

Developing ICT Skills in Preparation for GCSE Statistics Coursework

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During this process I am aiming to develop my own ICT skills and those of the students I teach, particularly with the aim of helping them to do their GCSE Statistics coursework which requires familiarity with the graphing software 'Autograph'. I am carrying this out to improve the teaching and learning in my classroom but also as part of a whole-school focus on the use of ICT in our teaching and learning. The lesson will be conducted within the usual health and safety guidelines for ICT rooms. Students' use of the computers will be monitored to ensure there is no inappropriate use of the technology. The data I provided will be anonymous and therefore will not cause any data protection issues. Students will work in pairs, allowing them to support one another, and a document will be provided for weaker students to support them in carrying out the task.

ACTIONS	TIMESCALE/ DATES	RESOURCES/ PERSONNEL	SUCCESS CRITERIA
Learning Forum 1	21/01/2008	LS, GA, JP	Lesson planning and familiarization with software
ICT lesson (following a classroom based preparation lesson)	20/02/2008	LS	Lesson taught and evaluated
Learning Forum 2	10/03/2008	LS, GA, JP	Discussion and evaluation of the lesson including potential improvements and follow on lessons

During the first learning forum meeting we decided upon the topic to be taught and discussed the criteria by which GCSE coursework would be marked. We also discussed how best to use the ICT program in question (Autograph). We also discussed the prior knowledge that students would need in order to be able to access this lesson. The lesson plan was written and the resources were created after the Learning Forum, drawing on ideas discussed during the meeting.

I plan to feedback my evaluation of my lesson to colleagues at the second Learning Forum and then make the resources and lesson plan available to other members of the department in electronic format either for their own use in familiarizing themselves with the software or for use in their teaching.

My colleagues were very helpful in clarifying the coursework assessment criteria through the Learning Forums and coursework moderation meetings. This helped me ascertain exactly what should be included in the lesson. I also received some support from other colleagues (informally and at an INSET day) to improve my own ICT skills in this particular program. The support I was given was in advance of writing the plan and therefore the lesson was taught as stated on the initial plan.

There has been considerable impact on me by carrying out this planning, teaching and evaluation process. I am now much more aware of the coursework requirements and therefore much better prepared to deliver coursework lessons in the future. I also found it helpful to plan and deliver a lesson requiring the students to work more independently and the support worksheet I created facilitated this type of learning well. There were some motivation and behaviour related issues that arose as a result of the more independent style of lesson and this is something I will need to bear in mind when planning this type of lesson in the future.

The impact on the students has been positive, although I suspect that the real and measureable benefits of this lesson will be seen further in the future when they are completing their coursework. All students developed their familiarity and confidence with the package and began to understand how it could be used for statistical analysis. Most students developed their ability to work collaboratively and independently, making use of the support materials rather than immediately asking for help.

No additional ethical issues arose and the support materials worked well in allowing the full range of students in my class to access the task.

I fed back to my colleagues at the second Learning Forum meeting. The resources are available for use by the rest of the department in electronic format. We also discussed how the lesson could be altered so that it would be appropriate for use with lower ability groups in year 10 and with year 9 in preparation for beginning their GCSE course.

This process was very worthwhile both in terms of my own development and in the learning of my students. I will use the results of this lesson whilst carrying out the coursework with my class and with future classes. Other teachers are using the resources I have created to good effect, sometimes having edited them for use with very different classes in terms of age and ability.



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