

Impact of ICT in Aberdeenshire schools 2008

Questions for members of senior management teams in primary schools

The following questions will form the basis of the interview. A brief record will be made immediately after the interview and sent to you - by email or post, as you request - for comment and correction. What you say will not be attributed either individually or by school

Part 1: impacts of ICT on learning and teaching

For each of the following 6 aspects of life skills where there is evidence of potential benefits from the use of ICT, please give the following

- 1 A rating for your judgement about the impact of ICT in your school to date, using this 1 to 4 scale
 - 1 Regression - use of ICT has been a distraction from good learning
 - 2 Neutral - no evidence of ICT making a contribution
 - 3 Helpful - evidence that ICT has helped a little
 - 4 Transformative - evidence that ICT has helped to bring significant change
- 2 A rating for your personal view of the importance of this aspect of learning for future policy and practice in Aberdeenshire schools, using this 1 to 4 scale
 - 1 Undesirable
 - 2 Not at all important
 - 3 Important and useful
 - 4 Very important
- 3 Any comments about or exemplification of your own experience in this aspect of learning

Independent and exploratory learning

- a To what extent do you see ICT empowering children to add refinements or extras on their own initiative?
- b To what extent do you see ICT encouraging more risk taking through exploring and sharing?

Interdependent and collaborative learning

- c To what extent do you see the children working with other children in various groupings with less necessary teacher direction when they are working on a project using ICT?

Creative learning

- d To what extent do you see the children use their imagination to prepare and present their own materials using ICT?

Reflective learning

- e To what extent do you see children using ICT being more systematic in putting things

right or trialling things when uncertain of what to do next?

- f To what extent do you see children using ICT being systematic in refining and breaking down tasks into steps or sub-tasks?

Part 2: development of ICT skills in school and at home

- a How much opportunity do children have for practising and enhancing their skills and understanding of ICT through use across the curriculum?
- b What skills are children bringing from their home use of computers? What is the trend?
- c Does this trend have implications for how schools should develop children's ICT skills?

Part 3: infrastructures for using ICT

- a What are the major operational inhibitions to realising the full potential of ICT as a means of learning and teaching?
- b What has improved in the last 2 years?
- c Are staff training opportunities and other forms of support for uses of ICT appropriate and sufficient?

Part 4: questions about Aberdeenshire initiatives in ICT

- a What is your view about the contributions of the following Aberdeenshire ICT initiatives?
- Training in the use of interactive whiteboards (SMART Boards)
 - The Aberdeenshire NGfL Programme of Study
 - The use of the RM Window Box collection of software
 - The work of the visiting ICT Specialists
 - Use of ICT to raise attainments in writing, especially to engage typical boy learners in writing

Part 5: strategic issues

- a What 3 improvements would make the most telling difference to making best use of ICT in your school?
- b What are your highest hopes for the difference which Glow: the national intranet for Scottish education will bring to the uses of ICT for learning and teaching?