

This is the second 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 - to [roddy@miice.org.uk](mailto:roddy@miice.org.uk)

Please remember that all MIICE publications are available from <http://www.miice.org.uk>

## **MIICE video conference**

Seven Scottish EAs - Aberdeen, East Lothian, Fife, Inverclyde, Orkney, Perth & Kinross and Renfrewshire - and the University of Edinburgh took part in an innovative multipoint video conference on the afternoon of Monday 24 February 2003. Around 40 folk took part in the 7 sites; it was chaired from Aberdeen by Rosetta McLeod. The main presentation came from Jim Scott, in Perth, talking about the use of the MIICE toolbox as a tool for management in secondary schools [this paper is being developed into MIICE Discussion Paper 5 (*qv*)]. Tony van der Kuyl, also in Perth, spoke about where the MIICE partnership is heading and emphasised the need to consolidate and find ways to make good use of this proven tool. Each of the education authorities spoke of their current plans to explore some of the ways in which the MIICE quality framework can be useful to promote effective learning and teaching using ICT. It is planned to have further such conferences in the coming year

## **A rules-based approach to MIICE**

David Walls of St Thomas of Aquinas High School in Edinburgh was seconded for a period of 6 months in 2001 and 2002 to help City of Edinburgh Council to evaluate their uses of ICT in schools. David made much use of the MIICE quality framework. One line of development from that period has been taken much further with the attempt to develop a 'rules based' version of the MIICE materials, initially using *Access* database software. A trial version of this was launched at the Masterclass course on 15 January 2003 and around 30 colleagues from all over Scotland kindly agreed to look at and comment on this innovation in using the technology to develop a report on appropriate measures in conjunction with the evidence on which judgements as to current success would be based. Once trialled and probably versioned to run using *FileMaker* database software too, this will be made available on the MIICE website

## **Inverclyde variations on MIICE toolbox**

John Ferrie (Inverclyde Council) has adapted the MIICE toolbox - in ways not very different from that which underpins the database approach - to include an element called 'Features to consider' which will help busy professionals to quickly 'tick off' some of the issues by which they will make judgements about progress - using the familiar HMIE scale of 1=Unsatisfactory to 4=Very good - in terms of MIICE measures. More experienced professionals can add to or replace the features which are currently being developed. John is also working on a similar adaptation to MIICE Discussion Paper 3, which maps links between the MIICE quality framework and *How good is our school?*

## **Masterclass programme**

MIICE has featured at 5 further Masterclass courses from January to March 2003 and

there has been a considerable interest in its potential. Some of the over 250 who have attended this term's series have decided to incorporate MIICE into their planned activities. The MIICE Newsletter would be delighted to hear from any Masterclass 'champion' about their experience using MIICE as a tool for planning and/or evaluation - roddy@miice.org.uk

### **Plans for the future**

*Ayrshire conference on Wednesday 30 April* There will be a short workshop for teachers from North Ayrshire, East Ayrshire and South Ayrshire from 4.15 to 6.00 pm on Wednesday 30 April 2003 in the Ayr Campus of the University of Paisley (still better known as Craigie) to explore ways in which MIICE can be useful for schools in the area. If you are from the area but have not seen the paperwork about this, please contact Morag Giblin on morag.giblin@paisley.ac.uk

*MIICE conference in Edinburgh on Friday 16 May* The third MIICE implementation conference, with a range of speakers talking of their use of MIICE for planning, implementing, managing and evaluating projects, will be held from 10.00 am to 2.30 pm on Friday 16 May 2003 in the Moray House School of Education in Edinburgh. Papers have been sent to all 32 Scottish EAs and all 7 teacher education institutes. If you are interested in attending, please contact roddy@miice.org.uk

*Discussion Paper 4* Following the reception to Discussion Paper 3, which tries to articulate the links between the MIICE quality framework and How good is our school?, it has been decided to extend this to a number of other curriculum documents. Work is in hand to help to articulate the links between MIICE and a number of 5-14 guidelines documents (including ICT), the Standard for Full Registration and the Chartered Teacher Standard. It is hoped that this will be published by June 2003

*Discussion Paper 5* This is based on the well-received presentation which Jim Scott did at the MIICE video conference in February 2003 (*qv*) and will offer a selection of components from the MIICE quality framework which can be useful for a range of aspects of monitoring and measuring the success of secondary school ICT policy

