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SchoolNet Global
An Independent Evaluation
Final Report

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Introduction

This evaluation study was commissioned by the DfES, and managed on their behalf by Becta. This report details the approaches taken to the study by the evaluation team, and outcomes from the evidence gathered.

This evaluation has presented a range of challenges to the evaluators. With over 17,000 schools, over 3,500 teachers, and over 60,000 pupils involved in the projects of TescoNet 2000 and SchoolNet Global, and with over 50,000 web pages published, finding methods which enable reasonable sample sizes to be gathered with any reliability is a major challenge. From the point of view of generalisation of results, a sample size of 10% would be ideal, but is clearly impracticable to achieve if methods rely upon high levels of person time. This evaluation can only hope, therefore, to achieve levels of sample that offer some indicators, rather than providing a review that enables generalisation in any secure way.

The evaluation has in essence covered two evaluations – the evaluation of TescoNet 2000 (which was completed some 3 years ago), and the evaluation of SchoolNet Global (which is a recent development). For TescoNet 2000, teachers, pupils and parents were asked to recollect their experiences, while for SchoolNet Global they were asked to comment on a development that they were only just beginning in some instances.

It is clear that for an evaluation to be successful when these challenges are present, access to particular schools and projects is essential rather than desirable. The difficulties that can face an evaluation in these circumstances arise due to a number of factors:

- an evaluation that is planned over a short time period places high levels of demands upon those involved, and relies very heavily upon co-operation that occurs within short time periods also.
- most of the activity that is being reviewed has occurred historically, and memories of activity that occurred some two or more years ago is not necessarily the most accurate form of record that an evaluation can be based on.
- schools are busy places, and asking teachers to take time out to recall practices that occurred some years ago, and that for them have now well passed, is sometimes seen as frustrating and not a productive use of their time.
- key personnel in schools move on over a two or more year period of time, which means that contacts in schools are in some cases not as they were a few years ago.
- records of activities that have ceased, in an environment where shifts occur rapidly, means that it is often difficult to maintain an accurate and up-to-date record of details that are required by evaluators.
- inaccuracies in any records and details that are held, means that evaluation activity can become a time consuming activity.
- a company that is concerned fundamentally with developmental aspects of a facility is not necessarily equipped with the facility to support the needs of an evaluation, especially when that evaluation needs to be undertaken within a short period of time.

Whilst it is recognised that everyone involved in this evaluation has supported it with their best endeavours, limitations have nevertheless arisen which have led to there being a lower level of evidence base than was originally planned, including the interviewing of a small sample of teachers, children and parents. This means that whilst certain outcomes can be identified, conclusions need to be considered in terms of the small sample size.

Summary

A key point to emerge is that the TescoNet 2000 initiative was an idea for its time. TescoNet 2000 was a millennium project focused on UK schools. A main stated aim for TescoNet 2000 was to 'broaden teachers' interpretation of the National Curriculum, to involve them and children in using ICT in a creative way'. At its time, TescoNet 2000 was very successful. The project which is being developed currently from TescoNet 2000, SchoolNet Global, is a different project, with different stated aims and a different focus. SchoolNet Global is focused as an international project. The stated current aims of SchoolNet Global for the UK are 'to enhance pupils' cultural awareness, to expose them much more to the thoughts of children around the world, and to increase their international understanding'.

SchoolNet Global seeks to provide 'a stimulus for children overseas to publish in the English language as well as their native tongue'. Recent demonstrations and presentations of the initiative to audiences in the UK and abroad have been followed by interest and involvement from schools in 27 countries to date. Of 85 new school registrations in the past 4 months, 70 are reported by Intuitive Media to have been from overseas.

TescoNet 2000 offered to teachers educational experiences that at that time were novel and exciting:

- Access to hardware, including laptops.
- Help from advisory teachers in how to use both hardware and software.
- Participation in a nation-wide project to commemorate the millennium.
- The possibility of taking youngsters to see their work in the Millennium Dome.
- Using the internet for the first time.
- The community being able to see children's work at the *local* Tesco store.

Teachers found about the project in a variety of ways. Forms of school mailing are still in this respect significant to some teachers.

The value of being able to use the project to see how pupils could become engaged in use of web-based resources, and involvement in a large web-site of pupil work attracted a number of teachers. However, being able to add to what was already being done, having useful ideas from a starter pack, and being part of the job of the person responding were also reported by teachers as being key reasons for their becoming involved.

A range of pedagogical benefits arising have been highlighted by teachers, parents and pupils interviewed, and from online questionnaire responses:

- From a pedagogical point of view, teachers have indicated that enabling children to relate from their own experiences was an important feature of the project. This enabled children to write easily on topics, and then in some cases the writing could be used in class afterwards. Many teachers have linked this project in some way with language work. The initiative offered a focus in terms of literacy, including the potential for a real focus by pupils on audience and particularly on purpose. In some cases it was clear that teachers were able to support pupils through a range of literacy processes that lead from the formulation of questions to the production of text for an audience. However, in other cases, teachers focused more on certain of these processes, such as redrafting question notes, and the teachers themselves undertook editing at later stages. For schools that have started to become involved more recently,

the presentation of work on the web pages is stated as a feature that is felt to be useful and attractive.

- Many teachers indicated that they felt that the quality of children's work was affected by publishing to a worldwide audience. The effects on presentation and on having something to aim for were noted by a number of teachers.
- Pupils generated highly creative outcomes as demonstrated on a range of web pages, including poems and art work, as well as work in other forms including design and technology solutions.
- Although ICT skills and opportunities to use the internet were noted by many teachers as important outcomes, the enhancement of self-esteem and the benefits to reading, drafting and analysis skills were also noted. An analysis of a limited range of web pages indicated that few pupils were demonstrating uses of analysis skills in their writing, however. To some extent the form of some pages could well have implied the need for pupils to offer only answers in a rather simplistic way.
- Benefits arose from being able to focus on interests of pupils, particularly in a wider social, environmental or community context. A number of teachers indicated that pupils had published what they thought would be of interest to a worldwide audience. A greater appreciation of social and community contexts, especially from parents and neighbours, was highlighted in some interviews. Children being able to choose projects was highlighted as being important in some instances, and the involvement of parents in supporting research at home was also noted. Interests of both boys and girls, and of different ages, were noted, although in some cases differences of interest were also noted.
- The value of being able to use 'off the shelf' ready prepared project ideas, sent into school each term, to use with pupils during that term of the project.
- In some cases, the value arising in both social and motivational terms when children were able to interview parents, and others in the wider community, including MPs. The value of pupils being able to see their work on the web, and the enjoyment gained generally was noted in a range of cases. The fact that many pages reviewed contained ideas and experiences related by pupils might indicate that pupils gain enjoyment and self-esteem from their 'voice' being valued in this way.
- A number of teachers referred to pupils looking at other places around the world as a consequence of the project. Raising local environmental issues was also noted by a number of teachers and others.
- In a small number of instances, the possibility of working with schools in other countries (although this provision was not promoted, and there was no facility or intention to involve schools abroad in the TescoNet 2000 project).
- Some teachers referred to the project having impacts upon global understanding and knowledge of pupils, but others felt that the project had not had any impacts in this respect.

In terms of TescoNet 2000 providing a base from which SchoolNet Global can use its experiences and evolve, there are certain aspects where TescoNet 2000 cannot provide a substantive base for the developers. Areas in which the TescoNet 2000 project was either less focused in terms of intention or where it was less successful were:

- Lack of international involvement. This was not an intention of TescoNet 2000, yet, still, many pages in languages other than English can be seen and read on the site.
- Lack of involvement with other schools.
- Lack of parental involvement in some topic areas, but not in others. Of the 7392 pages on Early Childhood Memories, the 3946 pages on Day in the Life, the 2169 pages on

Games People Play and the 1369 pages on Magic Moments, there are many examples where children interviewed their parents and other family members. From the interviews in schools, most teachers reported no collaboration with family members. However, a small number of teachers did respond positively about collaboration with family members through this project. The enjoyment of interviewing other people was noted by a number of teachers. One teacher reported that home links had been increased, and that the home-school collaboration was found to be useful.

- There are 2781 pages where authorship has been attributed to a class, but in many cases pupils appeared to work individually and teamwork was often not a feature (as evidenced from visits and interviews). Evidence from schools indicated that teamwork processes varied in terms of focus and quality, and that consistency of set up, working, or outcomes were not consistent features of this form of activity.
- Some teachers felt that additional technological features such as having downloadable documents, and having a key word search facility, would be of value. The fact that the work is largely isolated and no linked to other work also might offer limitations in some instances.

To be successful now, the SchoolNet Global project has considered making significant changes to what it is offering, and the evaluation would highlight the following points for consideration:

- Many schools indicated that they were not aware that the project was continuing. They felt that awareness raising, and having a simple teaching pack with some lesson plan ideas would be necessary or useful ways forward.
- Not only schools but also many pupils in their own homes now have access to sophisticated PCs and to the internet.
- Youngsters and their teachers are much more sophisticated in their use of the internet.
- It is no longer a novelty to be able to post children's work on the internet. However, many pupils interviewed indicated that they would like to have opportunities to post work on the internet in the future.
- Teachers have access to many more different kinds of ICT activity than they did when the project was set up; this becomes one option among many, rather than something unique. This is true with regard to subject and curriculum areas generally, as well as with regard to the subject of ICT itself.
- Worries about child safety over the internet have increased greatly.
- The value of work to the authors and the fact that pupils do read the work of other pupils was noted by some teachers and others. However, the greater purpose to writing and publishing noted were not matched to the same level by the values afforded to reading.

Some key points to consider in terms of development action are:

- Both teachers and parents would need much more reassurance about security.
- It needs to be made clear *on the site* that names have been changed in all cases, not just those schools that requested it.
- Advice on use of photographs of the children should be given.
- Much better search facilities are needed to meet modern expectations.
- Much more is needed in the way of key words which can be searched for.
- Pedagogic tools for project work might still attract teachers, but they would need to be adjusted to modern standards of ICT knowledge and skill.
- A greater focus on the uses of the resources for reading is needed.

SchoolNet Global is a web-enabled initiative that has been developed by Intuitive Media from the existing TescoNet 2000 web-site and initiative. The SchoolNet Global project is concerned with work that pupils undertake away from the computer and internet, as well as that which they do using ICT. A number of conclusions are drawn here. Detail supporting these conclusions is contained within the substance of this report in subsequent sections.

1. It is clear that the TescoNet 2000 initiative was successful. This was in part due to its timeliness, and in part due to the main features of the initiative. It supported curriculum activity at a time when schools were looking for web-based initiatives, when they had less access to ICT in school than they now have, and when they had little understanding or experience with web-sites and their development. The opportunity to visit the Millennium Dome, and to interview MPs, was also recognised by teachers as being of value.
2. SchoolNet Global is not able to benefit now from the same circumstances that prevailed when TescoNet 2000 was set up. Schools more regularly engage now in web-based activities, they have much more in-school access to ICT equipment, and have more experience with creating resources and web-sites. The attraction of the Millennium Dome no longer exists. Hence a focus for SchoolNet Global on repeating the activity and initiative is unlikely to work for the majority of schools. The role of advisory teachers was also a key feature. They brought skill and enthusiasm and encouraged teachers to take part. It was the personal local touch that brought many schools in, the fact that it was their local Tesco and their local advisory teacher. Having made this caution, SchoolNet Global clearly intends to focus the project now at a different level of international and cross-cultural activity, that could be attractive to schools.
3. There is the possibility that a new initiative which would be of value for SchoolNet Global would be one that focused upon web-enabled activity being developed:
 - in out-of-school situations with project workers who might not be school-based.
 - using technologies that would be more imagery and sound based, such as that using streaming video (although alternative projects such as GribClub that can offer this facility, and the limitations that many UK schools and those in many countries abroad have with regard to bandwidth clearly do need to be taken into consideration in this respect). A number of teachers and others referred to lack of time as a limitation to become involved in this form of activity.
 - where the resources available to date are able to be searched effectively as a resource for school users (in other countries as well as this one, since they offer native speaking texts, which are not easy to find generally).
 - for use in other countries to support the learning of English.Only those schools that have access to broadband would be able to use the more advanced technologies (e.g. video images) – but it is recognised that this number is increasing. However, there are many parts of the country – and of course many other countries – where broadband is not yet available.
4. It is recommended that the potential for these forms of activity should be explored through:
 - a working group of project workers such as district council environmental officers from a range of geographical areas.

- an association with a suitable company or group of companies who could provide appropriate and similar support to that provided in the past by Tesco.
- the potential of setting up a simple search facility such as that provided by Google.
- monitoring uses in other countries, and exploring access of current pupil work on the web-site through links with educational companies that offer curriculum materials and support in other countries.

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This evaluation study

Four key questions were posed for the evaluation study by the DfES, Becta, and the Steering Group:

- What made SchoolNet Global 2000 successful?
- What are the costs/benefits for children?
- What are the costs/benefits for teachers?
- What can be learnt about ICT pedagogy?

