

**Unit 3 Problem Solving****About the Candidate**

The candidate who produced this work is an ICT teacher who undertook this course as part of his Continued Professional Development (CPD) and to pilot a Level 3 course for his centre.

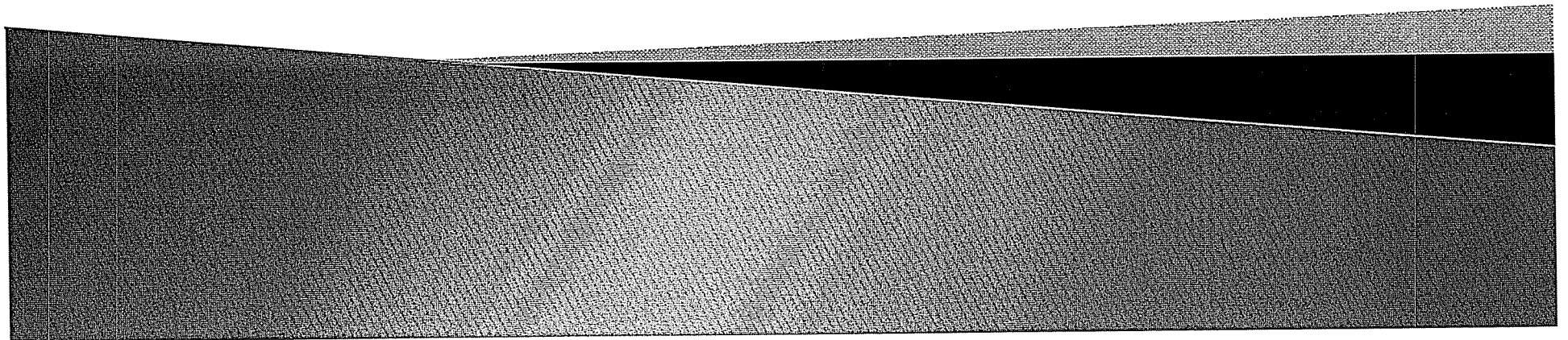
**About the Work**

As the only candidate much of the course was 'self-taught' and all templates used have been developed by the candidate. This situation is obviously not the normal scenario in which this course is delivered. The aim of the exemplar work is to provide colleagues with an example of work that will hopefully prove useful when planning and delivering this unit of work.

Please note that this work has not been endorsed as exemplar work by OCR, and has been made available as a form of guidance by a teacher for fellow teachers.

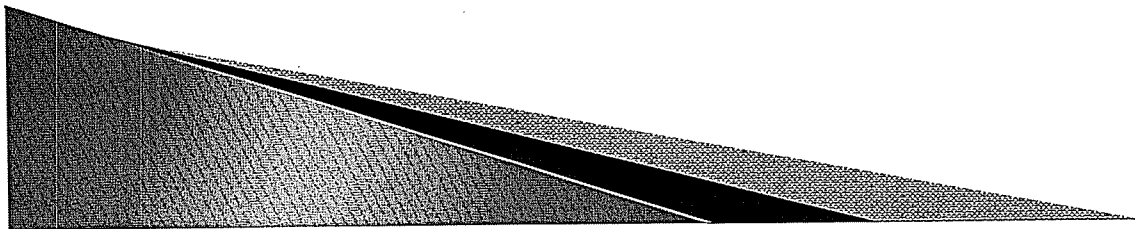
Overall this unit of work was graded Distinction.

# Students' Preferred Homework Method



# The Initial Hypothesis

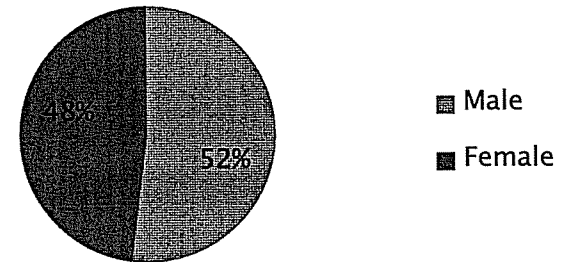
“There will be a difference in the favoured mode of homework completion when comparing gender, age and ability in a secondary school environment”



