy it. A culture has been developed in the school where the pupils are happy and eager to display their knowledge – or lack of it – knowing that getting things wrong is a key part of learning.

(Note – how the video blogs are used in the school once the pupils have created them is partial speculation, the conversations during the last visit did properly not cover this.)

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

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

1) What is the process that is involved in creating the video blogs? Is this time consuming and what 'traditional' approaches has this replaced?

2) How are the video blogs used once they have been created?

3) How does this approach increase the amount of time that pupils spend thinking and talking about the topic?

4) How does the culture of talking about and displaying their learning impact? Does this help the less able as well as the more able?

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