Becta
Research
Grants

# BECTA Research Project:
# International Baccalaureate E-Learning Laboratory (Ibel).

## Evaluation Report

Simon Walker
Education Development Coordinator
University of Greenwich

Version 1.3
22nd August 2008

## Project Team

University of Greenwich:
Simon Walker (lead), Geoff Rebbeck, Anthony Coombs
Technical Support: Liam Clancy, Kerry Buchan

Dartford Grammar School
Michaela Kingham (lead), Sue Bridger, Jamie Bridges, Ray Chaudhuri, Anne
Clarke, Cheryl Clarke, Natacha Clifton, Gemma Elford, Pam Lambert, John
McDonough, Lucy Martin, Lynn Morgan, Julian Metcalf, Pete Willis.

**Acknowledgement**

## Executive Summary

### Overview of aims and research questions

The International Baccalaureate E-Learning Laboratory (iBEL) project, funded by a BECTA research grant, took place between May 2007 and April 2008 through a collaborative partnership between the University of Greenwich and Dartford Grammar School. The project endeavoured to investigate the role that learning design concepts might play in fostering independent learning in students on the International Baccalaureate (IB) programme.

Specifically, the project aimed to:

- encourage learner independence in particular IB subject areas such as the Extended Essay, Modern Foreign Languages, English and Maths

- promote effective learning design practice on the International Baccalaureate programme

- build upon existing work of the eLISA and eLIDA CAMEL projects which explored learning design activity using selected open source platforms

- investigate blended learning methodologies that:

- support independent learning

- track learner activities to uncover common patterns of behaviour that may inform the design of future learning to discover principles of effective learning designs

- support a range of learning styles

- extend and support learning outside of contact class-time

A total of 59 course areas were created, of which 34 were populated with learning activities by approximately 14 members of staff. Students were involved in curricula activities in The Extended Essay, English, Modern Foreign Languages and to a lesser degree, Maths. In total 70 students were involved in the iBEL project at some point, although there were many more registrations on the platform, indicating experimentation by staff from other key stages in the school.

Evaluations were sought from teachers and students via video interviews, informal discussion and an online survey. Two students presented findings with their teacher at a national e-learning conference. A wide range of findings were drawn from the project and led to the following conclusions.

## Conclusions

Today's students born 1982 – 1991 (the Net Generation) regard technology as just a part of their world (Oblinger & Oblinger, 2005). They are characterised as high level consumers of interactive games, downloading music and videos, and sharing ideas and resources with an international network of acquaintances and friends via instant messaging and social networks. Their use of technologies for formal learning activities are not so widespread however, and the results from the iBEL project suggest that students may have been ambivalent in some of their responses to the sessions taught, but they were clear about the fact that they expected the use of technologies to form a part of their learning. They thought that the technologies piloted in the iBEL project increased their levels of independent learning.

From the exploration of generational issues, Oblinger & Oblinger (2005) undertook further research with undergraduates in the USA that investigated whether students can 'distinguish characterizations of excellent teachers independent of generation, learning style, course modality, and technological sophistication'. Their extensive study found that although the generation shapes students' behaviours, attitudes, and expectations what constitutes good teaching appears to be universal. They reported that students believe excellent teachers:

- facilitate student learning
- communicate ideas and information effectively
- demonstrate genuine interest in student learning
- organize their courses effectively
- show respect and concern for their students
- assess student progress fairly and effectively

It is not surprising that teachers and students share these universal views, however what may be different for year 12 and 13s is that these features are mediated through the 'lens' of learning technologies and approaches to learning design – a view largely supported through the iBEL online survey and video interviews.

The position in terms of skills, attitudes and approaches of different generations of teachers in relation to the 'millennial' and 'new millennial' generation of students will require national and local strategies to enable these different mindsets to be reconciled and produce teaching and learning exchanges to occur across the generations. Continuing professional development in schools will be required for existing teachers, but effective pre-service training will enable new teachers to support strategic school agendas immediately. Teachers are still inclined to see learning design as a solitary rather than a collaborative activity. A change in culture that values teachers using designs created by other teachers is an important step. The use of emerging pedagogical planning tools may help to drive forward these developments.

The design of 'sites' that capture learning designs are important to engage and stimulate students who are used to a customising and personalising a variety of web 2.0

environments. Furthermore strategic investment in infrastructure will (a) enhance teachers' confidence in adopting the use of learning technologies and (b) enhance parity of access for all learners.

**Independent learning appeared to be enhanced under the following conditions when:**

- teachers provided a clear framework for learning by selecting and linking to materials and resources, and structuring activities. Students reported this saved them time in searching for resources whose reliability was unknown, and commented that the need for the teacher in face to face settings could be diminished so long as the materials and activities had been pre-selected and structured

- used as an integral part of their general programme of study rather than for extra or one off activities. The blending of the use of the D4L system in class and outside class time improved student engagement with the online activities and materials

- the representation of a learning design articulates when and how learning will occur over an extended time period. This also helps teachers to plan in the long-term. Structured design helps students to prepare for a variety of activities and assists their understanding of the material they need to cover to achieve the learning outcomes. Teachers who pre-organised materials and supported communication offered reassurance leading to an increase in confidence in subject learning.

- student enjoy the activities. Specific technologies appeared to motivate students in particular subject disciplines, notably forum, glossary tools and chat studying MFL and English. Learners liked the links selected by their teachers to sites containing rich audio and video media.

**The project outlines a number of potential benefits for teachers**

Practitioners enjoyed:

- The use of software that assisted with long-term planning
- being able to plan a variety of appropriate interesting activities for their students
- being creative, experimenting and delivering their lessons in novel ways
- listening to the views of learners to improve learning designs
- the simplicity and ease of implementing ideas using a fit for purpose D4L system
- employing communication tools to enhance relationships with students

Practitioners may employ a range of strategies to designing effective lessons such as:

- using the D4L system initially as a repository linking to existing content and then building upon this by integrating them into new activities and media
- considering making tasks available for students as a part of independent study, linked to interactive parts of a lesson

- using the interactive whiteboard to structure learning thorough a blend of F2F and independent learning, employing principles of self-regulation, online collaborative tasks and time on task
- employing feedback strategically, such as the use of peer-review, negotiation of course outcomes, sampling and disseminating marked work and making previous exemplars available.

A D4L approach (in this context the use of Moodle or Moodle integrating LAMS to support learning design activity):

- can improve thinking and long-term planning skills
- can improve teacher/learning relationships
- will be further developed if there is evidence that learners are engaged and stimulated, and enjoy the range of activities. The impact of students' enthusiasm has a positive impact on the teachers developing effective practice
- will more likely be adopted when it:
  - supports flexibility in planning
  - fits the way that practitioners usually plan for learning. This often starts with the unit outcomes but may equally derive from a particularly rich media source. In either case the critical factor is structuring appropriate activities within a logical sequence for students to perform in order to meet identified lesson outcomes. Planning individual sessions may lead onto planning longer-term learning activities if there are successes early on and positive uptake by students.
  - contains a variety of tools that are easy to use with resources that are added and updated easily
  - easily accommodates the integration of existing resources created by staff, such as Word, pdf and PowerPoint

The following tips for success may be helpful to support the uptake of D4L:

- Locate teachers who are willing to experiment but take small steps. It is easy to bewilder teachers with technology, especially when they feel their students know more than they do
- Amplify the students' voice. This is critical to enabling all stakeholders to feed into the strategic decision making at all levels.
- Offer reassurance that the system won't break
- Identify the short and ling-term benefits to teachers and students
- Work through a couple of activities first to see how they work before designing a complete unit. If possible pre-trial with a student
- Work with a colleague in the design and testing of a learning design before using it live.

### Benefits for students

Practitioners reported the following distinct advantages they felt that effective D4L practice brought to students. It can foster independent learning by:

- exposing learners to different types of learning resources inside and outside of class time
- allowing learners to work at own pace
- It can motivate learners by:
    - employing a range of interactive resources that make the learning experience enjoyable and fun
    - enabling learners to scope a complete unit of work and pace their learbning through it
    - providing 24/7access to learning activities (time on task)
    - its ability to support students to revisit, reflect and consolidate classroom learning

### Wider issues to solve to engage colleagues.

Institutions need to consider employing a range of strategies to support the adoption of D4L:

- work with enthusiastic colleagues
- use OFSTED inspection as a means to recognise the importance of adequate training in innovative approaches.
- learn from failure. Poor initial implementation and introduction can led to the investigation of alternative and creative ideas for structuring learning.
- provide support for understanding the concept of 'design for learning', and what it means to be a learner before authoring.
- Provide support during the use of technology with learners, especially when existing tools are upgraded and new tools introduced. Research[1] suggests that projects using the CAMEL methodology involving external partners and /or a critical friend may help the process of innovation and gentle, supportive and yet challenging questioning without being threatening.

---

[1] See eLISA and eLIDA CAMEL project reports

© Greenwich University and Dartford Grammar School

## Recommendations.

The following recommendations are proposed:

1. Support the adoption of emerging pedagogical planning tools and learning design repositories, such as Phoebe, LAMS (pedagogical planner) and Cloudworks to assist teachers with developing and sharing subject based D4L [2], that emphasise visual as well as pedagogical design

2. Conduct further research into the use of learning design tools that enhance both personalisation and reusability/repurposability to develop the culture of a 'learning about learning' organisation.

3. Build in a requirement to investigate and listen to end users of learning designs in future D4L projects to understand

4. Provide national recommendations for workplace remodelling (including curriculum models) to assist with the drive towards effective D4L development in schools

5. Ensure all learners have access to fit for purpose infrastructure within their formal learning environment

6. Pilot design for learning practice in teacher education programmes

The last word is left to the students, one of whom wrote:

> *I think that technology has opened up the boundaries of our learning, giving us the means and encouraging us to share our ideas as a whole, no matter how loud our voice in class may be. We can create a network of resources that we can access either individually or as a group at any time, and [technology] has greatly expanded my ability to research and gather information on any topic and made my approach, opinion and understanding in a multitude of areas far more rounded and informed.*

---

[2] Phoebe is one of two JISC D4L pedagogical planning projects, LAMS is currently building upon its LD specification to project a pedagogical planning tools, Cloudworks is a social networking site for sharing collaborative learning designs funded by the Open University

(This page is intentionally left blank)

## Table of Contents

## Introduction

The International Baccalaureate E-Learning Laboratory (iBEL) project, funded by a BECTA research grant, took place between May 2007 and April 2008 through a collaborative partnership between the University of Greenwich and Dartford Grammar School. The project endeavoured to investigate the role that learning designs [3] concepts might play in fostering independent learning in students on the International Baccalaureate (IB) programme.

Specifically, the project aimed to:

- encourage learner independence in particular IB subject areas such as the Extended Essay, Modern Foreign Languages, English and Maths

- promote effective learning design practice on the International Baccalaureate programme

- build upon existing work of the eLISA [4] and eLIDA CAMEL [5] projects which explored learning design activity using selected open source platforms

- investigate blended learning methodologies that:

- support independent learning

- track learner activities to uncover common patterns of behaviour that may inform the design of future learning to discover principles of effective learning designs

- support a range of learning styles

- extend and support learning outside of contact class-time

Prior to this project the Department of Education, Leadership and Development at the University of Greenwich had led several design for learning projects which provided the basis and impetus for the iBEL project. The first of these, the eLISA Project, had looked at the use of learning design through the use of two open source platforms, Moodle and LAMS, to support the development of study skills in students in schools and colleges in the London Boroughs of Greenwich, Barnet and Harrow. Dartford Grammar School (DGS) was invited to attend the project dissemination at end of eLISA and as a result was subsequently invited to take part in the eLIDA CAMEL Project. The aim of the eLIDA CAMEL project was to look at

---

[3] The concept of design for learning provides a fresh understanding of longstanding practice and has a number of distinguishing characteristics, such as a focus on activity as the heart of learning rather than the direct transmission of knowledge; it is broader than but  may encompass the technical-theoretical field "Learning Design" and the IMS LD specification; the involvement of technology at some stage as part of the design, planning, orchestrating structuring and supporting of learning activities.

[4] E-Learning Independent Study Award (eLISA) is a JISC funded Distributed e-Learning (DeL) project that explored the use of LAMS and Moodle to develop study skills in selected schools and colleges in London and the South East: http://www.gre.ac.uk/elisa

[5] eLIDA CAMEL is a JISC funded Design for Learning(D4L) project that explores concepts of learning design using LAMS, Moodle and RELOAD to support learning across subject areas and sectors: http://www.gre.ac.uk/elidacamel

independent design activity using LAMS and Moodle, but with a focus on community development and the sharing of practice across institutions, considering aspects such as pedagogical design, re-usability and staff mentoring models. Three members of DGS staff were involved and student evaluations indicated value in looking further at ways in which open source platforms could be used to support students' independent learning on the IB course. This is the context from which the iBEL Project emerged.

The eLIDA CAMEL project had suggested that there were several benefits to the use of e-learning:

- Open-source systems being developed were versatile and promoted student activity and collaboration rather than being simply a system to impart information

- Moodle and LAMS integrated tools with which students were already familiar and demonstrated considerable expertise with their use in informal social environments

- The pedagogy behind the project was profound and convincing and founded in an understanding of learning rather than in technology itself

- The open source systems selected proved to be relatively straightforward to use by teachers and their students. The conceptualisation of design for learning had been particularly easy in Moodle, inviting a 'sandpit' approach which motivated teachers and students to play with the confidence that it would not break.

The iBEL project was a collaborative partnership between the University of Greenwich and Dartford Grammar School. Dartford Grammar School is one of the few state schools in S.E England to offer the IB. It is also one of the largest state providers of the Diploma programme with a remit to help schools seeking authorisation for this programme. The Government's decision [6] to expand the availability of the International Baccalaureate in the UK and make funding available to state schools created a need for better understanding of how to support students through this demanding programme. The focus of practitioners' work, situated in the 16-19 learner area of the International Baccalaureate curriculum, was on design for learning pedagogic activities, rather than on any other aspect of e-learning. The project did not intend to produce new software applications or e-learning environments as outputs, but intended to use and evaluate existing tools, notably Moodle [7] and LAMS. The project aimed to concentrate on the development of content and activity creation and sought to understand the creative combinations of pedagogical techniques needed to deliver effective design for independent learning activities taking place in and outside of the classroom.

All students on the IB Diploma Programme must study English, Mathematics and a Modern Foreign Language. It was, therefore, decided that these would form key foci of the project. The extended essay is one of the 3 core curriculum elements that distinguish the IB [8] from

---

[6] See: http://www.dfes.gov.uk/pns/DisplayPN.cgi?pn_id=2006_0180 [accessed 25/05/08]
[7] Lams was integrated into Moodle as one of the tools in the overall toolbox. Bearing in mind the potential for technology overload, the initial practitioner workshops tended to concentrate on developing skills and knowledge in the use of Moodle rather than LAMS and subsequently, Moodle was used more widely.
[8] See: http://www.ibo.org/diploma/slidec.cfm [accessed 25/05/08]

the 'A' Level. The Extended Essay is at the heart of the International Baccalaureate's personalised learning agenda in that it allows students to choose their own essay task on which they work independently with a limited amount of time spent with a supervisor. As such, it provides an excellent opportunity for the development of an on-line resources and a support system to allow students to develop the skills that they need to complete the essay effectively. Indeed, an informal review by DGS of the Extended Essay programme indicated that students would like an on-line system to guide them and help them develop their skills.

Nominated teachers at Dartford Grammar School worked with practitioners from the Department of Education, Leadership and Development (ELD) at the University of Greenwich to develop their understanding of learning design. The ELD is a national leader in practitioner-focused Learning Design and has successfully led national e-learning projects in relation to study skills learning design. For this project it set up, managed and hosted the integrated LAMS/Moodle environment, provided bespoke workshops and guidance in learning design methodology and offered accredited training [9].

Dartford Grammar School's School Improvement Plans for 2006-7 and 2007-8 aimed to develop e-learning approaches in KS5 with a primary aim of supporting independent learning. E-learning for post-16 students was something that the School had been looking at seriously for the previous three years as a way of developing students' independent learning, personalising learning and thus, raising standards of provision. Dialogues with admissions tutors from some of the universities that DGS students went on to and with ex-students currently at university suggested that students going to university were increasingly being asked to work in e-learning environments. Therefore, the school felt that an important part of transition preparation was familiarising students with these sorts of environments and the skills that are required for use of such environments.

