

# AIM Model: Overview

This AIM (Analysis, Intention, Measure) model is a thinking tool to help teachers reflect on how they currently use digital technologies to support their practice [Note: numbers in brackets indicate alignment with Teacher Standards]

Name: \_\_\_\_\_

Class: \_\_\_\_\_ Date: \_\_\_\_\_

**Investigating**  
Finding and evaluating information relevant to your topic  
*To what extent can you find reliable and trustworthy information online, and organise what you find using curation and knowledge management tools? [S3, S8]*  
Digital technologies can help facilitate finding and evaluating information, for example by connecting us to multiple sources through powerful search engines such as Google and Bing, enabling triangulation and hence data verification. Being able to both locate and evaluate information online is a key skill, and one that it is important to be able to model for students.

**Assessing**  
Undertaking formative and summative assessment  
*To what extent can you use digital technologies to capture student understanding and provide written and oral feedback? [S5, S6]*  
Digital technologies can provide a quick and powerful way of gathering both formative and summative assessment information from your pupils. Dedicated apps such as Socrative can provide you with individual assessments of learning in the classroom, whilst free survey tools such as Google forms can provide both synchronous and asynchronous opportunities for assessment and feedback.

**Differentiating**  
Adapting your teaching for all learners  
*To what extent can you use the flexible nature of digital technologies to scale the challenge for learners, differentiating your teaching? [S2, S5]*  
Digital technologies are well known for their protean nature, i.e. they are often not fixed entities but are changeable according to need. This changeability can be used to support differentiation in the classroom, e.g. the same online Google doc could support a less able pupil in writing simple headings and paragraphs, but at the same time provide a much stronger support framework for more literate pupils, e.g. grammar tools and personal dictionaries.

Assessing

## Overview

AIM models are thinking tools designed to capture the human side of the APT methodology, i.e. how individuals are currently using, and how they intend to use, digital technology in teaching and learning. They are split into six dimensions of teaching and learning, mapped against the UK Government teachers' standards, and hence can fit into existing staff development and planning practices. They are designed to be used in three stages:

- An **Analysis** stage to understand current practice
- An **Intention** stage to reflect on changes to create movement along the dimensions
- A **Measure** stage to summarise progress and suggest next steps

The initial analysis stage is completed either using the TPK Quiz, or through personal reflection on current practice, usually in small groups assisted by a mentor. Once this analysis stage is visualised, intention is added, i.e. new marks are added to the charts as to where the individual teacher and/or group wishes to move towards. Tech Trumps are used to facilitate this process, as they suggest the specific digital technologies that have the capacity to support this movement.

Differentiating

Planning

**Planning**  
Structuring your teaching and learning across time  
*To what extent can you use digital technologies to plan and structure learning, both in the classroom and for homework? [S2, S4, S6]*  
Digital technologies can support planning by providing an always at hand note taking and reminder service. Notepads and physical paper can be lost or mislaid, but by using online services to store your planning, such as Trello or OneNote, your memory can be digitally enhanced. Similarly by adding reminders based on either place or time you can offload some of your thinking and stay on top of a busy teaching schedule.

Collaborating

**Collaborating**  
Harnessing peer knowledge to enhance learning  
*To what extent can you use online collaboration and communication tools to engage learners in dialogue and discussion? [S2, S8]*  
Digital technologies can provide a strong framework to support collaboration, and can even offer opportunities for working with others that would otherwise be impossible. For example, they can allow previously unavailable perspectives to be explored through apps like YouTube, or bring together individuals in combinations that would either be impractical or impossible through apps like Padlet.

Motivating

**Motivating**  
Providing a stimulating and engaging environment  
*To what extent can you motivate learners through the interaction and gamification opportunities provided by digital technologies? [S1, S7]*  
Digital technologies can provide opportunities for gamification, turning a learning exercise into a fun challenge and an opportunity to compete with peers. Apps such as Kahoot, for example, can be used to transform an end of unit test into something more akin to an in-class gameshow, stimulating and engaging staff and students alike.

—○— Analysis —✕— Intention —+— Measure

# AIM Model: Analysis of current practice

This AIM (Analysis, Intention, Measure) model is a thinking tool to help teachers reflect on how they currently use digital technologies to support their practice [Note: numbers in brackets indicate alignment with Teacher Standards]

Name: Jo Smithee

Class: 8XB

Date: 8/9/16

**EXAMPLE**

**Finding and evaluating information relevant to your topic**  
 To what extent can you find reliable and trustworthy information online, and organise what you find using curation and knowledge management tools? [S3, S8]  
 Digital technologies can help facilitate finding and evaluating information, for example by connecting us to multiple sources through powerful search engines such as Google and Bing, enabling triangulation and hence data verification. Being able to both locate and evaluate information online is a key skill, and one that it is important to be able to model for students.

**Adapting your teaching for all learners**  
 To what extent can you use the flexible nature of digital technologies to scale the challenge for learners, differentiating your teaching? [S2, S5]  
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**Undertaking formative and summative assessment**  
 To what extent can you use digital technologies to capture student understanding and provide written and oral feedback? [S5, S6]  
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Assessing

Investigating

Differentiating

Whilst Kahoot is good, I can't really keep track of all the scores. Perhaps I should try Socrative with the more advanced classes?

Not really doing much on this front at the moment apparently, something to look into.

Never really thought about this, though I guess when we use the tablets they work at their own level. Perhaps I should get pupils to write quizzes?