The evaluation study was commissioned in order to look at answering these questions in appropriate ways. The methods chosen to address these questions were initially largely qualitative (resource review and interview based), and then moved to a more quantitative investigation methodology (on-line questionnaire forms).

An initial review of a selection of the resources on the current web-site was undertaken to look at the types and qualities of the pupil-created resources from both an educational and a social point of view. The criteria which were used for this review were those used to assess other on-line resources. Specifically, these were:

1. the nature of the users interacting with the resource;
2. the nature of others involved in supporting the activity or creation of the resource;
3. the forms of contribution being made by pupils, teachers, parents, or others;
4. the possible purpose of the resource to the variety of audiences;
5. the level of learning outcome anticipated by those creating the resource;
6. any links to other work or resources;
7. the ways in which those creating the resources, and those using the resources, appeared to be engaged;
8. the apparent forms of cognitive interactions demanded by those using the resources;
9. the forms of output created; and
10. the ways in which outcomes are managed or used further by those creating them or using them.

Five resources from each curriculum project on the current web-site were selected for review. The selection was undertaken in conjunction with Intuitive Media personnel, who provided a 'highest hit' rating for each project area. It should be noted that the selection of pages was done on the basis of 'highest hits' – the most commonly accessed pages by site visitors. Reasons for such access are not known, and are likely to vary considerably. The ways in which individuals seek and gain access could mean that information is being sought that is not found, for example, and that the resource is used in a very limited way. This method of selection may well provide a selection which is skewed, but the ways in which this happens is not known. As there was insufficient information to be able to ascertain what might be a more representative sample, frequency of hits was chosen as the most practical strategy for identifying pages which are known to be active and therefore likely to be worth looking at.

The next phase of the evaluation study was to select a number of schools that were initially targeted for visits by the evaluators. These schools were identified by Intuitive Media, in order to benefit from their range of experience of practice within schools. Within these schools a range of personnel were interviewed: one or more teachers who had supported use of TescoNet 2000 or SchoolNet Global; as many pupils in the schools as possible who had contributed to TescoNet 2000 or SchoolNet Global; and any parents who were willing to be interviewed and who had been involved in any way. Whilst bias could happen through a selection process of schools identified by Intuitive Media, it was felt that schools where there

was some recognised practice occurring might enable early pictures to be gained of how involvement might lead to curriculum outcomes. Schools selected for a visit were intended originally to be representative of five types where possible: schools where involvement had been historical but not very recent; schools where involvement had been very recent but not historical; schools where involvement had been persistent since 1999; schools where out-of-school involvement was clear; schools where involvement had been more limited to observation rather than to direct involvement. (It should be noted that with the small number of schools where interviews took place, any full analysis on this basis was not possible.)

The interviews covered a range of questions for the three interviewee groups, teachers, pupils and parents, as shown in the Appendices.

From the range of evidence collected at the interview stage of the study, two intended outcomes were: firstly, findings to be identified which were able to be related to some extent to boys, girls, age, region, etc., and secondly, details from the interviews were to allow a quantitative questionnaire to be put together for a much wider data gathering exercise involved in the latter part of the study. (It should be noted that with the small number of interviews involved, any analysis on the basis of gender, age, or region was not possible.)

The latter stage enabled all teachers, pupils, and parents in every school involved to return a questionnaire in a form which was collated. These questionnaires (teacher, pupil, and parent) were in an on-line form to enable short time periods for collation and processing of this data. All questions in these questionnaires allowed respondents to give a single or multiple answer. Questions covered aspects including details about the individual (gender, age range, geographic area, areas of interest, etc.), patterns of usage of the web site, features that captured interest and attention in the web site, how parents, teachers or pupils were involved, the forms of collaboration that had been involved, the forms of value which were seen in the resource, the features that maintained attention and interest, perceived learning benefits, perceived teaching benefits, and ideas for future development and use.

Background to SchoolNet Global

The SchoolNet Global project started in 1998 in the UK. Since then over half a million young people, aged 5 to 18 have been involved. Many have recorded their thoughts and feelings about life in the 21st Century, on over 50,000 web pages. They write about their own lives, homes, interests, wild ideas, hopes and dreams and how they will make the world a better place. (SchoolNet Global, 2002)

SchoolNet Global evolved from TescoNet 2000, which was established in 1997, and was sponsored and supported by Tesco, who invested some £6 million in the project. The aim of the project was to consider how the use of computers and a web site could be integrated into educational activities that could change how pupils viewed the family, the world, and society at large. It was intended that the project focus on interests not otherwise focused upon specifically by schools, and would involve new topics that would be novel and varied and would appeal to pupils and teachers. TescoNet 2000 set up projects for pupils to undertake (in classrooms, but also outside classrooms). Of the range of projects that were developed for pupils to be involved in, 12 have currently been retained on the updated web-site. Some of these projects have involved pupils in interviewing parents or adults, to find out details or facts about their lives and experiences, which could then be used as a basis for pupils to write about their findings, and then these stories or reports were submitted and published on the TescoNet 20000 web-site. The 12 project categories on the web-site are now populated with the work of pupils from many schools over a number of years.

The work of pupils and schools was initially supported by 39 advisory teachers, who were employed by the project until December 2001. A summary of the numbers of LEAs, schools, teachers, pupils, and work supported by these advisory teachers is provided in the table following.

Advisory teacher	LEAs covered	Active schools	Active teachers	Active pupils	Completed pages published
1	2	244	94	1306	1173
2	6	400	50	912	795
3	1	381	144	4522	3504
4	3	342	124	3201	2302
5	5	437	177	1722	632
6	3	369	43	520	340
7	3	505	94	1930	1362
8	2	235	59	951	563
9	5	442	98	1012	1268
10	2	370	197	1852	1510
11	4	654	128	1737	1780
12	4	305	60	543	659
13	3	345	80	1455	1268
14	3	261	83	1415	1112
15	3	576	59	901	677
16	0	305	132	1460	1521
17	3	717	114	1075	638
18	5	368	77	1458	2072
19	1	337	80	1712	811
20	1	306	90	2457	2188
21	1	313	84	1443	1191
22	2	420	91	2602	1564
23	2	637	90	1523	1513
24	4	625	101	1682	1995
25	4	437	95	1286	1045
26	1	157	67	655	788
27	2	370	150	1765	891
28	2	232	91	2591	1150
29	3	472	61	853	6511
30	4	527	52	1735	606
31	6	757	133	2521	1075
32	5	706	134	3654	3478
33	3	371	48	750	646
34	3	184	31	403	345
35	5	895	53	1062	716
36	3	259	47	565	419
37	4	590	47	868	349
38	2	229	52	838	816
39	5	961	195	2403	1584
Totals		17041	3605	61340	52857

Table 1: Details of advisory teacher involvement in the TescoNet 2000 project

It should be noted that in many cases two or more advisory teachers covered an area of a single LEA. The simplistic outcome of the work of the project resulted at that stage (December 2001) in the:

- Involvement of 17,041 schools.
- Involvement of 3,605 teachers who have been active in supporting projects.
- Involvement of 61,340 pupils who have been active in producing reports.
- Publication of 52,857 pages of stories and reports.

After the end of the TescoNet 2000 project, Intuitive Media evolved the project into SchoolNet Global (with different intentions and focus). By August 2002, Intuitive Media reported that the total number of pupils involved had risen to 134,045, the total number of schools involved had risen to 17,459, and the total number of pages published had risen to

53,423 (although it was also noted that 2,781 pages at that time were published by a class or group which might represent any number of pupils involved up to 30 per class). By December 2002 the number of schools was reported to have risen to 17,507, and the total number of published pages to 53,536. By March 2003 the number of schools was reported to have risen to 17,847, and the total number of published pages to 54,418.

Web pages and statistics show that there is an increasing involvement from schools abroad, and pages are being published from pupils in a range of foreign countries. In January 2003, SchoolNet Global was launched to overseas schools at the BETT show. In February the project was launched into Europe in a keynote presentation at the European SchoolNet conference in Brussels, which led to the initiation of pilot projects in 11 countries, including candidate EC countries. With the British Council, the project was promoted in Moscow and St Petersburg. In two months from its international launch, the project received registrations from 53 new pilot schools in 19 non-English-speaking countries: Denmark, Finland, Germany, Iceland, Indonesia, Italy, Latvia, Lithuania, Norway, Poland, Portugal, Romania, Russia, Slovakia, Spain, Sweden, Switzerland, Thailand, and Uganda.

In addition to the overseas member schools, the pupil pages resource is accessed by non-member schools from around the world. It is reported by Intuitive Media that many schools use it for teaching English as a foreign language. The foreign language countries accessing the site most, in order of site hits (from Germany down to Portugal) are: Germany, Lithuania, Netherlands, Indonesia, France, Italy, Belgium, Poland, Finland, Russia, Romania, Iceland, Spain, Austria, Denmark, Thailand, Singapore, Malaysia, Mexico, Sweden, Saudi Arabia, and Portugal.

Intuitive Media have reported that the age range of pupils taking part was from 4 years of age to 19 years of age. The modal and median age group was 11 years, with some 23,000 pupils of this age taking part. There were some 10,000 pupils of age 8 years and age 13 years taking part, and the distribution was shown as a normal distribution around these parameters.

When pupils had completed work for web publication, schools were obliged to approve this work – all children’s work had to be approved by their teachers, which involved the teacher checking a tick box to pass the work for publication. All written work that has been published has been through an editing process that was undertaken by Intuitive Media (in addition to any editing that happened in schools themselves). Work was validated by the advisory teacher involved in the TescoNet 2000 project, put through an automatic filter, and only then was it published. Intuitive Media indicate that it has been found that using this mechanism has meant that the web-site has been found to be 100% safe. Intuitive Media state that:

- “no child has been exposed to unsuitable materials on the SchoolNet Global site.
- no links have been provided to unsuitable materials.
- no child has been approached by anyone wishing them harm.
- no unsuitable materials have been published on the site.
- there have been no complaints about any materials published on the site.”

Schools were also offered the option to have pupil names changed so as to maintain anonymity. This is a matter of choice for a pupil or a teacher, and names are not changed by the project administrators. Pupils could, for example, choose an optional web-name pseudonym to maintain privacy.

Some projects have involved pupils in interviewing key informants, including 200 MPs. Forms of involvement of this type clearly have the potential to influence pupils in terms of the

levels and qualities of their social and cultural awareness. To be able to influence pupils in social and cultural ways would clearly be a considerable achievement, and well worthy of an evaluative review in order to look more carefully at the qualities of the outcomes, the factors of this success, and the potential that it offers for the future. It is recognised already that a weak element in the project has been the use of the material as a reading source for others. Publication was supported strongly, and it was assumed by the project that pupils would read the work of others. It is possible that a bank of material of this size might be able to be used as a source of information by others, for concordancing exercises, or analysis of grammatical structures, for example.

Intuitive Media, the company who built and managed the original TescoNet 2000 project, have undertaken a range of studies themselves. Some of this research is published on the SchoolNet Global web-site, and some has been distributed within two reports dated August 2002 and 7 December 2002 respectively. A range of evidence from these reports is summarised below.

The reports indicate that access to the web-site is increasing. This is shown on the basis of page views, and the data from Intuitive Media shows that there has been a rapid rise in access from February 2002, as shown in the table below. However, figures associated with numbers of hits and page views need to be treated with extreme caution. For example, not every hit may be a visitor, since on many systems, every time a search engine checks a page when it is looking for something, it is recorded as a hit, and it does not mean that anybody has looked at it.

Month	Number of page views recorded
February 2002	14,984
March 2002	19,074
April 2002	67,600
May 2002	26,806
June 2002	61,874
July 2002	100,669
August 2002	105,758
September 2002	87,000 (estimated from graph)
October 2002	118,000 (estimated from graph)
November 2002	142,363

Table 2: Number of page views recorded for SchoolNet Global during 2002 by month

It should be noted that the increase in access has continued in school holiday time. Who is accessing the pages and why is therefore of considerable interest, since it may indicate some of the nature of future potential for this site.

In terms of when pages are accessed most, Intuitive Media data indicated that by August 2002 about 15,000 pages had been accessed on average during each hour of the day (indicating that quite a lot of access was likely to be occurring from a very wide range of countries), but that there were peaks between 2.00 and 3.00 pm (about 35,000 pages or more), and at 6.00 pm (about 57,000 pages). This trend was further shown in December 2002. The nature of this access at different times might again indicate something about the potential for future access and use. In December 2002 Intuitive Media provided a list of international countries accessing the web-site (but identified from accessing web addresses, so not including country access including, for example, .com and .edu). Countries accessing the web-site which could influence the high access times between 22.00 and 06.00 were Australia (8,642 hits), Canada (8,534 hits), New Zealand (4,267 hits), United States (3,324 hits), Singapore (1,643 hits),

Japan (1,428 hits), South Africa (1,049 hits) and Brazil (770 hits). Significant numbers of hits were also recorded from 13 European countries.

