



# PINK PORCUPINE STUDY CARDS SURVEY

Compiled for, and in consultation with, Glasgow City Council Education Services

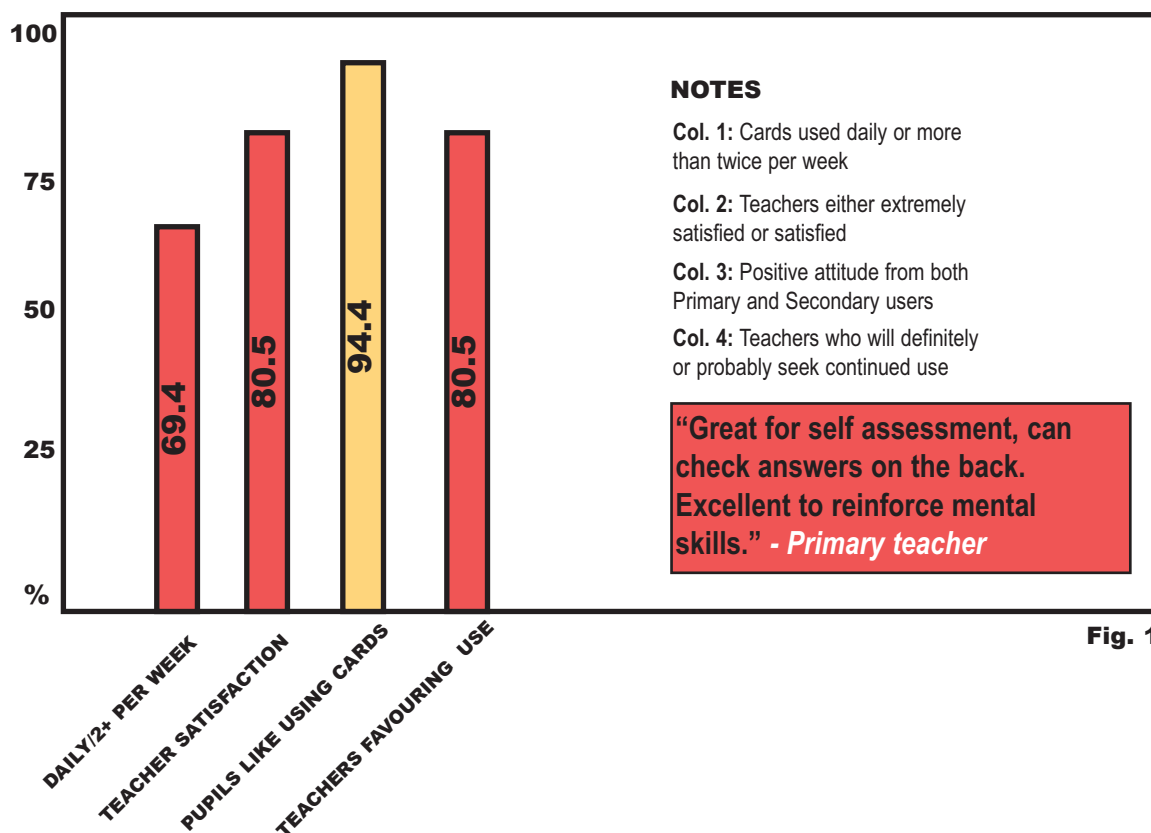


Fig. 1

## SATISFACTION RATES

**1.** Working in conjunction with Glasgow City Council Education Services, Flippers study cards were issued to a cross-section of city primary and secondary schools in November/ December 2004. A total of 13 schools participated: 10 primary, three secondary.

Schools were requested to use the study cards in classrooms (P2 to S2, inclusive) over a period of approx. two months to assess their effectiveness as an educational aid.

No instruction leaflets were issued with the study cards. Many teachers received a general briefing on their purpose and on ways in which they could be used in the classroom.

The survey statistics contained here are compiled on the basis of returns from schools made to Pink Porcupine Ltd. by 3rd March, 2005. Percentages are based upon returns received.

