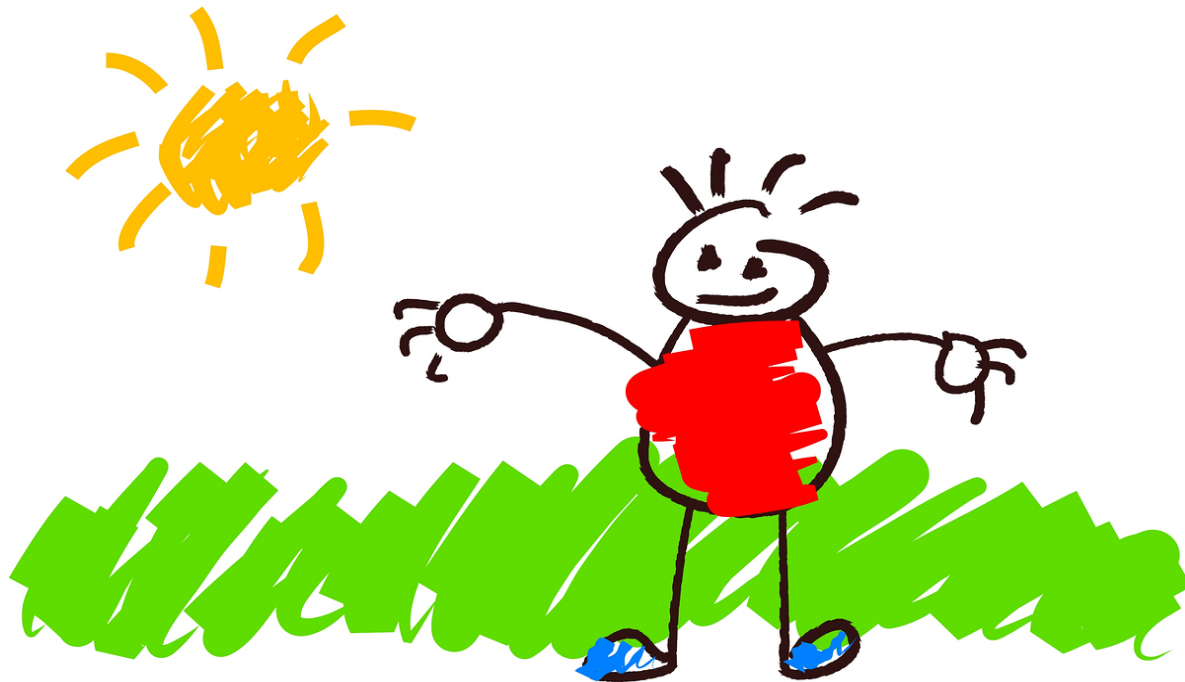




University of  
**Strathclyde**  
Education

# CLASS: East Dunbartonshire Active Learning Project

Jackie Henry & Sharon Dobbie



# The Project





# Research Questions

How do learning and teaching approaches change in East Dunbartonshire infant classrooms over the course of the Active Learning Project and what are the views of children, teachers and parents on the impact of active learning?

A number of sub-questions arise:

- What effect do the training and support sessions have on teacher understanding of how young children learn and on teaching approaches?
- Does children's well-being and involvement in learning change in line with more active learning pedagogical approaches?
- What is the impact on learning environments?
- What are teachers' perceptions of the impact of active learning of children's levels of attainment and achievement?
- How do children view their learning experience?
- What are parents' perceptions of active learning and do these change over time?



Research Question	Instrument
What effect do the training and support sessions have on teacher understanding of how young children learn and on teaching approaches?	1 Evaluations 2 Teacher Reflections 3 Questionnaire 4. Support visits 5. Pen Portraits
Does children's well-being and involvement in learning change in line with more active learning pedagogical approaches?	1. Leuven Well-Being and Involvement scale 2. Teacher Reflections
What is the impact on learning environments?	ECERS
What are teachers' perceptions of the impact of active learning of children's levels of attainment and achievement?	1. Teacher Reflections 2. Head Teacher interviews
How do children view their learning experience?	Focus Groups
What are parents' perceptions of active learning and do these change over time?	Focus Groups

# Research Population

29 schools

-all P1

-some P2/P3

80 Teachers and Deputes

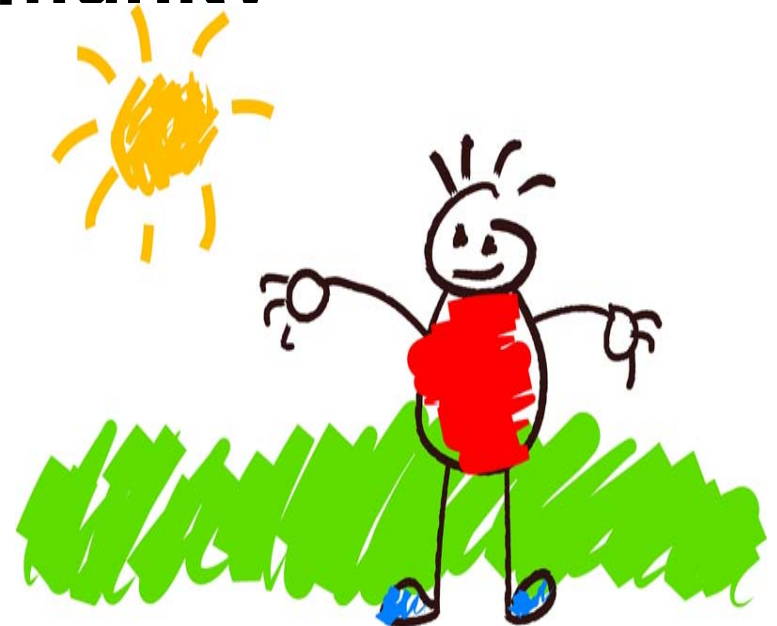
# Research Sample/Community

6 research schools

13 teachers

# Selection criteria

volunteer



# Preliminary Indicative Findings

- Overall, teachers found the training motivational and rewarding, leading to change in practice. However, some sessions were challenging
- Teachers have changed learning environment and approaches in line with active learning developments
- Teachers are reporting that children settle better on a daily basis
- Generally, in research schools, children scoring low or moderate on well-being and involvement initial scoring have improved in both but there are some exceptions

# Preliminary Indicative Findings

## **Research schools report :**

- children now more independent in learning
- children now more engaged in learning,
- fewer behaviour problems, particularly amongst boys
- level of challenge has increased
- teachers' assessments of progress in learning has generally exceeded previous years with teachers reporting greater depth of learning
- teachers report that some children have exceeded their expectations of knowledge and skill levels
- teachers report more enjoyment and enthusiasm in teaching

# Preliminary Indicative Findings

- “worksheets make me nervous”
- Parents are supportive of active learning, generally



# Key issues for Teachers

Time

Resources

Attainment target/forward planning pressure



# Teachers' voices

“Project has been enjoyable, exciting and, at times, exhausting but always worthwhile.”

*“The children are more independent and commit to tasks.”*

“The children have made excellent progress.”

“The changes I have put in place have been relatively easy to implement so far. I have already begun to see the benefits as I feel I know the children better through tuning in and working with smaller groups.”



# Teachers' voices

“In comparison to previous years, the majority of my current primary one class are able to express themselves confidently and have had a greater opportunity to work co-operatively. Through working together, they are developing their peer and self assessment skills. I feel that the phonic skills of the class are much improved on previous years because of the numerous and different activities taking place in the classroom.”

*“I believe children are progressing at levels that suit them individually. I have really been able to assess individuals by using active learning and this has allowed me to provide activities that better suit individual learning needs.”*