Statistical search analyses undertaken on the pages show that certain ranges of words have occurred frequently. In terms of sport, the most frequently used sports are:

1. football (4,306 uses across 11,795 pages).
2. swimming (3,228 uses across 11,795 pages).
3. horse riding (954 uses across 11,795 pages).

In terms of pollution, the most frequently used words are:

1. pollution (1,430 uses in the My Environment project).
2. litter (884 uses in the My Environment project).
3. traffic (408 uses in the My Environment project).

This data shows that the pages available have references to a wide range of topics which could well be likely to be of interest to a pupil and teacher audience. Having a list of key words that would enable an easy search might well provide useful access for both native English speaking and non-native English speaking pupils and teachers.

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SchoolNet Global visits to schools and use of online questionnaires

Visits to schools were planned through Intuitive Media contacts. Intuitive Media provided a list of 21 schools who were contacted with regard to visits. Of these contacts:

- Thirteen were primary schools.
- Three were junior schools.
- One was a combined school.
- One was a secondary school.
- Two were independent schools.
- One was a non school-based project.

Visits were arranged where possible. However, in a number of cases visits were not possible, and the reasons were due to (in 9 cases):

- Not felt to be worthwhile by the school contact. There had been no use for 2 years. The school was still on ISDN and it was too slow to use it – the school says that it cannot afford broadband.
- Children who used the web-site had left school and the ICT manager was seconded to Intuitive Media.
- The head teacher was recently widowed and did not want to participate.
- No links had been retained since the original teacher left.
- The ICT co-ordinator left 2 years ago, and the web-site had not been used since.
- The school contact did not feel that it was worthwhile.
- No reply to telephone calls or emails.
- The school was the wrong school.
- The school had been contacted by Intuitive Media but then there was no further contact regarding the project.

Evaluative evidence was gathered from the schools where visits were possible, using the instruments shown in the Appendix.

From the school visits, online questionnaires were created which enabled teachers, parents and pupils to offer their views in ways that would be as easy as possible. SNAP software was used to put these questionnaires online, so that responses were collected by a named email contact for the evaluators. Intuitive Media linked the online questionnaires to their home page, provided a list of contacts for the evaluators to contact, and ran an email shot themselves. The contact list provided by Intuitive Media contained over 300 school contacts, but from these only 109 email addresses were identified in total, and 65 of these were found to be inaccurate or inactive. Invitations to complete online questionnaires went out to 44 school contacts from the evaluators directly. After three weeks, 23 teacher questionnaires, 1 parent questionnaire without responses in it, and 5 pupil questionnaires (including one test one) had been received.

School interview and online response outcomes

Outcomes from school visits are shown within this section. In this section the evidence is categorised under the four original key questions, and the sub-questions within each group provide further detail in each case. From the school visits undertaken, the online questionnaires were developed, and data collected from these questionnaires over a limited time period is used to compare to the evidence from school visits.

Schools involved have been at different stages of use of the facilities provided by TescoNet 2000 and SchoolNet Global. The numbers of school visits undertaken in each category are shown in the table following.

Type of school	Number visited
schools where involvement had been historical but not very recent	6
schools where involvement had been very recent but not historical	3
schools where involvement had been persistent since 1999	1
schools where out-of-school involvement was clear	0
schools where involvement had been more limited to observation rather than to direct involvement	0

Table 3: Numbers of schools visited of each ‘involvement’ type

Numbers in these categories who completed online questionnaires are given in the table below. It should be noted that 16 of the 23 returns were from schools in England, and 2 were from schools abroad (in Russia and Denmark).

Have you used the project and web-site:	
• previously but not now?	9
• in the past and now also?	2
• only recently?	6
• only for reading the work of other children?	5

Table 4: Numbers of schools completing online questionnaires of each ‘involvement’ type

Numbers of teachers, pupils, parents and others interviewed are given in the table below.

School type	No. of teacher interviews	No. of pupil interviews	No. of parent interviews	No. of other interviews
P1	1			
P2	1	3		
P3	1	5		1
P4	1			
P5	1	5		
P6	1	1		
P7	1		2	
S1	1	1		
I1	1	5		
Project 1				1
Totals	9	20	2	2

Table 5: Numbers of interviews conducted

Numbers of questionnaires returned are shown in the table following. Due to very small numbers of pupil and parent questionnaires returned, only teacher responses have been included in the report.

No. of teacher questionnaires	No. of pupil questionnaires	No. of parent questionnaires	No. of other questionnaires
23	5	1	0

Table 6: Numbers of online questionnaires returned

Responses to the key questions, and to questions posed within interviews and online questionnaires follow.

Key Question 1

What made SchoolNet 2000 successful?

Teacher responses

Teacher responses indicate that success of the project was due to timing and circumstance, rather than just to the pedagogical focus of the project. Teachers indicate that the lead up to the Millennium and the fact that this was a millennium project was a key factor. The opportunity to visit the Millennium Dome were also important for some of the teachers. The opportunity to take children out of school, and to offer them experiences that they would not otherwise have was important. Many teachers indicated that they felt that the project had finished at the end of the year 2000, and were not aware of any continuation beyond that date.

Teachers have generally felt that the project has been well run. In terms of the circumstances surrounding the project, teachers indicated that the support available was useful, and that it was easy for the children to use the technology. Teachers have indicated that they valued not being alone to work on this form of resource development, and that they could speak to someone very quickly if they needed help. The advisory teacher support was found to be helpful. Parental involvement was in some cases indicated as an important factor in the success from the teachers' points of view also. The fact that all pupils could be involved was important to many teachers, and it provided pupils with the opportunity to see their work on a web-site for the first time. The opportunity for the work to be 'showcased' was seen as important. The excitement of wanting to do the project were also of importance to teachers. For some teachers the safety checks that were put in to ensure that pupils were not individually identified were also important. Many teachers indicated that the facilities available from the project, often within Tesco stores, were not available at that time in the schools themselves (including facilities such as PCs, digital cameras and scanners, for example).

One school enjoyed taking part in the two competitions which were run as part of the project, to design a computer trolley, and a competition to design a carrier bag (both of which they had won).

From a pedagogical point of view, teachers have indicated that enabling children to relate from their own experiences was an important feature of the project. This enabled children to write easily on topics, and then in some cases the writing could be used in class afterwards. Many teachers have linked this project in some way with language work. However, teachers also refer to the need for project ideas that are given to them to link with topics that fit with their National Curriculum work. Teachers have indicated the need to consider the topics available, and they recognise that they may need to be reminded of these at appropriate times. Certainly a number of teachers felt that the ideas provided in the Tesco packs were pertinent and relevant.

For schools that have started to become involved more recently, the presentation of work on the web pages is stated as a feature that is felt to be useful and attractive. This was also the case for schools that completed the project some time ago, who refer to the project as being 'inspiring', with things set out well, and information provided being useful.

What was it that captured your attention?

Parent responses

Whilst the parents that were interviewed were not directly involved in selecting the project which their children would be involved in, they found that the project was received with enthusiasm by their children. This was a key feature for them in terms of their support.

What was the X-factor? Why did you participate? What attracted teachers to the project? What convinced teachers to take it up? What made it convincing?

Teacher responses

Factors that were key to participation for teachers varied. However, involvement in a project that would be at a national level was of importance to a number of teachers. Publishing work that would appear in the Millennium Dome, and being able to look at other pupils' work was important for some teachers. For some teachers, the interview with the MP was an important feature, especially as this provided an opportunity for comparing interview outcomes. Teachers generally found that pupils reacted positively to this project, and wanted to be involved.

All teachers at the time they started the project had no or little ICT in their schools. The project provided the opportunity for them to access ICT facilities, and to gain ideas about use prior to their having such facilities within their schools. This was a key factor that attracted teachers. Some teachers were also keen to take advantage of the potential that a project such as this offers to them in gaining ideas that inform the wider picture of ICT use across subjects. The project ideas were also in some cases felt to fit well with National Curriculum needs at that time, both in terms of the ICT curriculum and the wider curriculum. The project was felt to offer structure to this form of work for pupils, to offer lesson ideas, and to offer ideas that could be used for homework activities. It was felt that pupils could work at their own pace in some cases.

Some teachers participated because of personal contacts. This appears to have occurred on a number of occasions with teachers starting projects recently.

Online questionnaire responses to this question are given in the table below.

Why did you personally participate?	
• It added to what was being done already	7
• It fitted in with the general drive on ICT and National Curriculum needs	6
• There were useful ideas in the starter pack	6
• It gave structure to some lessons	3
• It was useful to create web-based resources	6
• The safety check was useful	4
• It enabled us to look at how pupils could become engaged in the use of web-based resources	10
• It was the first opportunity to see pupils' work on a web-site	6
• We would be part of the biggest web-site of pupils' work	9
• The project had a lot of credibility	5
• I was interested in the interview with the MP	0
• Attendance at the Millennium Dome was a big incentive	1
• It was an opportunity to use ICT as there was none in school at the time	0
• It provided access to things that children did not have	1
• Homework was a part of the resource	0
• We could take children out of school	0
• It was part of my job	7
• There was the opportunity to speak to someone and get support	3
• It was a personal request from someone	6

Table 7: Teacher online responses to reasons for personal participation

The value of being able to use the project to see how pupils could become engaged in use of web-based resources, and involvement in a large web-site of pupil work has attracted a number of these

teachers. However, being able to add to what was already being done, having useful ideas from a starter pack, and being part of the job of the person responding were also reported by numbers of respondents.

Pupil responses

Pupils interviewed have participated largely because the whole class was involved with the project. For some pupils, it was a part of a wider course. For some, it enabled them to practice the use of research and analysis skills, as well as interviewing parents or those in the wider community. For others the chance to learn something else was of interest to them.

Some pupils interviewed did not remember the experience, even though the teacher had specifically singled them out to talk to the evaluators. This happened in 5 cases out of 20. Others, however, remembered the experience and felt that being able to put their work on display for others to look at was a useful idea. Some pupils clearly enjoyed the opportunity to show their work to others, because they felt their work was worth making available for others to see it. For some pupils it was felt to offer them a way to show their work on a web-site (remembering that for many schools there was no real concept around at that time that pupils might have their own web-site, or even that schools might) without the cost involved.

Parent responses

Parents who were interviewed indicated that they wanted to support their children. Discussion of the activity was undertaken rather than any direct involvement. Their children's enthusiasm was sufficient for them to feel that they should support this form of activity, especially as it was different from other forms of activity that had been possible.

What can we learn for promoting other ICT education projects?

Teacher responses

In terms of promoting projects, some key features that attracted teacher to this project were concerned with the notions of publishing to worldwide audiences, and being a part of building up large national databases of work. For some teachers this was of interest and of intrigue, especially being a part of the biggest web-site of children's work, which would be available for all to see. Supply cover available for teachers was also found to be a major incentive.

However, all the teachers interviewed felt that working collaboratively with others from around the world had not really happened.

Some teachers felt that what was offered would enable them to start using ICT immediately, and was seen as being straightforward. Teachers also recognised that it fitted with their drive to use ICT more in the curriculum, especially as they either had no internet access, or had not had it for any length of time. Awareness of the fact that there was hardware available in Tesco stores to support use, and that a project outline would appear each term, were felt to be particularly useful at that time.

Pupil responses

In the case of all pupils interviewed, the project had been brought to their attention by their teacher or head teacher.

Parent responses

Parents interviewed recognised that they had found out about the project from both the school and their children. They felt that they had become more aware of the project from their children as time went on.

How did they hear about it?

Teacher responses

Teachers found out about the project from various sources. A letter sent by Tesco appears to have raised awareness and attention from some schools. For teachers who were involved with the TescoNet

2000 project, letters or mailings coming into school alerted some teachers, while direct approaches from personnel were involved in other cases. Teachers who have become involved in SchoolNet Global more recently have been alerted to the project at the BETT exhibition, or through direct contact from Intuitive Media personnel.

Online questionnaire responses to this question are given in the table below.

How did you find out about the project?	
• Personal contact	3
• Headteacher told me	1
• Approached by our local Tesco	2
• Mailing into school	4
• Email contact with school	5
• BETT exhibition	2

Table 8: Teacher online responses to how they found out about the project

A variety of ways of finding out about the project are indicated. Forms of school mailing are significant to some teachers.

Pupil responses

In the case of all pupils interviewed, the project had been brought to their attention by their teacher or head teacher.

Parent responses

Parents interviewed recognised that they had found out about the project from both the school and their children. They felt that they had become more aware of the project from their children as time went on.

What influence did parents or children have on teachers?

Teacher responses

Where teachers ran projects, pupils and parents had no influence on the shape of the project. Teachers decided upon the rules regarding publishing of work, but pupils were often given the chance to choose a theme, depending upon their individual interests. Advisory teachers sometimes did have influence upon what was happening, however. Parents were in a few cases notified, and those involved in some cases supported internet access for this activity. In a few cases parental permission was sought, and in some cases research was undertaken by pupils within their home environments.

Online questionnaire responses to this question are given in the table below.

