

## GFMAT Learning Pilot: The Earth Museum World War 1 Explorer Resource Summary of Findings

### Introduction

665 Year 7 (KS3) students from GFMAT participated in a learning session on 3<sup>rd</sup> November 2020 using the World War 1 Explorer and completing a quiz with 13 questions. The students were in school and located in 22 different classes across Bay House and Brune Park. Tom Morgan taught the lesson using a Google hangout which was streamed into each class. All students in Year 7 have access to a Chromebook, with about 95% owning their own.

Key intended learning outcomes:

- Appreciating WW1 as a global event of empires
- Impact of WW1 on people's lives
- Greater awareness of the world we live in and how it is shaped by history
- Museum artefacts as historical evidence

Feedback was gathered from the students in the form of assessed quiz sheets and with a specific request for feedback on four questions:

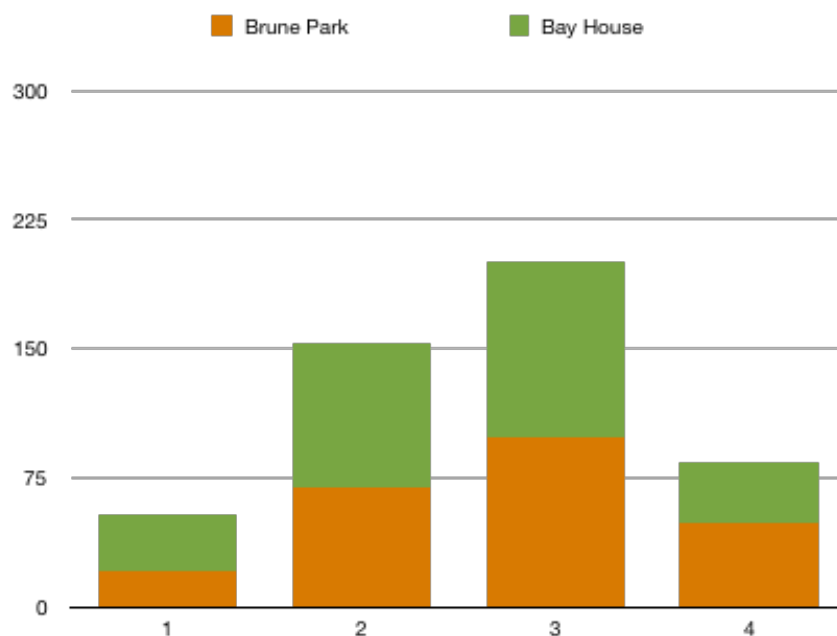
- What school do you go to?
- Did you enjoy using the WW1 Explorer?
- What was your favourite fact that you found out?
- How would you improve the WW1 Explorer?

491 students (237 from Brune Park School and 254 from Bay House) provided feedback, 74% of total participants.

### Analysis

#### ***Did students enjoy using the World War 1 Explorer?***

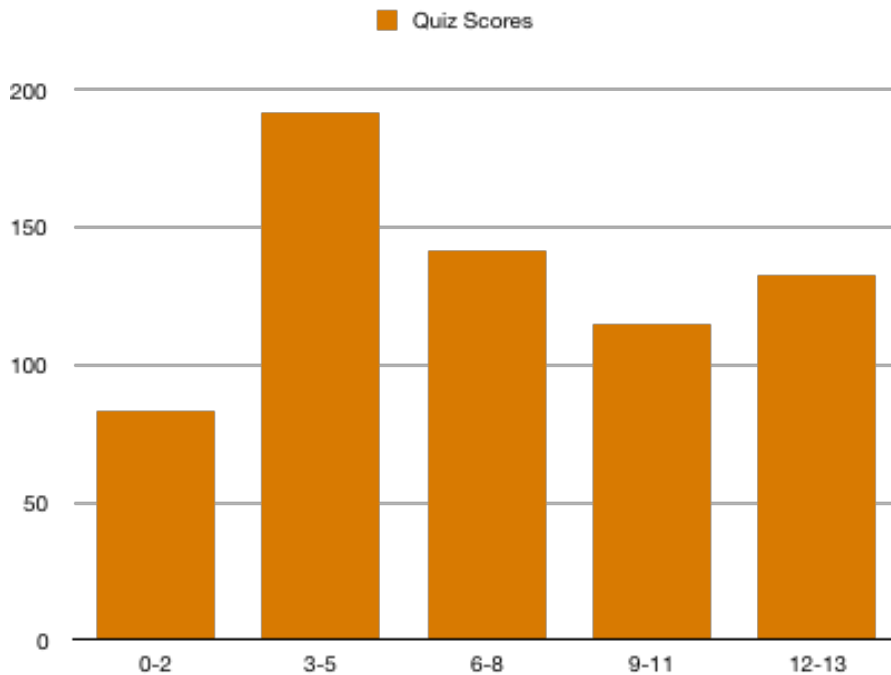
Students were asked to score their level of enjoyment on a scale of 1 – 4 (with 4 being high and 1 being low).



