

Making Basic Numbers fun for Entry Level Learners;

AIM

The purpose of this research is to investigate new methods of entry level numeracy learning via a more flexible/creative medium.

Investigation needs to be SMART

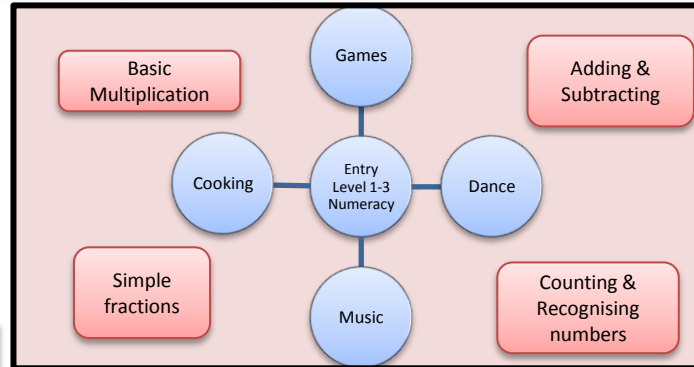
- Evaluate current delivery (learner)
- Evaluate current delivery (Tutor)
- Be objective
- Be realistic
- Create opportunities with new ideas
- Continuous review of outputs

Data Collection

- Interview 24 entry level learners – 12 face to face and 12 questionnaires basis
- Interview 6 numeracy entry level tutors – 3 face to face or telephone and 3 questionnaires basis
- Objective observation of current delivery – observed 2 entry level numeracy courses.
- Collated all data and used a scoring methodology to rank importance of findings.
- Only key items identified were explored – secondary issues were ignored for this research.

Limitations

- Completion by 31/3/2012
- Numeracy only
- Entry level only
- Learner/Tutor participation
- Small scale research project with limited capabilities.



Findings

- Current delivery methods are very dated
- Tutor materials are also very dated.
- Initial assessment process very difficult to undertake as learners hate 'test environment'
- Some learners were identified as having special needs and required specialist learning.
- Learners are not motivated to attend courses for enjoyment but more often pressurised by a third party e.g. Employer
- Courses are often very poorly attended and further learning/progression is declined.
- Learners want to be engaged and involved in the learning process to keep them motivated.
- A lot of the learners identified also suffer from poor levels of literacy knowledge – so different methods of teaching need to be established to engage with students.
- Most students do want to learn and make use of their knowledge in everyday life.
- Tutors find it difficult to deliver entry level learning numeracy in a meaningful way – often frustrated themselves by delivery methods.
- The simpler things were the better. Everyday examples were proving easier for learners to follow.
- Only 20% of learners progressed to further learning.

Recommendations

- Tutors are developing new material e.g. Cooking as a medium to explain numeracy, fractions and percentages through the Art of Cooking.
- Tutors are developing new material e.g. Games as a medium to explain numeracy, fractions and percentages through the use of playing games such as BINGO.
- Need to engage with Tutors to change approach to entry level numeracy teaching – tutors need to be more flexible to learners needs.
- Consider other flexible mediums such as Dance and Music.
- Ensure progression is monitored and reported.
- Monitor learning response to adapt resources as appropriate.

Additional grant to 31/7/12

- Trialling of new entry level numeracy materials.
- Collection and validation of feedback matched with various demographics.
- Adjust materials to reflect feedback and keep the learner engaged.
- Statistics to support progress into further learning. Such as level 1 numeracy qualification.
- Methods used include; Questionnaires, Discussion groups, Case studies of learner groups, Updated schemes of work.