What influence did parents or children have on you in the way you used or set up the project?	
• Children chose the projects	7
• Parents provided access to ICT at home	0
• Parents gave permission for work to go on-line	5
• Parents supported research at home	5
• No influence from parents	4
• Too early to say	6

Table 9: Teacher online responses to influences of parents and children on the project

Children's choice of projects is highlighted, and the involvement of parents in supporting research at home is also noted.

Pupil responses

Pupils involved recognised the help and direction that teachers gave as being prominent. Some pupils interviewed indicated that they told their parents what was happening, but otherwise there was little

involvement. In other cases, parents answered questions that were asked of them, while in other cases parents offered positive encouragement..

Parent responses

In one case a parent’s child was felt to have had a greater influence on their encouragement for the project than the teacher. However, the other parent indicated that the project was positively encouraged as it was felt to be addressing a potential area of writing weakness.

What value did they see in it for teachers, children, parents?

Teacher responses

Teachers found that pupils were stimulated by the project, and that writing outcomes were of real value. Some teachers felt that literacy, reading, planning and comparing details in emails were all valuable outcomes from involvement with the project. Part of this was felt to be concerned with making the purpose and audience of the writing ‘real’, and that it was showing them how to use technology to its best effect. The project was felt to fit in well with the curriculum being offered and the access to the internet at that time. In some cases it was felt that one of the benefits was that everyone was able to produce something, even the slower pupils. Having nationwide involvement was felt to be of value. For a school it can help the school to show what it is doing, and how work is produced. The school sees this as being a way of recognising the value of pupils’ work, and bringing attention of work to parents.

Online questionnaire responses to this question are given in the table below.

What value did you see in it for yourself, pupils, or parents?	
• Fitted in well with the curriculum work being undertaken	11
• It would engage pupils in a particular style of work	4
• Pupils would be able to see their work on the web	13
• All pupils would manage to produce something	6
• It aided aspects of literacy and reading	9
• The web-site was novel and well constructed	8
• Useful to be involved in a nationwide project	9

Table 10: Teacher online responses to perceived value for involvement

The value of pupils being able to see their work on the web, and the work fitting in with the curriculum are noted particularly by these respondents.

What messages were most important to teachers? What convinced teachers to register? What convinced teachers to encourage their pupils to be contributors? What keeps teachers using the service? Why do you continue to use it?

Teacher responses

Some teachers used the project for limited time periods only. A number of schools visited used the project until the end of the millennium, when access to hardware at the Tesco stores ceased. Some teachers felt that the use of laptops (e-mates) enabled pupils to work in ways that showed them what the future would hold – sharing work across laptops, for example. Support from advisory teachers was clearly found to be valuable in some instances, especially as teachers recognised that they had limited technological skills at that stage. The amount of work put onto the web-site has encouraged some teachers to use the project for longer periods of time.

What would attract them back to using it?

Teacher responses

Teachers felt that they would need certain features to be fulfilled if they were to go back to use of the project. Some structure was felt to be needed, in terms of the contribution that pupils could make, and the incentive for pupils to work towards a wider contribution. It was felt that pupils would need to be able to view their work on a web-site. Some teachers felt that investigations should be made available

that would be varied, particularly in terms of length. The issue of many web-sites now available for pupils to publish work on was raised by some teachers. Some teachers felt that pupils should be able to do more themselves in terms of publishing. Some teachers felt that the curriculum has now changed, or that their organisation has changed, so that it would be more difficult for them to undertake this form of work. Links to schemes of work, access to Tesco packages, and links with other countries were all felt to be factors that would be needed to be in place in the future if this form of project was to be used.

Key Question 2

What are the costs/benefits for children? How does publishing to a worldwide audience affect the quality of children's writing, artwork?

Teacher responses

Some teachers have indicated that they felt that the publishing led to marked improvements in writing, and that pupils were stimulated in terms of their writing. Teachers indicated that pupils thought more carefully about their work, and how to present things. Some teachers felt that pupils were more motivated to complete their work in this medium. That there was an audience was felt to be a key factor in the motivation of some pupils, and the presentation at the Millennium Dome was an element of this. However, some teachers felt that novelty value played a part, and that redoing the project would not necessarily lead to the same outcomes. Peer learning was felt to be a valuable outcome by one teacher.

Online questionnaire responses to this question are given in the table below.

How do you think publishing to a worldwide audience affects the quality of pupils' writing, or artwork?	
• It makes children think carefully	8
• Children think about presentation of their work	12
• The quality is improved if other people are going to see it	11
• Children are excited when work goes to somewhere like the Millennium Dome	9
• Children learn from each other	10
• Children have something to aim for, to get their writing on the web	12
• No impact at all	1
• We didn't emphasise that aspect	1
• Too early to say	1

Table 11: Teacher online responses to perceptions of quality of pupil work

Many teachers from those responding feel that the quality of children's work is affected by publishing to a worldwide audience. The effects on presentation and on having something to aim for are noted by many respondents.

Pupil responses

Pupils varied in their responses about whether this project had improved the quality of their work. Some felt it had improved quality by a greater focus on detail to spelling for example (8). Another was not sure about impact (1), while others thought there had not been any changes (10). One pupil did not respond to this question.

Parent responses

Parents interviewed were not aware of any differences in quality that had been achieved with work.

What are the learning benefits (the range and depth)?

Teacher responses

Teachers felt that a range of learning benefits had been achieved. Some pointed to the learning benefits in terms of literacy, especially in terms of writing to a different audience, involving different styles of writing, methods involved in researching, and involvement in debate and discussion. Other teachers indicated that shared reading, drafting of replies, analysing subject matter, and unpacking materials

had been involved, and that there had been offshoots in subject areas such as science and geography (when northern and southern hemisphere differences were being considered, for example).

Other teachers pointed towards the confidence that children had gained. Enthusiasm was generally identified as being raised by the project when it was undertaken. Some teachers felt that thinking had been enhanced, especially when having to speak to others in the community. Some teachers felt that the sharing of techniques was important in terms of wider learning, including the sharing that could happen with others across the world. Other teachers pointed towards enhancement of creative abilities.

Some teachers indicated that children had gained in terms of ICT skills. Some indicated that HTML coding had been learned, as well as concepts concerned with uploading and downloading.

Online questionnaire responses to this question are given in the table below.

What are the learning benefits (in terms of the range and depth)?	
• Enhanced self-esteem	9
• Enhanced creativity	3
• Structured research made pupils think	6
• Reading, drafting and analysis skills are carried to other curriculum areas	9
• ICT skills	12
• Opened up opportunities to use the internet	12
• The novelty of using computers and peripherals	3
• Enthusiasm generally	8
• Too early to say	1

Table 12: Teacher online responses to learning benefits

Although ICT skills and opportunities to use the internet are noted by many respondents, the enhancement of self-esteem and benefits to reading, drafting and analysis skills are also noted.

Pupil responses

Some pupils (3) felt they had not learned anything particularly, or could not remember what they had learned. Some felt they had learned some specific things (such as about World War 2, or kangaroos), while others felt they were encouraged to think about a subject in general more (such as art). Some pupils referred to knowing more about what interested other people, or how to improve on their own work. Some pupils felt that they had learned more about ICT (such as using passwords, or creating web pages), while others referred to use of questionnaires, surveys and analysis techniques as learning points.

Parent responses

Parents interviewed felt that confidence had been enhanced, and that their children had gained pride in their work, particularly when it was to be displayed at the Millennium Dome. The development of ICT skills, and the joy of showing these to parents was also indicated.

What cultural awareness has been gained by those pupils involved?

Teacher responses

Teachers felt that limited cultural awareness had been gained overall. Some teachers reported that work from other schools could be viewed, but this was not reported on as a wide activity or focus. Some teachers felt there was more potential in this area than had been explored, and that where this was a focus, that it had been useful. Internet access limitations were sometimes reported to be limiting this form of activity. Some teachers have reported some specific instances of cultural awareness being raised, but only when emails or notes sent electronically have been involved (such as surprise at emails sent at 3am, for example).

Online questionnaire responses to this question are given in the table below.

What cultural awareness do you think has been gained by those pupils involved?	
• Local environmental issues were raised	8
• Pupils looked at work from other schools	6
• Pupils looked at other places	9
• There was a recognition of time differences across the world	2
• Too early to say	4
• None or very little	1

Table 13: Teacher online responses to perceptions of cultural awareness gained by pupils

A number of teachers referred to pupils looking at other places as a consequence of the project. Raising local environmental issues was also noted by a number of respondents.

Pupil responses

None of the pupils interviewed felt that their cultural awareness had been raised in any ways.

Parent responses

Parents felt that some cultural awareness had been gained, particularly when emails were involved in the project prior to the writing of the web page. Parents talked about the fact that their children were talking about the content of emails from other countries.

What has the impact been on global education?

Teacher responses

Some teachers felt that there had been certain specific impacts upon global education. One teacher reported an awareness of different children’s lifestyle in different parts of the country, while two teachers mentioned that as pupils became aware of different places they could exploit this and explore these areas with pupils. One teacher felt that being able to see things brings pupils closer to those experiences. However, most teachers reported no impact on global education.

Online questionnaire responses to this question are given in the table below.

What do you think has been the impact on the global understanding and knowledge for your pupils?	
• Awareness of the presence of the world-wide web	8
• Awareness of the Millennium Dome	7
• Awareness of places children did not know, that teachers could explore with them	4
• Children felt a link with other locations	3
• Seeing things brought them closer	6
• Too early to say	5
• None	1

Table 14: Teacher online responses to impact on global understanding of pupils

Some teachers referred to the project having impacts upon global understanding and knowledge of pupils.

Pupil responses

Six pupils out of the 20 interviewed felt that they had gained in terms of global education. In one case the pupil thought that it was possible to see how different things were, and how lucky they are. One pupil referred to the situation in Ethiopia, where they live in shacks, do not have a lot of water, and that they might have to walk miles to get water that might be clean. Another pupil referred to an area where bombs kept dropping on the family (but did not know where this was).

Parent responses

One parent felt that emails had encouraged her child to consider the country where they had come from. The other parent felt that not much had been gained in terms of global education.

To what extent do pupils understand the concept of a world-wide audience?

Pupil responses

Of the 20 pupils interviewed, 14 had some concept of what a world-wide audience is and were able to articulate this. Responses varied from 'the whole world' to 'where everybody from all different countries can see what you're doing'. Two common features in the responses were 'the whole world' or 'everybody', and 'looking at your work'. Some pupils talked about the need for 'a computer on the internet'.

Key Question 3

What are the costs/benefits for teachers? What do teachers think they have gained from their experience with SchoolNet Global?

Teacher responses

Teachers responded to this question in a range of ways. Some indicated that the activity was motivational for them, while others indicated that they benefited from the resources, investigations and examples that had been provided in the Tesco literature. Some teachers indicated that it was an easy project in which to get pupils involved. Confidence in publishing material in a simple and straightforward way on the internet was also a benefit for some teachers, while others described how their abilities in using a digital camera and integrating images with text had been enhanced to a large extent. Being able to do something that had not been done before was regarded as a clear outcome by some teachers. Some teachers indicated that examples showed how to integrate purpose into writing. A small number of teachers indicated that they were not able to use the resources as they had wanted, because of difficulty of access.

Online questionnaire responses to this question are given in the table below.

What do you think you have gained from your experience with SchoolNet Global?	
• It has added a tool in the armoury available	6
• An introduction to using web-sites	5
• Confidence in publishing on the web	1
• Access to investigations not otherwise available	5
• The satisfaction of completing something new	4
• Enjoyment	7
• Not as much as was hoped for	2
• Too early to say	4

Table 15: Teacher online responses to personal gains from involvement

Teacher respondents indicated a variety of ways in which they felt they had gained from the project. Enjoyment and having another tool in the armoury available were noted by some.

What features are of greatest value?

Teacher responses

Teachers felt that the termly theme was useful, as was the clear progression of ideas from a local to a national focus. The range of themes was thought to be good, and the fact that the themes could be undertaken in different time periods (from one lesson to half a term) was also useful. The fact that pupils could work as a team was also considered valuable by a small number of teachers interviewed. The advisory teachers associated with the scheme were found to be useful and supportive, especially in terms of supporting an hands-on experience. The ability for pupils to publish worldwide was valued, as was the development of ICT skills generally (although it was also noted that while this was useful at the time of the TescoNet 2000 project, but is not relevant now). Teachers and pupils found the resources easy to use, and that work when published was well presented on the site.

Online questionnaire responses to this question are given in the table below.

What features are of greatest value?	
• Opening up use of the web	8
• Work that is integrated with the curriculum	8
• Offering purpose to the work	12
• Use of text and photos that are published	6
• Ease of use	6
• Pupils being able to work as a team	6
• Control over the work produced	4
• Editing facilities were useful	4
• Security was useful	7
• Hands-on ICT experience	9
• Too early to say	1

Table 16: Teacher online responses to features of greatest value

Offering purpose to work was felt by many respondents to be the greatest value gained from the project.

What could be improved?

