



iTEC

Designing the future
classroom

Case study story Estonia

Pilot cycle 3: September – December 2012

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CASE STUDY STORY: ESTONIA

The Learning Story

Designing a Maths Game

The teacher

The teacher has been involved in iTEC through all of the first three cycles, but using technology is a challenge in this school as there is limited access to the computer suite and students do not have ICT lessons.

The class

- **Age of students:** Form 8 (14-15 years)
- **Number in class:** 16

The lesson/s

- **The subject:** Maths
- **Aims/Objectives:**
 - To design a maths game (board or computer game)
 - To evaluate the games designed by other students.
- **Over what period of time?** 3 lessons
- **Location of lessons?** Classroom

This case study provides evidence of

- Constructivist pedagogies
- Creativity
- Expressiveness
- Social / collaborative learning

What happened? Teacher and student experiences

In the first lesson, students were introduced to the project and told they could choose whether to make a computer game or a board game. As there is only one computer lab at the school and students do not have ICT lessons, it was difficult for them to make a computer game, although one student managed to do so.

Students were divided into groups and asked to come up with ideas for a game. The groups were selected simply by drawing lots. Once the groups had agreed on an idea, they prepared a draft version to present to the rest of class for feedback. They then worked on a final version of the game and, at the end of the project, the class had an opportunity to play each other's games.

Teacher's comments (+/-)

- **On the positive reaction from students:** "Just now, form 8 came to see me to tell me that they would like to take part in the next scenario as well."
- **On changes to learning activities:** "I don't think I would have started making games without this scenario. At the same time, I got very positive feedback and I'm surprised by the results."

Main enablers?

- **Curriculum fit:** The activity fitted well within the existing curriculum: "...all the topics in the games can be found in the curriculum" (Teacher)
- **Enthusiasm of the teacher:** The commitment and interest of the teacher was essential and this has been recognised more widely: "The every year the Ministry of Education asks schools to submit candidates for various awards and we put forward [name of teacher] as the Innovative Teacher of the Year, which she also received because of the ITEC project." (Headteacher)

Students' comments (+/-)

Students saw the activity as fun and interesting: "...because it's exciting", "We should use it more often", "It makes lessons more interesting."

Key innovation/s... What is new/different overall ?

Although this case study made very limited use of technology, the students felt that the overall approach was very different from the types of lessons they were used to, "Usually we take notes in our exercise books and then do exercises in the workbook." In particular, presenting their work to each other and receiving feedback was something novel, "Usually we don't present our projects, which we have done at home, in front of the class. We have presented our homework this way only in maths lessons."

Links

Project blog: <http://iteceesti.wordpress.com/>