



HIGH INTERACTION LEARNING

R6 FINAL ACTION RESEARCH REPORT-IRELAND EN



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TKKEY

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ACTION RESEARCH FINAL IRISH REPORT

(INDEX - updated 28/04/2015)

FINAL ACTION RESEARCH REPORT - IRELAND

1. TRAINING & ACTION RESEARCH Fill in the table

TEACHERS NUMBER					
"Trained"	Involved in the Action Research	Δ	PROJECTS Number	Action Research project maps number	Schools Involved number
7	7	0	7	7	7

2. ACTION RESEARCH (SEPTEMBER 2014-MAY 2015): DATA - Fill in the following table

No. Submitted AR Projects	7
No. Started and regularly concluded AR projects	6
No. Started and not concluded AR projects	1 – left on maternity leave half way through the year
No. Teachers "in charge of" the action research	7
No. Other teachers involved in the action research	20
No. Teachers involved in the "dissemination" (i.e. who participated in meetings about the project even if not attending in the action research)	295 – total teachers in all schools reached through dissemination
No. Students involved in the action research	104 in total. 69 (16-17 years old), 34 (17-21 years old), 12 (30-60 years old), 16 (22 – 58 years old)
No. Schools involved in the action research	7 in total
No. Key competences target (how many times each skill was targeted in the projects - sums)	Communication in the mother tongue = 4 Communication in foreign languages = 3 Mathematical competence and basic competences in science and technology = 0 Digital competence = 7 Learning to learn = 4 Social and civic competences = 2 Spirit of initiative and entrepreneurship = 0 Cultural awareness and expression = 3

3. ACTION RESEARCH (SEPTEMBER 2014-MAY 2015): QUALITY DATA

Summarize the characteristics of the action researches specifying the used methodology and:

- if the action research were an individual / pair / group-multidisciplinary work (specify number, title projects and subjects)

1. Adult Education Project – Computer Literacy, Internet Skills & Communications
2. An Interactivity Project – Digital Marketing
3. Digital Competence and Communicating in Spanish – Spanish
4. French Culture ICT Project – French, French Culture and Awareness
5. German Leaving Cert Action Research Project – German Language & Culture
6. Health and Human Body Project – The Human Body, Stress Management & Substance Misuse
7. Meaningful Learning in Arklow – Human Growth and Development, Leaving cert Economics

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- average duration (throughout all the year, a few months, X lessons, etc.). Specify number and titles projects

The following is the breakdown of duration per project:

1. Adult Education Project – 2 3hour classes per week (September – May)
2. An Interactivity Project – 1 4hour class per week (September – May)
3. Digital Competence and Communicating in Spanish – A Voyage of Discovery – 2-3 classes per week (September – May)
4. French Culture ICT Project – 2 classes per week (September – March)
5. German Leaving Cert Action Research Project – 5 classes per week (September – May)
6. Health and Human Body Project – 3 45minute classes per week (September – May)
7. Meaningful Learning in Arklow – (group 1) 1 2hour classes per week. (group 2) 3 1hour class per week (September – May)

- Prevalent Teaching Methodology (e.g. 3 to 10 used mind maps ...)

The main teaching methodology employed by the teachers were:

Teaching Methodology Used	Teachers Using Methodology
Group discussion	5
Software demonstration	2
Questions and Answers	1
Presentation	3
Peer tutoring	1
Practical demonstration	3
Interaction with IWB	5
Interactive quizzes	1
Teacher led discussion	1
Developing research skills	2

- Interactive Technologies (including data about IWB, MindMeister maps, other resources, which ones?)

In particular highlight:

The interactivity methodologies employed by the teachers were:

Interactivity Method Used	Teachers Using Methodology
Mindmeister	2
Padlet	4
Edmodo	6
IWB	5
Mind Maple	1
Webquest	3

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YouTube	1
Quizlet	4
Memrise	1
Clilstore	1
Vocaroo	2
Coogle	1

- The interactivity level of experience
- The transferability of the experience

4. ACTION RESEARCH OUTCOMES

- *Indicate whether there are concrete outcomes (thermoelectric cell, video, etc.) and collect them, where possible, with the materials ("lessons") developed for the action research (absolutely necessary for the most interesting experience to be presented during the final conference).*
- *List of applications/software used by teachers*
The applications and softwares used by teachers include Mindmeister, Padlet, Edmodo, Smart board software, Mind Maple, Webquest, YouTube, Quizlet, Memrise, Clilstore, Vacaroo and Coogle
- *Specify if there were positive effects on attention, learning, teachers' and students' satisfaction, etc.*

Levels of Attention

Levels of student attention were reported as being high and certainly higher than usual. The interactivity of the digital tools led to an increase in enthusiasm for the subject, the new technology and for collaborative learning.

