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Lehren und Lernen mit IKT

Teil 1:

**Wie verändert sich der Unterricht
mit den neuen Informations-
und Kommunikationstechnologien?**

StudienVerlag

Schulentwicklung

Today I visited a primary school that was becoming famous for its use of technology.

Our tour started in the nursery where there were paints, musical instruments, and trays and so on, all in use. In the Year 1 classrooms there were electronic whiteboards. And in one of these classrooms the teacher was projecting from her computer the numbers 1,2,3 while the class sat on the mat in front of the whiteboard.

In the Year 2 classes, one teacher was projecting on her whiteboard some clip art (perhaps from the Internet) which illustrated aspects of the story which the whole class were working on.

Each Year area had an extra space next to its group of classrooms. In total these had ten pupils in them when I visited, out of a school of 700.

A year three class teacher was using the whiteboard to draw on, using the computer 'pens', as her way of demonstrating the worksheet task to the class.

In Years 4, 5 and 6 there were some similar examples of the teacher using the whiteboard and computer to work with the whole class.

In a central area of the school building were two suites of newly-installed computers, about 12 or more per room. I was told that these had been donated and that now the school had become a regional training centre to train teachers in word processing, spreadsheets and presentational software. I mused with my guide that these were business-oriented software packages, and that the industrial donor probably didn't understand educational software, but she didn't seem to understand my point.

In summary:

- I never saw a pupil use a computer;
- I only saw teachers use a computer;
- I saw rooms of computers not being used;
- I only saw whole class teaching;
- I saw no educational software.

The architecture and design were stunning, there was a quiet atmosphere throughout the school, and I was told that half a million pounds had been allocated to computer purchase before opening.

I ended up wondering whether I had seen a Victorian model of teaching and learning dressed up with a little new technology.

Today I visited a primary school that was becoming famous for its use of technology.

The building had been converted from another school, and as we walked along the corridor to the first class, we passed storerooms which had been converted to house half a dozen computers. Two pupils at each computer worked away busily. In the corridor there were occasional desks outside a classroom where another computer stood, each with another pair of pupils.

In the first classroom, a group of about ten Year 3 pupils were grouped around a computer with screen projection. In turn they took control of the keyboard and mouse to ensure that they had all learned to cut and paste text between two windows for a story they were working on. They didn't respond to the interruption of the visitors. Above them were posters about VIPs – very independent persons, and what such learners might do when they finish their work or when they get stuck. In another corner of the room two other pupils worked at another keyboard.

On the way back down the corridor, I went into one of the converted store-rooms and asked a Year 4 pupil what he was doing. He demonstrated to me a computer presentation he was just finishing on our responses to refugees: it was technically engaging and personally moving. He then volunteered (with apparent pride) 'I'm a computer tutor' and explained how he helped his peers.

In the nursery, pupils were learning how to programme the movements of a computer-drive 'turtle'.

Back in another Year 4 class there was no sign of any pupil working on a computer: groups of four to six pupils were working on a range of collaborative tasks, ranging from art work to literacy tasks to some number problems.

In the Year 6 classes, various sub-groups again were working on a variety of tasks, while in the corner three or four were working on the BBC revision site on the Internet.

At the end of the visit we were taken to a special suite where the computers seemed to have higher level software: some Year 6 pupils were invited to demonstrate some of the features. One pupil showed me how he had built up a portfolio of his work, and how one part of it included data on his progress through the school: this was to be written onto CD for him to take as his record of achievement to secondary school. I said to him that the software packages that he had been using were mainly presentational ones: he said 'Yes, but it's good to be skilled on those – there are other things on some websites we use'.

In summary:

- I never saw a teacher use a computer;
- I only saw pupils use a computer;
- I saw rooms of pupils working without immediate supervision;
- I only saw paired and small group teaching;
- I saw a range of software, including educational.

The buildings were obviously a conversion, there was an engaged 'buzz' throughout the school, and I did not hear a single teacher 'desist' (Stop that, shut up etc) the whole day.

I was told that the Ofsted (Office for Standards in Education) inspectors had particularly remarked that in the staff room the teachers talked about learning.

I ended up thinking I had seen a transformed school.