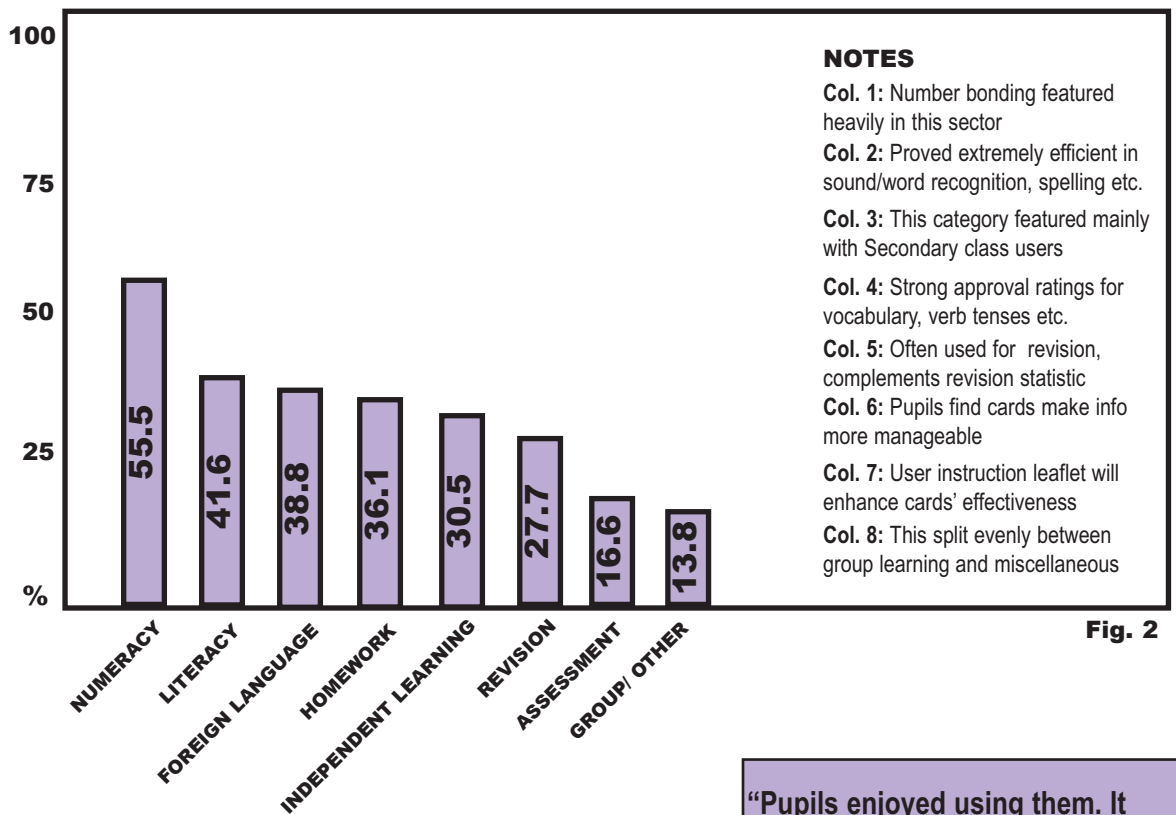
In the course of collecting the returns, Pink Porcupine also collected anecdotal evidence on the study cards, regarding their effectiveness. Some of that material, where relevant, is referred to in some of the following sections.

**1.1** Frequent use classes developed the widest range of uses for the study cards. Analysis of the teacher comments, plus anecdotal evidence, show that the study cards are at their most effective when used on a daily or almost daily basis. When structured into class activities, their repeated usage reinforces learning of information. This is as valid for secondary as primary pupils. Comments

from secondary schools indicate pupils regard them as an extremely effective revision tool. This includes independent learning, homework, study time.

**1.2 & 1.4** Four out five teachers are “extremely satisfied” or “satisfied” with the effectiveness of study cards; the same number want to continue using study cards in class.

