

This is the seventh 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 [roddy@miice.org.uk](mailto:roddy@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 [roddy@miice.org.uk](mailto:roddy@miice.org.uk)

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

## MIICE conferences

A fifth MIICE implementation conference was held in Moray House School of Education in Edinburgh on Friday 21 May 2004. 38 people from 23 EAs or TEIs attended and heard about 3 more projects where MIICE had played a part in planning or in review/audit

### **Falkirk primary schools and 5-14 mathematics: information handling**

Iain Midgley, ICT Development Officer for Falkirk Council (on secondment from his post at Bantaskin Primary School in Falkirk) outlined how MIICE had been useful in a pilot project to help the ICT support team get a firmer understanding of the ways in which ICT use was developing for teaching of an area of concern within the curriculum



He summarised the ICT infrastructure, support, CPD programme and plans for Masterclass development (including 5 being seconded to team teach in primary schools in the coming school year

Falkirk has long been a MIICE partner and was keen to use it to help them assess progress in an area which HMIE reports were confirming was an area of under-achievement, the development of information handling within the overall mathematics 5 to 14 area of the curriculum. They wanted also to use this as a pilot for further such uses of MIICE

They refined their choice of measures from 4 outcomes, making changes in the wording to fit the context of the particular investigation where necessary. A small selection of 6 schools (2 each in the roll categories small, medium and large) and a timetable for the 3 interviewers was planned. The sets of questions, MIICE measures being supplemented by 3 general questions, were used to provide structure for the 30 minute interviews. The report is nearly complete and will be made available through the MIICE website in due course

The overall picture is one of a positive experience for teachers and pupils from use of ICT for this area of the curriculum; but nearly all felt that ICT should be used in conjunction with other means of learning and practising. Some teachers felt that the use of ICT was inhibited mainly by their own timidity in using ICT. Their conclusions are that staff are becoming more familiar with the tools which are supplied (through the RM Primary Toolbox) and were generally reporting positive learning experiences. The statistical element confirmed the impression from interviews that in most aspects they

were at the stage of 'fair and making progress'; more help is needed

Iain reported their reactions to the use of the MIICE toolbox as an aid to the process. It is flexible; it looks at the learning environment; the interviews led to useful dialogue from which a lot was learned about the nuances of facilitating learning; there was evidence that the process was a practical way to promote professional reflection about our own practice; it was detailed and not just a 'tick box' reaction. On the other hand, some quantitative feedback would also be useful and that is not covered within the 'generic' approach of the MIICE toolbox

### **Perth High School and audit of ICT development in a secondary school**



Jim Scott, Head Teacher (left), and Jim Hynd, Principal Teacher of English (right), explained some the ways in which they are using MIICE to monitor progress in Perth High School's ambitious plans for developing the uses of ICT for learning and teaching (and for management of learning)

Jim Scott explained that ICT is a major priority in the schools improvement plan from 2202 to 2006 and is aimed at responding to the needs of pupils and staff, within the context of the overall Perth and Kinross Council strategy (in which he also plays a prominent part). The school strategy has several strands, including a phased development programme round subject departments and other teams as and when they are ready, ICT training and CPD for all staff, use of ICT for management, and quality assurance. They have a clearly understood management strategy to take things forward over the 4 years of the current plan. They have been using MIICE in general (and the selection of measures which are in MIICE Discussion Paper 5 in particular, which grew out of a plan explained by Jim Scott at the inaugural MIICE video conference) to monitor progress. A particular subject department report (Physics) was circulated as a sample of the way in which teachers are able to report - generally positively in this case - on the ways in which their use of ICT is impacting on the learning and teaching processes

One of the areas where they are keen to assure themselves of quality is in the important but 'messy' area of continuing professional development, for all staff in the school (not just teachers). Their experience of NOF was not positive and the possible 'post NOF' options have all carried difficulties within them

Jim Hynd explained some of the options they had explored and outlined the Atomic Learning solution which has become an important element in their overall strategy. This is a US website which delivers a wide range of video tutorials on applications, and on learning and teaching). The benefits for their school include easy access from home or school (for staff and for the wider school community of pupils, parents and others, which totals some 4500), pupils and parents are entirely welcome to use it too; there is proven e-mail support for those posing questions; the library of materials is evolving; it is cross-platform and broadly based (including educational activities); and it is inexpensive (their annual licence is currently under £1000). The system provides tracking tools to show patterns of use (which can be exported to Excel for further local processing). The tutorials are short (none more than 2 minutes) and they are fully graded to meet a range of users' needs. Jim explained that they are also going to explore the value of the recently endorsed (by SQA) PC Passport scheme

Atomic Learning now have a UK agent and they will be coming to the UK in June and

July and would be willing to meet EAs and schools which are interested in negotiating licences