Teacher's Satisfaction

The teachers reported high levels of satisfaction. The tools reduce the need for hard copies of materials which saves with preparation time. They can also be amended easily from class to class and year to year, so saving the teacher a lot of time and effort. They reported that resources could be shared easily between teachers which they found to be very helpful and convenient.

Student's Satisfaction

Students were overall very satisfied with the project and the new learning tools. Their confidence and computer skills increased. The younger students reported that they enjoyed being treated like adult learners and enjoyed taking responsibility for their own learning.

5. SUMMARY OF STRENGTHS AND WEAKNESSES EXPERIENCED BY TEACHERS

From reports and off-the-record communication about the METHODOLOGY ADOPTED AND THE USE OF INTERACTIVE TECHNOLOGIES.

Strengths Identified by Teachers

Levels of attention :

"The level of attention from the students was much higher than use of normal teaching methodologies because the students were engaged in the learning. This was particularly evident when using webquest tools for researching the topics. The interactive whiteboard is a fantastic tool for keeping the learner engaged in the teaching part of the module and can be very useful for recall and retention"



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“As these are adult learners, levels of attention are usually very good within the classroom, therefore this was not a major issue. Within both groups, there was a level of inquisitiveness for the technology. Discussion around the software and its uses drew verbal contributions from most of the learners at some point”

Interest and motivation

“There were high levels of interest particularly when using the tools for recalling knowledge. It motivated the students enough to stay concentrated while learning in class, as they knew that they would actively have to participate in the sharing of knowledge at a later stage”

“Both groups were very interested and excited with the idea of learning new digital tools and technologies and very willing to take on new ideas. All the students are digital immigrants so accessing information from the Internet is not normally the first source they naturally think of. In order not to overwhelm them too much I wanted to take things slowly and explained that the plan was to start with Edmodo software and use it as a source of information only, for the moment. We had good group discussions about collaborative learning and about the advantages that the virtual learning environment might bring to the classroom. Both groups successfully identified the needs of a VLE platform and both were very motivated by the fact that they were getting an opportunity to take part in 21st century learning which they thought before now was not an option open to them”

Social Climate:

“The climate was fun , positive and learner centred. Initially the group were unconfident and backwards in coming forward with the interactive classes but as they got used to the process they became much more confident in each others company and sharing knowledge”

“Both groups were excited to be involved in a new social learning platform and understood that it is part of modern education that will add value to their learning. They positively identified and very much recognise the needs of a a virtual learning platform and all students were willing to take part in the project and get involved in collaborative learning”

“(Group 1) The introduction of this learning platform created a vibrant social climate within the classroom. The platform added a new dimension to learning which they had not previously encountered and in turn created positive feeling in the learners. As a result, this encouraged them to share information which was beneficial and valuable to everyone”

“(Group 2) Created a positive feeling within the group, added a new dimension to learning”



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Learning

“The learning was improved by adding these teaching tools and different technology into the class. It encouraged all the learners to take responsibility for not only their own knowledge but recall of that knowledge. Each learner was responsible for accessing their own files and using them to engage in their own learning especially if they missed out on classes. Edmodo was very useful for this as we have high levels”

“The Majority of learners coped very well with the introduction of Edmodo. Some of the older learners were reluctant to explore the technology as their computer skills were limited. One particular learner who had limited computer skills showed an enormous interest. She explored the platform at home and became proficient to the extent that she demonstrated various aspects of Edmodo to the class on the IWB and assisted her peers in accessing Edmodo. Overall, there was a lot of enthusiasm and willingness to learn about this particular technology within the class group”

“Learners had no problems accessing this technology (Edmodo). Each learner successfully joined Edmodo and was able to access the class notes that I had uploaded”

Added value for teaching:

The added value for teaching can be summarized by the following list:

- Students were more focused and paid more attention.
- Interactive lessons were more interesting for the students.
- It facilitates all learning styles.
- Fostered self-directed independent learning and encouraged more peer mentoring.
- There was more of a fun element in the classroom.
- We could access materials and resources available on the Internet.
- Creating mindmaps (Mindmeister) could be generated immediately and saved for later reference.
- Any collective points for personal learning journal could be compiled.
- Activities on the IWB helped to recap lessons.
- Resources can be shared with other teachers and amended easily.