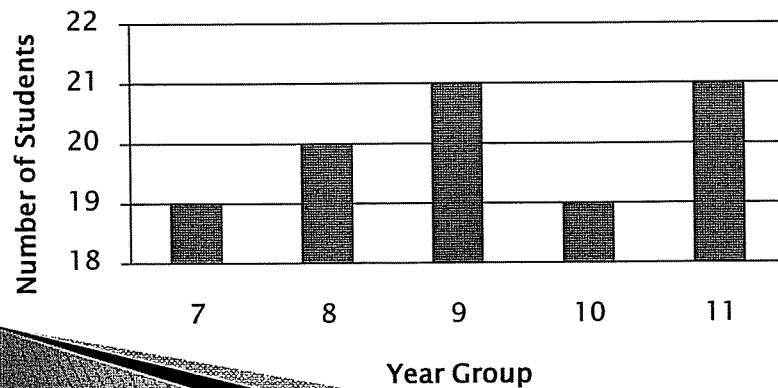
# The Study

This study featured 100 students from The Avon Valley School in Rugby Warwickshire. These graphs illustrate the demographics of the participants.

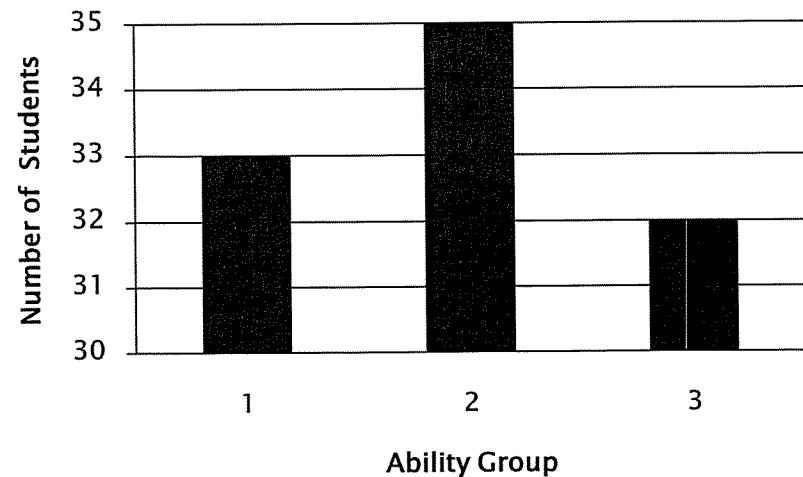
## Student Distribution



## Student Distribution – Year Group



## Student Distribution – Ability

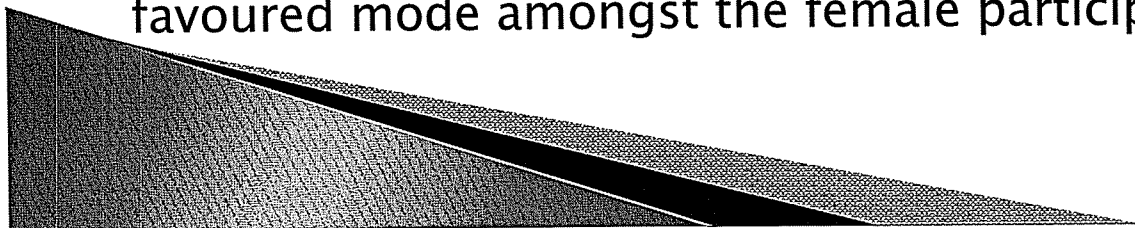


## Preferred Homework Type by Gender

	<b>F</b>	<b>M</b>	<b>Grand Total</b>
<b>Homework Type</b>			
Creative	19	7	26
Online	19	28	47
Paper Based	10	17	27
<b>Grand Total</b>	<b>48</b>	<b>52</b>	<b>100</b>

