

DIPLOMA IN EDUCATION
CURRICULUM STUDY

EXPLORING THE USE OF VIDEO-BASED INSTRUCTIONS
TO PROMOTE A DIFFERENTIATED INFORMATION
TECHNOLOGY CLASSROOM AT AN ALL-BOYS
SCHOOL.

By

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Topic: To investigate the use of video-based instructions to promote a differentiated classroom in order to increase confidence and improve proficiency in the unit of spreadsheets at the form four level.

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Abstract

Male underachievement has been gaining attention as a major educational issue in Trinidad and Tobago and beyond. Efforts to expose boys to more practical subjects like EDPM have not been as successful as hoped. Considering their Millennial nature, it seems that technology enabled initiatives may stimulate interest and academic achievement.

Considering the wide range of ability at my all-boys school, I have employed VBI to stimulate interest in Microsoft Excel among diverse learners at fourth form. Data were collected through pre and post-tests, questionnaires and student journals. The mixed methods approach allowed students voices to be heard and allowed for responses from gifted and slow learners to be chronicled. Findings revealed an overall positive response on VBI with students indicating enjoyment, control and convenience as major benefits. This indicated differentiation took place. There were greater impact among gifted than slow. Success from this initiative suggests that it is a viable approach for teaching other productivity tools.

Keywords: Video-Based Instructions (VBI), Mixed Methods, Differentiated Classroom.