An analysis of the school's International Baccalaureate curriculum suggested that some faculties had made good progress with the development of e-learning, notably where there have been good commercially made programmes such as 'Scholar' in Science and 'MEI' in Maths. Other faculties had either worked hard and produced good materials, but had struggled to find the appropriate environment to support learning activities. This was the case with the Modern Foreign Languages Faculty. Other faculties had struggled with the concept that e-learning was any more than simply putting a study guide online. Due to the complex nature of two e-learning systems that had previously been trialled, experiments with e-learning had resulted in both staff and students avoiding adoption but leaving the school needing to make overall strategic decisions with regard to ICT, which it saw as a very important element of the personalised learning agenda. The school's leadership team felt that the independent learning experience for students could be improved and outcomes strengthened by investing in learning design and further exploring the range of appropriate activities and tools that support them. iBEL provided the school with the opportunity to trial Moodle and LAMS which had been used in a limited but positive way during the eLIDA CAMEL project.

---

[9] see: http://www.gre.ac.uk/celtt/workshops

© Greenwich University and Dartford Grammar School

The project was underpinned by a philosophy which emphasised the importance of the student voice in the development of the methodology [10] and the necessity to generate a dialogue between students and staff involved. As the project developed, aims were further crystallised and a consultation with Changing Media, enabled aims for each institution to be discussed and developed (see table 1)

| Dartford Grammar School | University of Greenwich. |
|---|---|
| How to develop blended learning activities to support students on the IB. Specifically, how to make the technology work so the experience:<br>(a) is seamless,<br>(b) is a natural part of learning<br>(c) helps to develop teachers' approaches to the adoption of new methodologies and resources<br>(d) supports lesson planning<br>(e) helps to determines whether the systems identified are fit for purpose  (for IB and other courses)<br>(f) is enjoyable<br>Can measure performance and is seen as effective, esp in comparison with other systems. | Achieve a deeper understanding of the concept of "*Designing for Learning*"; enhanced understanding of the impact and role of technology on learning for specific purposes; how technology integrates with different institutional cultures, whether particular pedagogical approaches match improved performance in particular subjects and why (i.e what works and why it works). |

**Table 1**

## Project methodology

BECTA funding enabled the University of Greenwich to set up a designated Moodle server space with a strong visual project identity, provide and integrate LAMS / Moodle platform, support and online learning community and provide dedicated technical support and access for DGS staff and year 12 and 13 students. Initially 7 school staff formed the core project group and attended a total of 3 training events. In workshop 1, they were introduced to Moodle and LAMS and principles of activity-based e-learning techniques. In workshop 2, participants considered learning design from both pedagogical and visual perspectives. The use of the PHOEBE pedagogical planner was demonstrated in conjunction with a general exploration of the concept of design-for-learning, drawing together outputs from JISC to

---

[10] The amplification of the student voice as a partner in the process of decision making included filming students' reactions to learning using learning technologies and  resulted in a presentation at the annual international e-learning@greenwich /conference in July 2008.

fuel BECTA developments. The evaluation plan was discussed and agreed. Training was supplemented by the purchase of books. Following an initial trial with students, a further 6 subject teachers from the English and Modern Foreign Language faculties were identified, who attended 2 in-house training sessions and were encouraged to create independent learning materials and activities. A third workshop was held at DGS by staff from the University of Greenwich in the Autumn Term to support the whole team, including the new members, to provide specific guidance on the use of assessment tools.

A total of 59 course areas were created, of which 34 were populated by approximately 14 members of staff. There were over 200 DGS students registered on the iBEL platform with 70 students directly involved in the iBEL project. Some students were attached to more than one course totalling 497 enrolments.

An Interpretative Phenomenological Analysis (IPA) [11] method was selected as the most effective means to inform findings, given the close working relationship and proximity of project team members.    This method combined elements of the rich case study methodology developed in the JISC Design for Learning (D4L) project strand and was influenced by the interview plus method developed in the LEX [12] project.

The approach involved:
- A negotiated evaluation plan
- Written evaluations of pre and post learning designs for teachers that were used to develop case studies (appendix  A)
- An online student survey that captured 49 learner impressions following lessons.
- 14 video student interviews using a semi structured interview format (appendix B)
- 3 video teacher interviews (appendix C)

## Findings

From the beginning, the project team employed an iterative design process whereby initial learning designs were trialled with students, whose feedback created further modifications. Interestingly, teachers who found Moodle most useful tended to approach it as a tool for long term planning, using it to structure whole course units or units delivered over a number of weeks. The courses were used more consistently when students had a sense that the session they were doing wasn't just a 'one-off' lesson or activity. Three teachers, who were most positive about the use of Moodle, had all designed sequences of units which were integral to the curriculum. They generally used a blended approach, achieving a balance between e-learning activities and more traditional methods of learning with which students

---

[11] IPA is concerned with trying to understand lived experience and with how participants themselves make sense of their experiences. Therefore it is concerned with the meanings which those experiences hold for the participants. IPA is phenomenological in that it wishes to explore an individual's personal perception or account of an event or state as opposed to attempting to produce an objective record of the event or state itself.
http://www.psyc.bbk.ac.uk/ipa/whatisipa.htm [accessed 2/07/08]
[12] see http://www.jisc.ac.uk/elp_lex.html

© Greenwich University and Dartford Grammar School

were familiar.  Students' confidence was also aided by demonstration in class before they went home to use the units independently. This is in part a question of establishing comfort zones for students, who were not always convinced that they would learn more in an e-learning environment.

Teachers used the *topics* format available within Moodle rather than, for example, the *scheme of work* format. Some teachers found it difficult to simply plan one lesson. The teachers who were most positive commented on the amount of time they had spent not only thinking about the teaching approach but also about the visual layout and aesthetics of the Moodle course design they were creating. The design of the course was clearly important to the students who didn't always think that staff had been able to do enough to make it look as 'attractive' as the sites they were used to for socialising (see figure 1)
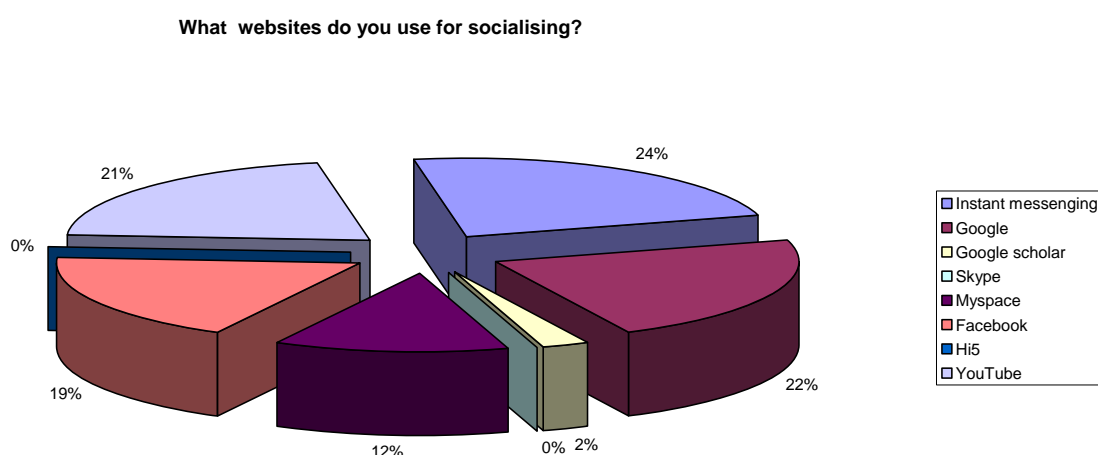
**What  websites do you use for socialising?**



**Figure 1**

Teachers were aware that difficulties students experienced in navigating course areas had the potential to put them off using the site for independent learning. Students' comments indicated navigation and design were important to the success of engagement. Some considered that the Moodle environment was 'outdated'. The Moodle environment did provide a range of options and tools which aided planning and delivery, for example, teachers reported that it was easy to add images and link to resources.  By using the labelling tool effectively, teachers could direct students to activities more easily and provide scaffolding. The range of tools used by staff depended on the subject taught, but teachers who embraced the concept of a design-for-learning system (D4L) to support independent learning, tended to go beyond using Moodle as a mere repository for resources by using a range of integrated activity-driven tools, such as LAMS, wikis, blogs, forums, chats, glossaries, etc. In the video interviews and student conference presentation[13], students commented that their independence in learning increased when their teachers provided a clear framework for learning by linking to structured activities containing pre-selected

---

[13] E-learning@greenwich/conference.  http://web-dev-csc.gre.ac.uk/conference/conf37/eventdetails.php?wld=308&pld=1469 [accessed 12/07/09]

© Greenwich University and Dartford Grammar School

materials. They reported this saved them significant time in searching for resources whose reliability was unknown. Given the sheer amount of materials on the internet, students, as teachers, can be become (a) . time poor if undirected and (b) subject to 'wwilfing' (what was I looking for).

## Institutional issues

The first units undertaken for the project involved the development of a support course area for the IB Extended Essay. These units were trialled with a small group of students in June 2007 and used to demonstrate the use of the D4L system to other members of staff. Initial student evaluations suggested that the materials were useful, but would be more useful if subject based. This early evaluation enabled the ICT Strategic Planning group at DGS to widen the project team and adopt a specific and systematic approach in which faculties developed their own units. An initial in-house training session to develop staff skills was provided and 6 new members of staff appeared to make progress in their use of Moodle much more quickly than some of the original core project group. This may have been due to (a) the decision to select staff who were more familiar with computer-based learning or (b) the decision to concentrate on the use of the D4L-as-repository enabling staff to up-load files and create/link to web pages.  This combination appeared to generate staff confidence and a willingness to explore and experiment with activity-based methods, which was the focus of the second session.  By the end of the project, seven teachers had evaluated the e-learning events they had designed and delivered.  Evaluations ranged from very positive to negative. This allowed the DGS School Management Team to explore some important issues, such as the staff skill set and profiles as well as infrastructure. For example one English teacher, understandably, worried a great deal about whether she would have a room in which to use the materials that she spent time in creating.

## Subject related experience and case studies

### Modern Foreign Languages

Three teachers were involved in developing units of work for French and Spanish. The MFL teachers were very positive from the beginning, immediately sensing the possibilities of the platform. All progressed quickly and were willing to experiment with the different functions and tools. They initially spent time working on the layout and design and then experimented with the tools supporting activities, using the topics based format. The French and Spanish course areas looked attractive and were used immediately with students. The French course area has been used on a regular basis as part of a system where students have four taught lessons and one 50 minute period in which they engage with activities designed by the teachers. From the teachers' points of view, the use of Moodle has fundamentally changed the way they work. MFL teachers have suggested that students feel very comfortable and believe they are developing a range of skills in a medium that they not only like but are fit

for purpose. There was general alignment with teachers' perceptions and students comments; an analysis of the students video interviews (appendix C and online survey containing 11 French student respondents, figure 2 ) is generally positive with regards to the enjoyment of using learning technologies and the majority declared wanting more, especially in minority subjects such as Japanese. However students were split in their views about whether they thought they *learnt* more (see figure 3). 60% of students felt that Moodle and LAMS helped them feel more confident in learning independently. No student reported feeling less confident.

**Enjoyment of Learning Designs (French**

■91%

☐ I really enjoyed them
■ I quite enjoyed them
☐ No particular opinion
☐ I didn't enjoy them much

☐0%  ☐9%

**Figure 2**

**Do you think you LEARNT more in this way more than in the usual way?**

☐40%

☐ Less than the usual way
■ A bit more than the usual way
☐ About the same as in the usual way
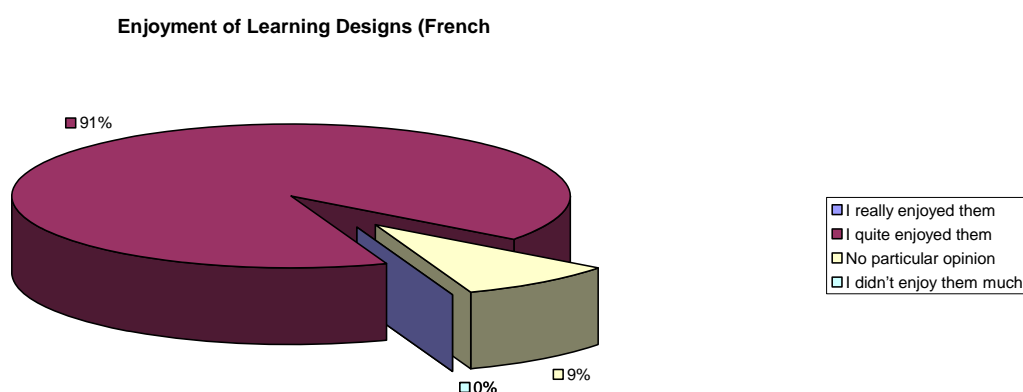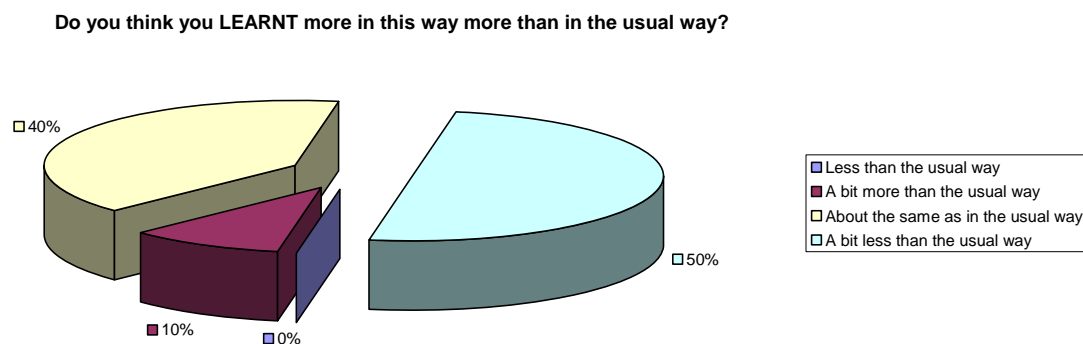☐ A bit less than the usual way

☐50%

■10%  ☐0%

**Figure 3**

One student who presented at the e-learning@greenwich/conference in July 2008 commented that the adoption by his teacher of a blended approach had enabled him to enjoy learning much more and had directly influenced his decision to study French at university,

The member of staff who developed the French course, undertook additional CeLTT [14] training in Moodle, and is now training other members of the faculty.

---

**Case Study A – Modern Foreign Languages**

Suzanne[15] is a Modern Foreign Languages (MFL) specialist teaching a group of mixed Higher / Standard Level students on the International Baccalaureate. She used Moodle to host a French course over one half of the Autumn term. Her students had one 50 minute session a week where they worked independently of the teacher. This lesson would take place in the language laboratory so students had access to headphones and microphones. They were also able to access the site from home to continue their work.

Suzanne had a range of electronic materials already available and used these as a starting point for the design. She also invested time into searching for appropriate resources on the internet. She commented, "In a sense I had to adopt new perspectives to suit my students' needs and "desires". She acknowledged the fact that technology appeals to young people and felt that she had to be very aware of this: "young people are totally immersed in technology and you had to be very much aware of what is 'in' and what is not".

Training from Department of Education, Leadership and Development at the University of Greenwich enabled Suzanne to develop her understanding of the possibilities of using Moodle. She also opted to undertake an additional 15 credit course entitled 'Designing for Learning with Moodle" at the university during the project which allowed her to further experiment with tools and approaches within a safe environment with teachers from other institutions and sectors.

During the design process, Suzanne found the wide variety of activities available particularly important. She also felt, similar to all MFL staff involved in the project, that it was crucial to develop the visual design of the course area. For Suzanne, it was the simplicity and ease with which she could implement her ideas within Moodle that was very important and valuable in the design of sessions. For example, the integration of video clips allowed her to develop a more interactive and media-rich approach to her teaching. The incorporation of a tool called VOKI (from outside the Moodle environment) raised issues for the school with regard to the school's server protection, but students could use this outside of school.

Having used Moodle for the design of this unit, she felt that she would want to use it for further units. She described the process as 'fun'. Summarising the planning of the unit, Suzanne stated, "I had to think differently in the sense that I was designing for students to work by themselves and for themselves". She felt that "modern technology ... allowed me to explore new possibilities [for] teaching and learning".

---

[14] The Certificate in e-Learning, Teaching and Training (CeLTT) programme at the University of Greenwich comprises four 15 credit courses at undergraduate levels 2 and 3

[15] Names have been changed to protect anonymity

In evaluating the sessions, Suzanne stated that her initial aim was to motivate and engage students by using collaborative learning tools to see whether students could support each other on tasks that were independent of teacher input. She found that Moodle would allow her to structure tasks to make independent learning easier. Her learning design incorporated the development of 3 MFL skills as a part of each session. Students would experience reading, listening and writing tasks as a part of each unit in that order and this 'routine' made it easy for students to approach the work. In one learning design, students were investigating ethical issues in the French and Francophone world. The written tasks allowed Suzanne to measure the students' grasp of different registers of language. The audio-visual element was particularly useful. She found that it was very easy to make links to, for example, YouTube resources or French newspaper media and therefore was able to design units that would appeal to the range of learning styles to better engage students in learning.