Weaknesses identified by Teachers

Facilities and Logistics

A weakness listed by many teachers is the lack of access to facilities and technology for some or a lot of their classes. The issue this causes is that it is very difficult to engage all the learners consistently. It is important for the teachers that they alternate the teaching methodologies so that the learner does not get bored with the tool. It is important that the use of technology etc. become second nature to the students and is an active part of the classroom teaching style. In order to achieve this, the teacher needs to be using

interactive tools regularly to encourage the learners fluency in using them and avoid some learners from becoming withdrawn when the focus is on them.

IT Issues

IT issues included loss of internet connection or unreliability of equipment etc. Some teachers reported that students found it difficult to access materials or tools at home without the support of the teacher. Others have issues with specific tools e.g. Padlet “kept duplicating boxes and posting docs via iPad”. Although some issues were unavoidable teachers felt that it decreased the student’s confidence in terms of working with technology, which then had to be addressed by the teacher and they had to be re-motivated to use IT.

6. RECOMMENDATIONS BY TEACHERS IN TERMS OF METHODOLOGY, LOGISTICS, ETC.

From reports and off-the-record communication.

Improved Computer Literacy of Students

Some teachers reported delays in getting the students used to the tools due to their lack of computer literacy experience – some did not even have tablets, smart phones or PCs at home. This is not really related to the project as such but perhaps an intro to basic computer skills may be added to the programme in order prevent unnecessary delays in using the technology in the classes.

Technical Support

Again this is perhaps beyond the remit of the project but teachers reported a need for technical support within their schools in order to prevent or quickly alleviate any technical issues that arose during classes. IT problems can be very disruptive but perhaps if teachers themselves were more adept with IT, then they could solve those issues themselves. Availability of IT facilities was also an issue for teachers.

Additional Training for Teachers

Although the training received was very in depth and effective, some felt that more training would have been useful.

7. BENCHMARKS ABOUT THE INTERACTIVE TECHNOLOGIES USE

Fill in the following summary table (summary responses given by teachers)

	Marker	Number
Frequency of use of IWB or other HIL (interactive) technologies by teacher	DAILY	1
	2 OR MORE TIMES A WEEK	4
	AT LEAST ONCE A WEEK	2
Frequency of use of IWB or other HIL (interactive) technologies by	DAILY	1
	2 OR MORE TIMES A WEEK	4

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teacher and students	AT LEAST ONCE A WEEK	2
HIL (interactive) technologies	Identify and utilize with students at least 3 interactive websites on the IWB or similar digital interactive technology	
	Creation and use of 3 interactive lessons on IWB or similar digital interactive technology	

8. OVERALL OBSERVATIONS:

Facilitator comment about critical issues, interest and appreciation shown by teachers and students, and any observation that helps to make a picture as true and complete as possible about the research action. Eg. Have other teachers shown interest about it? Did teachers use the same method / technology for own lessons, even for classes not involved in the action research?

Teachers did report that their colleagues were interested and enthusiastic about using the methods learnt. In many of the schools involved, they helped to train (peer tutoring) their fellow teachers in some of the methods which then became widely used throughout the school.

The pilot teachers did not limit their use of TKEY HIL tools to the classes involved in piloting. Instead, where possible they began to integrate the tools to other relevant classes and continue to do so.

9. THE MOST INTERESTING EXPERIENCES (ONE OR TWO)

The project I would like to nominate is **'An Interactivity Project'** by Anne McGrath. The reasons why this project was chosen are:

- a. The wide range of key competences targeted in the plan – 5 in total
- b. The wide range of tools and softwares used
- c. The level of interactivity is very high
- d. The outcomes were very positive and feedback reports very detailed