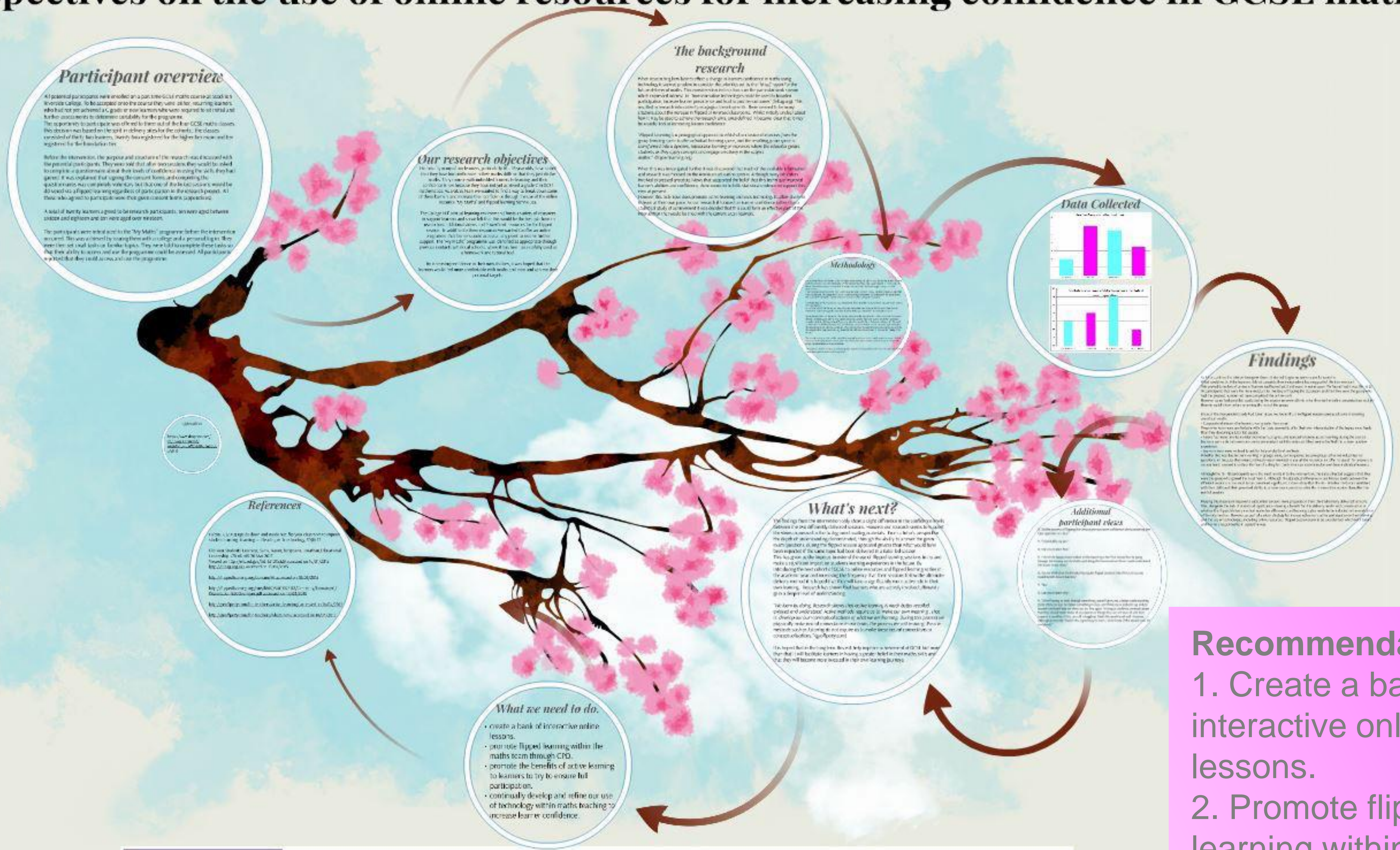


Learner's perspectives on the use of online resources for increasing confidence in GCSE maths.



Read our full report

Emma Wardell, GCSE Course Leader and Sean Maguire, maths programme area lead, Stockton Riverside College



Key Findings

1. Cooperation between the learners was greater than usual.
2. Tutors had more time to monitor individual's progress and comprehensively assess learning during the session.
3. Learners were more inclined to ask for help or clarity of methods.
4. Although the 16 - 18 participants were the most resistant to the intervention, the data collected suggests that they were the group who gained the most from it.

What has changed?

Findings show a slight difference in the confidence levels between the two differently delivered sessions.

The depth of understanding demonstrated, through the ability to answer the given exam questions, during the flipped session appeared greater than what would have been expected if the same topic had been delivered in a tutor-led session.

We are extending the use of flipped learning sessions to try and make a significant impact on students learning experiences in the future.

Recommendations

1. Create a bank of interactive online lessons.
2. Promote flipped learning within the maths team through CPD.
3. Promote the benefits of active learning to learners to try to ensure full participation.
4. Continually develop and refine our use of technology within maths teaching to increase learner confidence.

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