Suzanne was very positive about the ability of Moodle to support different ways of learning and to allow students to take part in a range of activities; to differentiate and, with built in facilities for feedback, to personalise. She felt that the 'Topics' design of the Moodle environment enabled her students to conceptualise the whole unit because it allowed them to see each area that they would be looking at a distinct advantage for students with holist learning preferences.

Suzanne found the Moodle course helped to motivate students with the majority making a concerted effort to engage with the tasks. One of her students commented that his enjoyment of this had directly influenced his decision to study French at University.

The main issue Suzanne identified was the fact that designing was inevitably time-consuming. This is something that it was important to take into consideration. She was also concerned about the time involved in marking students' work, and whether students would want to access the learning platform from home; a concern expressed by some students.

## English

English teachers were more divided in their opinions of the value of the D4L system. Four English teachers were involved in developing designs; two found Moodle adaptable and relatively easy to use. They experimented with different ways of using it and one teacher integrated LAMS seamlessly within her design. These teachers enjoyed designing units and found that Moodle made this easy.

The other two other members of the English faculty found it difficult to engage with the project. One was intimidated by using the software for teaching and this became a barrier that stopped her from experimenting. When re-introduced to it, she found that she had forgotten how to use it. The other member of the English faculty, who worked with another member of staff on the project, didn't see the benefits of Moodle or on-line learning in English.

© Greenwich University and Dartford Grammar School

29 English students responded to the online survey and ¾ of these used the D4L system from home. The results are contradictory. The majority indicated that they whilst they enjoyed doing the activities they felt that they didn't enjoy learning in this way nor learnt as much as more traditional approaches. However the majority overwhelmingly wanted to use the software again for other English topics. 63.7% of students felt that Moodle and LAMS helped them feel more confident in learning independently. No student reported feeling less confident.

Progress has been made in English, but it is on a rather ad hoc basis. It would require a department drive involving all members of staff to ensure equity so all students have the same opportunities for learning.

---

**Case Study B – English**

Hassan is a newly qualified teacher (NQT) in the English department who created a Moodle course area for his IB English group. He initially worked on a online forum to support wider reading but, seeing its potential, decided to develop further learning opportunities. His aims were to develop activities which could be started in class, sometimes through demonstration on the interactive whiteboard, which could then be completed at home. He wanted to use Moodle to (a) support participation by groups of students, (b) for independent learning, and (c) as a repository for resources.

He saw benefits in the potential for encouraging discussion amongst students and for further reading and the online forum tool as particularly useful for developing these aspects. He recognised the importance of ensuring students had easy access to curriculum materials and resources.  To promote sustainability and cut down the amount of photocopying being used to copy resources for students, who frequently found it easier to manage the resources in electronic form, he used the site to post background materials on writers and text.

Initial findings suggest that 'students' enthusiasm was improved.  Students seemed to enjoy being able to publish their views and to take ownership for ideas. Hassan noted that "this aided motivation both in and outside the classroom". Interestingly, one class was more eager to participate than another and "this seemed to greatly benefit my relationship with them". He sees the development of the project as 'an on-going project' and stated "I am enjoying the 'trial and error' system and actually learning new methods for myself".

Hassan developed his use of Moodle by initially looking at other courses for inspiration and seeking advice from staff who had used Moodle. Students were invited to comment on the course area and make suggestions for improvements.  He commented "The students seem to enjoy participating in this work-in-progress [course area] that they can actually influence the direction of". He noted that the vast majority have been enthusiastic and feels that it has improved his long-term planning.

Hassan did express some concerns about students being left to their own devices. He also notes that we need to be aware that although the majority have access at home, not everyone does.

## Case Study C – English

Anne used Moodle in two ways. She had used the system before so, during this project, moved from planning individual units of work to planning two extended units, each different in focus and aim. One focused on the study on *The Metamorphosis* by Franz Kafka and the other on the poetry of Wilfred Owen. The former was taught as part of a comparative unit on World Literature which would lead to a comparative coursework essay; the other unit was in preparation for an oral commentary paper which forms 15% of the IB English assessment. For both units, the planning process was similar. Anne had taught both texts before and had a range of electronic resources which she had developed for previous sessions. There was, for example, a study guide on *The Metamorphosis* and a range of PowerPoint and Word units on Wilfred Owen. In both cases, Moodle's topic format provided a helpful way of planning the units.

The development of a course area to support The Metamorphosis unit aimed specifically to promote interactive independent learning by students. The learning design approach used chat, forums and journals as an integral part of the study of the novella. Most of the discussion on the novella took place online and wasn't always mediated through the teacher which meant that students had to make their own judgements on the credibility of the thesis that other students were offering them on the novel. The specific aims for the unit were to:

(a) support students' independent reading of the text by creating links to podcast / online text and graphic versions of the text and providing support questions and a journal in which to record ideas

(b) make contextual material available

(c) develop literary technique within the novella, using the headings: *The Opening, The Setting, The Narrative Technique, The Themes*.

The Wilfred Owen unit aimed to provide students with additional opportunities to access materials and information about the texts as a part of their independent study. As the assessment was an oral one, Anne wanted to allow students to discuss the texts in class rather than online, but blended her approach by accessing the Moodle course area on the interactive white board during the lesson to facilitate discussions. The aim was that this would familiarise the students with the area, so that they would review the materials as a part of their revision. Anne also aimed to add revision materials and create materials on the background to World War 1 and Wilfred Owen as students gain marks for their understanding of context. The following specific aims in these units were to:

 – generate awareness of the literary, biographical and historical background to the texts

- explore a range of different poems and to make comparisons between them

- revise their skills in analysing unseen poems and develop their confidence in using technical terminology to describe the effects of the poems.

Progression through the units would increasingly require the students to analyse the poems independently as the amount of guidance given would gradually decrease. Anne felt that it was particularly important to ensure that students could see the overall structure of the unit. They would, therefore, become aware early of the scope of the unit and be able to pace their learning. With the Wilfred Owen unit, Anne was particularly keen to develop a course area that used images from World War 1 as a part of the design, while the glossary tool allowed her to make the technical language visible to the students. Anne found Moodle very intuitive as a planning tool.

In the unit on *The Metamorphosis*, Anne planned to incorporate short exercises in Moodle using the chat, forum and journal tools to familiarise students with these. Most students had used such tools in other social networking sites, and for this reason, it was important to establish the boundaries suitable for a class discussion.  Later, Anne used these tools in a sustained unit using LAMS which was integrated into Moodle. This allowed her to specify the sequence of the events and monitor students' movement through them. She commented that the integration of LAMS with Moodle provided affordances that neither platform by itself allowed. She described her Moodle design as existing in a 'vertical' space where course materials and activities could be visualised by end users in a snapshot view, whereas LAMS occupied a 'horizontal' space, enabling serial learning to occur, and be measured, at a granular level. Pace was an issue with the sequenced units in LAMS; students worked at very different paces and some failed to reach the end of the tasks.

Anne felt the units did generally help students to move through the texts effectively. In the Wilfred Owen unit, demonstrating and using the course area in class made the students aware of the resource. In the Metamorphosis unit, students seemed to benefit from being able to share ideas in the forum and they also gained from being able to review these and access the notes at a later date. Although some did not access the course on a weekly basis, most used it to support their revision and 15 out of 19 returned to the units in the weeks leading up to the oral examinations. Some students revisited the course up to six months later as they were doing the final revisions of the coursework essay.

Anne expressed her concern that students wouldn't access the course areas from home and this was, in some cases, an issue.

**Case study D – English**

Two English teachers were involved in the project and their evaluations raise some important points. Both planned individual sessions. Margaret worked on a one-off discussion forum aimed at promoting wider reading during the holiday period. Theresa aimed to use a Moodle forum to develop a discussion on *The Great Gatsby*. Neither felt positive about the session. Their evaluations are important for an understanding of the issues that teachers have when using new technologies. Both are experienced teachers; one is a head of faculty and the other in charge of Key Stage 5 English. Margaret was disappointed that only 4 out of 15 students accessed the course during the Christmas period, yet noted that "the students who did participate all said how effective it was, although one would have preferred to use Facebook". She felt that her expectations of the learning design to motivate, promote participation, and support collaborative and independent learning were not met. When asked what skills she needed to develop as a result of this experience, she stated "Motivational skills – to make me realise some value in Moodle". She continued "I do not like Moodle as a forum for discussion or posting ideas for essays. I have no use for its ability to mark 'quizzes'. I don't work like this in my subject".

Theresa had similar expectations of the discussion forum. In addition, she saw it as something that might encourage the more withdrawn students to participate in discussion. Her evaluation raises further important points. Work on the tasks failed because of a technical problem during which students couldn't easily access the programme. She noted that 'students were irritated by the time wasted trying to post comments' and she feared that they would not return if asked to do this independently again. In her evaluation Theresa emphasised the need for more training and suggested, rather than training as an undifferentiated group of teachers, undertaking subject based training which would enable discussion and implementation of more subject specific methodologies. She also said that she would have liked "a brief and relevant manual that contains a trouble shooting section and preferably an emergency email". It is interesting to note that although the project did set up an IB community course area for mutual support which would have drawn upon the expertise of the whole group as well as alerting others to potential problems, it was not widely used.

## Maths

Moodle appeared to be least useful in the teaching of Maths. Moodle doesn't easily support Maths symbols without the aid of specialised maths mark-up software, such as teXaid, although the software is inexpensive and easy to use. This problem could have been resolved and the offer to purchase the software using project funds was made, yet interviews with Maths faculty suggest that they found it difficult to conceptualise an online Maths lesson using Moodle. Suggestions to use it, for example, as a repository for the wide range of resources that the faculty has, currently stored on the school drive, or to experiment with the range of social tools which might have been used to support students

who have previously requested a support system were not considered. It is interesting to note, however, that when interviewed, one of the Maths teachers did consider the potential use of podcasts and vodcasts as a valuable enhancement.

One maths teacher did involve his students in a chat session with a Maths lecturer[16] from the University of Greenwich which students found useful and interesting although it was quite difficult to follow the discussion on occasions. The use of Chat and Forum tools is something that DGS intends to address with the faculty in the future.

## Discussion

Of the 70 students directly involved, 49 responded to the online survey. 14 video student interviews were taken to follow up on some further points.

At the start of the project all students felt able to describe themselves as confident users of technology and used a wide range of different technologies on a daily basis. 95% of those who participated in the survey said that they liked or didn't mind using computers in their studies and 74% said that they would not mind having the opportunity to use the types of activities used in the project again. Their only concern about using technology was a fear of technology 'going wrong'. A small number of the students surveyed and interviewed used Moodle in two subjects, but most used it in one area. 19 students took part in units which integrated LAMS into Moodle.

A concern of teachers was that a certain number of students in a teaching group would not access the site in study lessons or at home and to some extent this was the case. However, in most cases, the majority of students did access the courses as required (although one or two admitted that they only accessed them because they were required to do so). Students are possibly more likely to use the course areas if they have been used as an integral part of their general programme of study. This is demonstrated by the statistics showing access to the site. For example, in one group of 19 students who used the Wilfred Owen course during lessons, 14 accessed the site independently during this programme of study and most of these students used it during the weeks leading up to their oral examination, reviewing the materials and looking at the extra revision points available. Similarly, the French course area, which has been used as an integral part of the study programme, has been used regularly for independent study. Where teachers used Moodle for extra activities and one-off activities, the results were not so favourable. This is important for our understanding of the use of technology in education and supports the view that the focus should be on the learning and not on the technology.

Students' interview comments reveal that, for the most part, once they got used to the general layout of the course areas, access was easy during study periods and at home, they reported they could follow the courses easily and navigation was relatively straightforward.

---

[16] This lecturer, recently made a National Teaching Fellow, regularly uses Facebook to teach maths with his higher level students

They did, however, feel that the design and navigation of the Moodle course areas were not entirely intuitive and was 'old-fashioned' at times. One stated: 'The layout and format is a little outdated' and another described it as 'uninspiring' which shows how important the design of a site is for students.

Five interviewees said that they had enjoyed the chat sessions, one stating that it was using the sort of tools that they would normally use at home. In the survey, one student was very positive "because it's similar to other chat room sites". Three of the students interviewed commented on the importance of being able to share ideas and others commented positively on the use of the forum tool which allowed them to collaborate with others during periods of independent study. This was also a major focus of responses to the survey question: What did you like best? One student stated: "I like to get different interpretations from other students, which helps to improve my understanding", while another commented, "I like reading other people's responses as they allow me to consider and understand a range of opinions and approaches … broadening my own understanding of the topic". One student commented:  "I was able to view others' opinions. In this way, I was able to reflect upon what I [had] learnt, and look at different aspects". MFL students commented particularly on the glossary tool and the chat rooms adding value:

> *The glossary helps us to learn a lot of relevant vocabulary and each entry is reasonably quick to complete. It is also good for revision. Also, the chat-rooms are a fun way to practise writing / conversing in French. The forums are a useful way to post homework / share resources*

In English, most students liked the variety and the ability to work at their own pace. The forums and QuickTopic tasks allowed them to see other students' comments. They liked this because they felt reassured by it and they felt it gave them new ideas and they could develop ideas more easily. Several returned to the course area to view these ideas as they revised coursework essays later in the course. The students' comments on aspects of the language of *The Metamorphosis* were quite profound and the teacher was interested in the way in which it allowed all students to participate.

Server statistics show that students used the platforms at a range of times spanning day and night. The students appreciated the ability to access resources with ease, and several pointed out the fact that this saved them time as they didn't get caught up in endless trawls of the internet and it allowed them to feel more confident in their independent study. Comments include, "The availability of resources meant that I spent less time searching the internet or books for help/ resources which allowed me more time to study", and "The fact that it is accessible at any time … is very helpful as it means that I don't have to be in school to access certain bits of information. I can easily work at my own pace at home". Students also felt that it was useful to have materials available to review and use if you needed to catch up work for any reason. Some students commented on the benefits for independent study, "I am able to work more individually and try to work things out by myself. It is a new and interesting way to learn".

Asked whether they felt that they needed the teacher less, 8 of the 16 students interviewed felt that they needed the teacher less and this was also the feeling of 50% of the students taking part in the on-line survey. They qualified this in several ways. One student pointed out that the teacher was important because the teacher developed the site and "asked the questions". Two students felt that they needed the teacher less, but that they knew that they could contact the teacher easily by MSN or email if they needed help. This gave them the confidence to work independently, but also has interesting implications for the way that we see the role of the teacher in future and for work-force remodelling. Several students pointed out that online feedback from the teacher was important.

Students were inclined to see the value of the courses in terms of consolidation, revision and reflection, suggesting that they advocate a blended approach. One stated, "I think I need my teacher no more or less than before. I find that I gain my base knowledge and grasp on a topic and its complexities in class, and this method simply rounds off my understanding a helps me reflect on my ideas afterwards".

]While students made many positive comments about the use of technology and specifically Moodle in their learning, they also had some important reservations. 31% said that they enjoyed their learning a bit less using online systems. Only 59% felt that they learnt the same or more using the online units, 41% felt that they didn't learn as much.  One student commented, "I feel that I learn the most from debating the meaning of books in class" and another noted, "I think that just as much can be learnt from things like group discussions". Some felt that the "tasks should have been more interactive". Some had specific irritations with Moodle such as the student who remarked "I don't like the fact that you only have 30 minutes to edit your work [In the Forum]", and while many were positive about the chat rooms, one said "I did not like the use of the chat room for group discussions, as there were too many people adding ideas at the same time, making it difficult to understand", which was a reservation expressed by  some of the teachers. Two of the students interviewed were concerned that MSN and chat might be distracting. Students who are very good at the combination of oral discussion and note taking were not as keen on the online discussions which they found time consuming. One student commented "Not all exercises can be managed or marked by a teacher, therefore one does not know whether the answers are correct" which suggests confidence in learning may be eroded.

The appreciation of variety brought about by a blended approach was noted by some students: "It's nice to have a variety of different ways to learn and Moodle provides one of those, however it's good to have a teacher to answer your questions. It would also be boring to simply self-teach French", and "It is not the way of learning I would wish to partake in for all my studies, in all subjects, but it allows students to access very useful resources, especially for reading/listening to things online".