## 1. Analysis stage

In the first stage, blank AIM models are annotated by hand by teachers working in pairs or in small groups with a mentor, reflecting on their current practice. The TPK Quiz can be used to help complete this stage.

TES is OK, but I could do with finding a better way of keeping track of ideas and plans. Maybe Trello would help?

Not something I'm doing online at the moment.

Planning

Collaborating

**Structuring your teaching and learning across time**  
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Kahoot is working out really well, gets the students engaged and makes them compete

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○ Analysis    ✕ Intention    + Measure

# AIM Model: Intention to change practice

This AIM (Analysis, Intention, Measure) model is a thinking tool to help teachers reflect on how they currently use digital technologies to support their practice [Note: numbers in brackets indicate alignment with Teacher Standards]

Name: Jo Smithee

Class: 8XB

Date: 11/9/16

**EXAMPLE**

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 Adapting your teaching for all learners  
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*If I can get the students to write quiz questions themselves, I'll get a much broader set of questions than I would manage by myself, and they can work at their own level. Quizlet in pairs or threes perhaps?*

*Will try using the Socrative app to get a better feel for student progress, and create ongoing opportunities for formative assessment.*

*Trello sounds like it could really help here, but I might be biting off more than I can chew. Will try working with a couple of colleagues on collaborative tasks.*

## 2. Intention stage

In the intention stage new points and lines are added to summarise the intention to develop professional practice over the coming weeks. Tech trump cards help to suggest relevant technologies.

**Planning**

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*Might try the Trello tool, though it sounds rather complicated. Hope it's not too time consuming!*

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*I feel my pupils are motivated enough, to this isn't a core focus.*

○ Analysis    ✕ Intention    + Measure

# AIM Model: Measure of changes to practice

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Name: Jo Smithee

Class: 8XB Date: 8/11/16

**EXAMPLE**

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The introduction of Google Alerts allowed me to discover incredibly useful resources without having to spend hours browsing the web,

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Socrative was very powerful, and the ability to go through the datasets and see more detail about how individuals scored was brilliant. Will certainly be using this again.

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Using students as peer instructors was a great success; more able pupils had to reframe their thoughts and see the perspectives of others, whilst the less able students got to try many more types of quizzes than I would have been able to create myself.

### 3. Measure stage

Card sorts and other evaluation strategies can be used to reflect on progress. High fidelity versions can be created as shown to be stored for quality assurance and/or continuous professional development records.

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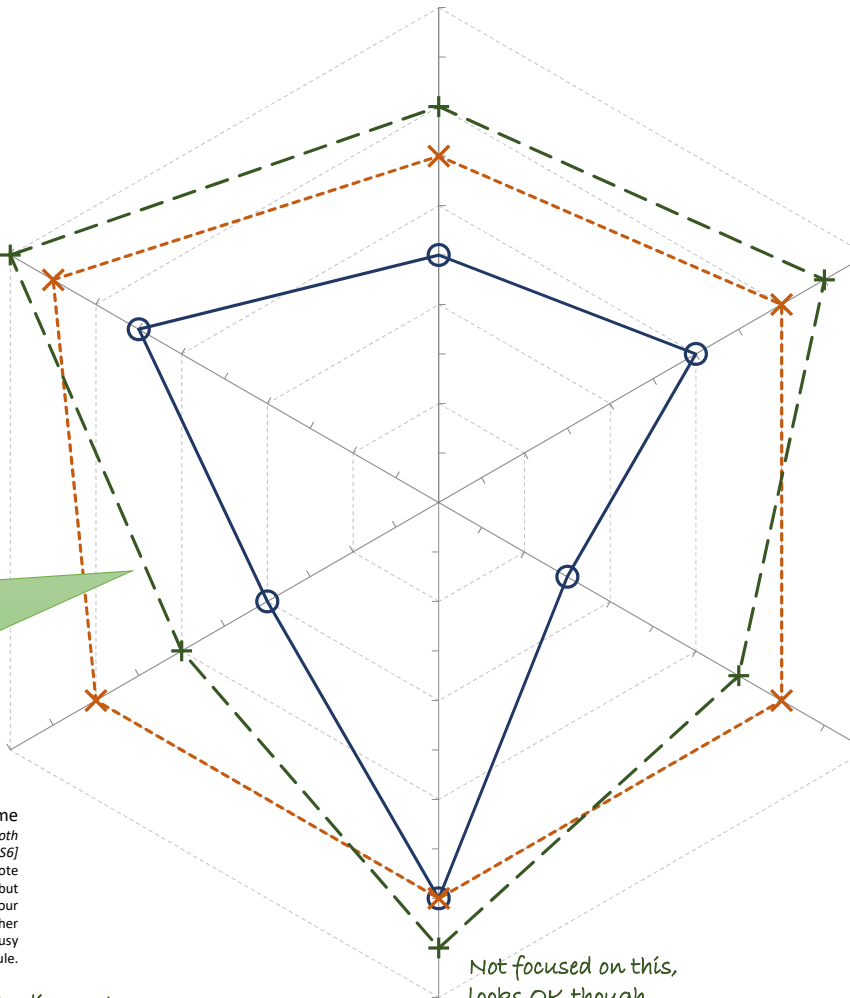
Trello was a fun tool to try, but I only had a chance to dip my toes in really. Think this one needs to be raised as a department, the sharing opportunities are immense.

Not much progress made on collaboration, but I could see the potential. Something to focus on next time around perhaps.

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Not focused on this, looks OK though.



—○— Analysis —×— Intention —+— Measure