### **University of Dundee and ICT for initial teacher education**

Derek Robertson explained how he had found ICT useful as a young teacher in Whitfield Primary School in a relatively disadvantaged area of Dundee, some examples of these activities are on the case studies website accessible through the MIICE website. His involvement with MIICE began with his work as a seconded staff tutor in Dundee and continued when he was appointed at what was then Northern College in Dundee in 2001. Initially the use of ICT in initial teacher education courses had a focus on technical skills, and was lacking both classroom context and pedagogical focus. MIICE has been helpful in addressing these deficits in recent years. MIICE is introduced to the students as a way by which they can put their ambitions for learning using ICT into words; and it is well integrated into the (Blackboard) VLE which the students use throughout their course at what is now the University of Dundee. In their practical work there is a focus on creativity using art and design, which Derek has found is an attractive way for trainee teachers - and others - to explore use of ICT for learning with children in the classroom, rather than the perhaps more common approach of boosting teachers' productivity through mastery of 'tools'. They have modified the MIICE materials to suit their purposes and student teachers now use this as a means to record and report on their use of ICT in teaching practices and for projects. It has proved useful to help them focus better on the quality (and 'texture') of the learning that is going on and some examples which Derek was able to show demonstrate a clear focus, in both reports and student teacher websites. MIICE elements have also been useful to help to assess BED 1 final projects, which has got round the previous problems of non-assessment - and hence under-valuing - of the ICT element of the training programme and has helped student teachers to establish clearer attainment targets for their use of ICT



The materials from these 3 presentations will soon take their places on the MIICE website

In the afternoon of the conference, colleagues discussed a range of issues facing the MIICE partnership and, among other things, offered the following good advice (if sometimes conflicting) about the development of the proposed subject guides by which MIICE will be related to the use of ICT in a wide range of curricular areas within both the primary and secondary curriculum



- With some dissent, there is little need for lengthy background explanations about the origins, purposes and activities of MIICE as a whole
- It is important to keep things simple, and to recognise that the best format will vary from subject/activity to subject/activity
- A cut down version of the toolbox is helpful; some favoured the notion of a small selection of MIICE measures which might help teachers to monitor progress in ICT development within that activity while others thought this irrelevant; some also

favoured the notion of a small selection of measures which would imply ways in which ICT use could make a major impact on learning within the subject/activity; there was a range of views about the appropriate numbers; some felt that the subject material was more important than the lifelong or core skills materials

- Some want the guides to be a 'first aid' approach to the broader possibilities of the MIICE toolbox - the phrase "a Dr Ruth for MIICE virgins" was heard to be uttered. It could also be useful to have the 'first aid' with both 'modest resource' (level 2) and 'well resourced' (level 4) exemplification
- Most agreed that case studies of actual use were important for most potential users; the materials should be available in a wide range of forms - website, paper, CD (although it is appreciated that CDs in particular need funding); the material should be recorded also in a variety of ways, including audio, video and written down records
- The measures in the guides should have a clear pointer to areas of the national priorities in education in Scotland
- Priority subjects are maths, language and science
- There should be a closer link with the activities being undertaken by Learning and Teaching Scotland to unearth and record good practice in the use of ICT for learning and teaching

Others' views on the structure of these proposed subject guides - and volunteers to start to develop one - will be most welcome - [rodny@miice.org.uk](mailto:rodny@miice.org.uk)

A sixth implementation conference will be held in Moray House School of Education on Friday 19 November 2004, with invitations going to all Scottish EAs and TEIs in September 2004

A further MIICE video conference will be held - on the theme of MIICE as a tool for education authority review/audit and planning - on the afternoon of Wednesday 15 September 2004

### **MIICE around Scotland**

*Falkirk* has been using MIICE for part of their judgement of the benefits of the use of the Scholar materials for Higher and Advanced Higher courses

*Edinburgh* is using MIICE to help them to judge the early reactions to the use of the StudyWiz virtual learning environment - more about this in a future edition

*Fife* has been looking at MIICE as a way in which their senior managers can develop a framework for the (self) evaluation of progress in the uses of ICT within their schools and clusters

*West Lothian* is also using MIICE to help them to measure the value added by the first year of their use of DigitalBrain in 2 secondary schools

### **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

Clackmannanshire Council is the latest partner, bringing the totals to 26 EAs and 4 teacher education institutes

EAs

Aberdeen City Council  
Aberdeenshire Council  
Angus Council  
Argyll and Bute Council  
Clackmannanshire Council  
Comhairle nan Eilean Siar  
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  
North Lanarkshire Council  
Orkney Islands Council  
Perth and Kinross Council  
Renfrewshire Council  
Scottish Borders Council  
South Lanarkshire Council  
Stirling Council  
West Lothian Council

TEIs

University of Aberdeen  
University of Dundee  
University of Edinburgh  
University of Strathclyde