At the end of the questionnaire when asked 'Did the units studied using Moodle or LAMs help you to feel more confident in learning independently?' 66.6% said that it had enabled them to feel more confident about independent study and 33% said it made no difference to their confidence. No one said that it made them feel less confident

When given the opportunity to make general observations about the place of technology in learning, students suggest that they do see technology as a significant tool for developing their learning. One student asserted, "Technology could soon become the new school". Important comments for the school sector to note are:

> Technology is clearly evolving quickly, this is of great advantage to students. ...I believe it is not used enough in school and could be of great advantage to the students as well as the staff.

Another comment concluded:

> ...looking forward to seeing more teacher-made sites (like Moodle) tailored for my courses in the future.

The assertion that "More subjects should have websites or shared areas that can be accessed from school and home" shows that this student places importance on having access to curriculum materials at home. This more developed comment suggests the general impact that a student feels technology has:

> I think that technology has opened up the boundaries of our learning, giving us the means and encouraging us to share our ideas as a whole, no matter how loud our voice in class may be. We can create a network of resources that we can access either individually or as a group at any time, and [technology] has greatly expanded my ability to research and gather information on any topic and made my approach, opinion and understanding in a multitude of areas far more rounded and informed.

The following comment suggests that this student sees technology as one way amongst a number of ways in which to learn:

> I think that technology in learning these days is very important, because of the evidence that children learn in different ways. By enabling them to use a wide range of learning methods, you are maximising the learning potential, thus creating a better potential education and future for children and this country.

Students' comments were very mixed, which was particularly interesting for the teachers. The students are in many ways very keen to embrace new technology and do see its benefits, but they also are the product of an education system, which, in spite of student-centred initiatives, still places importance on the teacher, who for the students becomes a source of security. For students, there will inevitably be a period of adjustment during which they become accustomed to learning in different ways and new ways of communicating with the teacher.

## Time management – workplace remodelling

Technology offers great potential for the development of learning and, because students in the future will expect to learn in an interactive multimedia environment, staff development will be needed for the alignment of learning approaches and skills to develop the online curriculum further.

Time management will become a key issue for schools to deal with as learning platforms, such as Moodle, become more widely used. While a number of staff were able to use Moodle very quickly, more training is needed to enable staff to use it to its full potential and to enable those lacking in confidence to develop their skills. Some teachers found Moodle difficult to use and, while this was sometimes a fear of technology, sometimes, it was an inability to be able to envisage either a use for technology or how it might support learning in a particular subject area. Institutions are dealing with this in a range of ways: some have learning designers and e-mentors. Some schools such as Cramlington High School in the North East of England have addressed this issue through the employment of e-technologists who are putting resources online. It seems certain, that schools are going to have to deal with issues raised by the development of the online curriculum. There are number of ways to do this. iBEL has been able to demonstrate to Dartford Grammar School leaders the strategic requirement that must be placed on all staff to systematically develop the online curriculum to achieve an equitable provision for students.

The role of technology will have an impact on the role of the teacher. In this project, this can be seen in the way that the students perceived the teacher. They felt that they needed the teacher less as they worked, but one or two, perceptively noted that time must have gone into preparing the resources, choosing the tools and creating the learning design. Teachers are still inclined to see learning design as a solitary activity. It is possible that technology will promote a more collaborative approach and will lead to teachers using designs created by other teachers. This should be the way forward as it would promote equality of provision and, if effectively managed, has important implications for teacher work-load.

## Managing Feedback

The advent of the online curriculum presents other issues which are specifically linked to workload. For example, many Moodle tools give the teacher the ability to access students' work online and to respond to it. This is obviously something that requires careful management if it is to be done effectively. During the project, students used online journals in their Theory of Knowledge unit and students wrote very detailed reflective pieces. These were not necessarily pieces that would be assessed but, as formative work, they demanded responses and the teacher found it difficult to keep up with the students' output.

The French teacher also noted the difficulty of keeping up with students' online postings and this was not lost on students. Two student's comments showed that they realised that responses from the teacher could be an issue. Students have stated that one of the benefits of online learning is the ability to contact the teacher at any time – day and night or during the holidays. While emails can be ignored or deferred, it is important to consider appropriate codes for responding to online requests for help which are fair to both teachers and students. Teachers are used to marking students work, but Moodle and similar applications offer a wide range of different ways for students to communicate with the teacher. Future strategies for structuring managing teacher-time and formative feedback may be informed by the work of REAP[17] , which although focused on Higher Education, may have important lessons for managing year 12 and 13 feedback. REAP proposes super-principles of (1) time on task and effort (engagement) i.e. provides steers on how much work to do and when, and (2) developing learner self-regulation (empowerment / independence) i.e steers to encourage ownership of learning.

The 24 / 7 curriculum for the student shouldn't mean the 24 / 7 working week for the teacher.

## Learning space design infrastructure

If technology is to be used effectively to support learning and to encourage independent learning, it needs to be used as a natural part of classroom practice, not as a 'special' add-on. The iBEL project suggested that students were far more likely to access the Moodle area independently if they had used it as a part of their lessons. This has implications for the development of learning spaces and is a key focus of projects such as Building Schools for the Future. We are clearly moving towards a time when students will expect a blended approach, increasingly incorporating mobile technologies, and will have access to a wider range of equipment which is cheaper and more portable. This will provide a range of opportunities, broaden the definition of the term 'classroom' and enlarge the audience. There is an increasing expectation by all stakeholders that the curriculum will be available online and will be accessed by students, parents and grandparents, and teachers.

At a basic level, schools must recognise the need for a projector and computer in every room with a fast connection, to enable staff to access the resources / units and lesson plans, regardless of the room they are in. There is a growing awareness of the need for wireless networks so that students can access resources through their own personal mobile devices and laptops for students. The gradual increase in infrastructure can in itself become a tipping point for staff to feel it worth experimenting so that students can take full advantage.

---

[17] The Reengineering Assessment Practices (REAP) project funded by SFC £1m) www.reap.ac.uk . This was informed by: Student Enhanced Learning through Effective Feedback (SENLEF) project funded by HE Academy and a Literature review: model of formative assessment and feedback.

With regard to the development of learning design and the curriculum, iBEL has demonstrated a number of things. Of particular value has been the engagement with students' voices in helping teachers and senior management listen to what students want and expect and how they manage their own learning. Naturally, schools are concerned with parity of experience. The project illustrated that some teachers will embrace technology and use it as much as possible and some will avoid its use or reject it outright. The latter is not an option. Students may have been ambivalent in some of their responses to the sessions taught, but they were clear about the fact that they expected the use of technologies to form a part of their learning. Dartford Grammar School leaders now understand that they need to require staff to put the curriculum online, but they also need to provide the time and the support to enable teachers to develop effective learning designs within schemes of work which blend learning styles and which are available to students 24 / 7. Ultimately, the emphasis must be on the pedagogy and the learning and not just on the technology.

With gratitude to BECTA for their flexibility, the project was extended for several months to allow for a greater exposure to the D4L system. At the end of the project, DGS commissioned a company to host Moodle and all courses have now migrated from the University of Greenwich server. Unfortunately LAMS is not integrated with the Moodle provided by this host, although, with the build of LAMS 2.1 and the incorporation of branching to assist personalisation, this may be revisited. Moodle will be used with Key Stage 5 (KS5) as it is flexible and adapts well to most subjects. Other systems that better support Accelerated Learning may need to be considered for KS4.


## Conclusions

Today's students born 1982 – 1991 (the Net Generation) regard technology as just a part of their world (Oblinger & Oblinger, 2005). They are characterised as high level consumers of interactive games, downloading music and videos, and sharing ideas and resources with an international network of acquaintances and friends via instant messaging and social networks. Their use of technologies for formal learning activities are not so widespread however, and the results from the iBEL project suggest that students may have been ambivalent in some of their responses to the sessions taught, but they were clear about the fact that they expected the use of technologies to form a part of their learning. They thought that the technologies piloted in the iBEL project increased their levels of independent learning.

From the exploration of generational issues, Oblinger & Oblinger (2005) undertook further research with undergraduates in the USA that investigated whether students can 'distinguish characterizations of excellent teachers independent of generation, learning style, course modality, and technological sophistication'. Their extensive study found that although the generation shapes students' behaviours, attitudes, and expectations what constitutes good teaching appears to be universal. They reported that students believe excellent teachers:

- facilitate student learning

- communicate ideas and information effectively
- demonstrate genuine interest in student learning
- organize their courses effectively
- show respect and concern for their students
- assess student progress fairly and effectively

It is not surprising that teachers and students share these universal views, however what may be different for year 12 and 13s is that these features are mediated through the 'lens' of learning technologies and approaches to learning design – a view largely supported through the iBEL online survey and video interviews.

The position in terms of skills, attitudes and approaches of different generations of teachers in relation to the 'millennial' and 'new millennial' generation of students will require national and local strategies to enable these different mindsets to be reconciled and produce teaching and learning exchanges to occur across the generations. Continuing professional development in schools will be required for existing teachers, but effective pre-service training will enable new teachers to support strategic school agendas immediately. Teachers are still inclined to see learning design as a solitary rather than a collaborative activity. A change in culture that values teachers using designs created by other teachers is an important step. The use of emerging pedagogical planning tools may help to drive forward these developments.

The design of 'sites' that capture learning designs are important to engage and stimulate students who are used to a customising and personalising a variety of web 2.0 environments. Furthermore strategic investment in infrastructure will (a) enhance teachers' confidence in adopting the use of learning technologies and (b) enhance parity of access for all learners.

**Independent learning appeared to be enhanced under the following conditions when:**

- teachers provided a clear framework for learning by selecting and linking to materials and resources, and structuring activities. Students reported this saved them time in searching for resources whose reliability was unknown, and commented that the need for the teacher in face to face settings could be diminished so long as the materials and activities had been pre-selected and structured

- used as an integral part of their general programme of study rather than for extra or one off activities. The blending of the use of the D4L system in class and outside class time improved student engagement with the online activities and materials

- the representation of a learning design articulates when and how learning will occur over an extended time period. This also helps teachers to plan in the long-term. Structured design helps students to prepare for a variety of activities and assists their understanding of the material they need to cover to achieve the learning outcomes. Teachers who pre-organised materials and supported communication offered reassurance leading to an increase in confidence in subject learning.

- student enjoy the activities. Specific technologies appeared to motivate students in particular subject disciplines, notably forum, glossary tools and chat studying MFL and English. Learners liked the links selected by their teachers to sites containing rich audio and video media.

## The project outlines a number of potential benefits for teachers

Practitioners enjoyed:

- The use of software that assisted with long-term planning
- being able to plan a variety of appropriate interesting activities for their students
- being creative, experimenting and delivering their lessons in novel ways
- listening to the views of learners to improve learning designs
- the simplicity and ease of implementing ideas using a fit for purpose D4L system
- employing communication tools to enhance relationships with students

Practitioners may employ a range of strategies to designing effective lessons such as:

- using the D4L system initially as a repository linking to existing content and then building upon this by integrating them into new activities and media
- considering making tasks available for students as a part of independent study, linked to interactive parts of a lesson
- using the interactive whiteboard to structure learning thorough a blend of F2F and independent learning, employing principles of self-regulation, online collaborative tasks and  time on task
- employing feedback strategically, such as the use of peer-review, negotiation of course outcomes, sampling and disseminating marked work and making previous exemplars available.

A D4L approach (in this context the use of Moodle or Moodle integrating LAMS to support learning design activity):

- can improve thinking and long-term planning skills
- can improve teacher/learning relationships
- will be further developed if there is evidence that learners are engaged and stimulated, and enjoy the range of activities. The impact of students' enthusiasm has a positive impact on the teachers developing effective practice
- will more likely be adopted when it:
  - supports flexibility in planning
  - fits the way that practitioners usually plan for learning. This often starts with the unit outcomes but may equally derive from a particularly rich media source. In either case the critical factor is structuring appropriate activities within a logical sequence for students to perform in order to meet identified lesson outcomes. Planning individual sessions may lead onto planning longer-term learning activities if there are successes early on and positive uptake by students.

- o contains a variety of tools that are easy to use with resources that are added and updated easily
- o easily accommodates the integration of existing resources created by staff, such as Word, pdf and PowerPoint

The following tips for success may be helpful to support the uptake of D4L:

- Locate teachers who are willing to experiment but take small steps. It is easy to bewilder teachers with technology, especially when they feel their students know more than they do
- Amplify the students' voice. This is critical to enabling all stakeholders to feed into the strategic decision making at all levels.
- Offer reassurance that the system won't break
- Identify the short and ling-term benefits to teachers and students
- Work through a couple of activities first to see how they work before designing a complete unit. If possible pre-trial with a student
- Work with a colleague in the design and testing of a learning design before using it live.

## Benefits for students

Practitioners reported the following distinct advantages they felt that effective D4L practice brought to students. It can foster independent learning by:

- exposing learners to different types of learning resources inside and outside of class time
- allowing learners to work at own pace
- It can motivate learners by:
  - o employing a range of interactive resources that make the learning experience enjoyable and fun
  - o enabling learners to scope a complete unit of work and pace their learbning through it
  - o providing 24/7access to learning activities (time on task)
  - o its ability to support students to revisit, reflect and consolidate classroom learning

## Wider issues to solve to engage colleagues.

Institutions need to consider employing a range of strategies to support the adoption of D4L:

- work with enthusiastic colleagues
- use OFSTED inspection as a means to recognise the importance of adequate training in innovative approaches.
- learn from failure. Poor initial implementation and introduction can led to the investigation of alternative and creative ideas for structuring learning.

© Greenwich University and Dartford Grammar School

- provide support for understanding the concept of 'design for learning', and what it means to be a learner before authoring.
- Provide support during the use of technology with learners, especially when existing tools are upgraded and new tools introduced. Research[18] suggests that projects using the CAMEL methodology involving external partners and /or a critical friend may help the process of innovation and gentle, supportive and yet challenging questioning without being threatening.

## Recommendations.

The following recommendations are proposed:

7. Support the adoption of emerging pedagogical planning tools and learning design repositories, such as Phoebe, LAMS (pedagogical planner) and Cloudworks to assist teachers with developing and sharing subject based D4L [19], that emphasise visual as well as pedagogical design

8. Conduct further research into the use of learning design tools that enhance both personalisation and reusability/repurposability to develop the culture of a 'learning about learning' organisation.

9. Build in a requirement to investigate and listen to end users of learning designs in future D4L projects to understand

10. Provide national recommendations for workplace remodelling (including curriculum models) to assist with the drive towards effective D4L development in schools

11. Ensure all learners have access to fit for purpose infrastructure within their formal learning environment

12. Pilot design for learning practice in teacher education programmes

The last word is left to the students, one of whom wrote:

> I think that technology has opened up the boundaries of our learning, giving us the means and encouraging us to share our ideas as a whole, no matter how loud our voice in class may be. We can create a network of resources that we can access either individually or as a group at any time, and [technology] has greatly expanded my ability to research and gather information on any topic and made

---

[18] See eLISA and eLIDA CAMEL project reports

[19] Phoebe is one of two JISC D4L pedagogical planning projects, LAMS is currently building upon its LD specification to project a pedagogical planning tools, Cloudworks is a social networking site for sharing collaborative learning designs funded by the Open University

© Greenwich University and Dartford Grammar School

*my approach, opinion and understanding in a multitude of areas far more rounded and informed.*

## Reference List

Oblinger, D and Oblinger, L (2005) Educating the Net Generation, Educause

## Appendix A



**Case Study (Part A): Your Experience of Creating a Learning Design**

Dear Colleague, this short questionnaire is the first of three tools we intend to use for capturing information for the iBEL project. This questionnaire (a) focuses on your design of the lesson. The second questionnaire (b) focuses on your evaluation of the lesson. The third questionnaire, which is online, captures students' thoughts.

Please complete a separate copy for each lesson plan (learning design) you create. Could you please complete all sections electronically and post into the IB community area: http://elisamoodle.cms.gre.ac.uk/course/view.php?id=5

As you complete each question, could you focus on the *process* of creating your learning design, rather than how it was implemented with your students (that's for questionnaire b!), if indeed you have yet done this.

