



New Pedagogical Approach (NPA) At Stovner Upper Secondary School



CASE STUDY

Stovner was appointed National School of Demonstration for 2003-2006 by the Norwegian School Authorities.

“With 80% of the student body with a minority language background, the school has, in an exceptional way demonstrated, how innovative ways of organising teaching can improve the quality of students` learning. The school has been outstanding in the field of creativity and innovation.”

Individual Tutoring on the Fronter Learning Platform... Success

Where They Began

Stovner Videregaaende School is a co-ed school for students aged 15 to 19 years old, situated in Norway's capital city, Oslo. The school equips students with the equivalent of the English A-level as well as offering vocational training.

The school has a diverse student body with regards to social, ethnic and learning backgrounds. A majority had a minority language background, and the applicants had on average a very low score from secondary school. A great number of students were not motivated and had concentration difficulties. The school had a great number of drop-outs during the year, and few applicants had Stovner Upper Secondary School as their first choice on their applications.

Surveys showed that students found school boring, and that teachers found the school day exhausting. There was an obvious need for change.

Goals

The school leadership concentrated on these four simple and measurable goals

- ✓ To increase the number of students leaving school with a valid certificate of secondary education, allowing them university entry
- ✓ To attract academically stronger students
- ✓ To reduce the proportion of students who found school boring
- ✓ To provide the teachers with an environment that was both stimulating and supportive

What has been accomplished so far

Each student has their own desk and computer, and by using the tools on the school's Fronter learning platform, each student is offered individual tutoring. The collaborative aspect of problem based learning is facilitated and enhanced by Fronter tools.

The dramatic change in technology was used as an agent for change in both the methods of teaching and learning. A new class structure was established where groups of twelve students now work together with their own tutor.



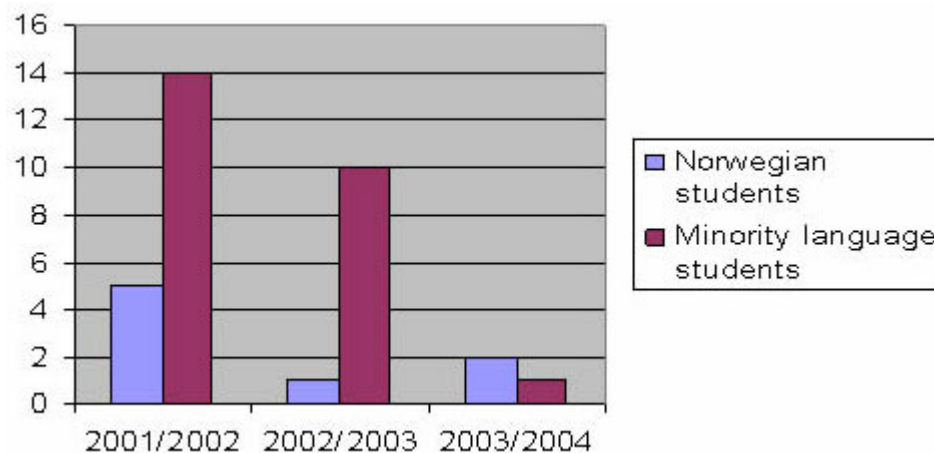
Pupil sitting at one of Stovner's 500 individual workstations

The schedule is reorganized so that all subjects are taught only once a week and smaller subjects have been compressed into half year courses. Teachers are working in teams on all subjects, while all learning material is distributed through the learning platform.

The Result after 4 Years

- ✓ The number of student drop-outs has been reduced by 70%
- ✓ The number of students leaving school with a valid certificate of secondary education has increased by 20%
- ✓ The number of applicants that had Stovner Upper Secondary School as their first choice has more than tripled
- ✓ Surveys show that the number of students that find school boring has been reduced from 30% to 10%
- ✓ Now 80% of the teachers find their school day more stimulating and supportive

Rate of Students Dropping Out



Conclusion:

Very effective, expensive in the short run, but cost effective from a socio-economic point of view.

As a consequence of these outstanding results, Fronter was chosen as the online learning platform for the 175 schools, 67 000 students and 11 500 teachers in the city of Oslo. All schools have successfully implemented the Fronter learning platform by the end of 2006.