*Pre-5 and ICT* The MIICE partnership is co-operating with Learning and Teaching Scotland to explore ways in which the partnership, either through existing documentation or through the development of new documents, can be helpful to colleagues working with pre-5 children in their developing uses of ICT

*SETT* The MIICE partnership will be presenting a seminar at SETT 2003, from 1.45 pm (to 2.30 pm) on Thursday 25 September 2003. Programmes for SETT 2003 are currently being circulated; or look at [www.settshow.com](http://www.settshow.com) for details

### **MIICE and the Dundee University BEd programme - from Derek Robertson (University of Dundee)**

The newly validated BEd primary programme at the University of Dundee (Faculty of Education and Social Work) has a completely revamped ICT core input, designed to foster positive attitudes towards the creative and innovative use of ICT in teaching and learning in the pre-school and primary curriculum

The course has been structured in such a way that as students progress through the modules they will develop the technical skills and pedagogic awareness necessary to enhance their practice with ICT. To assist in this regard we have introduced the MIICE toolbox as a resource at the earliest stage of the course

Here are some examples of the use of the MIICE toolbox

## 1 Module ICS3: the range and scope of the pre-school and primary curriculum

The intention of this module - 2 hours of lecture and 2 hours of workshop - is to provide a framework of reference that will facilitate students' understanding and appreciation how the role of ICT in teaching and learning has developed since the early 1980s. Students are asked to view a number of excellent examples of how ICT has been integrated into a range of curricular activities. The students are required to identify which 5-14 outcomes, strands and levels (in ICT and other areas) are being addressed. We also discuss with the students how learning in these particular examples is qualitatively enhanced by the use of ICT; we focus on the first 7 outcomes of the MIICE toolbox

There is good evidence that this approach has been successful because a large number of the BEd students appropriately used the MIICE toolbox as an integral point of reference for their formative ICT assignment

## 2 Module ICS4: teaching across the curriculum

This module - 9 hours of workshop and lecture time - is clearly focussed on the technical and pedagogic skills required to develop, deliver and manage a curriculum that encourages and celebrated the creative use of ICT in teaching and learning. Unit 1 (Introducing graphics package in the early years) develops students' skills in the use of such packages but also considers how we can appropriately integrate such resources into the early years curriculum. A major task of this unit is the completion of a lesson plan proforma. Great emphasis is placed on the question "How will you maximise the learning in this activity?" Students are directed to MIICE outcomes 1, 2 and 7 for this activity

Other units are currently being developed and will further develop students' familiarity and understanding of outcomes 1 to 7, but will also look at issues of teacher productivity addressed by MIICE outcome 11

The general impression of the staff delivering the course content is that the MIICE toolbox is proving to be a valuable resource in assisting students to develop understanding of what better learning with ICT actually means. This is particularly evident in the fact that it is helping to complement students' engagement with ICT 5-14 by adding qualitative understanding of what could or should be occurring when ICT is integrated into the learning process. It is really helping to make students think about what they are teaching, how they should structure activities and how they and learners interact with each other

### **Using MIICE with a primary school after an HMIE inspection - from Margaret Cassidy of Stirling Council**

In the HMIE report for one of Stirling Council's primary schools, a main point for action was 'The school should develop the use of ICT in a more planned and systematic way across the school'. As Curriculum Development Officer for ICT in Primary Schools I was asked to work with the school on this development area

I visited the head teacher, armed with a set of 12 measures of quality derived directly from the MIICE toolbox, and discussed the use of the MIICE indicators and how these could be taken forward in the school. We decided to target 5 teachers within the school, at different stages within the school and also at various stages of competence within ICT. I visited the school again to discuss the MIICE indicators with the 5 teachers and they were asked to fill in an ICT 'MOT'. From the results, it was obvious staff wanted to be involved in the creating of a policy and a programme of work. It also became evident

that the teachers were not aware of the software available in the school

The head teacher has now appointed a teacher to be in charge of the cataloguing of resources for ICT. This teacher is to be given time out of class to complete this and then she will inform the other teachers of the software available and what would be appropriate for their stage. There is an ICT Group looking at the policy and the Programme of Study. The head teacher has told the staff she would be monitoring the use of ICT within the curriculum this term. She found that the planning did not match the actual practice in the classroom. A teacher's weekly plan will be used to show how ICT could be used in different lessons. I will also relate the MIICE indicators to the planning and progression in learning