### 1. Background information

| Question: | Please write your answer here: |
|---|---|
| Name of topic | |
| Dates created and/or run: | |
| Author and Institution | |
| Name of class | |
| Is this a new design or did you re-design an existing lesson? | New/existing:<br><br>Other: (comment): |
| If redesigning an existing lesson, did you make use of the existing plan, or did you ignore it and start again from scratch? | Used existing/ started from scratch:<br><br>Other (comment): |
| Is this lesson part of a formal course (e.g. IB, GCSE, A Level)? | Yes/No:<br>Other (comment): |

© Greenwich University and Dartford Grammar School

| | |
|---|---|
| If not, how does it fit into the curriculum? | |
| What will the setting be?<br>• Classroom (F2F)<br>• Online (i.e. students working in their own time)<br>• Blended (mixture of classroom and online)<br>• Other | |
| Did you have to make allowances in your design for students with different abilities, different learning styles, different linguistic skills, accessibility needs etc.? If so, what were these and what allowances did you make? | |

## 2. Process and tools

| Question: | Please write your answer here: |
|---|---|
| What was the starting-point for your design? For example:<br>• Learning outcomes (knowledge, concepts, skills etc.)<br>• Assessment criteria<br>• Content<br>• Specific activities | |
| What tools (paper and pencil as well as computer programs) did you use, and in what order?<br>e.g. "I brainstormed my ideas on Post-It notes, then wrote out the broad plan in Word, and then transferred it to a LAMS sequence." | |
| Was this the first time that you had used LAMS/Moodle to create a learning design? | Yes/No: |
| What additional learning materials did you create? (e.g. worksheets, handouts) | |
| What non-computer based tools did the students need? (e.g. text books, laboratory apparatus) | |

## 3. Products

| Question: | Please write your answer here: |
|---|---|
| If possible, please supply printed copies, photocopies, scanned images and/or electronic copies of:<br>• The original lesson plan (if you were redesigning)<br>• Your rough notes and drafts<br>• Your finished plan (if you produced one in addition to your LAMS/Moodle sequence) | |
| What is the title of your LAMS/Moodle sequence? | |

## 4. Reflections

| Question: | Please write your answer here: | | | | |
|---|---|---|---|---|---|
| How useful for your practice did you find the process of creating a learning design<br>*(Type Y in the appropriate box)* | Very | Quite | No opinion | Not very | Not at all |
| | | | | | |
| In what ways did creating this learning design differ from your usual approach? e.g. in terms of:<br>• The process you went through<br>• The tools you used<br>• The way in which you thought about designing it (i.e. did you find yourself adopting a new perspective? If so, can you describe how that perspective differs from your usual one?) | | | | | |
| What advice and guidance did you receive from others and how helpful was this? | | | | | |
| What worked well in the design process? | | | | | |
| What didn't work so well for you? | | | | | |
| If you were redesigning an existing lesson:<br>a) What new things were you able to include in | | | | | |

© Greenwich University and Dartford Grammar School

| | |
|---|---|
| the design that you hadn't been able to do before?<br><br>b) Were there any aspects of the old design that you weren't able to include in the new one? Which aspects? | |
| Realistically, how likely are you to design a lesson using this approach and/or tools again? (Assume that the technology is available to you.)<br><br>What support would you need?<br><br>Any other comments: | |

Thank you very much for completing this questionnaire. Could you now post this into the IB community area: http://elisamoodle.cms.gre.ac.uk/course/view.php?id=5

*Simon Walker, Educational Development Coordinator* . Room 153 Queen Mary
University of Greenwich, Maritime Greenwich Campus, Old Royal Naval College, Greenwich, SE10 9LS.

,
.

University of Greenwich, a charity and company limited by guarantee, registered in England (reg no. 986729). Registered Office: Old Royal Naval College, Park Row, Greenwich SE10 9LS. 30 Park Row London SE10 9LS

**Case Study (Part B): Your Experience of Running a Learning Design with your Students**

Dear Colleague,

Completing this questionnaire will inform the project about specific technologies used in your teaching and their effectiveness for learning. Our intention is to develop a better understanding of the concept of *Designing for Learning*. The questionnaire takes c. 20 mins to complete. We appreciate your time and effort in this task.

Could you please complete all sections electronically and post into the IB community area: http://elisamoodle.cms.gre.ac.uk/course/view.php?id=5

1. **Background information**

| *Question:* | *Please give your answer here:* |
|---|---|
| Your name | |
| Name of topic | |
| Tool used | LAMS / Moodle / *(Delete as appropriate)* |
| Date when you ran the session: | |
| Name of class or workshop | |

Where did the session take place? *Type Y in the appropriate box.*

| Wholly in the classroom | Started in the classroom; finished for homework | Away from the classroom throughout | Other (please specify) |
|---|---|---|---|
| | | | |

© Greenwich University and Dartford Grammar School

## 2. Your initial expectations

What were you hoping to achieve in using LAMS/Moodle for this lesson? *Please type Y by each item that applies to you.*

| | |
|---|---|
| | Motivate/engage students |
| | Support participation by students in group discussions |
| | Support collaborative learning |
| | Support students of differing abilities |
| | Enable the tutor to help more students in a lesson |
| | Support independent learning |
| | Support part-time learners |
| | Provide a common repository of resources |
| | Track formative assessment |
| | Improve cognition/skills/attitudes |
| | Structure learning |
| | Save time |
| | Other. Please tell us: _____ |

| Question: | Please give your answer here: |
|---|---|
| What particular benefits or opportunities did you envisage in using LAMS/Moodle (i.e. as opposed to using other delivery methods)? | a) For you as teacher: |
| | b) For the students: |
| What risks or problems did you foresee? | a) For you as teacher: |
| | b) For the students: |

## 3. Students

| Question: | Please give your answer here: |
|---|---|
| How many students attended the lesson? | |
| Please can you give a rough profile of them in terms of:<br>• Ages<br>• Gender<br>• Ability level<br>• Accessibility or special needs<br>• ICT skill level<br>…and anything else that's relevant | |
| What (if any) impact did specific students | a) …designed the lesson (e.g. in terms of providing alternative/additional activities, different tools for |

© Greenwich University and Dartford Grammar School

| Question: | Please give your answer here: |
|---|---|
| have on the way that you… | different students)? |
| | b) …ran the lesson? |

## 4. Other Staff Involved

| Question: | Please give your answer here: |
|---|---|
| Were any other staff involved in the lesson (e.g. learning support assistant, IT support staff, other teachers )? What did they do? | |

## 5. The Learning Activities

| Question: | Please give your answer here: |
|---|---|
| What was your rationale for the learning activities chosen and the overall format of the lesson? | |

## 6. Learning Outcomes and Assessment

| Question: | Please give your answer here: |
|---|---|
| Please state the intended learning outcomes of this lesson. | |
| How did you measure whether these outcomes were achieved? | |
| To what extent were these outcomes achieved? Please give examples, including a summary of grades/marks and, if possible, attach some samples of students' work. If the outcomes weren't met, why do you think this was? | |
| Were there any unexpected outcomes (positive or negative) from the lesson (in terms of formal or informal learning outcome, motivational aspects ect)? | |
| If you have taught this topic before, but not in LAMS/Moodle, were there any noticeable differences in the performance of this cohort in comparison with previous cohorts? If there was a noticeable difference, to what do you ascribe it? E.g. new tool, new way of learning/teaching, differences within the | |

| Question: | Please give your answer here: |
|---|---|
| student group? | |

### 7. Observations and Reflections

| Question: | Please give your answer here: |
|---|---|
| Overall, what went well in the lesson (for the students as well as for you?) | |
| What didn't go so well in the lesson (for the students as well as for you?) *(include any technological problems here)* | |

Please rate the impact of using LAMS/Moodle on your classroom delivery ( *by typing Y in the appropriate box on each row)*

| | 1 (lowest/ worst) | 2 | 3 | 4 | 5 (highest/ best) | Not applicable to my lesson |
|---|---|---|---|---|---|---|
| Students' motivation to learn | | | | | | |
| Students' willingness to participate in the learning activities | | | | | | |
| The extent to which students stayed "on task" | | | | | | |
| The ease with which you could adapt the lesson in response to unexpected events (e.g. digressions, technical problems) | | | | | | |
| The ease with which you could monitor, within the system, students' progress through the sequence | | | | | | |
| The quality of help and feedback which you were able to give to the whole class | | | | | | |
| The quality of help and feedback which you were able to give to individual students | | | | | | |
| Students' ability to learn independently | | | | | | |
| Students' enjoyment of the learning activity | | | | | | |

| Question: | Please give your answer here: |
|---|---|
| Looking back to section 2, please comment on the extent to which: (a) The envisaged benefits and opportunities have been realised: (b) The envisaged risks or problems have been realised: | |

| Type Y in the appropriate box. | Very much | Quite a lot | Not very much | Not at all |
|---|---|---|---|---|
| Overall, how much did you enjoy teaching with LAMS/Moodle? | | | | |
| Overall, how much do you believe your students enjoyed learning with LAMS/Moodle? | | | | |

| Question: | Please give your answer here: |
|---|---|
| If you were to run the lesson again, what changes would you make and why? | |
| What effect (if any) has using LAMS/Moodle had on your approach to teaching? | |
| What skills do you need to develop as a result of this experience? | |
| Finally, what advice would you give to another teacher who was thinking about using LAMS/Moodle in their teaching? | |

Thank you very much for completing this questionnaire. Could you now post into the IB community (evaluation) area: http://elisamoodle.cms.gre.ac.uk/course/view.php?id=5

## Appendix B

Dartford Grammar School filming Tuesday 4th March.

The research question that the project is attempting to answer is:

What role can learning design systems play in fostering independent learning in students on the International Baccalaureate programme?

Before starting with the filming, could you remind students/staff of the need to repeat the question before supplying their answer – we will edit out the interviewer's question.

Where a lack of time limits the interview, certain questions may be left out but please note some are core (marked with an asterix*)

| Students questions | |
| --- | --- |
| 1 | What is you name and what subjects are you studying/ |
| 2 | What technologies do you use in your everyday life at the moment? |
| 3 | What do you like or don't like about using technology? |
| 4* | Of the computer-based activities offered which ones did you like doing (a) in the classroom (b) independently? |
| 5* | In what ways could the design of the environment used be improved upon? |
| 6* | In what ways do you need the teacher more or less than before? |
| 7 | Would you like to say anything else not covered? |

| Teachers questions |
| --- |

© Greenwich University and Dartford Grammar School

| 1* | What worked well and what didn't? |
|----|-----------------------------------|
| 2* | Do you think that the use of Moodle/LAMS learning technologies enhances or reduces independent learning? |
| 3 | What did you do before to promote independent learning? |
| 4 | Does your role change when you use learning technologies with your students? |
| 5 | What role do you see technology playing in the future? |
| 6 | Would you like to say anything else not covered? |

## Appendix C

**Notes from student and teacher interviews.**

Interview 1 – 'share ideas' – journal – ToK – people's comments – independent useful at home – design easy to follow – access to resources at home – teacher important.

Interview 2 – ipod – computer – phone – TV – efficient and easier – not like – distracting / msn – chat – fun and similar to out of school – share ideas – independently – Powerpoint – visual – improved – colourful – basic aesthetic – teachers less in lesson – understanding the things – need clarification.

Interview 3 – social technology –MySpace / Youtube / play station / TV / ipod – social side of ICT – not like way media portray technology – likes – chat – share ideas and talk to the teacher – at home – save files / post items and work in your own time – design – colours easier accessible part for courses – encouraging independent study – Carefully – cross over social networking – msn – distraction.

Interview 4– ipod / ps3 / computer / DVD / TV – independently – distracted MSN / Facebook / expense – enjoyed at home – journal more independent all there. Chat ideas from friends – think on my own. Navigation hard. teacher needed to give instruction.

Interview 5 – phone / computer – online chat was good all talk – forum – view other people's ideas. Design – good . Teacher less than before. Not as much as if she were teaching the lesson.

Interview 6  – computer for work – nothing else? Fast and easy to use – wide spectrum of info – speed – Moodle at home – search engines – teacher – not more or less – extend learning without teacher at home.

Interview 7 – phone camera laptop – unreliable frustration – fast good – access to information – moodle – glossary and links to other websites reading exercise – teacher feedback useful – well-organised – easy access – teacher less – use website – do exercises – access vocab in glossary – but feedback good

**(interviews 8 , 9 and 17 are teacher interviews (see end for transcriptions)**

Interview 10 – computer / TV  – frustrating not work – ;like – lots of things to do research etc. – in class – chat room – French – chat in French – links to websites at home – fine easy to find things – three panels – squashed – glossary – email work to teacher and email if need help – information that I need is already there – so I don't have to search for her if I need something specific.

Interview 11 – use computer regularly – phones  also – like – easy to use assessable, but can be unreliable – lose things – vulnerable side of it. Class forum / chat – use in French chat – increase learning – everyone involved – links – teacher has chosen the ideas and the level – idea that it mediates the info on the internet – up-load work – design – good – clear – topics clearly outlined find what you want – teacher to structure resources– need teacher less – resources are there – planning the tasks – learning in a different way – different type of learning beneficial – communicating outside of term time – link – discussion board – enter ideas.

Interview 12– Listening activities – visual programmes in classroom – reading at home – improved more visual – less basic – need teacher less.

Interview 13- independent learning at home – environment – good – login – problems – teacher less – don't need sheets. No chance to have a conversation with the teacher.

Interview 14 – independent likes this better at home – design – easy to read and navigate, but difficult to find things – problem – no teacher – not ask – cut down on the teacher's work.

Interview 15 – enjoyed the forum – questions in English – helped in the classroom – with discussions about people's comments – design – complicated links bigger. Need the teacher a lot – teachers ask questions in the forum.

Interview 16 – resources in classroom – independently in forums – help from teacher – more multi-media – teacher less – but get to use the teacher more.

**Teacher Interviews**

Interview 8 – (Maths)

Problem – doesn't recognise maths symbols – fairly limited – can see potential– posts resources already onto intranet to support independent learning – as younger member of staff is able to use ICT to communicate with students – can see possibilities for audio recording and use of playstation to display but did not see other opportunities or approaches that could be offered. (digital immigrant limitations?)

Interview 9 – (English)

Enjoyed the public forum to promote ideas outside of the classroom, but integrates its use into the classroom. Started to direct students to use Moodle as the point for resource sharing. His role is evolving – still about guiding, structuring and providing resources – future intention to use it more in class. Can see use of technology and his role evolving to enable him to use it in other blended learning ways.. Very positive, recognises student role in co-creation (involved in process).

Interview 17. – English, extended essay, theory of Knowedge)

Easy to structure to give students an overview of what they needed to learn and how they will progress through the units. Saw it as interconnected lessons – able to design using a range of activities. LAMS not as robust as Moodle (experienced tech problems)– less confident about using chat – less educational when drifted into mere chat. Independent learning is enhanced as its easy to direct students to look at specific resources, structured activities websites rather than waste students time trying to find websites– could structure activities for homework – role changes – what is role – found herself in classroom with students working at computer – needed to occupy her time and respond online rather than talking to students. Danger of being online 24/7/ Technology will play an increasingly significant role. Project has enabled school to explore what technology can do and consider its use strategically.

## Appendix D

### Dartford Grammar iBEL Student Questionnaire (summary)

Response
Count
44
*answered question* 44
*skipped question* 5


**2. Please start by telling us a bit about yourself.**
**Click one of these boxes to tell us whether you are:**
**Male 55.6%** 20
Female 44.4% 16
*answered question* 36
*skipped question* 13


**3. What year are you in?**
Year 13 0.0% 0
**Year 12 100.0%** 36
Year 11 0.0% 0
Year 10 0.0% 0
Year 9 0.0% 0
Year 8 0.0% 0
Year 7 0.0% 0
*answered question* 36
*skipped question* 13
**4.**
 **Which email provider do you use most regularly?**
**hotmail**
**google**
**mail**
**yahoo don't use N/A**
Personal email account **78.8% (26)** 6.1% (2) 15.2% (5) 0.0% (0) 0.0% (0) 1.36 33
Other (please specify) 6
*answered question* 33
*skipped question* 16


**5. Which subject area did you use the e-learning system (i.e Moodle or LAMS) in?**
Maths 2.8% 1
Modern Foreign languages 30.6% 11
**English 80.6%** 29
Other 0.0% 0
Other (please specify) 5.6% 2
*answered question* 36

*skipped question* 13

6.