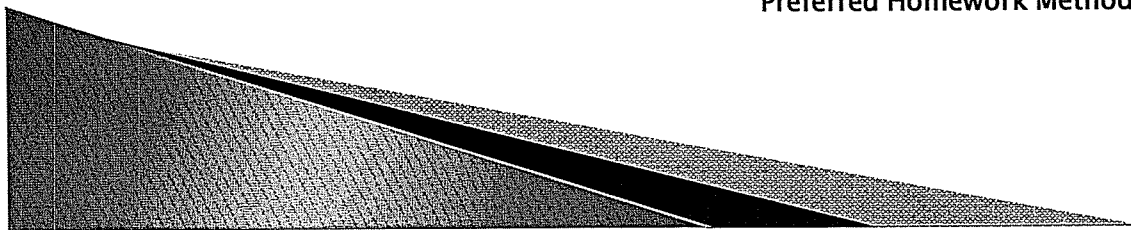
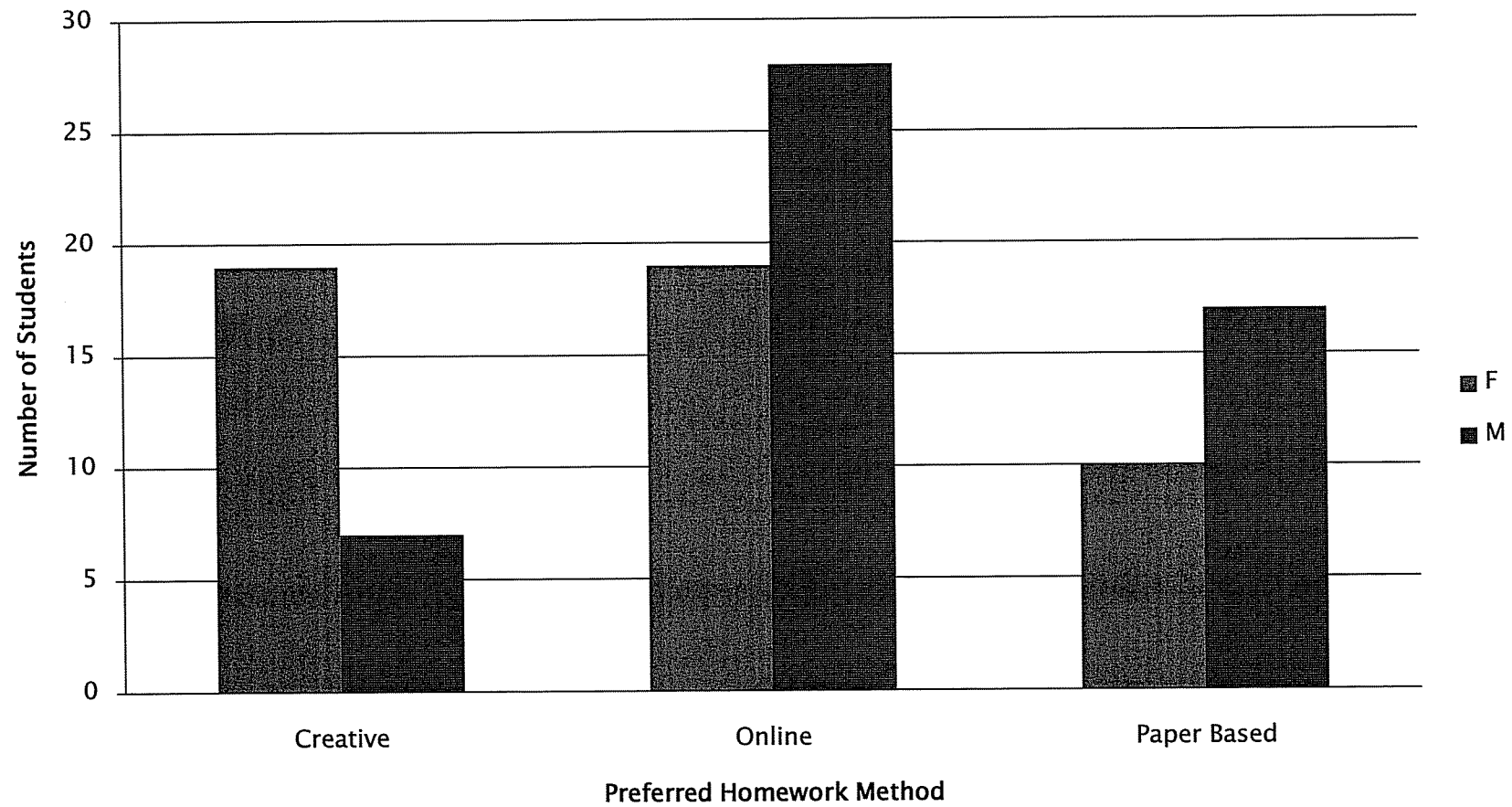
This table shows the favoured homework type according to gender.

