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report

Methodology

Students were asked to take part in the study focusing on the accessibility, ease of use and effectiveness of the VLE maths based resources. Consent was sought from 32 out of 35 16-18 year olds.

The questionnaire consisted of a series of open and closed questions that were designed to gather understanding of the students opinions at the start and end of the course whilst improvements and materials were being updated.

Using technology to support functional maths for 16-18 year old Apprentice students in the workplace.

The main aim is to develop the organisations online presence for students to be able to remotely access resources that are interactive and have a positive outcome on the development of apprentice functional skills.

Investigating effective and ineffective models that are being implemented will overall allow for best practice to be applied. This will allow a focus on student need and accessibility of the user interface.

Research Rational

When discussing the functional skills with employers, they highlighted issues of utilising apprenticeships time in the most efficient methods and reducing time with travel between sites.

Research proposal

To conduct an in depth analysis of students thoughts regarding the online resources for maths that is to be used within the work based learning environment.

Background Research

It is well documented that ICT has become a key part of the workplace and that employers are looking for graduates who are confident in using technology.

Research has shown that the use of technology in the workplace can improve productivity and reduce costs. However, it is also important to ensure that the technology is used effectively and that the staff are trained to use it.

Research has also shown that the use of technology in the workplace can improve the quality of the work environment and that it can help to reduce the risk of injury and illness.

The VLE, interface and content

by Phillip Hall

Results

What does this mean?

The site is well used and has improved since the start of the course. The site itself has shown improvements.

Initially 1/3 of the apprentices required support dropping to under a quarter by the end.

The Entry 3 initial assessment student's level of engagement is lower than that of level 1 and level 2 apprenticeships.

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Key Findings

- 65% of learners found that the site has improved since the start of the course. The site itself has shown improvements.
- Initially 1/3 of the apprentices required support dropping to under a quarter by the end.
- The Entry 3 initial assessment student's level of engagement is lower than that of level 1 and level 2 apprenticeships.

Recommendations

- Ease the processes of offsite access to the VLE and remove some of the steps that hinder students.
- Standardise enrolment and ensure that each student has access to a photo card ID irrespective of attending college.