

## **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?