**Are you taught study skills at school?**

**Timetabled**

**sessions**

**Frequently,**

**as part of a class**

**Infrequently, as part of a class**

**Randomly**

**Not aware of ever being taught**

Internet literacy 2.9% (1) 8.6% (3) 34.3% (12),**37.1% (13)** 17.1% (6)

3.57 35

Reading for understanding 2.9% (1) 22.9% (8) 25.7% (9) **40.0% (14)** 8.6% (3)

3.29 35

Time management 0.0% (0) 8.8% (3) **47.1% (16)** 29.4% (10) 14.7% (5)

3.50 34

Writing and note taking 0.0% (0) 22.9% (8) **45.7% (16)** 22.9% (8) 8.6% (3)

3.17 35

Presentation and communication 0.0% (0) **54.3% (19)** 28.6% (10) 14.3% (5) 2.9% (1)

2.66 35

Exam skills 8.6% (3) **54.3% (19)** 31.4% (11) 5.7% (2) 0.0% (0)

2.34 35

Career planning 0.0% (0) 0.0% (0) 17.1% (6) **77.1% (27)** 5.7% (2)

3.89 35

Progression to further/higher learning

0.0% (0) 8.3% (3) 19.4% (7) **66.7% (24)** 5.6% (2)

3.69 36

Other (please specify) 1

]

*answered question* 36

*skipped question* 13

**7. Where did you use Moodle or LAMS most?**

**At school in lessons 72.2%** 26

At school in free periods 63.9% 23

At home 61.1% 22

*answered question* 36

*skipped question* 13

**8. On the whole, how much did you enjoy doing the activities in Moodle or LAMS? (Click the answer which you agree with.)**

I enjoyed them very much 8.6% 3

**I quite enjoyed them 60.0%** 21

No particular opinion 28.6% 10

I didn't enjoy them very much 2.9% 1

I didn't enjoy them at all 0.0% 0

*answered question* 35
*skipped question* 14

**9. What did you like best, and why? (Click the box and type your answer.)**
Response
Count
31
*answered question* 31
*skipped question* 18

**10. What didn't you like, and why? (Click the box and type your answer.)**
Response
Count
27
*answered question* 27
*skipped question* 22

**11. As a result of using Moodle and/or LAMS in your formal learning, do you feel that you need your teacher more or less than before. If you feel you need more help, what was this for... for advice on how to approach the activities, help using IT, clarifying instructions, assignments etc. If less help was needed, why was this?**
Response
Count
30
*answered question* 30
*skipped question* 19

**12. Let's compare this way of learning (i.e. with LAMS/Moodle) to your usual lessons with your teacher.**
**Did you ENJOY learning this way more than the usual way?**
I enjoyed it a lot more than the usual way  14.3% 5
I enjoyed it a bit more than the usual way 11.4% 4
**About the same as in the usual way 42.9%** 15
I enjoyed this a bit less than the usual way 28.6% 10
I enjoyed this a lot less than the usual way 2.9% 1
If you would like to say why, please tell us here: 16
*answered question* 35
*skipped question* 14

**13. Do you think you LEARNT more in this way more than in the usual way?**
A lot more than the usual way 11.4% 4
A bit more than the usual way 11.4% 4
About the same as in the usual way 34.3% 12
**A bit less than the usual way 42.9%** 15
A lot less than the usual way 0.0% 0

© Greenwich University and Dartford Grammar School

If you would like to say why, please tell us here: 18
*answered question* 35
*skipped question* 14

## 14. What do you think are the ADVANTAGES of learning with LAMS/Moodle?
Response
Count
31
*answered question* 31
*skipped question* 18

## 15. What do you think are the DISADVANTAGES of learning with LAMS/Moodle?
Response
Count
27
*answered question* 27
*skipped question* 22

## 16. How easy was it to LEARN to use LAMS/Moodle?
Very easy 36.1% 13
**Fairly easy 47.2%** 17
No particular opinion 8.3% 3
A bit difficult 8.3% 3
Very difficult 0.0% 0
Other (please specify) 0.0% 0
*answered question* 36
*skipped question* 13

## 17. When you were doing the activities, how easy it was to:
Very easy
Fairly easy
No particular opinion
A bit difficult
Very difficult
I didn't do this
Response
Count
…Follow the instructions on your screen 33.3% (12) **36.1% (13)** 5.6% (2) 2.8% (1) 0.0% (0) 2.2% (8) 36
…Move from one activity to the next 30.6% (11) **36.1% (13)** 5.6% (2) 11.1% (4) 0.0% (0) 16.7% (6) 36
…Use the chat/discussion/forum 22.2% (8) **52.8% (19)** 8.3% (3) 5.6% (2) 0.0% (0) 11.1% (4) 36
…Look at other student's work online 31.4% (11) **37.1% (13)**
2.9% (1) 5.7% (2) 0.0% (0) 22.9% (8) 35

...Do a quiz/question & answer activity 33.3% (12) **41.7% (15)** 5.6% (2) 0.0% (0) 0.0% (0) 19.4% (7) 36

...Get to other Web sites and look round them 27.8% (10) **36.1% (13)** 5.6% (2) 5.6% (2) 2.8% (1) 22.2% (8) 36

...Fill in worksheets while you were visiting the Web sites 11.1% (4) **47.2% (17)** 5.6% (2) 2.8% (1) 0.0% (0) 33.3% (12) 36

...Submit your finished work 13.9% (5) **52.8% (19)** 2.8% (1) 2.8% (1) 0.0% (0) 27.8% (10) 36

Were there other activities you found particularly poor or useful? 7

*answered question* 36

*skipped question* 13

**18. Would you like to use the program again in another topic in your course (be honest!)? (Click the answer which you agree with.)**

Yes, definitely 27.8% 10

**I'd quite like to 44.4%** 16

I don't mind whether I use it again or not 19.4% 7

Not really 8.3% 3

Definitely not 0.0% 0

Feel free to tell us why you have answered in this way: 10

*answered question* 36

*skipped question* 13

**19. What other websites do you like to use for socialising and how often do you use them? For each Website, click the answer**

that most closely matches your use of it.

I use it a lot

I use it sometimes

I have used it in the past, but not any more

I have never used it

Instant messenging **85.0% (17)** 10.0% (2) 0.0% (0) 5.0% (1) 1.25 20

Google **70.0% (14)** 20.0% (4) 0.0% (0) 10.0% (2) 1.50 20

Google scholar 0.0% (0) 10.0% (2) 0.0% (0) **90.0% (18)** 3.80 20

Skype 5.0% (1) 0.0% (0) 15.0% (3) **80.0% (16)** 3.70 20

Myspace 15.0% (3) **35.0% (7)** 25.0% (5) 25.0% (5) 2.60 20

Facebook **65.0% (13)** 10.0% (2) 5.0% (1) 20.0% (4) 1.80 20

Hi5 0.0% (0) 0.0% (0) 5.0% (1) **95.0% (19)** 3.95 20

YouTube **45.0% (9)** 40.0% (8) 10.0% (2) 5.0% (1) 1.75 20

Other 25.0% (2) **50.0% (4)** 0.0% (0) 25.0% (2) 2.25 8

I use these sites because... 22

*answered question* 20

*skipped question* 29

**20. What other Websites do you use, and for what purposes?**

Response
Count
27
*answered question* 27
*skipped question* 22

**21. IN GENERAL, how much do you like using computers in your studies? (Click the answer which you agree with.)**
I really like using them 40.5% 15
**I quite like using them 45.9%** 17
I don't mind 8.1% 3
I don't like using them very much 5.4% 2
I don't like using them at all 0.0% 0
Feel free to tell us why you have answered in this way: 19
*answered question* 37
*skipped question* 12

**22. Students involved in the project have been doing sessions on different topics. Which topic have you studied in this session?**
Response
Count
30
*answered question* 30
*skipped question* 19

**23. Did the units studied using Moodle or LAMs help you to feel more confident in learning independently?**
Yes, definitely 21.1% 4
**Yes, a little more 42.1%** 8
No difference 36.8% 7
I felt less confident 0.0% 0
Please add comments to support your answer 13
*answered question* 19
*skipped question* 30

**24. If you had the opportunity to say a few words to the Education Secretary in the Government, what would you say about the way you and your friends use technology in your learning?**
Response
Count
28
*answered question* 28
*skipped question* 21

**Students comments**

### Appendix E

### Detailed students comments

**Detailed view Q 10. Displaying 1 – 27 of 27 responses**

| | Comment Text | Response Date |
|---|---|---|
| 1. | navigation around the site | Mon, 6/2/08 1:50 AM |
| 2. | Quite hard to get on to. Didn't like the tasks | Tue, 3/18/08 3:00 AM |
| 3. | I don't like the fact that you only have 30 minutes to edit your work. | Mon, 3/3/08 2:29 AM |
| 4. | There's nothing I specifically didn't enjoy | Thu, 2/28/08 8:09 AM |
| 5. | Some areas are undeveloped and need more information or activites added to them. | Wed, 2/27/08 3:16 AM |
| 6. | Actually it's all really useful. | Tue, 2/26/08 11:31 AM |
| 7. | Nothing, it is all very good, apart from the navigation around the site, which is slightly odd | Mon, 2/25/08 12:35 PM |
| 8. | If the website did not work then the homework set could not be completed. | Wed, 2/13/08 5:45 AM |
| 9. | I did not like he use of the chatroom for group discussions, as there were too many people adding ideas at the same time, making it difficult to understand. | Wed, 2/13/08 5:41 AM |
| 10. | The site as a whole needed to be more clearly laid out and perhaps more interactive in order to maintain focus and attention. | Wed, 2/13/08 5:41 AM |
| 11. | The site can be extemely boring. | Wed, 2/13/08 5:34 AM |
| 12. | Failing to remember the long web adress. Sometimes not th most efficient way of learning longer texts. | Wed, 2/13/08 5:34 AM |
| 13. | I didn't like that sometimes, it was a bit confusing trying to find where the work area i was looking for was. | Wed, 2/13/08 5:30 AM |
| 14. | The web address is too long and hard to remember. | Wed, 2/13/08 5:26 AM |
| 15. | Nothing. | Wed, 2/13/08 5:24 AM |
| 16. | I didnt like the fact that i could not complete the homework if the website wasnt working. | Wed, 2/13/08 5:24 AM |
| 17. | There is a lack of interest for the students having a discussion. | Wed, 2/13/08 5:22 AM |
| 18. | Sometimes difficult to navigate around the site. | Wed, 2/13/08 5:21 AM |
| 19. | There is nothing to stop you making an entry into the glossary that someone else has done, and it can be quite tedious to find if someone has. | Thu, 1/31/08 8:20 AM |
| 20. | The vocabulary dictionary is hard to fill in because other people do the same words and it's difficult to find relative words on the subject. However, it is a good exercise, trying to give the definitions of words. | Thu, 1/31/08 8:18 AM |

21. I did not like the Wikipeidia tasks because I found them hard to concentrate on, as they were all very text dense and normally hard to translate and understand. — Thu, 1/31/08 8:16 AM

22. I didn't like the grammar exercises because they were too repetitive and I didn't find them useful — Thu, 1/31/08 8:14 AM

23. i dont like the some of the activities as i find that some of them are difficult to understand. — Thu, 1/31/08 8:08 AM

24. Some of the links to Franch articles etc. are quite difficult and too far ahead of my skill level — Thu, 1/31/08 8:06 AM

25. Sometimes the layout can be... uninspiring — Thu, 1/31/08 8:04 AM

26. The layout and format is a little outdated — Thu, 1/24/08 10:58 AM

27. bad layout of webpages — Mon, 1/21/08 3:07 PM

## Detailed view Q 11. Displaying 1 - 30 of 30 responses

| | Comment Text | Response Date |
|---|---|---|
| 1. | I don't think it has affected how much I need my teacher | Tue, 3/18/08 3:00 AM |
| 2. | I definately feel that i need my teachers help, however the site is useful for providing extra information. | Mon, 3/3/08 2:29 AM |
| 3. | I think I need my teacher no more or less than before - i find that i gain my base knowledge and grasp on a topic and it's complexities in class, and this method simply rounds off my understanding a helps me reflect on my ideas afterwards - i don't feel I learn very much new. | Thu, 2/28/08 8:09 AM |
| 4. | less, since i was able to research independently on a specific topic set, viewing my peers' replies and taking a moment to reflect perosnally on what i have read. | Wed, 2/27/08 1:10 PM |
| 5. | less help was needed, as commonly the information could be found on Moodle and hence if you have any questions, I could check their first. | Wed, 2/27/08 3:16 AM |
| 6. | Neither- it helps with further independent study on the books read rather than affecting the work covered in class. | Tue, 2/26/08 11:31 AM |
| 7. | Less help, as some of the help i needed was presented on the website | Mon, 2/25/08 12:35 PM |
| 8. | Less help was needed as most of the information was clear on the site but occasional assisstance may have been required in order to clarify instructions at times. | Wed, 2/13/08 5:45 AM |
| 9. | I felt that less help was needed, as all the necessary instructions and information was provided by the website. | Wed, 2/13/08 5:41 AM |
| 10. | To a certain extent less help was needed as resources weere made readily available whenever they were required. However, help was needed from teacher to instruct where resources were on the site. | Wed, 2/13/08 5:41 AM |
| 11. | I feel that I still need by tacher equally as much as I needed her before using Moodle, however I feel that it is easier to access helpful informatin that my | Wed, 2/13/08 5:38 AM |

teacher has left for us. It is also encouraging how my teacher can also communicate with, giving us constructive criticisms and comments on any work that we would have completed on the site.

| | | |
|---|---|---|
| **12.** | i feel less help was needed because a lot of the information was available on one site and this made it easier to access all the information i needed and learning without constant support from the teacher became possible. | Wed, 2/13/08 5:34 AM |
| **13.** | You need less help as you are able to work independently, or with colleages via the forum system. | Wed, 2/13/08 5:34 AM |
| **14.** | I think, i needed my teacher a little less than before as all the information that i needed to complete the assignments/activities i was able to find on the site. i only really needed my teacher if i was unable to find the work i needed which didn't happen too often. | Wed, 2/13/08 5:30 AM |
| **15.** | I feel like I needed a teacher less for simple questions. | Wed, 2/13/08 5:26 AM |
| **16.** | Needed the teacher the same. Information used on the site was mainly uploaded by the teacher, and so the teacher's input was the same, just in a different form: through the iBEL site rather than through the teacher directly addressing the class. | Wed, 2/13/08 5:24 AM |
| **17.** | I think that i still needed the teacher just as much because the only real difference between working on the computer and on paper is that you are word processing your answers rather than writing them. | Wed, 2/13/08 5:24 AM |
| **18.** | I feel that I need the teacher slightly less as the questions I would ahve normally asked have been answered the the website. | Wed, 2/13/08 5:22 AM |
| **19.** | Overall, I needed less help from my teacher as all required information was on the site. Although, some of this information was difficult to locate. | Wed, 2/13/08 5:21 AM |
| **20.** | In my opinion, it is not a case of needing my teacher more or less with Moodle. I need her less for finding things that can help improve my french for example (with the different web links she puts up and the activities) but then I still need help to understand some of the activities (vocab, verbs etc)... | Thu, 1/31/08 8:20 AM |
| **21.** | I only needed help when I needed to know vocabulary. | Thu, 1/31/08 8:18 AM |
| **22.** | Less help because Moodle provides lots of activities and explanatory points on grammnar/ vocabulary for the topic. It is also set out in a useful and acessible format (e.g it is separated into topics.) | Thu, 1/31/08 8:18 AM |
| **23.** | I feel like less help was needed than normal. I still obviously needed a little help with the understand of some tasks, but overall I managed to work more individually. I think this was because Moodle is quite self-explanatory and is kept fairly simple too. | Thu, 1/31/08 8:16 AM |
| **24.** | About the same amount | Thu, 1/31/08 8:14 AM |
| **25.** | i feel that i have needed more help for advice on how to approach and complete some activities | Thu, 1/31/08 8:08 AM |
| **26.** | I feel i do not need as much help as tasks and activities are explained by the computer rather than the teacher having to go through each exercise individually. | Thu, 1/31/08 8:06 AM |
| **27.** | I don't think the amount of help I needed changed at all. | Thu, 1/31/08 8:06 AM |

| | | |
|---|---|---|
| **28.** | This hasn't really changed | Thu, 1/31/08 8:04 AM |
| **29.** | Less help is needed at times, for example in a particular modern lanugage lesson of mine, students can easily get on with the work, working through tasks of a particular topic which the teacher has previously explained and uploaded. Apart from giving the teacher some free time, this allows students to do individual study on a variety of resources, such as news bulletins or listening exercises, some of which may not be easy to access in a regular classroom format | Thu, 1/24/08 10:58 AM |
| **30.** | N/A | Mon, 1/21/08 3:07 PM |

### Detailed view Q 12.   Displaying 1 - 10 of 16 responses

| | **Comment Text** | **Response Date** |
|---|---|---|
| **1.** | an advantage of using moodle is that you can attempt to summarise what you have learnt, which is always good for revision, and away from class you are able to organise your thoughts. it is also interesting to view all my classmates opinions, which helps a great deal. however, it is difficult to have in-depth discussions as you would in class, and it is often interesting to hear the teacher's background information about a novella, which is easier to draw on in class. | Wed, 2/27/08 1:10 PM |
| **2.** | because Moodle is currently used for extra or catchup work rather than the core information. if this was changed, Moodle would be more useful. | Wed, 2/27/08 3:16 AM |
| **3.** | My favourite part of the subject is the live discussions that we have about books in class. | Tue, 2/26/08 11:31 AM |
| **4.** | I enjoyed it more than usual as it was a different approach to the usual lesson very intereactive drawing me as a student in. | Wed, 2/13/08 5:45 AM |
| **5.** | Although I think this was a good way to learn, I felt that i understood the work less as there was less explanation from the teacher. | Wed, 2/13/08 5:41 AM |
| **6.** | I found it to be just as enjoyable as the usual wway of learning and often more interesting but for it to have been really enjoyable; tasks should have been more interactive and the site should have been used and updated more extensively. | Wed, 2/13/08 5:41 AM |
| **7.** | I enjoyed this a bit less than the normal way because I feel that it is easier to ask for further assistance in person than online. I also find that unless that I have work set from the site, i hardly go on it volunterily. | Wed, 2/13/08 5:38 AM |
| **8.** | I enjoyed it more than the usual way as it is a more independant type of learning which i can relate to, and also it makes learning more interesting. | Wed, 2/13/08 5:30 AM |
| **9.** | I enjoyed it slightly more than normal teaching, as it meant that information was more readily accessible as compared to traditional lessons. | Wed, 2/13/08 5:24 AM |
| **10.** | Because it is more interesting than sitting at a table writing pages and | Wed, 2/13/08 5:24 AM |

pages or listening to your teacher go on and on for the whole lesson.

