

# Was Evacuation Successful?

## Case Study

### Executive Summary

Shaping Learner Landscapes is a project set up by North Tyneside School Improvement Service to allow schools to explore **enquiry based learning** over an extended period of time supported by ICT.

This case study looks at one particular Shaping Learner Landscapes project with Norham Community Technology College's Y7 history students.

Hypotheses explored included:

- Enquiry based learning, supported by ICT over an extended period of time improves learner skills dramatically!
- Free, easy to access 24/7 ICT tools aid understanding, creativity, communication and engagement.
- Student understanding and skills are deepened by utilising extended periods of time.



The students worked in groups of four to explore whether evacuation was successful by answering an open-ended question. They used a range of online tools to help them research and collaborate to produce a presentation as their response to the question. Students then assessed each other's presentations.

"I liked the responsibility and freedom."

### The Challenge

The aim of the three day project was for students to develop independent enquiry skills by investigating the question - Was Evacuation Successful?

### Meeting the Challenge

Chris Wilde (platform content developer), Jenna Parry (Head of History, Norham) and Roger Neilson (Director of Marden CLC) met a number of times to the event. Links to all of the resources were organised Tyneside Learning Platform so that students had easy access. Use of a range of web 2.0 tools were planned, including Google docs, all accessed via the Learning Platform.



Was Operation Pied Piper Successful?

Witnesses	Maps	ICT To Structure	Video Evidence	North Shields
Sources	Home Front	It's The Papers	Bomb Map	Evacuation
Bombing	What Did?	Postcard	Evacuees	The BBC
Children & WW2	At Home	1939	Use The Shelter	London Burning
Casualties	Home Front 2014 audio sources			

 Access RealSmart by clicking on the image on the left. Here you can fill in your e-Passport and prove the learning and understanding you and your classmates have gained during this event.

Students managed this large project by working through an "Enquiry Path." This split the main tasks of the project into four areas and each of those into two.

The sections of the Enquiry Path are:

- **Plan**
  - Identify
  - Think
- **Seek**
  - Research
  - Gather
- **Show**
  - Create
  - Present
- **Know**
  - Assess
  - Reflect



Throughout the three days, students also developed team working skills by taking on one of four team roles:

**1) Project Manager**

Takes responsibility for making sure your team are doing what they are meant to be making sure the team meets deadlines reporting completion of the tasks to the event leader

**2) Resource Manager**

Takes responsibility for collecting together the groups resources organising the groups resources identifying and ask for additional support (equipment, training, information)

**3) Quality Manager**

Takes responsibility for evaluating the quality of the groups work giving the group feedback for improvement asking questions that need answering

**4) Process Manager**

Takes responsibility for monitoring the way the group is working recording examples of good working making the group aware of good and poor working



Prior to the event, Jenna prepared the class of top set Y7 History students by:

- working on skills based lessons;
- including a lot of team and group work;
- conducting enquiries on Mark Pullen, Tolland Man and on castle's attacking and defensive features (GCSE coursework).

Jenna also described how the event would work and the nature of the roles they would take on. This approach really made a positive difference as the students already understood their responsibilities and how the project would work. The students arrived at the CLC already enthusiastic and looking forward to the project.



Team membership and roles were assigned before the event and a seating plan developed to ensure that students who might distract each other were sat at different ends of the room. Team role cards were given out and were placed over the top of the monitors. One side had the name of the role printed large so that other team members could see who had which role. The side facing the individual students had their key responsibilities printed to prompt them during the project.

Throughout the project students with specific team roles were given tasks to do. For example, the resource managers were shown how to use Prezi software and had to then cascade this to the rest of their team. It was also observed on a number of occasions that students were taking their roles seriously. One boy noticed that two of his team were not working well. As Process Manager he took it upon himself to remind them of their roles and of the specific jobs they were meant to be doing at that time. The debrief at the end of the project indicated that the students found the team roles really helpful and that the titles of each role meant that they all had equal status. Students also fed back that the roles gave them a sense of pride and responsibility.

To start the project we asked students to post what they already knew about evacuation on a Wallwisher wall. This helped focus learners on the topic and extract and develop their prior understanding.

Students then used the pre-prepared web links and resources linked from the platform page to do further research. They gathered their findings on to team shared Google documents and each member edited their teams shared Google doc at the same time. This allowed them to review, edit, build upon and learn from each others research as it was being gathered. By using the convention of each collaborator using different coloured text, it was easy for all to identify who had contributed what, as the evidence developed.

During the project various visitors, who were actually involved in evacuations in World War 2, came to Marden CLC to be interviewed by the students. Students prepared questions in advance of their interview and the interviews were recorded so that other groups could listen to the interviews. Interviews with evacuees were extremely successful, with pupils really getting a lot out of them and this increased the excitement in the room as they returned back to the rest of the class. Some pupils made a real connection with the visitors - some to the point of becoming emotional about what they had gone through. The visitors commented on how nice and prepared the students were. Peter Hepplewhite from the Tyne and Wear Archives Service also came and brought a number of artefacts from WW2. Each team spent 10 minutes with Peter and students were so interested, that we had to ask Peter back for a second day to get through the questions that teams had prepared.



Later Prezi was introduced as the medium for teams to create their presentations of their findings and the answer to the question - Was Evacuation Successful. Prezi is an online presentation tool that allows users to add text, images, videos and sounds to a large work space. Users then create a "path" through the information to create a presentation. Due to Prezi being online, it has the ability for collaboration. However, we discovered that when more than one user was editing a document at the same time, it only saved one persons work - hence, Prezi can be edited by more than one user, but not at the same time. (**Update:** since this event, Prezi has developed and can now be worked on in a true real-time collaborative manner)

## Impact

The development of effective independent enquirers and team workers was very evident throughout the event. Students were able to manage time effectively, develop questions and lines of enquiry, set and agree goals, monitor the quality of their own work and take responsibility for their team roles.