Teacher responses

Teachers did find some aspects where they felt there could be improvements, and a small number of teachers felt that there could be major improvements. Some teachers reported that the structure offered for writing was at times constraining, and that editing and incorporating documents in MS Word would have been easier. Some teachers have reported that current resources are difficult to fit into National Curriculum topic areas, and that the resources would be easier to handle in downloadable form to hand on to other teachers. A few teething problems were found with file transfers. Nearly all teachers feel that the navigation of the site is difficult, especially for pupils, and that the lack of access to an individual's work is a disappointment for some pupils (having the ability to access all work from one school was felt to be desirable, for example). The lack of search facility was highlighted by most teachers. Some schools would like to have facilities to work with other schools for online work. In spite of the security built into the system, some parents were reported to still be concerned with safety when publishing worldwide. Some teachers also felt that the IDs used were difficult to remember.

Online questionnaire responses to this question are given in the table below.

What could be improved?	
• More specific information sheets on some topics	3
• Better links to National Curriculum topics	3
• Access to the web-site	3
• More memorable IDs	5
• Some technical problems being addressed	4
• Having downloadable documents available	8
• Better communication about changes	3
• Parental concerns about safety of publishing on the web being addressed	3
• Better search facility	4

Table 17: Teacher online responses to features that could be improved

Teacher respondents gave a variety of responses, but having downloadable documents available was noted by a number.

What incentives have been successful in making publishing on SchoolNet Global attractive in the past and what would help in the future?

Teacher responses

A major incentive that encouraged use was the access to hardware that was provided by Tesco stores.

Pupil responses

Many of the pupils reported that they would like to continue publishing work. Some pupils indicated that they would want to make their work neater in the future, while others would want to provide work so that many other people would see it. Some pupils indicated that they would like to look at the other work that was displayed. Some pupils indicated that they liked to write and draw, but some referred to the difficulty of navigation around the site.

Parent responses

Parents indicated that their children had a level of internal drive that enabled them easily to work in this way. One parent felt that it had led to other work beyond the initial project.

Key Question 4

What can be learnt about ICT pedagogy? How do children collaborate off-line and on-line, how does that affect their work?

Teacher responses

Different teachers described different ways of working in the classroom. Nearly all pupils worked individually on pieces of work. In one case pupils worked individually for most themes, but in groups of 2 or 3 for one theme. In one case pupils worked offline for part of the time (looking at the questions, and planning in hard copy form), and then online in the Tesco store (helping each other as some were more confident than others). In this case the teacher reported that this collaboration persisted beyond the Tesco store context. Some pupils were helpful when other classes were involved also. In some cases pupils worked in workshop groups, with one person being identified as the editor, another as the photographer, and others as interviewers. In one case pupils interviewed in groups. In another case pupils collaborated online via email. In this case pupils designed a questionnaire, sent it to pupils in other countries, and completed those that were sent to them. The pupils read the emails, and compared responses to their own responses. In one case where the project is just beginning, the teacher has decided to organise pupils into groups of 2 or 3 for this work. Some teachers have reported that pairs of pupils work effectively together, that they share techniques, watch others, talk to each other, and share work tasks.

Pupil responses

Of the 20 pupils interviewed, 16 indicated that they worked on their own. In other cases the pupils indicated that they shared ideas at times but worked on their own at other times, or that they worked as a team. In one case pupils identified the tasks that they worked on together, as surveying each other, helping each other with analysis, comparing results, and working together to create the work on a computer.

How can teachers assess individual contributions?

Teacher responses

In terms of assessment of the work outcomes, some teachers assessed work individually and others assessed it as a group exercise. Some teachers indicated that the tasks associated with assessment were time consuming, and that there was a need to check in books and during discussion a great deal. Some teachers used the framework provided to write comments as an assessment. Some teachers used material that was printed out rather than in electronic copy for assessment purposes. In one case the teacher pulled out learning points by highlighting these on an interactive whiteboard, and discussed these points with the class. The teacher believes that sharing with peers is a valuable learning approach, and that this form of discussion encourages this approach.

Online questionnaire responses to this question are given in the table below.

How have you been able to assess individual contributions?	
• From individual print-offs of the work	8
• By working with pupils individually	4
• Internal assessments of how well the framework had been used	2
• The group was assessed rather than the individual	2
• Too early to say	3

Table 18: Teacher online responses to assessment of individual contribution

Of teachers responding, a number indicated that print-offs of work were used to assess individual contributions.

How are children motivated when working on projects involving their own families?

Teacher responses

Teachers reported that a main form of involvement for pupils was interviewing parents or discussing their work with parents. Some indicated that some pupils were very keen to be involved, and that talking about historic information had been a particularly motivating aspect (for example, talking about what parents had done at school). Some pupils were reported to have enjoyed being able to bring in photographs from home, while others enjoyed interviewing other pupils. Some teachers recognised that parents had encouraged pupils to work on the project topics.

Online questionnaire responses to this question are given in the table below.

How are/were children motivated when working on projects involving their own families?	
• Some pupils are more motivated in this way when they are looking at historical projects	5
• Just by writing about their home or their family	6
• They enjoyed interviewing other people	8
• They enjoyed bringing in family photos	6
• Parents encouraged on-line work	1
• This aspect was not involved	4
• Too early to say	3

Table 19: Teacher online responses to children's motivation when families are involved

Teachers offered a variety of ways in which they felt pupils were motivated when working on projects with their families. The enjoyment of interviewing other people was noted by a number.

Pupil responses

Of the 20 pupils interviewed, only one pupil reported any direct involvement with the family. This pupil reported that it was interesting gaining different people's opinions, and that questions would be asked about things that would not normally be asked of the family.

Parent responses

One parent reported that the project had enabled an enthusiasm for writing (the child was mildly dyspraxic). The other parent indicated that the TescoNet 2000 project had generated enthusiasm in the child particularly.

How do they collaborate with other family members?

Teacher responses

Most teachers reported no collaboration with family members. However, a small number of teachers did respond positively about collaboration with family members through this project. One teacher reported that home links had been increased, and that the home-school collaboration was found to be useful. Pupils doing that particular topic had recorded written notes of what had been said, some had

tape recorded interviews, and others had brought in artefacts or photographs. One teacher reported that some pupils had done work at home as a result of the project, and had interviewed family members.

Online questionnaire responses to this question are given in the table below.

How do/did they collaborate with other family members?	
• They shared work more with the family	5
• They interviewed family members	11
• They recorded notes and taped interviews	4
• They gathered artefacts and photos	7
• Not applicable	7

Table 20: Teacher online responses to collaboration with families

Respondents indicated a variety of ways in which pupils worked with family members. Interviewing family members was noted by many.

Pupil responses

One pupil from 20 interviewed reported that the form of collaboration involved was that family members had answered questions in a survey. No other collaboration with family was reported.

Parent responses

One parent reported that her son would talk to the family about the project, and that as a result they would discuss aspects of his work. The other parent indicated that there was no true collaboration resulting, but rather the child told the family about what was being done.

What are children choosing to publish, and how does it vary for boys/girls/age/region?

Teacher responses

Overall, teachers reported that all pupils, including both boys and girls, were interested in this project. In some cases no differences were noted between the choices of things that were published. However, some teachers reported that girls were more interested in people from around the world, or that some girls produced more than boys. One teacher noted that boys like to publish ‘macho’ things such as cars, while girls tend to choose aspects concerned with pop culture more. One teacher reported that playground games was something that interested all pupils. Some teachers noted that boys could tend to take over some of the ICT work.

Online questionnaire responses to this question are given in the table below.

What do/did children choose to publish?	
• There was no choice – all work was published	2
• Pupils only published their ‘best’ work	4
• Pupil published the things they thought would be most interesting to an audience	7
• Teacher chose what would be published	1
• Too early to say	4

Table 21: Teacher online responses to choices of publishing by pupils

In a number of cases respondents noted that pupils published things that they felt would be of interest to an audience.

Online questionnaire responses to this question are given in the table below.

Does it vary for boys/girls/age?	
• All pupils were interested in the topics	7
• Boys and girls were interested in different topics	3
• Pupils of different ages were interested in different topics	4
• No differences were noted for age	4
• No differences were noted for gender	7
• Too early to say	4

Table 22: Teacher online responses to publishing by boys, girls and effects of age

Respondents indicated that generally boys and girls of different ages were interested in the projects, but some teachers found that boys and girls and pupils of different ages had different interests.

Pupil responses

Pupils reported that they had worked on a variety of themes and topics. Some pupils did not remember what they had done (as it was some years before), while others remembered publishing work on a soldier, World War 2, poetry work, kangaroos, elephants, running, volcanoes, and other items that were of particular interest to the individual. Often pupils referred to the work as being their ‘best bits’ or things that were considered ‘good’. In some cases the choice appeared to be directed by the teacher, while in other cases it was left up to the pupil’s own discretion. Some pupils felt that if they had found things that were interesting, that perhaps other people would find them interesting too.

Who are the children who are publishing?

Teacher responses

In all schools visited, whole classes or year groups of pupils were involved in the project. Work from all pupils was published, and this was found to be an important aspect generally – that enthusiasm was generated for each pupil if work for all was published.

The socio-economic backgrounds of the schools visited are detailed below.

School type	Socio-economic catchment	Percentage free school meals	Percentage of pupils with English as an additional language	Number of unauthorised absences (and exclusions where noted)
P1	mainly privately owned housing	1.3%	5%	0%
P2	mixed, with middle class, manual workers and unemployed	11.1%	0%	0.1%
P3	majority privately owned housing	2.6%	0.7%	0%
P4	mostly privately owned housing	5%	3.1%	0%
P5	economically above average	1.4%	0%	0.2%
P6	wide range of socio-economic backgrounds	28%	0.4%	0% unauthorised absences; 0.4% permanent and 1.8% fixed term exclusions
P7	mixed, but generally middle class	8%	0.7%	0.4%
S1	rising unemployment and dampening aspirations	14.4%	0.6%	0.5% unauthorised absences; 3.9% fixed term exclusions
I1	no ISI report available	-	-	-
Project 1	mixed, with some asylum seekers	n/a	-	n/a

Table 23: Socio-economic backgrounds of schools visited

This summary indicates that the sample looked at uses in primary schools more than in other schools, that privately owned housing catchments were looked at more than other areas, that most schools had levels of free school meals below the national average, with low levels of ethnic minorities and with pupils with English as an additional language, and with generally low levels of unauthorised absences. The sample of interviews was likely, therefore, to take the views of those with access to higher levels of opportunity, and to higher levels of surrounding social and family literacy.

Pupil responses

Most pupils remembered a whole class or year group being involved in the project. In one case a pupil did not remember being involved, although the teacher was sure that the child had been. One pupil referred to working on the project in free time, and that this was considered ‘fun’ since it involved the use of ICT.

How has the content developed been used as a resource so far? How could the content developed be used as a resource from this point on?

Parent responses

One parent looked at her son’s work, and felt that it was presented on the web-site. The other parent was shown the work, but not via the internet. One parent felt that the resources had potential for further use, while the other parent was not sure about this.

Teacher responses

Nearly all the teachers reported that they thought the project had finished, and so felt that any further use of the resources would require a new introduction to the project, and a heightened or renewed awareness of the resources. One teacher felt that the history and geography resources on the web-site would be useful for work concerned with comparison and contrast. Other teachers felt that being able to search for particular items (such as those about Picasso or the games that people used to play) would be useful. One teacher has already started to use the resource for an investigation into aspects of World War 2. One teacher thought that the site might be useful for searching for ideas for projects. The need for an effective index for such purposes was raised by several teachers.

Online questionnaire responses to this question are given in the table below.

How could the content developed be used as a resource from this point on?	
• Material could be selected to develop a topic or project	6
• The material could be searched historically	0
• The resources could be grouped under titles	8
• The resources could be grouped under schools	2
• Having a key word search facility	14

Table 24: Teacher online responses to future use of resources

Many respondents pointed to the value of having a key word search facility available.

What strategies have been and can be used to widen the clientele?

Teacher responses

Teachers generally thought that much greater awareness raising needed to be undertaken. Teachers felt that mailings into schools, a new leaflet, and contact from local stores would be useful. Teachers also felt that two separate aspects of use would need to be accommodated – use of existing resource material, and involvement in creating new material. In terms of existing material, some teachers felt that a simple pack with some ideas of lesson plans would be helpful. In terms of new material, some teachers felt that facilities to offer contacts with other schools, including those abroad, would be useful. Some teachers felt that the contribution of the advisory teachers was an important element, and that without it the school would not have been involved in the same way.

Online questionnaire responses to this question are given in the table below.

What strategies could be used to widen the involvement of teachers and schools?	
• Increase awareness of the site	13
• Mailings into schools	9
• A simple teaching pack with some lesson plan ideas	15
• Widen the range of topics covered	2

Table 25: Teacher online responses to strategies to involve others

Two main ideas highlighted are having a simple teaching pack with some lesson plan ideas, and increasing awareness about the site.

Who reads the children’s contributions on SchoolNet Global?