**Detailed view Q 13.   Displaying 1 - 18 of 18 responses**

| | Comment Text | Response Date |
|---|---|---|
| **1.** | I find learning through listening, note taking and considering conversations and discussions more beneficial to me than learning from a computer; I've always found this to be the case, in all of my subjects. | Thu, 2/28/08 8:09 AM |
| **2.** | i probably have not learnt anything drastically new, but i have been able to appreciate different interpretations. it is also helpful to organize your thoughts of what you have learnt. however, comments made in class are analysed in far more detail and i learn a lot from this | Wed, 2/27/08 1:10 PM |
| **3.** | because Moodle is currently used for extra or catchup work rather than the core information. if this was changed, Moodle would be more useful. | Wed, 2/27/08 3:16 AM |
| **4.** | Once again I feel that I learn the most from debating the meaning of books in class, which opens my mind to other possible interpretations of books. | Tue, 2/26/08 11:31 AM |
| **5.** | Because i learn better in a more traditional way, with the teacher and text books | Mon, 2/25/08 12:35 PM |
| **6.** | I did learn alot more as everything wasnt about scribing or listen to the teacher talking but could get on and do it independantly | Wed, 2/13/08 5:45 AM |
| **7.** | I did not feel that i learnt any more than usual. I think that just as much can be learnt from things like group discussions. | Wed, 2/13/08 5:41 AM |
| **8.** | The availability of resources meant that i spent less time searching the internet or books for help/ resources which allowed me more time to study. However, i wouldn't say that it drastically changed my studying. | Wed, 2/13/08 5:41 AM |
| **9.** | No I did not learn more because, as i mentioned before, unless there were some documents saved on the site that i had to refference back to, I hardly visited the site. | Wed, 2/13/08 5:38 AM |
| **10.** | Moodle is certainly more entertaining to use but in som areas, such as longer plays, I think that going through it in class is better. | Wed, 2/13/08 5:34 AM |
| **11.** | I think i learnt a bit more than the usual way as, i think that i found it an easier way to concentrate which meant i learned more. | Wed, 2/13/08 5:30 AM |
| **12.** | I think that more information was available, however I do not neccessarily think that more was leant, as information being avaiable does not mean it is always being used properly or to its potential. | Wed, 2/13/08 5:24 AM |
| **13.** | I think i learnt a lot more because i was more interested in what we was doing. | Wed, 2/13/08 5:24 AM |
| **14.** | I think I learnt more because when working at my own pace, I can concentrate more on the parts of it I do not understand. | Wed, 2/13/08 5:22 AM |
| **15.** | I find this question very difficult to answer because I think it depends on the subject and the teaching styles of specific teachers whether or not I can learn more. . . I find moodle as more of an easier gateway to finding more information that i can learn from, rather than having to chase my teacher around. | Thu, 1/31/08 8:20 AM |
| **16.** | In terms of grammar, I learn more in class because the teacher is able to explain | Thu, 1/31/08 8:18 AM |

the points, as opposed to simply reading them and trying to understand yourself. It is also good to practice speaking in class. However, the listening activities on Moodle are very useful and I learn more vocabulary on Moodle using the gloassary than I would remember from class (writing the definition really helps to engrain the words in my head.)

| | | |
|---|---|---|
| **17.** | I've only learnt new vocab from the wiki links. | Thu, 1/31/08 8:14 AM |
| **18.** | I learn differently with Moodle, it allows to to learn some things I may not learn in other lessons (e.g. listening to a french spoken extract!, which would improve my listening and language skills. I learn the same amount with Moodle, perhaps more; as long as one is on task, the work is there and you continually do it, whereas in class there are occasionally questions/interruptions which are not relevant to everyone: if a student has a query on Moodle, they can see the teacher individually without interrupting any other students | Thu, 1/24/08 10:58 AM |

## Detailed view Q 14.  Displaying 1 - 31 of 31 responses

| | Comment Text | Response Date |
|---|---|---|
| **1.** | easy to access resources | Mon, 6/2/08 1:50 AM |
| **2.** | You can do it at home or when you're in the right frame of mind | Tue, 3/18/08 3:00 AM |
| **3.** | I like to read the other students opinions. | Mon, 3/3/08 2:29 AM |
| **4.** | I think it is useful to look at other people's reactions to a text or topic and to reflect on your own opinion, as well as the ability to revisit sources or activities featured in pervious classes | Thu, 2/28/08 8:09 AM |
| **5.** | viewing others' interpretations, summarising and organising thoughts, relaxed; you can take your time in answering a question | Wed, 2/27/08 1:10 PM |
| **6.** | If you are absent or do not understand a topic, you can check/revise on Moodle. | Wed, 2/27/08 3:16 AM |
| **7.** | If you miss a lesson it is much easier to catch the work up if the various sheets/ resources are posted onto Moodle. | Tue, 2/26/08 11:31 AM |
| **8.** | It is good for interactive learners | Mon, 2/25/08 12:35 PM |
| **9.** | The work done by the student is independant and you feel you have achieved more than when a teacher is instructing you. | Wed, 2/13/08 5:45 AM |
| **10.** | It is much easier to share ideas with others, and information is clearer. | Wed, 2/13/08 5:41 AM |
| **11.** | availability of resources, interaction with other students | Wed, 2/13/08 5:41 AM |
| **12.** | The ability to share ideas with other students Good revision source | Wed, 2/13/08 5:38 AM |
| **13.** | The advantages are that all of the information one needs is available on one site and therefore it can be found easily and it makes the learning process much easier. | Wed, 2/13/08 5:34 AM |
| **14.** | You are able to access vital information at home, or wherever you are. Also you can do it at your own pace. | Wed, 2/13/08 5:34 AM |
| **15.** | The advantages of learning with LAMS/Moodle is that all the information you need you can access straight away so is in front of you quickly. | Wed, 2/13/08 5:30 AM |

| | | |
|---|---|---|
| **16.** | I can access the information from home. | Wed, 2/13/08 5:26 AM |
| **17.** | Faster access to resources. | Wed, 2/13/08 5:24 AM |
| **18.** | The interactive form of learning i think personally works better for me and so this is an advantage. | Wed, 2/13/08 5:24 AM |
| **19.** | I think the advantages of learning with Moodle are that the students can work at their own pace and do not have to slow down or rush their work to do the work. | Wed, 2/13/08 5:22 AM |
| **20.** | It is a convenient way of learing as information on a computer is far more accessible. | Wed, 2/13/08 5:21 AM |
| **21.** | Yes there are advantages, as said previously. I can access the information, the web links, at any point. I can contact my teacher from home if necessary (guarantee they will respond "in time" is another matter however) | Thu, 1/31/08 8:20 AM |
| **22.** | There are lots of resources which help to improve your french in all areas of the language. It's simple to complete the tasks and easier to send completed essays through Moodle - you can keep track of what you have done and what you haven't. | Thu, 1/31/08 8:18 AM |
| **23.** | It is very easy to contact teachers through moodle if you have troubles and you can hand in assignments easily. | Thu, 1/31/08 8:18 AM |
| **24.** | I am able to work more individualy and try to work things out by myself. It is a new a interesting way to learn. I am able to use this from home, and it is harder to contact a teacher form home. | Thu, 1/31/08 8:16 AM |
| **25.** | It's accessable from home at all times whereas a teacher isn't. | Thu, 1/31/08 8:14 AM |
| **26.** | its quick and easy to access | Thu, 1/31/08 8:08 AM |
| **27.** | I feel that one can work through exercises quicker and it is much more comprehensive. | Thu, 1/31/08 8:06 AM |
| **28.** | You can access it from school and from home. | Thu, 1/31/08 8:06 AM |
| **29.** | It's different, it's easy to adapt to and you can work forward at your own pace | Thu, 1/31/08 8:04 AM |
| **30.** | Stated above | Thu, 1/24/08 10:58 AM |
| **31.** | easy to discuss | Mon, 1/21/08 3:07 PM |

**Detailed view Q 15. Displaying 1 - 27 of 27 responses**

| | **Comment Text** | **Response Date** |
|---|---|---|
| **1.** | other people can see your work | Mon, 6/2/08 1:50 AM |
| **2.** | If you don't understand something then there is nothing you can do until you next see your teacher | Tue, 3/18/08 3:00 AM |
| **3.** | I only have 30 minutes to edit my work. | Mon, 3/3/08 2:29 AM |
| **4.** | I don't think I engage as well when working with a computer as when I am working in class. | Thu, 2/28/08 8:09 AM |
| **5.** | hard to start in-depth discussions, miss out on teacher's remarks, not sure wheter teacher will read and feedback as they would for an essay, difficult to write in detail in boxes (difficult to view over your work) | Wed, 2/27/08 1:10 PM |

| 6. | It is currently underdeveloped and some information is missing. | Wed, 2/27/08 3:16 AM |
|---|---|---|
| 7. | Technical problems can sometimes make it difficult to hand in work, however this is only a minor detail which generally doesn't pose a problem. | Tue, 2/26/08 11:31 AM |
| 8. | Atimes instructions were not clear leading to teacher having to explain or the website was down so work could not be completed. | Wed, 2/13/08 5:45 AM |
| 9. | If there are problems with the internet, it is impossible to use. | Wed, 2/13/08 5:41 AM |
| 10. | often tricky to navigate and sometimes not interesting enough | Wed, 2/13/08 5:41 AM |
| 11. | It can make the learning more boring becuase there is very little attempt to make learning more interesting with this site. | Wed, 2/13/08 5:34 AM |
| 12. | Some longer passages take longer to go through on your own using this site, and is better if it is gone through as a class. | Wed, 2/13/08 5:34 AM |
| 13. | The disadvantages would have to be sometimes if you were unable to log onto the website then you were unable to complete some work given to you by your teachers. | Wed, 2/13/08 5:30 AM |
| 14. | Information on the site isn't always correct. | Wed, 2/13/08 5:26 AM |
| 15. | None. | Wed, 2/13/08 5:24 AM |
| 16. | The disadvantages or learning with the site is that sometimes for whatever reaon we cannot access it. | Wed, 2/13/08 5:24 AM |
| 17. | I think the disadvantages are that the students will not interact with the class or others. | Wed, 2/13/08 5:22 AM |
| 18. | My handwriting will get bad.. | Wed, 2/13/08 5:21 AM |
| 19. | There are not really 'disadvantages'. You can either use it, and help yourself, or not. It doesn't affect me negatively in any way ... | Thu, 1/31/08 8:20 AM |
| 20. | It is quite a complex site in the sense that there is a lot look out for e.g. new tasks to complete. | Thu, 1/31/08 8:18 AM |
| 21. | Things aren't as well explained as with a teacher. You must have access to a computer and the internet. | Thu, 1/31/08 8:14 AM |
| 22. | can be repetitive | Thu, 1/31/08 8:08 AM |
| 23. | Not all exercises can be managed or marked by a teacher, therefore one does not know whether the answers are correct. | Thu, 1/31/08 8:06 AM |
| 24. | It is sometimes slow to respond. | Thu, 1/31/08 8:06 AM |
| 25. | It doesn't really fill in the gaps for me: it only provides exercises | Thu, 1/31/08 8:04 AM |
| 26. | Not all students may understand the site very well and have unfamiliarity issues with the programme. Some students may get distracted while using the internet. And again, the design of the programme is very outdated | Thu, 1/24/08 10:58 AM |
| 27. | nothing | Mon, 1/21/08 3:07 PM |

## Detailed view Q 17.  Displaying 1 - 7 of 7 responses

| | Comment Text | Response Date |
|---|---|---|
| **1.** | I think everything was average | Tue, 3/18/08 3:00 AM |
| **2.** | The links to critiques of the books we've studied/ further information. | Tue, 2/26/08 11:31 AM |
| **3.** | Typing blogs and forums were easy in the word format | Mon, 2/25/08 12:35 PM |
| **4.** | (none) | Wed, 2/13/08 5:41 AM |
| **5.** | no. | Wed, 2/13/08 5:21 AM |
| **6.** | The glossary was very useful and the listening exercises. | Thu, 1/31/08 8:18 AM |
| **7.** | Sometimes the links didn't work for listening exercises. | Thu, 1/31/08 8:14 AM |

## Detailed view Q 18.  Displaying 1 - 10 of 10 responses

| | Comment Text | Response Date |
|---|---|---|
| **1.** | So i can learn more at home | Tue, 3/18/08 3:00 AM |
| **2.** | I would like to improve certain subject areas. | Mon, 3/3/08 2:29 AM |
| **3.** | it is interesting to see others' views especially in a topic such as english, since there can be various interpretations. however, for other factual subjects, it is easier to do written work and submit it for detailed feedback | Wed, 2/27/08 1:10 PM |
| **4.** | It is a useful medium through which to discuss books and share resource materials. | Tue, 2/26/08 11:31 AM |
| **5.** | Additional help is at hand, also an additional source. | Wed, 2/13/08 5:45 AM |
| **6.** | Because it makes it more fun. | Wed, 2/13/08 5:34 AM |
| **7.** | I think i would quite like to as i do find an easier way to concentrate, by using a computer which then helps me to learn. | Wed, 2/13/08 5:30 AM |
| **8.** | It would be extremely useful for Japanese. | Wed, 2/13/08 5:26 AM |
| **9.** | I think especially for lesser chosen subjects (japanese for example) where it can be quite difficult to find information for your subject. Through moodle teachers could give us links, address etc for help. | Thu, 1/31/08 8:20 AM |
| **10.** | It doesn't explain topics or grammar enough or at all. | Thu, 1/31/08 8:14 AM |

## Detailed view Q 19.  Displaying 1 - 22 of 22 responses

| | Comment Text | Response Date |
|---|---|---|
| **1.** | I enjoy using them to talk to my friends | Tue, 3/18/08 3:00 AM |
| **2.** | They are an easy way of interacting with people outside school. | Mon, 3/3/08 2:29 AM |
| **3.** | MSN is quick so i like to use this, and many of my friends have this particular i.m. service. i like facebook because i can catch up with people on a not-too-frequent basis without the pressure of being in an MSN conversation | Wed, 2/27/08 1:10 PM |

**4.** They are quick and easy to talk to friends, find things and gather necessary information · Wed, 2/27/08 3:16 AM

**5.** They are a fun way to keep in touch with friends. They are also extremely time-efficient, which is a major allure for me. · Tue, 2/26/08 11:31 AM

**6.** They are fun to use and i enjoy using them in free time · Mon, 2/25/08 12:35 PM

**7.** These sites are easy to use and what is requested by the user is given to instantly(google). Facebook, instant messaging is used in order to wear away past times by chatting to friends or people i have lost contact with. · Wed, 2/13/08 5:45 AM

**8.** They are a free and easy way to talk to friends and share things like music. · Wed, 2/13/08 5:41 AM

**9.** google- research facebook- occasional socialising youtube- watching videos and tv programmes · Wed, 2/13/08 5:41 AM

**10.** They are entertaining and it easy to talk to my friends this way as well as meeting new people. · Wed, 2/13/08 5:38 AM

**11.** They are good for communicating with your friends, and you can upload things to make it more interesting, such as vidos and pictures. Also it gives you freedom to write about what you want. · Wed, 2/13/08 5:34 AM

**12.** I use some of these sites to socialise with my friends, and some of the others to find out additional information, which help with my work from teachers. · Wed, 2/13/08 5:30 AM

**13.** They make communication easy. They are fun and sites such as youtube have great information that can't be accessed anywhere else. · Wed, 2/13/08 5:26 AM

**14.** They are really easy to use, especially google, and the sites that i want are giving to me instantly. Facebook and myspace i use a lot at home for talking to mates. · Wed, 2/13/08 5:24 AM