From this it can be concluded that males would prefer an online medium for homework completion. However there is no clear favoured mode amongst the female participants



# Preferred Homework Type by Gender

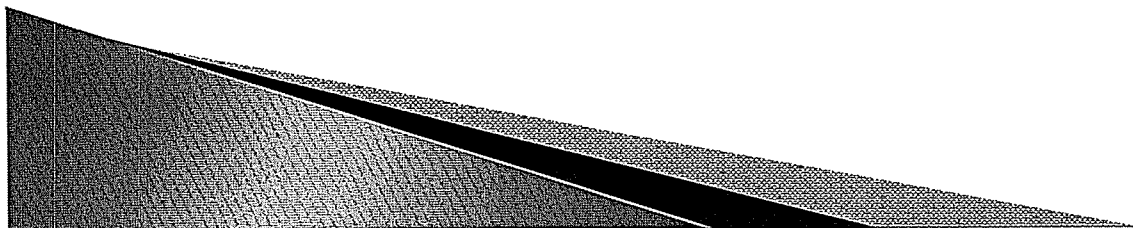
## Preferred Homework Method by Gender



## Preferred Homework Type by Year Group

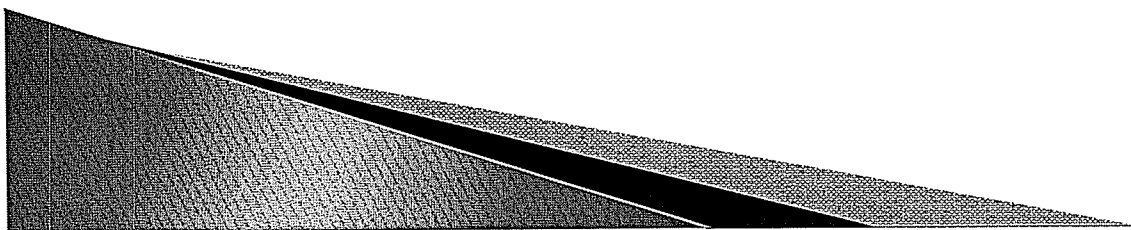
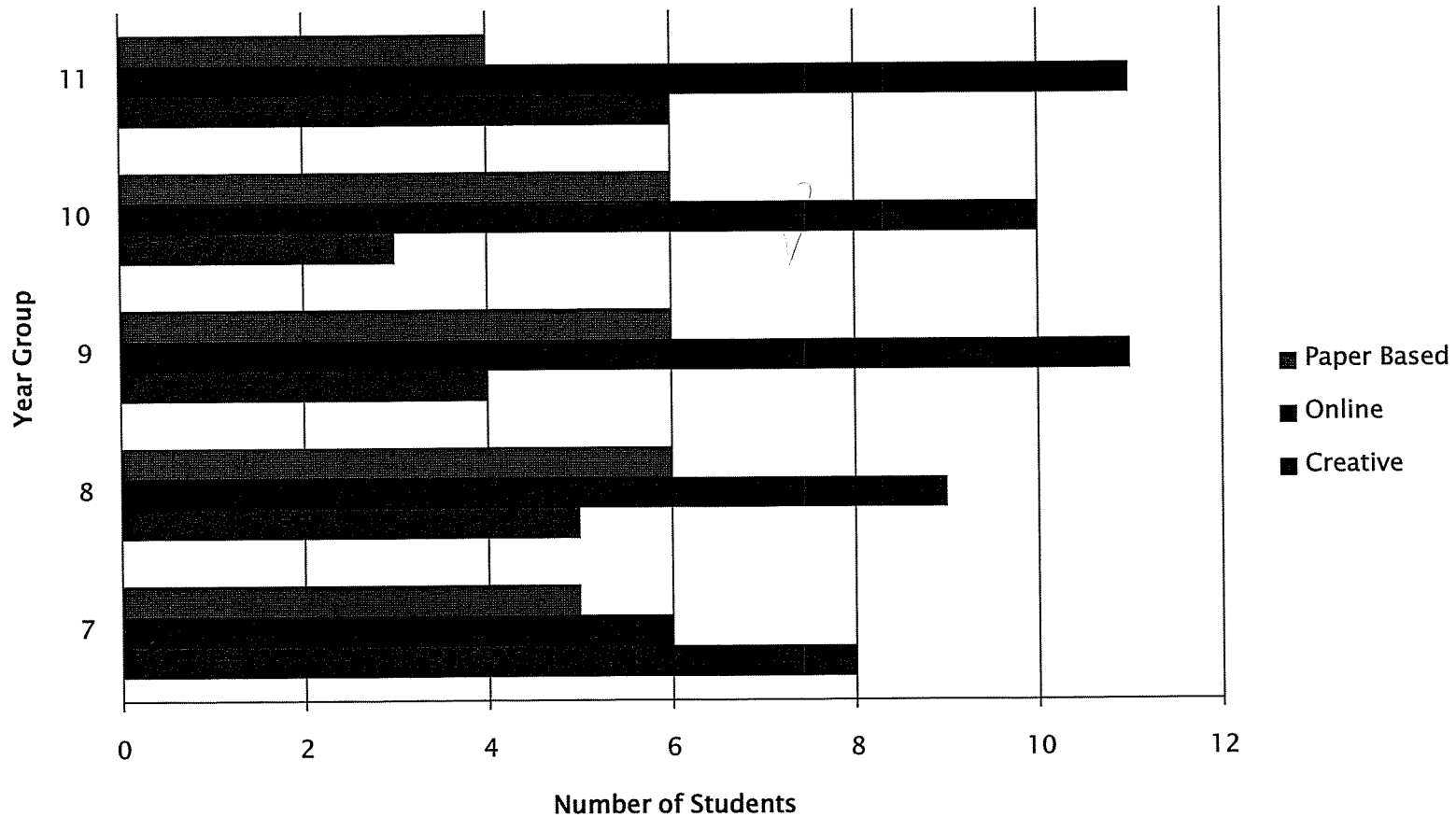
<b>Homework Type</b>	<b>Creative</b>	<b>Online</b>	<b>Paper Based</b>	<b>Grand Total</b>
<b>7</b>	<b>8</b>	<b>6</b>	<b>5</b>	<b>19</b>
<b>8</b>	<b>5</b>	<b>9</b>	<b>6</b>	<b>20</b>
<b>9</b>	<b>4</b>	<b>11</b>	<b>6</b>	<b>21</b>
<b>10</b>	<b>3</b>	<b>10</b>	<b>6</b>	<b>19</b>
