



Case studies

1. Molleskolen, Ry, Denmark

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This is one of 25 case studies produced for STEPS, the Study of the impact of technology in primary schools, to illustrate the impact of ICT, on schools, teachers and learners, and to highlight barriers and enablers to its effective use in the school. Further information can be found at <http://steps.eun.org>.



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This study has been commissioned by the European Commission, Directorate General Education and Culture.

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1. CONTEXT OF THE SCHOOL

Molleskolen is the biggest school in the district with 1,000 students across 40 classes. Highlights of the school include:

- Teachers give students a high level of attention.
- There is a progressive approach to the implementation of ICT.
- New and existing teaching staff receive training on the ICT resources available, and parents receive training on using the intranet.
- There is internal inspection of ICT use twice each year.
- There is a strong teamworking ethos.

2. EXAMPLE OF PRACTICE

Classes in English and Danish for Grade 6 pupils were observed during the case study visit, with teachers using an interactive whiteboard (IWB) in both. Pupils displayed a high level of attention, while the use of the IWB freed up teacher time to help individual students and make observations on the level of understanding, so providing an element of personalised teaching. Within the school, ICT is used to support children with special educational needs, while the school intranet provides access to learners, teachers and parents. Afterschool activities are also provided using ICT.

3. IMPACT, BARRIERS AND ENABLERS

3.1 SCHOOL

ICT DEVELOPMENT PLAN, IMPLEMENTATION STRATEGY, ORGANISATIONAL CHANGES AND ATTITUDES

○ Impacts

- There are two key features of the management approach to ICT. The first is the clear human investment which has been made to embed ICT in the learning process, as demonstrated through the role of the ICT co-ordinator. The ICT co-ordinator organises ICT training one week before school starts to allow new and existing members of staff to discover and implement the available ICT resources. The ICT co-ordinator also provides training to parents on using the intranet.
- Second is that progress is carefully reviewed using an inspectorate approach. Ten classes are inspected each year, allowing close monitoring of the objectives set

within the local plan. Priorities include access to ICT for all children, including those with special educational needs and disabilities.

- **Barriers and enablers**

- The process of change started some ten years ago, but is still moving at a slow pace. There is a need to respect the pace of teachers and not bombard them with more resources or information than they need.
- This step-by-step approach is considered to be the most efficient strategy.
- In this school, as in others visited in Denmark, additional human investment has been provided to support teachers and students, to help embed ICT in the learning process. The management approach to team building appears to be very strong.

RESOURCING

- **Impacts**

- Resources are shared between teachers at a school level using the intranet. Teaching staff support each other in sharing knowledge and identifying the best resources to use for specific teaching and learning purposes.

- **Enablers**

- There is an opportunity to share resources created by teachers on a larger scale, However, some teaching staff indicated that the time required to do this was a barrier.

- **Barriers**

- National resources are considered to be good, but there are simply too many, they are poorly documented, and there is little peer review of their value. Time is needed to identify relevant resources that support good practice in the classroom. This might explain the discrepancy between the volume of national and European resources available online, and the low levels of use by teachers.

THE CURRICULUM AND ICT

- **Impacts**

- ICT is clearly raising the learning skills of children, specifically in written aspects. Particular learning tools, such as dictionaries, are easier to use on the computer. In English classes, for example, the use of ICT to record pronunciation helps children to test themselves and review their own progress.

ASSESSMENT OF ICT AND ICT FOR ASSESSMENT

- **Impacts**

- Reading skills are better than national and district average.
- Online testing is spread across two years in Grade 9, but the school has experienced many technical problems in this respect. A complex system has been developed to offer differentiated questions to students based on the level of performance they demonstrate during tests.

3.2 TEACHERS

ICT AS A TOOL TO IMPROVE THE QUALITY AND EFFICIENCY OF PLANNING AND ADMINISTRATION

- **Impacts**

- The intranet is a learning tool, but also serves as a management tool. Intranet statistics are monitored to make sure parents receive information on their child's learning by computer or post.

THE PEDAGOGICAL ROLE OF ICT TO IMPROVE LEARNING AND TEACHING

- **Impacts**

- Teachers are often reluctant to show their ignorance in using some ICT tools. However, ICT advisors and school management clearly indicate that they are no longer looking to assess the ICT practice of teachers or students. Instead, the challenge today is to ensure that ICT is used safely and appropriately, and that critical thinking skills are developed to help identify relevant resources. The teacher's role is to identify what is relevant and what is correct, or not, in the student's work or learning processes.

- **Enablers**

- See Resourcing above.

3.3 LEARNERS

ICT SKILLS

- **Impacts**

- The school has identified that parents are puzzled by their children's' ICT use, and do not generally know what their children are doing online. The school therefore has a key role to play in educating students to become discriminating



users of the web content and environments, such as Web 2.0 and social networking tools.

- The intranet is used by most parents. Those who don't have access are identified by the management, and continue to receive necessary information by post.
- **Enablers**
 - Learners receive an integrated approach to using ICT at home and at school.

4. REFERENCES

- **Sources:**
 - Interviews with the head teacher, teachers and students, and lesson observations.
- **Further information:**
 - School website (www.moelleskolen-ry.dk/).