**15.** I use these sites because they are good ways of keeping up with old friends that I have not seen in a while and I can get bored so it gives me something to do. · Wed, 2/13/08 5:22 AM

**16.** Most of my friends also use them so it is a good way of keeping in contact. Some of the sites are also useful for posting/storing information and photos. · Wed, 2/13/08 5:21 AM

**17.** Its easier to communicate with my friends this way ... AND CHEAPER! Facebook in particular is quite fun and I use MSN messenger almost everyday! · Thu, 1/31/08 8:20 AM

**18.** It's an easy way to talk to your friends. · Thu, 1/31/08 8:18 AM

**19.** I like to keep in contact with my friends. They are easy to access nformation from. Google is the quickest search engine. · Thu, 1/31/08 8:14 AM

**20.** they are fast, easy to use and enjoyable due to the different applications · Thu, 1/31/08 8:06 AM

**21.** I like to keep in contact with people who I do not see very often, and this is an easy way to do it. · Thu, 1/31/08 8:06 AM

**22.** Instant Messaging/Myspace/Facebook: allows quick and easy communication with friends, family and people you know. Especially facebook, allows you to almost submit your life online; with your photos/events/plans/pictures/music etc people can see what you are up to Other sites: Generally for leisure, google is used mostly in school reseach, and sometimes YouTube also. · Thu, 1/24/08 10:58 AM

**Detailed view Q20. Displaying 1 - 27 of 27 responses**

| | Comment Text | Response Date |
|---|---|---|
| **1.** | wikipedia for information gavering | Mon, 6/2/08 1:50 AM |
| **2.** | Hotmail for my emails. google to find things. | Tue, 3/18/08 3:00 AM |
| **3.** | www.bebo.com because i can communicate with friends from outside school. | Mon, 3/3/08 2:29 AM |
| **4.** | I don't have any other specific sites I use. I use a variety when researching a topic but often then do not revisit them. For the most part I use computers for typing, research and MSN | Thu, 2/28/08 8:09 AM |
| **5.** | bbc and manutd.com for sports updates.bbc for music updates. | Wed, 2/27/08 1:10 PM |
| **6.** | wikipedia- as a good source of information | Wed, 2/27/08 3:16 AM |
| **7.** | Ask Search Engine- to search for information Wikipedia- general information | Tue, 2/26/08 11:31 AM |
| **8.** | many e.g. wikipedia | Mon, 2/25/08 12:35 PM |
| **9.** | Wikipedia very good source for anykind of work, Ebay occasionally to shop, Aol this is my main email account. | Wed, 2/13/08 5:45 AM |
| **10.** | play.com, to buy cds, dvds, etc. Youtube to watch videos. | Wed, 2/13/08 5:41 AM |
| **11.** | ebay and amazon buying things | Wed, 2/13/08 5:41 AM |
| **12.** | hotmail, yahoo - emailng | Wed, 2/13/08 5:38 AM |
| **13.** | Google and wikipedia to help find the meaning of phrases and that extra bit of research to expand ones horizons. | Wed, 2/13/08 5:34 AM |
| **14.** | Google - searching for everything you need Wikipedia - helpful information Ebay - buying stuff for cheap/selling stuff | Wed, 2/13/08 5:34 AM |
| **15.** | I don't really use any others. | Wed, 2/13/08 5:30 AM |
| **16.** | wikipedia for general research. | Wed, 2/13/08 5:26 AM |
| **17.** | Too many to list here. | Wed, 2/13/08 5:24 AM |
| **18.** | wikipedia-homework, ebay-shopping, aol-email | Wed, 2/13/08 5:24 AM |
| **19.** | www.dictionary.com Self-explanatory | Wed, 2/13/08 5:21 AM |
| **20.** | Word Reference - vocabulary, grammar | Thu, 1/31/08 8:18 AM |
| **21.** | None. | Thu, 1/31/08 8:18 AM |
| **22.** | Occasionally i order clothes and items off of the internet | Thu, 1/31/08 8:16 AM |
| **23.** | hotmail - check email wordreference - vocab | Thu, 1/31/08 8:14 AM |
| **24.** | bbc website | Thu, 1/31/08 8:08 AM |
| **25.** | Usually sports and football updates | Thu, 1/31/08 8:04 AM |
| **26.** | www.popjustice.com -Music News www.faceparty.com -Networking www.perezhilton.com -Celebrity News www.heatworld.com -Celebrity News www.entrevue.fr -French Gossip Site www.digitalspy.co.uk -Media updates last.fm -Music networking nme.com -music magazine online | Thu, 1/24/08 10:58 AM |

**27.** game websites, gaming                                           Mon, 1/21/08 3:07 PM

**Detailed view Q 21.  Displaying 1 - 19 of 19 responses**

| Comment Text | Response Date |
|---|---|
| **1.** It's easier to search for information | Tue, 3/18/08 3:00 AM |
| **2.** It helps me with independent study. | Mon, 3/3/08 2:29 AM |
| **3.** Very much as before; I don't feel learn as effectively through a computer screen as I do through listening or participating in classes. | Thu, 2/28/08 8:09 AM |
| **4.** the internet is so useful for researching, but i find it far quicker to hand-write work, and there are less distractions if you are not using the internet. | Wed, 2/27/08 1:10 PM |
| **5.** They are a necessary part of our modern society | Wed, 2/27/08 3:16 AM |
| **6.** It is an expansive source of information which can be easily reached from home. | Tue, 2/26/08 11:31 AM |
| **7.** It is easy to use and helps to saave time sometimes. it is also good because i can enjoy using the computer as well as use it for studies | Mon, 2/25/08 12:35 PM |
| **8.** It is much easier and quicker to work with a reliable source at hand without having to visit the library, without a computer my work will consume much more of my time | Wed, 2/13/08 5:45 AM |
| **9.** I like to type up work, as it is much neater, and the internet is a very good source of information. | Wed, 2/13/08 5:41 AM |
| **10.** often very useful when done properly (research, etc) but can seem waste of time sometimes (particularly in class) | Wed, 2/13/08 5:41 AM |
| **11.** In terms of essays, it is faster and easier to do them this was as it is easier to access additional help, for example if you can easily find an online dictionary. | Wed, 2/13/08 5:38 AM |
| **12.** beacuse it makes things easier and more helpful. Also you dont need to carry folders full of notes. | Wed, 2/13/08 5:34 AM |
| **13.** As i have said i find that i am able to learn a lot better when using computers so i would have to say i do like using them. | Wed, 2/13/08 5:30 AM |
| **14.** They are quicker than researching out of books. There is such a wide range of information on the internet and typing is so much faster and easier than hand writing. | Wed, 2/13/08 5:26 AM |
| **15.** Yes because it is more interesting and also we can save work on the computer instead of having to carry it around all day long. | Wed, 2/13/08 5:24 AM |
| **16.** Computers are a huge, acessible store of information. It is quick and efficient when researching a specific topic. Note-taking is also more efficient when completed on the conputer because it can be easily edited. | Fri, 2/1/08 6:58 AM |
| **17.** I find typing a much easier/ quicker way to work than writing everything out. Wordreference is also very useful for checking vocabulary. | Thu, 1/31/08 8:18 AM |
| **18.** I prefer typing up essays than writing them by hand because it's easy to correct mistakes and reprint rather than re-write. Information is easy to access with the internet - lots of resources. | Thu, 1/31/08 8:14 AM |
| **19.** i find it harder to concentrate on a computer than with a text book. | Thu, 1/31/08 8:08 AM |

**Detailed view Q22.  Displaying 1 - 30 of 30 responses**

| | Comment Text | Response Date |
|---|---|---|
| **1.** | english | Mon, 6/2/08 1:50 AM |
| **2.** | Metamorphosis | Tue, 3/18/08 3:00 AM |
| **3.** | English | Mon, 3/3/08 2:29 AM |
| **4.** | English, for all of the texts we have studied with Mr Bridges. Particularly A History of the world in 10 1/2 chapters and Metamorphosis | Thu, 2/28/08 8:09 AM |
| **5.** | The Metamorphosis by Kafka in English Higher | Wed, 2/27/08 1:10 PM |
| **6.** | English | Wed, 2/27/08 3:16 AM |
| **7.** | We have just opened discussions on Kafka's 'Metamorphosis' | Tue, 2/26/08 11:31 AM |
| **8.** | English | Mon, 2/25/08 12:35 PM |
| **9.** | English, Theory of Knowledge | Wed, 2/13/08 5:45 AM |
| **10.** | The General Prologue. | Wed, 2/13/08 5:41 AM |
| **11.** | the general prologue- canterbury tales | Wed, 2/13/08 5:41 AM |
| **12.** | A doll's house, The General Prologue (Chaucer), (Death of a Salesman) | Wed, 2/13/08 5:38 AM |
| **13.** | Chaucer | Wed, 2/13/08 5:34 AM |
| **14.** | English - Plays, novels, poems | Wed, 2/13/08 5:34 AM |
| **15.** | English IB H.L e.g- Death of a Salesman among others | Wed, 2/13/08 5:30 AM |
| **16.** | English - plays and novels | Wed, 2/13/08 5:26 AM |
| **17.** | Mainly used for English IB HL, e.g. William Blake | Wed, 2/13/08 5:24 AM |
| **18.** | English | Wed, 2/13/08 5:24 AM |
| **19.** | The General Prologue from the Canterbury Tales, A Doll's House, Death Of A Salesman | Wed, 2/13/08 5:22 AM |
| **20.** | English | Wed, 2/13/08 5:21 AM |
| **21.** | Health | Fri, 2/1/08 6:58 AM |
| **22.** | English, French | Thu, 1/31/08 8:20 AM |
| **23.** | French | Thu, 1/31/08 8:18 AM |
| **24.** | La Santé | Thu, 1/31/08 8:16 AM |
| **25.** | La santé, l'education, la francophonie | Thu, 1/31/08 8:14 AM |
| **26.** | french - la sante | Thu, 1/31/08 8:08 AM |
| **27.** | La Santé | Thu, 1/31/08 8:06 AM |
| **28.** | French - La sante | Thu, 1/31/08 8:04 AM |
| **29.** | I studied various topics in french, and diffrent texts in english | Thu, 1/24/08 10:58 AM |
| **30.** | english | Mon, 1/21/08 3:07 PM |

**Detailed view Q 22. Displaying 1 - 13 of 13 responses**

| | Comment Text | Response Date |
|---|---|---|
| 1. | I don't think we used it enough to make a difference | Tue, 3/18/08 3:00 AM |
| 2. | It provided me with more resources to use in my work. | Mon, 3/3/08 2:29 AM |
| 3. | I liked the fact that there seemed little pressure to write a long essay but that you could express your personal opinion in a summary | Wed, 2/27/08 1:10 PM |
| 4. | The resources posted help to give direction to any independent research I want to do on a book | Tue, 2/26/08 11:31 AM |
| 5. | It is good to support the learning and add to it | Mon, 2/25/08 12:35 PM |
| 6. | I feel that it has made it easier for me to learn on my own. | Wed, 2/13/08 5:41 AM |
| 7. | yes, a little bit more confident as time wasnt spent searching for resources. | Wed, 2/13/08 5:41 AM |
| 8. | I feel less under pressure and i find that because the information i needed was there then i didn't feel obliged to go to my teacher for help as the majority of the time i didn't need it. | Wed, 2/13/08 5:30 AM |
| 9. | I didn't need help from a teacher. | Wed, 2/13/08 5:26 AM |
| 10. | The complilation of a glossary made me feel confident that I could learn and retain vocabulary on my own. It also reassured me that there would be a huge bank of vacabulary for each topic for me to revise from, when the time arrived. | Fri, 2/1/08 6:58 AM |
| 11. | If I want to do particularly well in a subject I work independently anyway. I am confident to do so, moodle allows me to do so easier though. | Thu, 1/31/08 8:20 AM |
| 12. | It has lots of resources to help with independant study and the ability to shre these. | Thu, 1/31/08 8:18 AM |
| 13. | I didn't rely on the teacher so much. | Thu, 1/31/08 8:14 AM |

**Detailed view Q 24.   Displaying 1 - 28 of 28 responses**

| | Comment Text | Response Date |
|---|---|---|
| 1. | theres not enough/too much of it | Mon, 6/2/08 1:50 AM |
| 2. | I think it should be made more accessible to us, with more websited for us to use | Tue, 3/18/08 3:00 AM |
| 3. | Its really useful, but the material on the web needs to be regulated for safety reasons. | Mon, 3/3/08 2:29 AM |
| 4. | I think that technology has opened up the boundaries of our learning, giving us the means and encouraging us to share our ideas as a whole, no matter how loud our voice in class may be. We can create a network of resources that we can acess either individually or as a group at any time, and it has greatly expanded my ability to research and gather information on any topic and made my approach, opinion and understanding in a multitude of areas far more rounded and informed. | Thu, 2/28/08 8:09 AM |
| 5. | the internet is fantastic for learning. i believe that schools should teach touch-typing, since work is often computer-based now. all coureswork should be controlled, since it is too easy for some to plagarise from the internet | Wed, 2/27/08 1:10 PM |

**6.** technology is always becoming a bigger part in our education. With a more up-to-date site with information regularly posted, technology could soon become the new school.

Wed, 2/27/08 3:16 AM

**7.** That its gradually increasing presence is enriching the study of our chosen subjects; however, it is better as an additional resource and therefore should not be allowed to replace more conventional aspects of learning.

Tue, 2/26/08 11:31 AM

**8.** I think that technology in learning these days is very important, because of the evidence that children learn in different ways. By enabling them to use a wide range of learning methods, you are maximising the learning potential, thus creating a better potential education and future for children and this country

Mon, 2/25/08 12:35 PM

**9.** Technology is clearly evolving quick, this is of great advantage to students. However I believe it is not used enough in school and could be of great advantage to the students as well as the staff.

Wed, 2/13/08 5:45 AM

**10.** Technology is very important as school, as it can be useful in all subjects, for things such as typing up work, or using the internet to find information.

Wed, 2/13/08 5:41 AM

**11.** Technology has been very important to my learning and has enabled me to identify and understanc other interpretations of other's work.

Wed, 2/13/08 5:41 AM

**12.** Technology is very central to my learning. I use computer the computer for most of my assignments and presentations.

Wed, 2/13/08 5:38 AM

**13.** make it more fun with more sense based learning such as more audio and video.

Wed, 2/13/08 5:34 AM

**14.** It makes things easier.

Wed, 2/13/08 5:34 AM

**15.** I would say that we use technology in our learning to the full extent and are able to benefit greatly with the information provided for us to access easily as and when we need it.

Wed, 2/13/08 5:30 AM

**16.** The internet makes reasearching so much easier. Typing makes doing work a lot quicker and neater. Transferring and storing work is also very easy with computers.

Wed, 2/13/08 5:26 AM

**17.** Technology is a large part of leaning. Resources such as the internet mean that practically any information found in any other medium such as books or research papers is available almost instantly online.

Wed, 2/13/08 5:24 AM

**18.** I dont thinkt hat technology is used enough in learning. I think that near enough all of our work should be done ont he computer becase it makes things so much easier.

Wed, 2/13/08 5:24 AM

**19.** I think that thre is a good use of technology in learning at the moment, though even more could be beneficial.

Wed, 2/13/08 5:21 AM

**20.** I would say that the use of technology in my learning has markedly improved over teh course of my education. I was looking forward to seeing more teacher-made sites tailored for my courses (like Moodle) in the future.

Fri, 2/1/08 6:58 AM

**21.** I know that my friends and I are constantly on the internet, so maybe if they can find a way to bring some of our education to the computer then maybe people would learn better.

Thu, 1/31/08 8:20 AM

**22.** The layout could be better.

Thu, 1/31/08 8:18 AM

**23.** Technology can definitely improve learning because there are many resources on the internet. However there is such a wide range of information that it is diffiult to find

Thu, 1/31/08 8:14 AM

specific things sometimes.

**24.** I feel that it is extremely beneficial to use computer to aid learning, as it does not solely develop the subject knowledge but IT knowledge also. However i disagree with the idea of JUST using computers as a student will become lazy. Also issues such as plagiarism and cheating may take place.    Thu, 1/31/08 8:06 AM

**25.** More subjects should have websites or shared areas that can be accessed from school and home.    Thu, 1/31/08 8:06 AM

**26.** It can be more inspiring    Thu, 1/31/08 8:04 AM

**27.** I would say that technogoloy can be used to a great advantage in my learning, although it may not necessarily always ben the best way for all students to take in information    Thu, 1/24/08 10:58 AM

**28.** that technology can be useful in helping to display and help with questions    Mon, 1/21/08 3:07 PM