<b>11</b>	<b>6</b>	<b>11</b>	<b>4</b>	<b>21</b>
<b>Grand Total</b>	<b>26</b>	<b>47</b>	<b>27</b>	<b>100</b>

This table shows the favoured homework type by year group.



# Preferred Homework Type by Year Group

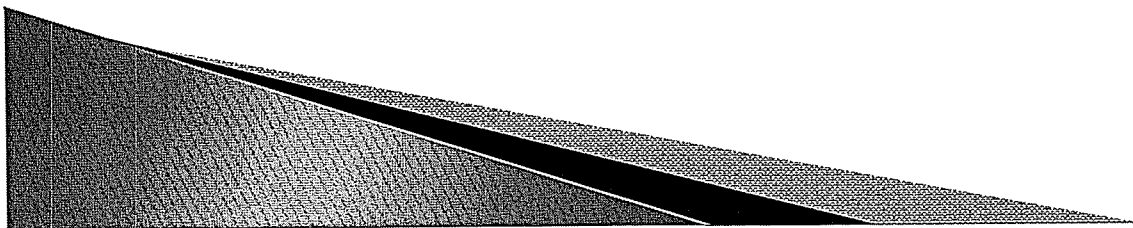
## Preferred Homework by Year Group



## Preferred Homework Type by Year Group

The results from the favoured mode of homework is not clear amongst all year groups. In order for a clear favoured mode to be apparent more participants would need to be studied.

However it can be concluded that the older students prefer an online method of homework completion. Whereas younger students may prefer a more creative approach.

