

This is the twelfth quarterly summary for all who have expressed interest in MIICE. If you have comments on what should be in this newsletter, please contact Roddy Stuart on rodny@miice.org.uk or on 0141-339 7127. Contributions about initiatives in schools, teacher education establishments or education authorities will be most welcome

Please feel free to pass this newsletter on to anyone who is interested in the use of MIICE to promote good learning and teaching using ICT. Please advise MIICE about changes of e-mail address or to recommend others to receive it - contact rodny@miice.org.uk

Please remember that all MIICE publications, including copies of previous MIICE Newsletters, are available from <http://www.miice.org.uk>

Review of MIICE

The MIICE toolbox in its current form has been around since the Autumn of 2002; there was an earlier format which was issued in September 2001 as part of the MIICE initial report (which can be downloaded from the Miscellaneous materials>MIICE partnership section of the MIICE website, on <http://www.miice.org.uk>)

The original purposes of MIICE were to help to answer the larger 'strategic' questions about the value added by use of ICT to learning and teaching. But it became clear from early discussions that it was capable of a much wider range of applications. The language and structure of the MIICE toolbox reflect the original purposes, and the limited audience thus implied. Many colleagues have said over the years that the toolbox as it stands is a formidable document for practitioners to get into

The MIICE partners have started a process of review of MIICE. The original toolbox will not be withdrawn. But a number of issues has been raised by a group of partners - Alex Gilchrist of South Lanarkshire Council, Jim Husband of Fife Council and Andy Watson of Aberdeen City Council - about the way forward, including the following suggestions

- The MIICE Toolbox needs to be streamlined. Although teachers and schools have been advised that they do not have to use the entire document, the amount of content puts teachers off. Non ICT specialists evaluating their own programme are not confident enough of their own ICT practice to make a judgement as to whether it is good or not
- Many people ... seem to work on the basis of a scoring system of 1-4. While the concept of highlighting levels 2 & 4 is fully adequate, I tend to go on the basis of level 4 as the target and consider how far along the line the target audience is. I would therefore put it to you that perhaps we need to do away with the level 2 indicators and just utilise the level 4 'targets'. This would reduce the amount to absorb from the toolkit initial reading to a minimum and make it more readable first time through when selecting the various outcomes
- Although MIICE enthusiasts know that MIICE is designed to be used flexibly and that it is the approach to assessing impact that is the most important feature, newcomers only see the toolbox and that looks inflexible. I think we need to see the existing toolbox (whether in its present state or revised) as the 'reference section' and have an introductory booklet which outlines the approach with exemplars. I think collecting the materials on the website is the way forward. We certainly need to move away from MIICE being perceived as just the toolbox to it being seen as a collection

of ideas, exemplars and tools

The MIICE partners, at the meeting on 30 September 2005 decided that there is still a role for the MIICE partnership; the publication in late 2004 of the HMIE document on *Using ICT in learning and teaching* does not mean that MIICE should fade away. The partners also agreed on an immediate action list to extend the usefulness of MIICE to a wider circle of practitioners

- Further exemplars of the work which has been done using MIICE will be added to the website. As well as the documents and PowerPoint presentations which are already there, in the MIICE materials section, there will be an effort to include multimedia materials which allow people to see MIICE in action
- An online 'screen prompts' approach will be developed which would allow users to 'drill down' behind the elements of the toolbox to see something of the reality of children's learning behaviours which lie behind it
- A simplified - level 4 only - alternative toolbox will be published, inviting users to adopt some sort of 4 point scale indicating progress towards the 'ideals' represented by level 4

In addition the development of guides for teachers, sometimes called teachers' guides, will be extended. Guides for primary maths and for secondary music are already available in the Subject guides section of the MIICE website. A guide for primary science is in preparation. If you - or a group you belong to - would like to develop one of these - with help - please contact Roddy Stuart on roddy@miice.org.uk

If you have any contributions to make to the discussions about the 'democratisation of MIICE', please contact either Tony van der Kuyl on tony@miice.org.uk or Roddy Stuart on roddy@miice.org.uk