Teacher responses

Some teachers (3) reported that pupils had read other pupils’ work. Some teachers (3) reported that some parents had also read some of the work on the web-site. In one case it was reported that parents were particularly proud of their children’s work going into the Millennium Dome. In one case it was reported that no one beyond the class had been known to have read the work of the pupils. The other teachers reported that they did not know who had read the pupils’ work.

How does the published material stand up to the judgement of readers? Is it of value mainly to the authors, or is it of real interest to a readership?

Teacher responses

One teacher reported that there was a huge difference in quality of material that was published, sometimes due to age differences, resulting in differences in terms of depth and quality of writing. However, one teacher feels that the material stands up well, and is age relevant. Another teacher is using the site for pupils to seek for source material for project work in school. One teacher is considering how to set standards for editing that will be applied by the pupils themselves. The others are not accessing the website at all.

What is the value for observers as well as contributors in this Community of Practice?

Teacher responses

Most teachers reported that authors gain the most from the experience of involvement in this form of project. Three teachers feel that both authors and readers can gain in terms of value, but that authors gain that bit more. Two teachers felt that it was really for the authors alone. One teacher feels that the amount of material and absence of a search mechanism makes it difficult for a readership to gain the most in terms of value. Another teacher found that pupils were genuinely interested in reading the work of other children. The opportunity to gain internet access was raised by one teacher as being a requirement if value to a readership is to fulfilled.

Online questionnaire responses to this question are given in the table below.

Do you think the web-site contributions are of value mainly to the authors, or are they of real interest to a wider readership?	
• It is certainly of value to authors	11
• Authors have more interest in it	4
• Pupils do read work of other pupils	11
• Parents read it	7
• It gives greater purpose to both writing and publishing	10
• It could be useful source material for topics	8

Table 26: Teacher online responses to readership value and potential

The value of work to the authors, the fact that pupils do read the work of other pupils, and the greater purpose to writing and publishing are noted by a number of respondents.

What is the potential for multi-modal publications?

Teacher responses

Teachers overall would appear to be likely to value a project that offered multi-modal publication potential. Teachers recognise that pupil expertise in ICT is generally high now, and that technology has moved on since the project began even only a few years ago. Teachers feel that pupils could use digital and video cameras easily to create multi-modal publications. However, teachers also feel that such a project would need to be carefully targeted, to fulfil particular needs or areas. Teachers feel that this type of project would excite pupils. Teachers feel that flat pictures would not be exciting for pupils now, but that video or animation would enhance attention span for pupils. One teacher felt that an absence of newer multi-modal material already limits what pupils can do on the web-site. One teacher raised the issues of access, and speed of access in an area where broadband will be difficult to install. Time and facilities were also raised as issues that would need to be considered. Schools generally felt that they would like to get involved in a form of project concerned with multi-modal publication.

Online questionnaire responses to this question are given in the table below.

Would you be interested in helping to develop or create more multi-modal publications (for example, some which included sound, or moving imagery)?	
• There is a lot of potential for this, to use new technologies such as video	13
• I am interested, but do not have the time at the moment	9
• This would not be of interest	4

Table 27: Teacher online responses to use of multi-modal publications

The potential of using multi-modal publications is noted by many respondents, but many also note the limitations that time imposes.

Pupil responses

Of the 20 pupils interviewed, 17 indicated that they would like to be involved in a project concerned with multi-modal publication. One pupil indicated that a project of that nature would be time limited, and that the novelty value would decline after some time. Two pupils felt that pupils of younger ages would enjoy this form of activity more, due to the use of moving pictures.

Parent responses

Both parents thought that such a project would be 'great for kids'.

Perspectives from others

An important perspective was gained from interviews with personnel who were either not school based, or who were not teachers within schools. These two cases are separately considered here.

1. Project Officer for Dover Council Autumn Leaves Project

This is an educational project which is council based, rather than school based. It is run by a project officer. She worked with 7 to 11 year olds, working with about 150 pupils in one year. The socio-economic background of pupils involved in this project was mixed, while most pupils were white with some asylum seekers.

Dover Council provided an events meeting, and the project officer was involved in putting an educational event together, which was a day event for upper primary schools. The project officer's area of concern was waste and recycle. Children came into the council buildings to do a topic – called Autumn Leaves. In the council buildings, emates were used to put articles together, and these were showcased in the Millennium Dome. Some thirty pupils per day went through these workshops. These were run for 2 years. In the first year pupils visited the Millennium Dome, involving some 150 pupils in total. Children came in their holiday time. they were supervised, parents brought them in, and the children had not worked together before. However, it was felt that ability and age did not deter use. The project was run during a half term, was not intended to be too “school like”, intentionally. This aspect of work would now come under citizenship.

Two areas of work are now undertaken by the project officer:

- curriculum based work in schools (this work needs to match citizenship).
- holiday based work in school holidays (this needs to interest pupils).

The project officer feels SchoolNet Global could be a lead instrument for handling such projects. She feels that such projects could be both a worthwhile resource for teachers and for council education officers. She feels there is enormous potential possible from work aspects that need to be covered alone by council education officers. She feels about one quarter of councils in England might be interested in such activity. A tool which could give the facilities to enable council education officers to run projects like this could mean that the number of officers using the facilities could be doubled. The project officer finds that going into schools is relatively easy, as the schools want her to run theatre sessions, sessions on citizenship, and other sessions to cover specific areas of the curriculum. Schools value the fact that “all personnel are police checked and have credibility”.

The project officer believes that SchoolNet Global could help the government to address Agenda 21 needs – as it covers these needs already in what it does. She feels it could help councils to address these issues. SchoolNet Global offers a means to communicate and share – as a consequence councils could get a view of young people's ideas.

The project officer was able to offer some useful details about the reasons for involvement in SchoolNet Global, and its outcomes. Her responses to specific questions are offered below.

What made SchoolNet 2000 successful?

1. *Why did you (i.e. you personally) participate?*

It added to what was being done already by Autumn Leaves – it was useful to offer a web dimension, and to be able to offer Millennium Dome attendance. It (the SchoolNet Global initiative) had a lot of credibility.

2. *What was it that captured your attention?*

On the web-site it was the graphics – they were bright, colourful, and children wanted to develop a resource. Attendance at the Millennium Dome was a draw.

3. *How did you find out about the project?*

Through the advisory teacher from Tesco.

4. *What influence did parents or children have on you in the way you used or set up the project?*

They had no influence – the project officer set up the project.

5. *What value did you see in it for yourself, pupils, or parents?*

The 'Browser' on the web-site was novel and eye-catching. Certain small features were important, such as the use of Christmas costume, for example.

6. *What kept you using the service?*

we could see the value - children were excited by it.

7. *Why did you continue to use it?*

Children wanted to continue using the technology. They enjoyed the art involved. It fitted well with what was being done.

8. *What would attract you back to using it (if you do not use it now)?*

More focused topics with written questions and guidance.

What are the costs/benefits for children?

10. *How do you think publishing to a worldwide audience affects the quality of pupils' writing, or artwork?*

It is thought to have no impact – some children struggled when writing their work and did not think about who was reading it. All the writing that was completed was taken and published – no matter what the children's backgrounds.

11. *What are the learning benefits (in terms of the range and depth)?*

Self-esteem – children were feeling quite proud – they called the project officer to look at things frequently. The project officer felt it helped low achievers particularly. She felt there was a novelty value in using a computer to write freely.

12. *What cultural awareness do you think has been gained by those pupils involved?*

The environmental project attempted to instil a sense of ownership of the environment. The project officer feels this form of project has the same potential for recycling and waste.

13. *What do you think has been the impact on the global understanding and knowledge for your pupils?*

The project looked at global warming. The project officer feels it would be useful to look at waste in another country. She wonders whether this could be done via email perhaps.

What are the costs/benefits for teachers?

14. *What do you think you have gained from your experience with SchoolNet Global?*

The project officer felt it added a tool to what was being done. She felt that as a consequence there was a real aim and focus.

15. *What features are of greatest value?*

She felt that having complete control over the work was a great value. Children and others could go over their work and review it in detail. The editing mechanism was felt to be positive. It was found that completed work could feed into it easily, and could be integrated easily.

16. *What could be improved?*

More specific information sheets on topics used on the environment and waste would be valued.

What can be learnt about ICT pedagogy?

17. *How do children collaborate off-line and on-line, and how does that affect their work?*

Children worked individually in the project. The project officer wanted all children to have an equal chance. Children were taken from writing by hand, to use of computers.

18. *How have you been able to assess individual contributions?*

The project officer sat with the pupils while they were doing the project, helping them with their writing and covering any IT issues that emerged.

19. *How are children motivated when working on projects involving their own families?*

Children did not necessarily know each other beforehand, but they worked together easily.

20. *What are children choosing to publish, and how does it vary for boys/girls/age?*

All work was published. The project officer worked on all children's work, so that this was achievable.

21. *What kind or groups of children are publishing?*

No selection of work was done. The work produced came from a wide representation of backgrounds including asylum seekers.

22. *How could the content developed be used as a resource from this point on?*

It would be possible to select material to develop a set of ideas for a project. Alternatively, it would be possible to select material for class based topics being covered. It would be possible to use a key word search for children to look at topics.

23. *What strategies could be used to widen the involvement of teachers and schools?*

The project officer would like to see a widening of the range of topics or pages to involve topics like the environment or waste or recycling. She feels the topics need to be discrete projects that could be handled by councils. Perhaps develop a pack with some pages of example work.

24. *Who reads the children's contributions on SchoolNet Global?*

Some teachers and children read it, but otherwise it was not to the knowledge of the project officer.

25. *How does the published material stand up to the judgement of readers?*

Some was felt to be more worthy than was other materials. The project officer felt that quality produced in one day is limited by the time involved. She felt that the artwork was interesting and creative. She felt that the written work was less useful, perhaps.

26. *Do you think it is of value mainly to the authors, or is it of real interest to a readership?*

The project officer felt that specific pages related to environment or waste could be of real interest to a readership. She feels that this would need a topic based index.

27. *What is the potential for multi-modal publications?*

She feels there is a lot of potential for this form of approach. She feels it would be possible to create a video of the '1 minute advert for waste and recycling'.

28. *Would you be interested in helping to develop or create more multi-modal publications (for example, with sound, or moving imagery)?*

Yes, the project officer would like to become involved in order to develop something that could roll out a discrete environment and waste project to any local school, especially accessing new technologies such as video.

2. A Network Manager in a Primary (Junior and Infant) School

In some schools SchoolNet Global type initiatives were led by personnel other than teachers. This is an example of an initiative that was run by network manager.

She worked with pupils from the Reception class to the Year 6 class. Children come from a socio-economic background characterised by there being only 2-3% free school meals, and very much private housing. But parents do not come from the professional class – there are no extremes. Pupils all are very similar in background. But there is a good work ethic because parents work hard and support education.

The network manager was able to offer some useful details about the reasons for involvement in SchoolNet Global, and its outcomes. Her responses to specific questions are offered below.

What made SchoolNet 2000 successful?

1. *What do you think was the X-factor that led to the success (or otherwise) of SchoolNet?*

The pupils were able to do things hands-on.

2. *Why did you (i.e. you personally) participate?*

It was part of my job.

3. *How did you find out about the project?*

Through mailings – it was felt that emails were used.

4. *What influence did parents or children have on you in the way you used or set up the project?*

The influence was from people from Tesco who came and helped. The advisory teacher came with a disk and told the staff the work would be put on the internet.

5. *What value did you see in it for yourself, pupils, or parents?*

Just that the pupils could actually see their work on the internet.

6. *What kept you using the service?*

The school found that they could not access some of the resources. The staff kept ringing up. Then the initiative changed from Tesco to School Net or Global Net. The school wasn't sent any information to say it would be changing.

7. *Why did you continue to use it?*

The school did not, as it could not access the resources.

8. *What would attract you back to using it (if you do not use it now)?*

If the head teacher decided that the school would be involved.

What are the costs/benefits for children?

9. *How do you think publishing to a worldwide audience affects the quality of pupils' writing, or artwork?*

The network manager did not think it affected it, as the children do their best anyway.

10. *What are the learning benefits (in terms of the range and depth)?*

It was felt to have opened up the opportunities for the internet. The school did not have their own web site then like they do now, so it showed the opportunities that could occur.

11. *What cultural awareness do you think has been gained by those pupils involved?*
None.

12. *What do you think has been the impact on the global understanding and knowledge for your pupils?*
The network manager was not sure. She felt it showed them there was a world wide web. It was felt that the project was beneficial in that respect.

What are the costs/benefits for teachers?

13. *What do you think you have gained from your experience with SchoolNet Global?*
The network manager learnt about web sites and other details. It provided the network manager with the basics when the advisory teacher came in and showed them things.

14. *What features are of greatest value?*
The opening up of using the web. It was all new to the school.

15. *What could be improved?*
Access to the web-site (as discussed in some responses above). Better communications - telling the school about the change of name.

What can be learnt about ICT pedagogy?

16. *How do children collaborate off-line and on-line, and how does that affect their work?*
The children worked individually.

17. *What are children choosing to publish, and how does it vary for boys/girls/age?*
The network manager could not remember what they were actually doing.