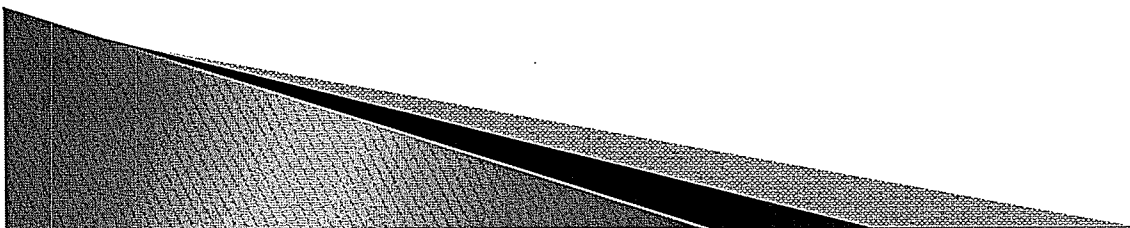


## Preferred Homework Type By Ability

<b>Homework Type</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Grand Total</b>
Creative	8	11	7	26
Online	19	15	13	47
Paper Based	6	9	12	27

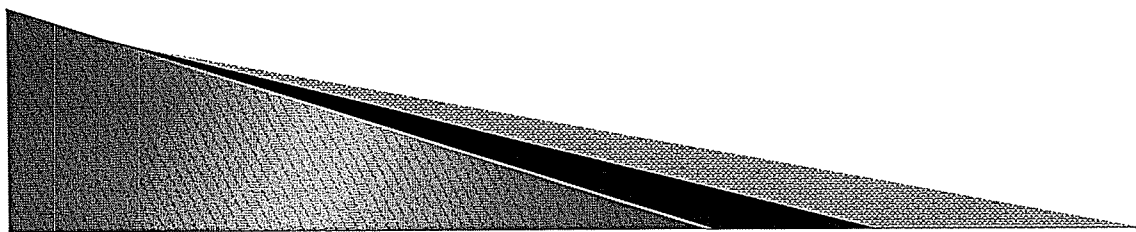
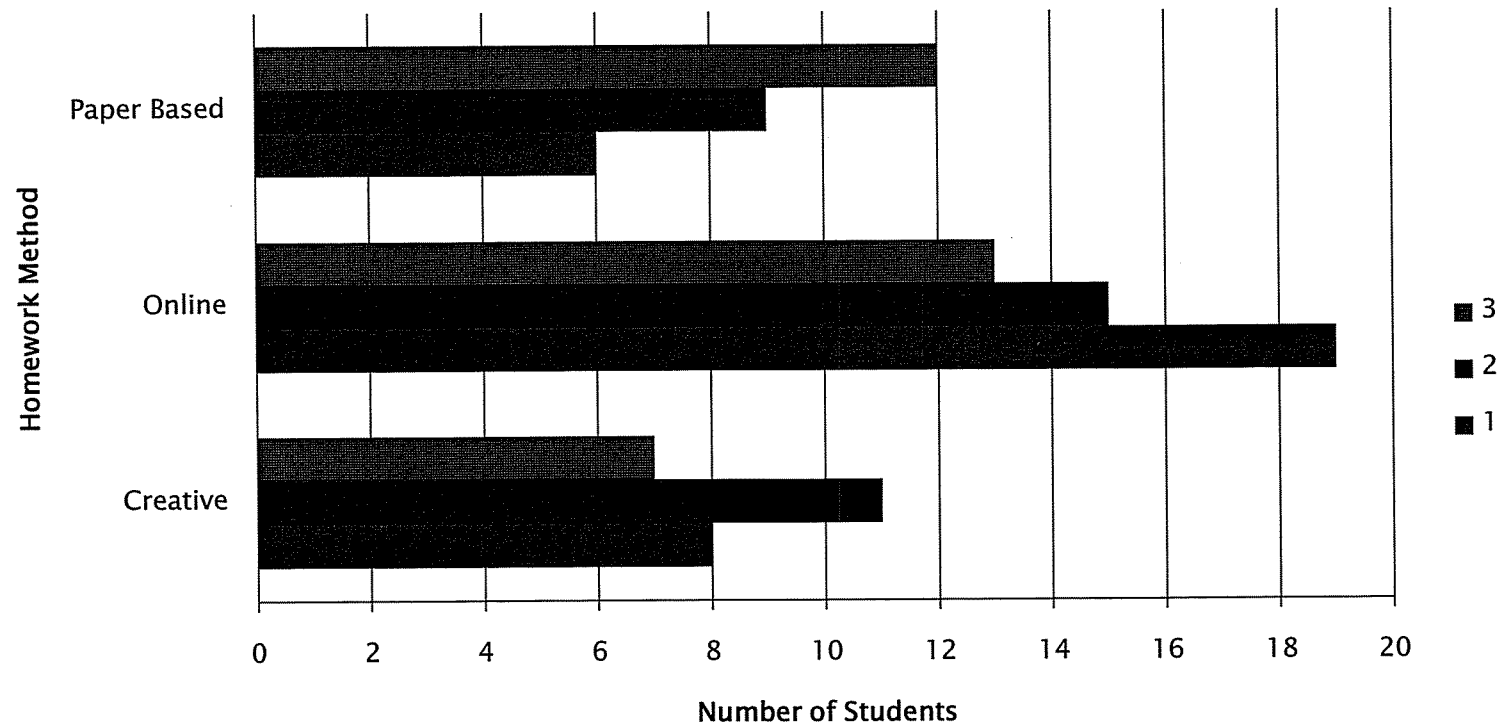
This table shows the favoured homework type by ability group.

