

## Executive Summary

Title of the Work	An enquiry into the impact that the MLE (Managed Learning Environment) can have on pupil achievement and its potential for extending teaching and learning contexts	
Author	Rebecca M Poole	Date of Completion  01/2010
Institutional Contextual Details E.g. Phase (Optional)	Secondary Comprehensive School with specialist Language College status	
Major Needs Identified	<ul style="list-style-type: none"> <li>*Continual drive for raising achievement and closing the gap</li> <li>*Harnessing new technology to extend learning opportunities</li> <li>*Urgent intervention needs with the cohort identified for the action research project</li> </ul>	
Methods used to collect data.	<ul style="list-style-type: none"> <li>*10 different forum conversations set up by teacher, grouped into four broad rationale types</li> <li>*Forums analysed</li> <li>*</li> <li>*</li> </ul>	
Summary of Major Findings (Or recommendations to others)	<ul style="list-style-type: none"> <li>*Forums to be used to track pupil understanding and identify appropriate interventions where necessary as part of a blended learning environment</li> <li>*Pupils able to construct understanding and work collaboratively given effective scaffolding by teacher</li> <li>*Huge potential for peer and self assessment to accelerate learning</li> <li>*</li> </ul>	
Impact of the Project (And evidence source) <ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Practice</li> <li>• Pupil/Student learning Experience</li> <li>• Pupil/Student Learning Outcomes</li> </ul> (What happened as result?)	<ul style="list-style-type: none"> <li>*Better understanding of how pupils learn, particularly in collaboration with each other</li> <li>Importance of this tool in providing pupils with opportunities often “lost” to them in a conventional classroom</li> <li>*Greater understanding of effective scaffolding as a tool to move learning on</li> <li>*A need to change my own intervention practice within a properly blended learning environment</li> <li>*Many pupils found a voice they did not have in class, and were able to explore ideas creatively</li> <li> </li> <li>*Pupils closed the gap in their written (coursework) element of the GCSE</li> <li>*Material was covered which moved learning on as a development of pupil response – material would not necessarily have been covered in scheme of work</li> </ul>	

	<b>*pupils had opportunity to reflect and learn from each other</b> <b>*</b> <b>*</b>
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<b>Other Information</b>	