18. *How could the content developed be used as a resource from this point on?*
It is felt that there needs to be more information. It was felt that the access is an issue. Being able to use it, so that the school can actually put things on to update it themselves was felt to be important. The school had not been told about changes and potential uses.

19. *What strategies could be used to widen the involvement of teachers and schools?*
The network manager does not know – she feels that she would need to be a teacher to answer that question.

20. *Who reads the children's contributions on SchoolNet Global?*
The teachers would if they were able to access it.

21. *Do you think it is of value mainly to the authors, or is it of real interest to a readership?*
The network manager thinks for authors.

22. *What is the potential for multi-modal publications?*
She feels there is loads of potential.

23. *Would you be interested in helping to develop or create more multi-modal publications (for example, with sound, or moving imagery)?*
The network manager says that she does not have the time to be involved.

Web site review

The 5 pages within the 12 project categories that received the 'highest hit rates' are given in the tables below. The 5 highest scoring pages for each of the 12 categories now on the web site are given below (from the 'best description' match).

Your World (One World)

Millennium Dome	110	http://www.schoolnetglobal.com/finished/91226437815462620.html
Will Aliens visit our World?	106	http://www.schoolnetglobal.com/finished/91227404715462620.html
El nuevo mundo en el ano 2000.	98	http://www.schoolnetglobal.com/finished/91225556815462620.html
Visiting the Dome	95	http://www.schoolnetglobal.com/finished/91225150315462620.html
My Wibbly Wobbly World	73	http://www.schoolnetglobal.com/finished/91226745115462620.html

New Artists

Art Attack! How to draw a cat	2484	http://www.schoolnetglobal.com/finished/93181557416462517.html
Art Attack! Visit to the TV Studios to meet Neil Buchanan	1376	http://www.schoolnetglobal.com/finished/9318159986007137.html
Art Attack! Neil Buchanan Looks at our Artwork	1004	http://www.schoolnetglobal.com/finished/93181698817767828.html
Quilted Fish Box.	293	http://www.schoolnetglobal.com/finished/93187015416454741.html
Tudor Art	227	http://www.schoolnetglobal.com/finished/93092287912655017.html

Early Childhood Memories (Early Memories)

A hair cut in the 1930s	3308	http://www.schoolnetglobal.com/finished/91130344617908964.html
My Mum's Embarrassing Moments!	646	http://www.schoolnetglobal.com/finished/90887738415428563.html
A Young MP	619	http://www.schoolnetglobal.com/finished/9107928729836453.html
An Interview with David Blunkett MP	601	http://www.schoolnetglobal.com/finished/9113155719836453.html
Moving to Australia	393	http://www.schoolnetglobal.com/finished/9125918435593503.html

1001 Things To Do

How to Make a Rocket	2961	http://www.schoolnetglobal.com/finished/92677834115673169.html
Silver Tap Shoes	542	http://www.schoolnetglobal.com/finished/9217687698423821.html
Pink Ballet Shoes	482	http://www.schoolnetglobal.com/finished/9204055121863278.html
Learning to Dance	357	http://www.schoolnetglobal.com/finished/9209786909314698.html
Winnie the Pooh	345	http://www.schoolnetglobal.com/finished/9161537629349633.html

A Day in the Life

A Day in the Life of Gary Lineker	2159	http://www.schoolnetglobal.com/finished/9169613504330412.html
A day in the life of a star	2130	http://www.schoolnetglobal.com/finished/91251963210550642.html
An interview with Chris Tarrant	1857	http://www.schoolnetglobal.com/finished/93142677416625497.html
Simon Preston	1442	http://www.schoolnetglobal.com/finished/91123382214084255.html
A Falkirk Football Hero	1050	http://www.schoolnetglobal.com/finished/91027390719176399.html

My Millennium Moment (Magic Moments)

Millennium Party	142	http://www.schoolnetglobal.com/finished/95156441113692693.html
Sam's 2000	72	http://www.schoolnetglobal.com/finished/9609024921907314.html
'Not worth it' Millenium Night	71	http://www.schoolnetglobal.com/finished/95925367316000134.html
Laura's Millennium	69	http://www.schoolnetglobal.com/finished/96045616618779298.html
Laura's Millennium Moment	69	http://www.schoolnetglobal.com/finished/94698879315250004.html

Life in the Future

Life in the Future	193	http://www.schoolnetglobal.com/finished/92107761416605916.html
Dauids Future	25	http://www.schoolnetglobal.com/finished/9217597202949775.html
2050: Life in the Future	18	http://www.schoolnetglobal.com/finished/92107704515406077.html
Organic	15	http://www.schoolnetglobal.com/finished/9217597132949775.html
My Future	10	http://www.schoolnetglobal.com/finished/9217597322949775.html

People Around the World (Guide To The World)

La vie ne vaut rien mais rien ne vaut la vie.	250	http://www.schoolnetglobal.com/finished/9269355684674094.html
Living on a Dump site in the PHILIPPINES	173	http://www.schoolnetglobal.com/finished/93559669312842687.html
My Dad	146	http://www.schoolnetglobal.com/finished/9338516463544898.html
Dad	145	http://www.schoolnetglobal.com/finished/92943488118808024.html
Dad	136	http://www.schoolnetglobal.com/finished/9294505251156070.html

New Inventions

Fighting Cats and Dogs	243	http://www.schoolnetglobal.com/finished/9254799648306950.html
Travel	178	http://www.schoolnetglobal.com/finished/9411104368503514.html
Dog Washer	138	http://www.schoolnetglobal.com/finished/9418137229564308.html
Dog Washer	134	http://www.schoolnetglobal.com/finished/94181284415256109.html
Untitled	133	http://www.schoolnetglobal.com/finished/92653034611406420.html

Your Environment (My Environment)

My Environment	214	http://www.schoolnetglobal.com/finished/9176030384324551.html
My Environment	213	http://www.schoolnetglobal.com/finished/94223785513217222.html
Terry Leahy: A 'Scouser' in the home counties	209	http://www.schoolnetglobal.com/finished/9309120625075492.html
Where I live	205	http://www.schoolnetglobal.com/finished/9228816944138338.html
Where I live	203	http://www.schoolnetglobal.com/finished/9270256091436302.html

Games People Play (Games We Play)

Simons games	1814	http://www.schoolnetglobal.com/finished/9271932089596063.html
French Skipping	541	http://www.schoolnetglobal.com/finished/9221275465767044.html
Hopscotch	541	http://www.schoolnetglobal.com/finished/9217670356771661.html
Christopher Columbus	532	http://www.schoolnetglobal.com/finished/91820520414870702.html
Stuck in the Mud	516	http://www.schoolnetglobal.com/finished/921767756636223.html

Young Authors

Lewis' favourite story	272	http://www.schoolnetglobal.com/finished/92762786917948557.html
Spring	214	http://www.schoolnetglobal.com/finished/9212484265664370.html
Spring	206	http://www.schoolnetglobal.com/finished/92153316811926251.html
Spring	203	http://www.schoolnetglobal.com/finished/92124814416256187.html
Spring	202	http://www.schoolnetglobal.com/finished/92124874712856740.html

Web page selection review summary

This section summarises the findings of a review of the 5 pages with the highest number of hits in each of the 12 categories of projects on the SchoolNet Global web-site (making 60 pages in total). The review was undertaken by asking the same series of questions of each page. The overview from that review, created by collating all responses in all project categories, is given here.

The nature of the users interacting with the resource

This question looked at the number of users involved in creating a page, and who those users were. The collated totals are given in the table below.

Number and nature of those creating the page	Frequency
A pupil interacts alone	54
2 or more pupils interact and work together	5
A pupil may be being supported by a teacher	1

Table 28: Numbers of pupils apparently involved in creating pages

It appears that the vast majority of these selected pages were created by a single pupil working on their own. Intuitive Media suggested that children often worked in pairs or groups of three, but often presented a version of an interview as if it were their own work. However, this is not borne out by the results of the evaluation interviews as discussed above. If children did work in groups of two or three, then clearly there are more 'hidden' pupils involved than is apparent. Web pages in some areas show certain levels of interaction, but the exact nature of that interaction, and the roles and responsibilities of individuals within these groups, is neither explicit within the pages nor was it able to be examined in any detail within the school-based interviews. In only a relatively small number of cases (5 out of 60) is it possible to easily identify that pupils were working together in the creation of the page, or that possibly a teacher was involved in supporting the creation of the page. It should be recognised, however, that this perception is probably not a real one, since many pupils were involved in this endeavour through school and teacher involvement. However, the involvement is not apparent from reading or reviewing the pages. The fact that pupils may have been able to create resources that were not 'affected' by teacher or adult involvement may, however, have led to the value that the pupils saw in this endeavour.

The nature of others involved in supporting the activity or creation of the resource

This question looked at the nature of those who were involved in offering ideas that enabled the material to be put together into a web page. These individuals were involved in providing the context and content of the material, rather than directly creating the resource. The collated totals are given in the table following.

Nature of those involved in the activity that was reported or described	Frequency
not clear	24
a teacher perhaps	1
teacher and MP	1
an artist	3
a partner or other pupils	4
another pupil	2
a brother	1
a father	4
a mother	2
parents are present	5
a grandfather	1
relatives are present	2
friends are present	2
a neighbour	2
a football star	2
a radio celebrity with other pupils	1
a carpenter	1
a Tesco manager	1
an adult	2
an MP	1

Table 29: Numbers of ‘others’ involved when pupils created pages

In 36 cases out of 60 there was a clear involvement of other individuals in the gathering of ideas or details described or presented in the web page. The nature of those individuals was different, but the activities provided by the creators of the web page template projects enabled interactions between pupils and these other individuals. The nature of the other individuals can be summarised as:

- Teacher in 1 or perhaps 2 cases.
- Other pupil or pupils in 6 cases.
- Parents or relatives in 15 cases.
- Friends or neighbours in 4 cases.
- Other adults in 11 cases.
- A prominent personality in 9 cases.

Part of the value of these activities has clearly been the enhancement of social interaction between pupils and those indicated above. These forms of activities have enabled pupils to interact with a range of individuals who have been able to offer a range of perspectives of different sorts. Being able to interact with individuals in these ways has probably led to a higher value of the activity for the pupils, and their willingness and eagerness to relate these experiences to others via web pages.

The forms of contribution being made by pupils, teachers, parents, or others

This question considered the form of the contribution being made by pupils through the web page. What purpose the web page is offering the pupil is considered in this question. The collated totals of forms of contribution are given in the table following.

Forms of contribution made by the pupils through the web page	Frequency
relates views	19
relates experiences	15
interviews an adult, and relates findings	15
relates ideas	10
respond to questions	7
relates activity	5
identifies problem	4
identifies solution	4
reports on a meeting with an artist	3
interview pupil	2
offers opinions	1
describes background and detail of art work	1
relates about reading	1
writes in poetic form	1
an image is presented	1

Table 30: Numbers of forms of contribution involved by pupils

The most common forms of contribution are concerned with relating things, whether it be views, experiences, findings or ideas. Aspects which are concerned with other purposes are fewer in number. This means that the creation of the web pages has not focused on writing per se, but has rather focused on the relating of ideas, views and experiences that happen to involve writing. For many pupils, therefore, the focus on relating things could be a more interesting activity than just a writing activity. Here the writing has purpose to the writer – the writing is concerned with relating something that is perceived as being of value.

The possible purpose of the resource to the variety of audiences

The purpose that the web pages might have for a variety of audiences is a rather different matter. This question looked at the potential that the pages might have in terms of their purpose to audiences. The list below considers purpose from the writer's perspective (or writers' perspective). The collated totals of purposes of the resources are given in the table below.

Possible purpose of the resource	Frequency
enables views to be expressed	24
relating experiences	24
increases social interaction	15
increases understanding	10
enables reflection on experiences	9
writes in a particular form (including biographically)	6
identifies a problem	5
solves a problem	5
relating ideas	5
details experiences	4
enables individual views to be expressed	1
reinforcing working processes	1
explains background	1

Table 31: Numbers of purposes for which resources were used

From the writing perspective, most of these pages enable either views to be expressed, or experiences to be related. This is probably not how the focus of most school-based writing would emerge. In this respect, therefore, the writing is different, in that it focuses upon

different purposes. From a reader's point of view, it could well offer a form of reading which would be parallel to the forms and purpose of writing within a local newspaper. This mix of the personal, with some detail, and some level of view or interesting experience, illustrated with an appropriate image, could well indicate why this form of resource is popular in terms of its being created by pupils and read by pupils.

The level of learning outcome anticipated by those creating the resource

The aims of SchoolNet Global are stated clearly, but the question looked here at whether certain anticipated learning outcomes might be discernible from the use of the site by pupils. The range of learning outcomes that might be anticipated from use are listed here:

- It is not clear in some cases, but it may enable views and opinions to be formed
- Relating ideas
- Relating experiences
- Detailing experiences
- Relating details
- Relating views
- Relating social interactions
- Reflecting on experiences
- Increased or wider understanding
- Reporting interviews
- Wider social interaction
- Considering the future
- Solving of problems
- Some synthesis of ideas is possible
- Creativity

What is clear from this list is that a wide range of levels of learning outcomes might be anticipated. There is the potential for pupils to engage in use which might lead to this range of outcomes. However, whether this range can be achieved without particular support is not itself clear.