With 1 being the most able students



# Preferred Homework Type By Ability

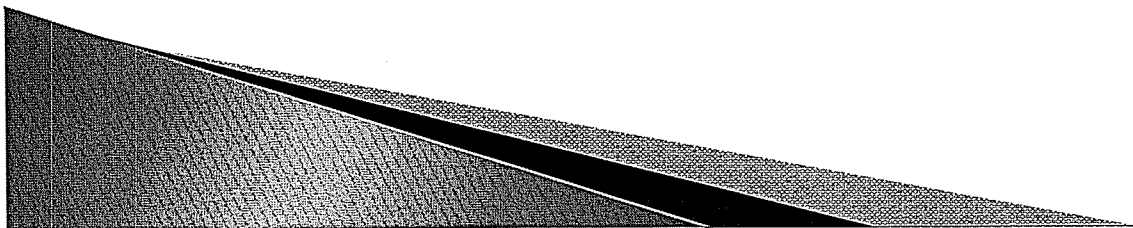
## Preferred Homework Method by Ability



## Preferred Homework Type By Ability

The data analysed shows that all ability groups favour an online method. However the results to demonstrate this are most clear in the higher ability students.

In set 3 although online is the favoured mode, it is extremely close to a paper based method for delivery.



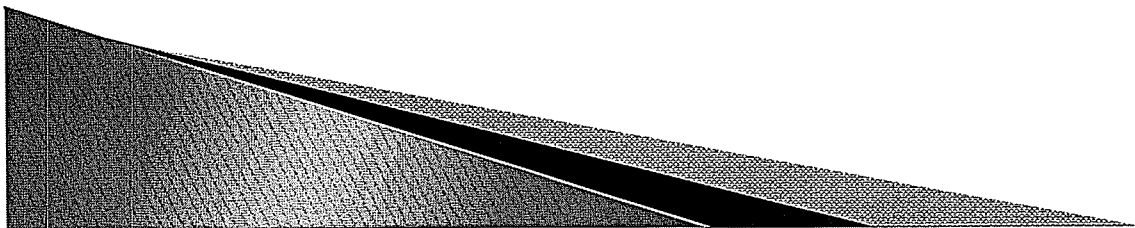
# How do the result relate to the hypothesis?

The results indicate that most students favour the online approach to homework delivery.

However this is most supported by older students who have high academic ability.

Students with lower academic ability particularly boys prefer the paper based method.

There is also some support that the younger students in the school prefer a more hands on approach favouring the creative method.



# What are the implications of the results?

These results do not give a clear favoured mode for homework delivery, that could be applied to the whole school. However they do give a clear indication of what each demographic prefers.

This data could prove extremely useful for teaching staff as they can now select an appropriate homework delivery method according to the dynamics of the group they are teaching.

Their decision can now be made on a more informed basis.