### **MIICE around Scotland**

*Aberdeen* has introduced the MIICE toolbox to head teachers and ICT Co-ordinators. They have used it for some small scale projects to evaluate success, such as the investigation into ILS, which can be seen on the Aberdeen education website (<http://www.aberdeen-education.org.uk/ict/>). They have spent a lot of time and money to develop the use of *SuccessMaker* and other systems and they wanted to assess what was being learned, how teachers felt about it and how it might be integrated well into teaching and learning. To this end a selection of MIICE measures was identified and teachers in 10 schools were interviewed. They found MIICE useful for this in that it saved a lot of time - it was quick to get going and can be used to assess progress over a period of time. Another project is under way to look at collaboration between business education and computing departments in one of the secondary schools to deliver ICT in early secondary years and extend their approach to the associated primary schools

*Argyll and Bute* is in process of putting together a draft study using the MIICE measures to assess the impact of using the Textease database and spreadsheet applications for information handling in primary schools

*Dundee* is planning to tie in the use of the MIICE toolbox less with overall school evaluation than with particular projects, eg Future Schools project at Whitfield Primary, and an art project associated with iMovie where MIICE will be useful to help to assess progress, with hopefully lasting benefits

*East Lothian* developed 2 pilots from MIICE materials into familiar HGIOS format for their quality assurance activities some time ago. This demonstrated that the MIICE framework is a robust source of ways to evaluate. With a change in local arrangements, this is being adapted for schools to self-evaluate, especially for follow-up to HMIE or other review

*Fife* has undertaken a multi-million pound investment and there is a need for a baseline measurement of its impact on teaching and learning. They have piloted a series of questionnaires in one secondary and its associated primary schools, with a longitudinal dimension (over 9 months). They also plan, around June 2003, to include MIICE in training for head teachers on aspects of management of ICT in a programme already started

*Inverclyde* is currently at the stage of raising awareness of the initiative with all potentially interested parties and piloting development projects. John Ferrie is using MIICE to minimise the paperwork which schools face (*qv*). They are looking in particular at secondary subject departments co-operating to develop ICT training, at the uses by school ICT co-ordinators and for SMTs' use to monitor the impact of ICT in their schools. The plan is to provide tools which are user friendly to help schools in their

development planning process

*Orkney* plans a head teacher briefing locally and will use MIICE to monitor successes with their NGfL programme

*Perth and Kinross* has a Quality Improvement Team which is meeting with Masterclass and NOF trainers to see what ideas they have for use of MIICE in their own primary and secondary schools

*Renfrewshire* has had briefing sessions involving Tony van der Kuyl for all primary and secondary ICT co-ordinators in March 2003 and briefing for head teachers will take place in May/June 2003. From August 2003, the plan is to select some schools to undertake an audit of current practices and to look at some school projects which might benefit from MIICE involvement and use MIICE to evaluate some EA projects

*Stirling* has a plan to have a head teachers' conference in November 2003, which would include MIICE; a start has been made to identifying MIICE contributions to the evaluation of their 'virtual schoolbag' project (following 10 travelling children, which could grow to 30 children) and for the action plan in one primary school following an HMIE report - see Margaret Cassidy's report above

*University of Edinburgh (SITC)* is making use of MIICE to outline means of judging progress in a pair of similar projects exploring the use of video technologies to increase home and school links to help with 'closing the gap', in Lawmuir Primary School in Bellshill (North Lanarkshire) and in Oban High School (Argyll and Bute). It is also being used for a Thinking Skills project, assessing metacognition through the use of various software packages in Balbardie Primary School in Bathgate (West Lothian)

Please send details of your local projects to [rodny@miice.org.uk](mailto:rodny@miice.org.uk)

### **New partners**

The MIICE partnership is delighted that East Renfrewshire Council and Argyll and Bute Council have joined, which brings the total to 22 out of the 32 Scottish education authorities

### **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 (SiTC 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

EAs		TEIs
Aberdeen City Council	Highland Council	University of Aberdeen
Angus Council	Inverclyde Council	University of Dundee
Argyll and Bute Council	Midlothian Council	University of Edinburgh
Dundee City Council	North Lanarkshire Council	University of Strathclyde
East Ayrshire Council	Orkney Islands Council	
East Dunbartonshire Council	Perth and Kinross Council	
East Lothian Council	Renfrewshire Council	
East Renfrewshire Council	Scottish Borders Council	
City of Edinburgh Council	Stirling Council	
Falkirk Council	West Lothian Council	
The Fife Council		
Glasgow City Council		