Any links to other work or resources

This question looked at how the web pages indicated any links to previous or other work in which pupils were engaged. Whether the work displayed by these pages is completely separate from that of other work is an issue to consider. The collated totals of indicated links of the resources to other work are given in the table below.

Links to other work or resources	Frequency
None recognised	30
interview is related	9
relates from reading	6
relating a play activity	5
creating a picture	5
relates a practical experience	3
art work images are held	2
interview is reported	2
how to undertake some art work	1
review of pupil art work by artist	1
relates a practical activity	1
related to poetry writing	1

Table 32: Numbers of occasions where links to other work are apparent

In half the cases, no recognisable links were identified with other work. Where links were clear, the most common links were concerned with pupils relating details or experiences about a particular activity.

The ways in which those creating the resources, and those using the resources, appeared to be engaged

This question looked at the ways in which the software developers and the pupils creating the web pages were engaged together. What the developers offered, and how the pupils were using the features offered was considered in this question. The collated totals of ways in which engagement was identified are given in the table below.

Ways in which developers were engaging users of the resources	Frequency
answers questions	16
structure created in which pupil related views	15
reflect on experiences (personal in 2 cases)	11
undertakes interview	10
Relating	6
Understanding	5
related outcomes	5
structure is created to relate views in a particular form	5
structure created in which pupil related experiences	5
used structure to relate ideas	5
described what had been done	4
Writing	4
reflects on practical experience	4
identified the problem	4
identified a solution	4
reflect views	3
reflected on details	3
provides opinions	1
some synthesis of ideas	1
reflected on background ideas	1
reflected on processes used	1
Reporting	1
produced image as solution	1

Table 33: Numbers of forms of engagement apparent

The form of the pages has clearly enabled a wide range of forms of engagement by pupils. This could be a factor in enabling a wide range of pupils to engage with these resources. However, if this is true, then it is also likely that outcomes will be wide, especially in terms of learning. Common ways in which pupils engaged with these resources was through answering questions that were posed of them within the structure of the documents, and relating views or experiences under certain headings provided. However, it should also be noted that all of the processes that might have been involved may not be easily apparent within the pages that are seen as outcomes. Intuitive Media report that in practice, when interviewing an adult, children usually worked in pairs or small groups, arrived with a list of questions which included those suggested by the developers as well as their own. They then undertook the interview, made notes of responses, and re-organised their notes in class, and often re-wrote it for the purpose of the project and for the audience provided by the internet. They are reported also to have often presented their own version of the interview as if it were their own. What remains for the reader, however, is the report that is provided using the structure that the developers offer. Teachers have reported that in some cases they have found this to be restrictive.

The apparent forms of cognitive interactions demanded by those using the resources

This question considered the forms or levels of cognition that pupils were exhibiting when they submitted work on the web pages. The categorisation used was based on best fit description of the work presented. The collated totals of apparent forms of cognitive interactions are given in the table below.

Apparent forms of cognitive interactions demanded	Frequency
relating details or experience	34
Reflection	17
Reporting	14
Understanding	11
comprehension of experience	8
Interviewing	8
Responding	5
anticipating or considering the future	5
relating views	5
identifying features of a poem	4
expression of views	3
some levels of analysis or evaluation	2
expression of opinion	1
synthesis of ideas	1
Application	1
reporting ideas	1
ordering of ideas	1
writing in a poetic form using ordering and synthesis of ideas	1
Analysis	1
synthesising to an extent	1
writing in report style	1
identifying features of a story	1

Table 34: Numbers of levels of cognitive interaction apparent in the work

Although the range of cognitive interactions that can be identified are wide, the most commonly occurring cognitive interactions are not generally at the level of analysis or synthesis, for example. However, the resources have clearly encouraged pupils to engage at the levels of understanding and comprehension, and many web pages showed evidence of pupils reflecting upon their experiences or those of others. It is perhaps this reflection upon the experiences of others that could be regarded as being the form of interaction that occurs most significantly, and that can have a particular role to play within the wider aims of engaging pupils in terms of wider social interaction and wider global understanding.

The forms of output created

The forms of output created are limited, since the developers have provided structures in which pupils work and respond. The forms of output across the 60 web pages are given in the table below.

Form of output created	Frequency
text display with image	53
text display	5
Image	1
text display with animated image	1

Table 35: Numbers of forms of output identified

Most pupils have produced textual material with a still image. In one case the image was animated. This latter example shows the ways in which this form of resource might become more adapted in future to enabling multimedia presentation by pupils. Intuitive Media are

concerned that the value of multimedia should be balanced in terms of ensuring access from schools, both in the UK and from schools overseas where there might be poor internet connectivity.

The ways in which outcomes are managed or used further by those creating them or using them

In all cases, pupils are provided with their own web page, and these are managed within project folder arrangements. The fact that each pupil, or group of pupils, has their work displayed on their own pages, is likely to be seen by the pupils as a valuable incentive to create the work in a form for publication.

Particular features

The contents and features of certain web pages highlights these in particular ways. It is possible to see that certain pages could potentially contribute in significant ways to a wider pupils readership. For example, one page was written by a pupil in the Philippines who scavenges on rubbish tips during the morning, and then goes in the afternoon to a drop-in centre school. Clearly this form of ‘local newspaper article’ could enable a wider global understanding of these issues. In other examples, pupils have written in particular forms, whether it be in poetic or biographical form, and these examples offer insights of a wider social nature. However, these types of examples only occur at a frequency of about one web page in every ten.

Intuitive Media are concerned that these outcomes ‘cannot’ be extrapolated to the wider sample. This is, of course, not proven one way or the other. It is also not proven whether the sample taken is skewed or not, although this could be proven more by an analysis on a similar number of pages selected in another way. Total numbers of pages within each of these projects is shown in the table following.

Project	Number of pages
Early Childhood Memories	7386
My Environment	3962
Day in the Life	3936
Guide to UK/World	3806
My Future/Life in the Future	3783
New Authors / Young Authors	3582
1001 things to Do	3497
New Artists	2295
New Inventions	2264
Games we Play/ Games People Play	2167
Magic Moments / What Happened here	1369
One World / People Around the World	278
TOTAL PAGES PUBLISHED IN GALLERY	38325

Table 36: Total numbers of pages on the web-site within each project area

Appendix: Interview Schedules

Original schedule

<i>Question</i>	<i>Teacher</i>	<i>Pupil</i>	<i>Parent</i>
What made SchoolNet 2000 successful?	0	0	0
What was the X-factor? Why did you participate? What was it that captured your attention?	0	0	0
What can we learn for promoting other ICT education projects? How did you find out about the project?	0	0	0
What elements of promotion made teachers aware?	0		
How did they hear about it?	0		
What influence did parents or children have on teachers?	0	0	0
What attracted teachers to the project?	0		
What convinced teachers to take it up? What made it convincing?	0		
What value did they see in it for teachers, children, parents?	0		
What messages were most important to teachers?	0		
What convinced teachers to register?	0		
What convinced teachers to encourage their pupils to be contributors?	0		
What keeps teachers using the service? Why do you continue to use it?	0		
What would attract them back to using it?	0		
What are the costs/benefits for children?		0	
How does publishing to a worldwide audience affect the quality of children's writing, artwork?	0	0	0
What are the learning benefits (the range and depth)?	0	0	0
What cultural awareness has been gained by those pupils involved?	0	0	0
What has the impact been on global education?	0	0	0
To what extent do pupils understand the concept of a world-wide audience?		0	
What are the costs/benefits for teachers?	0		
What do teachers think they have gained from their experience with SchoolNet Global?	0		
What features are of greatest value?	0		
Which could be improved?	0		
What incentives have been successful in making publishing on SchoolNet Global attractive in the past and what would help in the future?	0	0	0
What can be learnt about ICT pedagogy?	0	0	0
How do children collaborate off-line and on-line, how does that affect their work?	0	0	
How can teachers assess individual contributions?	0		
How are children motivated when working on projects involving their own families?	0	0	0
How do they collaborate with other family members?	0	0	0
What are children choosing to publish, and how does it vary for boys/girls/age/region?	0	0	0
Who are the children who are publishing?	0	0	0
How has the content developed been used as a resource so far?	0		0
How could the content developed be used as a resource from this point on?	0		0
What strategies have been and can be used to widen the clientele?	0		

Who reads the children's contributions on SchoolNet Global? How does the published material stand up to the judgement of readers? Is it of value mainly to the authors, or is it of real interest to a readership?	0		
What is the value for observers as well as contributors in this Community of Practice?	0		
What is the potential for multi-modal publications?	0	0	0

Archived

Teacher Schedule

School:	
Type:	Location:
Age of pupils involved:	Socio economic background:

What made SchoolNet 2000 successful?

9. What do you think was the X-factor that led to the success (or otherwise) of SchoolNet?
10. Why did you (i.e. you personally) participate?
11. What was it that captured your attention?
12. How did you find out about the project?
13. What influence did parents or children have on you in the way you used or set up the project?
14. What value did you see in it for yourself, pupils, or parents?
15. What kept you using the service?
16. Why did you continue to use it?
17. What would attract you back to using it (if you do not use it now)?

What are the costs/benefits for children?

14. How do you think publishing to a worldwide audience affects the quality of pupils' writing, or artwork?

15. What are the learning benefits (in terms of the range and depth)?

16. What cultural awareness do you think has been gained by those pupils involved?

17. What do you think has been the impact on the global understanding and knowledge for your pupils?

What are the costs/benefits for teachers?

17. What do you think you have gained from your experience with SchoolNet Global?

18. What features are of greatest value?

19. What could be improved?

What can be learnt about ICT pedagogy?

29. How do children collaborate off-line and on-line, and how does that affect their work?

30. How have you been able to assess individual contributions?

31. How are children motivated when working on projects involving their own families?

32. How do they collaborate with other family members?

33. What are children choosing to publish, and how does it vary for boys/girls/age?

34. What kind of groups of children are publishing?

35. How could the content developed be used as a resource from this point on?

36. What strategies could be used to widen the involvement of teachers and schools?
37. Who reads the children's contributions on SchoolNet Global?
38. How does the published material stand up to the judgement of readers?
39. Do you think it is of value mainly to the authors, or is it of real interest to a readership?
40. What is the potential for multi-modal publications?
41. Would you be interested in helping to develop or create more multi-modal publications (for example, with sound, or moving imagery)?

Other questions (if time)

31. What attracted you to the project?
32. What made the project convincing?
33. What convinced you to encourage pupils to be contributors?
34. What incentives have been successful in making publishing on SchoolNet Global attractive in the past and what would help in the future?
35. What is the value for observers as well as contributors in this Community of Practice?

Pupil Schedule

School:		
Name:		Gender:
Age:	Ethnicity:	School year:

What made SchoolNet 2000 successful?

1.	Why did you participate in SchoolNet Global?
2.	Why was it that you published on SchoolNet Global?
3.	How did you find out about the project?
4.	What influence did parents or teachers have on you?
5.	What would help to encourage you to publish on SchoolNet again in the future?

What are the costs/benefits for children?

6.	How do you think publishing to a worldwide audience affects the quality of your writing, or artwork?
7.	Can you describe what a world-wide audience is?
8.	What do you think are the learning benefits?
9.	What awareness of people of other cultures do you think you have gained?
10.	Are you more aware of what happens in other countries across the globe?
12.	Can you give an example of this?

What can be learnt about ICT pedagogy?

13.	How have you collaborated off-line and on-line with others when doing this work?
14.	What have you felt about your a project that has involved you in working with your own family?
15.	How have you collaborated with other family members?
16.	What did you choose to publish, and why?
17.	What would you think about publishing stories or reports that were multi-modal (for example, including sound and moving images)?

Archived

Parent Schedule

School attended by son/daughter:	
Name:	Gender:
Ethnicity:	Relationship to pupil:

What made SchoolNet 2000 successful?

6. Why did you participate in SchoolNet Global?
7. What was it that captured your attention?
8. How did you find out about the project?
9. What influence did teachers or your children have on you?

What are the costs/benefits for children?

11. How do you think that publishing to a worldwide audience affects the quality of your children's writing, or artwork?
7. What do you think are the learning benefits that have been gained by your children?
8. What cultural awareness do you think has been gained by your children?
9. What has the impact been on global understanding and knowledge for your child?

What are the cost benefits for teachers?

10. What has encouraged your child to publish on SchoolNet Global in the past and what would help in the future?
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What can be learnt about ICT pedagogy?

11. How were your children motivated when working on the project with you?
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12. How did they collaborate with other family members?

13. How has the content developed been used by you or others so far?

14. How do you think the content that has been developed could be used as a resource from this point on?

15. What do you think is the potential for multi-modal publications (for example, including sound and moving imagery)?

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