

## Case Study 3

### Profile

A mature student, 59 years old, who is not very IT literate. They tend to work independently in class but do take part in group activities with some encouragement, and is happy to ask for support if needed. They are very self-motivated and love creative writing and will often do additional work at home and bring it in for feedback. The student demonstrates signs of dyslexia and does sometimes struggles to process information, sometimes needs longer to complete tasks. They do have a hearing impairment, for which they will ask for clarification if a task is not fully understood or will speak to their teacher at the end of the lesson. They also require materials to be printed in a larger font.

### Initial Review of GCSEPod

'I know I have shown you an interest in the online aspect of learning, and I've spent many a curious hour seeking answers to questions, queries, and conundrums circling my mind: I found discovering the internet, the ability to instantly satisfy my thirst for knowledge and quell my ignorance, a pivotal moment in my life. Being able to have a fathomless library available in my home 24 hours a day was a fascinating concept to me, and still is. The ability to have education on tap for everyone no matter whom, or where they are from, fascinated and filled me with a sense of hope and enlightenment.

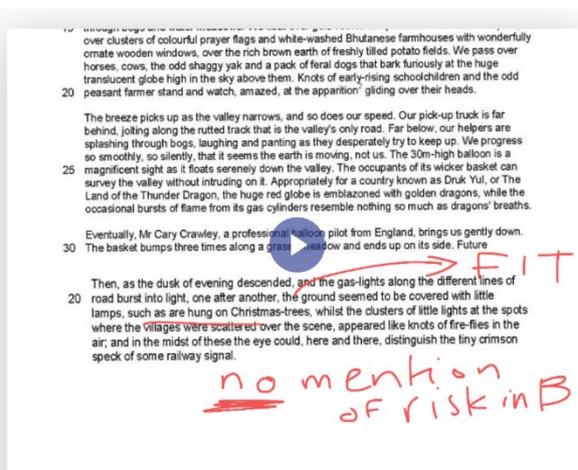
So even though I found, and still find, GCSEPod intriguing, interesting, and ultimately, part of the way forward in teaching technology, I believe the commercial business model upon which it is built to be morally repugnant.

As a more mature man I must humbly accept that I cannot absorb information like a sponge, as I did in my youth; I counteract this by studying thrice as long and continually seeking new sources of insight for the course I am learning.

I'm a little bit old school, I believe that education is a right, and it should be made available to any human being that requires it: the only charge being your time and dedication. I also believe that society, as a whole, benefits from this mentality.

I find GCSEPod's adverts a little patronising, glitzy, and vacuous, with a lot of claims thrown in the air and not a lot of evidence.

Obviously, I will continue to use it to better myself – last summer, when I first embarked on this grammatical learning spurt, I watched scores of children's 'Learn English' videos, so I'll watch anything – but I think I have the wrong attitude to be in front of a camera espousing the virtues of GCSEPod.'



<https://drive.explaineverything.com/thecode/EQSDWKZ>

### Initial review of GCSEPod vs. a staff made pod

November 15th

Yeah, I watched that - with sound. I found it a bit more grown up in the way it was explained; it reiterated how much work I still have to do to fully understand other people's words as opposed to just writing what I think.

I didn't comprehend how different paper 2 is, and I don't really understand the reader v writer perspective difference, though I'm sure I will.

With relation to GCSEPOD,- is this vid in isolation? It seemed to be directed at a group of students that the staff member knew, who possessed a particular hand out (You did say that). Is there more? If there is, I would be intrigued and thankful for any other, relative, links you could share.

I suppose the thing about GCSEPOD is the breadth and scope of the area it covers. I would like to be able to do assignments in my front room, on my phone, in Spain, wherever, and that is the promise of GCSEPOD: I just haven't experienced it yet.

The staff made pod has given me a real insight into GCSE and the depth I now know I need to demonstrate in GCSE.

### Final Interview: 18th January

#### What were your initial thoughts about GCSEpod?

Originally I thought the idea of using pods in fascinating and I was certainly intrigued in the concept and usage of it. This is the future! It's flexible, as you can use it in your own time and at your own leisure, even when I'm in Spain. You can pause it and have as many breaks as you want.

### **Do you still continue to watch GCSEpod now and, if so, how often?**

I spent hours initially watching the pods and wanted to improve, but you do have to be self-motivated. The pods, after a while, can be a little repetitive and so I got bored. Once I got an understanding of GCSE, as an overview, I felt I didn't really learn much. I still watch a couple, but no-where as much as I did in the beginning.

### **Did you find GCSEpod easy to use?**

I thought the pods were easy to find; however, the system didn't always allow you to carry on where you left off, as there are no book marks. The pods were quite simple and short, but it would be even better if there was a 'back button' so you could go back 2-3 seconds, rather than having to manually move the cursor. In all honesty, the system was quite primitive.

I was quite frustrated that you couldn't edit the documents on the extended tasks. The ordering of the pods also needs development and there needs to be clear signposts to direct you how to develop further. It's very disorganised.

### **How did you find the quality of the GCSEpods?**

The pitch of the voices were too monotone and to be quite honest, a little boring. As I have a hearing impairment, the voices were too quick to understand what they were saying.

The GCSEpods gave me an understanding of the scope of GCSE English, giving me a clear outline of what the course entails and what I need to do. I did find them quite basic and simple though, as they didn't go into any real depth.

### **How did GCSEpod compare to the lecturer's own pod?**

Martin's pod was much more knowledgeable in comparison to GCSEpod; you could tell straight away, he was a lecturer. He definitely knew his stuff! He spoke in depth and made clear links to the source, to show you how to analyse further. It was definitely more relatable, as it felt more 'adult like'. However, Martin's pods were very specific to his learners, which I couldn't particularly understand. He had a different and unique teaching style, only his learners would be able to relate to.

In contrast, GCSEpod was not specific on any realm and there certainly was 'no wake up moment!'

I did think the GCSEpods were more professional, but needs to be more developed in terms of the content.