MIICE conferences

There were 4 seminars at SETT 2005 about perspectives on MIICE. In light of this there will be no conference in November 2005. The next MIICE conference will likely take the form of a series of regional events in the Summer 2006 term, showcasing a number of case studies of interesting use of ICT where MIICE has been of a little help in either planning or in review and evaluation (and occasionally in both). If you have such a 'case study' and would be willing to share this with colleagues from elsewhere, please contact Roddy Stuart on roddy@miice.org.uk

MIICE Discussion Paper 9

The latest MIICE discussion paper is entitled *Using ICT in Learning and Teaching and MIICE*. It has the following purposes (taken from the introduction)

Using ICT in Learning and Teaching was published by HMIE in November 2004.





While its purpose is slightly different from that of the MIICE quality framework, there is evident overlap in the purposes of the 2 approaches. This discussion paper sets out some of the similarities and differences

This can be downloaded, in AppleWorks or Word versions, from the Discussion papers section of the MIICE website

MIICE around Scotland

In *Eilean Siar* (Western Isles for the monoglot) Hamish Budge has taken a selection of MIICE measures and added them to other monitoring questions. He has also made use of the Mister Men to help teachers to decide where they stand currently, as the following

illustration shows. The numbers in the first column relate to the MIICE outcomes and components

Please tick the box which matches your experience of <i>software/hardware</i>					
Miice outcomes/components					
2.2	Did <i>software/hardware</i> help you make/create and show your work successfully?				
2.1	Did <i>software/hardware</i> help you use your computer in a more useful way?				
2.3	Did <i>software/hardware</i> help you collect and make sense of information?				
3.1	Did <i>software/hardware</i> allow you to use different forms of information, text, sound, pictures and moving images?				
3.3	Did <i>software/hardware</i> allow you to control objects and tell them how to move?				

SSDN The contract for the provision of the SSDN intranet, by RM, was signed at SETT in September 2005. The MIICE partners are already in discussion with the SSDN team, based at Learning and Teaching Scotland, to develop frameworks which will allow us all to monitor and articulate the 'value added' to learning through the use of the varied services which SSDN will bring in the next 2 to 5 years. To this end, MIICE partners are going to convene by video conference on Thursday 24 November (from 4.00 to 5.00 pm) to discuss a starter paper about the use of MIICE as part of this process. If you would like to take part in these discussions, please contact your local ICT support team; if you are unsure whom to contact, please write to rodody@miice.org.uk

Leadership for Learning Masterclass MIICE will again feature as an element of the programme for the Leadership for Learning Masterclass programme which runs from November 2005 through to March 2006

MIICE

MIICE - Measurement of the Impact of ICT on Children's Education - is a partnership of Scottish EAs and teacher education institutes, led by the University of Edinburgh (Scottish Interactive Technology Centre at Moray House School of Education). The partnership is dedicated to discussion and action research to enhance learning and teaching through appropriate use of ICT

The partnership now has 31 EAs and 6 teacher education institutes

EAs

Aberdeen City Council
 Aberdeenshire Council
 Angus Council
 Argyll and Bute Council
 Clackmannanshire Council
 Comhairle nan Eilean Siar
 Dumfries & Galloway Council
 Dundee City Council
 East Ayrshire Council
 East Dunbartonshire Council
 East Lothian Council
 East Renfrewshire Council
 City of Edinburgh Council
 Falkirk Council
 The Fife Council
 Glasgow City Council

Highland Council
 Inverclyde Council
 Midlothian Council
 The Moray Council
 North Ayrshire Council
 North Lanarkshire Council
 Orkney Islands Council
 Perth and Kinross Council
 Renfrewshire Council
 Scottish Borders Council
 Shetland Islands Council
 South Lanarkshire Council
 Stirling Council
 West Dunbartonshire Council
 West Lothian Council

TEIs

University of Aberdeen
 University of Dundee
 University of Edinburgh
 University of Paisley
 University of Stirling:
 Institute of Education
 University of Strathclyde