**Did the World War 1 Explorer support student learning?**

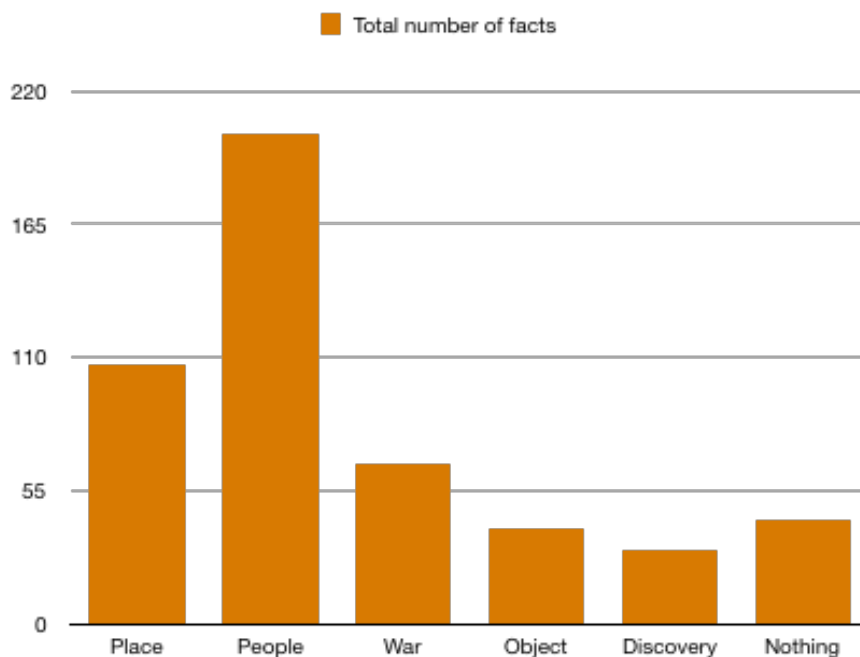
a) Overall performance

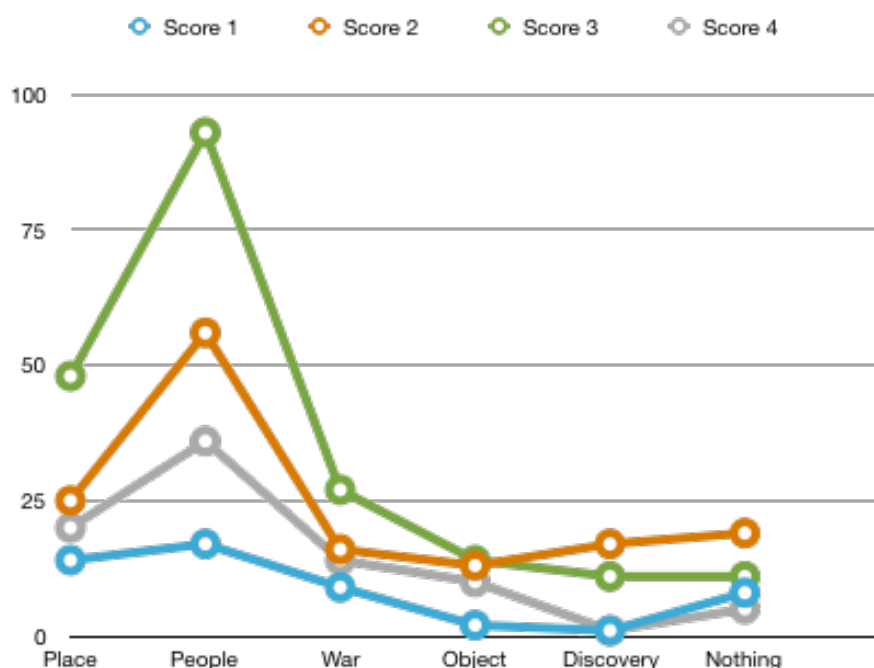
This question was measured by reviewing overall quiz scores across 665 students:



b) Meeting learning outcomes

This question was measured by reviewing the favourite facts provided by 491 students who completed the feedback survey, and grouping them into Place, People, War, Object, Discovery and Nothing:





These charts indicate that across enjoyment scores, students were engaged primarily with learning about people's lives during WW1, while demonstrating a greater understanding of the geography of war and the value of artefacts and discovery.

***What advice did students have for improving the World War 1 Explorer resource?***

Analysis of individual responses by 491 students completing the feedback survey has identified 2 primary areas for development:

- Improved content: general consensus across all enjoyment scores that the resource could contain more information within popups and have additional pins on the map giving greater world coverage. Students expressed interest in more opportunity for free research, and for the resource to answer the questions more accurately. Several responses recommended developing virtual reality and 3D experiences, as well as providing more contextual information about the war, including the use of old maps.
- Better technology: key suggestions for improvement across all enjoyment scores related to: a) faster download times; b) better graphics and imagery, especially when zooming in close; c) responsiveness of pop-up windows when clicking on pins; d) improved search; e) interactive 3D experience allowing greater immersion into place

Most of these issues are a result of variable broadband effectiveness across the Brune Park and Bay House sites, and by technical user experience constraints of current software. Developing ever more interactive user experiences is an ongoing ambition for The Earth Museum.

There is no correlation between low scoring and technology concerns, indicating that these tech issues did not detract significantly from the experience of using the resource for the 74% of students providing feedback across both schools. However, these responses will be invaluable for helping to shape the development of a bespoke platform for The Earth Museum.

- **Other areas for improvement:** several suggestions were made by a number of students: a) have an option to show labels of countries and places on the basemap; b) provide opportunities to interact with people and places in the first person; c) more guidance on how to use the resource and help with questions; d) increase the size of the pins on the map; e) get rid of the night/ day shadow on the globe; f) make it easier to navigate and find answers to quiz questions.
- **Levels of engagement:** there were a few comments about the need to make the resource more fun and interesting, and significantly more positive comments suggesting no improvements were required:

‘Not at all. It’s cool and something to get more into.’

‘I don’t need to [suggest an improvement]. It is awesome.’

‘It’s already amazing.’

‘I can’t. It’s too good.’

‘More time to use it.’

‘We could improve it by making some more projects on our ChromeBooks.’

## **Initial Observations and Conclusions**

### ***Current performance and future development of The Earth Museum platform***

This pilot demonstrates that in its current form The Earth Museum Explorer resource delivers well on key learning outcomes for KS3 students across a range of educational capabilities. It also provides invaluable feedback for how these learning experiences can be further enhanced and transformed long-term through the development of a bespoke platform that supports effective and seamless interactive learning journeys.

### ***Importance of digital equality in the classroom***

Access to modern computer hardware at an individual student level partnered with fast and reliable broadband is an essential prerequisite for young people being prepared in school for future employment in a digital age. Digital equality across learning spaces within schools is as important as parity between schools. This will be an important area to look at going forward.

### ***Student literacy performance and the digital age***

Literacy levels lower than the national average were an additional challenge for young people participating in this pilot suggesting a vital link between literacy and digital employability.

However, it is interesting to note that there is no marked difference in enjoyment or other feedback scores between Brune Park and Bay House. In 2019, 17% of GCSE students at

Brune Park secured a Grade 5 and above in English and Maths, compared to a national average of 43% and 38% at Bay House. Given this significant contrast in overall performance between schools, we might expect to see this mirrored in both enjoyment (engagement) and other scores within this pilot. The fact that these score profiles are similar across both schools is worthy of further investigation in subsequent projects.

***Janet Owen, Executive Director, The Earth Museum***

***Tom Morgan, Head of Humanities, Gosport and Fareham Multi-Academy Trust***

***9<sup>th</sup> December 2020***