

Creating practical lessons using ICT

Phil Kerry and Graham Hunt

As a Mathematics teacher we use ICT a lot in the class room but the pupils do not use it as much as they should. Actually getting the pupils using ICT will be a real plus for them and the school.

Pupils will be able to actually use ICT in their lesson to understand first hand the principals of the topic and why it works. This is instead of pupils drawing out 5 diagrams they can just manipulate one on the computer.

It was important that we had checked that any images we used in the handout had educational copyright and the resource was licensed to use. Internet access was not allowed for the pupils to make sure the computers were "safe" to use. If lessons are filmed then parental permission must be gained.

After the lesson was completed by Graham Hunt, the session was modified to suit the learning needs of Phil Kerry's group. The first group to attempt the lesson was a top set yr 11 group. And afterwards used with a set 3. Thus more explanation was needed from me rather than the lesson being self taught, through the worksheet.

Once the lesson(s) have been trialled, the worksheet model will go out to all members of the Mathematics Department and also be written in the schemes of work. Shared as part of the whole school research programme.

ACTIONS	TIMESCALES/ DATES	RESOURCES/ PERSONNEL	SUCCESS CRITERIA
Planning meeting to decide on ICT resource. Work with coach G. Hunt (HoD)	21/1/08	Department	Decide on resource and plan to be identified
Create a worksheet	21/1/08	G.H and P.K	Worksheet completed
Coach to run lesson	By 15/2/08	G. H	Lesson completed
Revise worksheet	By 28/2/08	G. H and P.K	Worksheet modified to suit needs identified in initial lesson.
Run lesson	By 10/3/08	GCSE Class and computer room	Lesson Delivered
Evaluation of lesson	By 15/3/08	G. H and P.K	Revised and evaluated lesson and feedback planned.
Feedback to department	By 17/3/08	Department	Department discussed the findings of the lesson.

Pupils enjoyed the lesson and were actually enjoying being able to discover the maths rather than being told the maths. We were able to concentrate on giving advice rather than telling the pupils what they should be doing.

We can use the results plus software through Edexcel to determine any effect of this teaching. But we feel that the groups were more confident in tackling this type of question.

Once the lesson has been trialled, the worksheet will go out to all members of the Mathematics Department and also be written in the schemes of work.

All pupils were in pairs so all were working cooperatively. No pupil needed prior learning of the computer package as this was all explained on the worksheet.

Due to the nature of the groups, TA support and differentiation was not required other than that provided on the worksheet.

Having planned and completed a lesson in the ICT on a hard topic, we will now use the worksheet next year. The worksheet will also be used by others in the department to teach the same topic.



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