"Jimmy was a good project manager because he kept people on task and he gave us deadlines."

During the debrief students indicated how useful they found the Enquiry Path in helping them understand the process of enquiry and how each stage fitted together. They stated that it helped them focus on the key parts they were working on, knowing that they would work on other elements at the appropriate time. They stated that this helped them not to worry about the later stages as they knew the process was planned to give them the time to deal with each element. This was a really positive response as often students do not like having structures like this. This could have been because the project was over a longer period of time.

The students developed really powerful team working skills. Not only was their understanding of the roles developed, but their actual ability to act out and deliver the responsibilities of the roles. We observed many examples of this - often to a high degree of sophistication.



The students developed a wide range of collaborative ICT skills and used these very effectively. At the end of the first day students went home and discussed the day with parents and, in some cases, grandparents and used the Google systems to continue working at home. The collaborative tools allowed them to chat online, send each other emails and update their shared Google docs, all of which were well used. Throughout the three days students demonstrated responsibility with ICT and no issues occurred with inappropriate use, bullying or content. Students were aware of the responsibility of misuse and responded positively to this.

The ICT skill developed included:

**Learning Platform**

- Logging in
- Navigating to subjects
- Accessing Gmail
- Discussion forums

**Google Docs**

- Working on shared document
- Colour coding contributions
- Uploading images
- Completing self assessments

**Gmail**

- Skins
- Chat
- Email

**Wallwisher**

- Posting comments

**RealSmart**

- Adding stamps to RPassport
- Adding own stories

**Prezi**

- Entering text
- Adding images
- Changing the layout
- Adding paths
- Sharing Prezis

"I think we all handled the responsibility well."

At the end of the project students indicated that they really enjoyed the event and next time would like an even more challenging problem to solve. They would like a problem where the lines of enquiry were not as obvious, so as a team they would need to work to develop these first. This

response indicated that Y7 students are willing and able to solve complicated problems/ enquiries over longer periods of time and do not need to be spoon fed content in overly managed chunks.

**Lessons Learned**

For next time we recommend we:

- ensure that the school involved prepares students with trial investigations and an overview of the project. (This had a really positive effect this time);
- ensure that all students have Learning Platform user names and passwords before the event;
- agree with school, prior to the event, an extended use of Google mail and applications with students following event;
- have a planned follow up after the project to extend the impact.

The debrief at the end asked the students to describe things they liked and things that we could do to improve. The students did this in a very responsible and thoughtful manner. Their responses are below.

*"I liked the responsibility and freedom."  
 "I think we all handled the responsibility well."  
 "Being able to listen to music while we work."  
 "I liked that you can do your own thing. We weren't stopped all the time. At school we keep stopping and starting all the time."  
 "Listening to music makes you focus more, you are not looking at what everyone else is doing, you are just watching what you're doing."  
 "I think everyone felt that they were trusted for a change." - Everyone agreed with this statement.  
 Pupils stated that they liked Prezi.  
 "Music tends to block out everything else around you. It gets you focusing on one thing."  
 About 90% thought that they did more work that in the classroom.  
 "Communication levels have gone up."  
 "Working in a group of four, ..if you post it up, other people can see it and back you up ... you have a lot of reassurance."  
 "I liked the managers roles ..... when you think of yourself as a manager you take things more seriously.  
 "Having managers for different things helped you because if you were not good at one thing, but another person is, then they can help you."  
 "I think that as we were all managers, then that builds up our confidence and not one person is more important than another. You don't have to worry about loads of things because you have a quality manager, a resource manager and you only have to worry about your one role."  
 One student commented on the Enquiry Path and how it helped her know what to do and not worry about a different part of the process as she knew there would be time for it.  
 "Jimmy was a good project manager because he kept people on task and he gave us deadlines."*

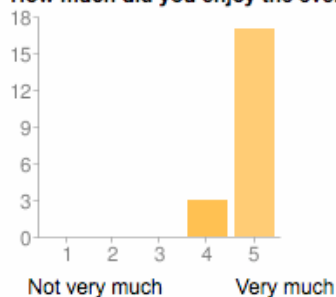


**"Music tends to block out everything else around you. It gets you focusing on one thing."**

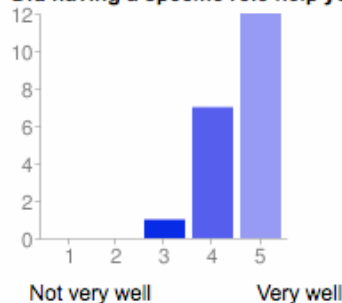
One student commented that the roles helped because the process managers were pulled out to get some new information and they shared it with their groups when and if necessary and the whole group was not stopped to get the same information. This also made students feel as though they are helping the rest of their group. The students felt that the manager roles all had equal status and that there was not one particular leader.

## Results of Survey

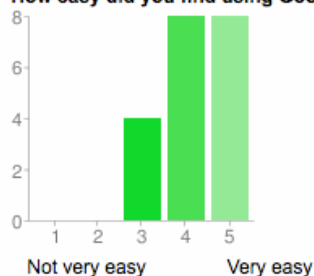
**How much did you enjoy the event?**



**Did having a specific role help you in your team?**



**How easy did you find using Google docs?**



**How well did your group manage your time?**