**1.3** An extremely high percentage - over 93 per cent - of pupils like using the study cards. Secondary pupils in particular prize them as a revision resource. Reasons for that highly positive response vary from them being small, attractive, tactile and colourful to being a very personal resource. Anecdotal evidence posits another reason: children feel they can ‘manage’ class



**NOTES**

- Col. 1: Number bonding featured heavily in this sector
- Col. 2: Proved extremely efficient in sound/word recognition, spelling etc.
- Col. 3: This category featured mainly with Secondary class users
- Col. 4: Strong approval ratings for vocabulary, verb tenses etc.
- Col. 5: Often used for revision, complements revision statistic
- Col. 6: Pupils find cards make info more manageable
- Col. 7: User instruction leaflet will enhance cards' effectiveness
- Col. 8: This split evenly between group learning and miscellaneous

**Fig. 2**

“Pupils enjoyed using them. It increased their motivation to write French vocabulary.” - *P6 teacher*

**RANGE OF USES**

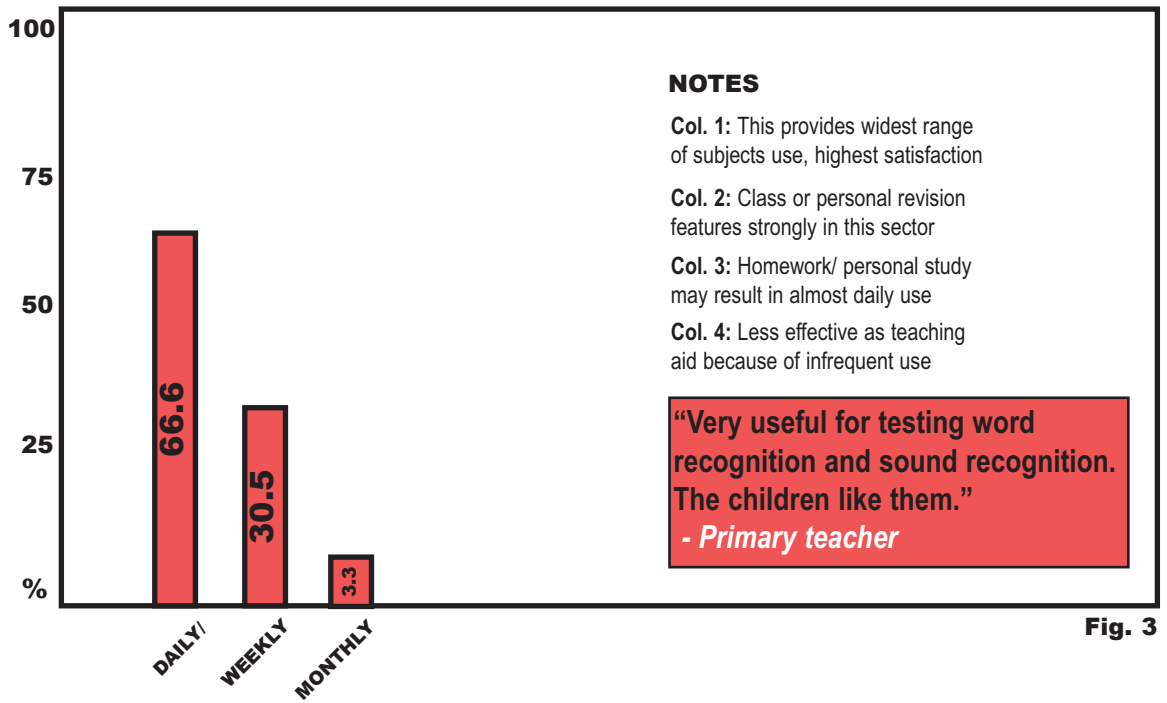
- 2.1** A high preponderance of primary school teachers elected to use the study cards for numeracy, many on a daily basis. They proved effective in number bonding and times tables. Their optimum effectiveness is directly linked to regularity of usage.
- 2.2** For younger children, very successful use was made of the cards in sound recognition and word recognition. For older classes, vocabulary building was another use.
- 2.3** The cards proved suitable for independent learning, particularly in secondary.
- 2.4** A strong teacher approval rating for use in learning foreign languages or for assisting bi-lingual students. Comments stated cards were very effective. A cautionary note: a teacher suggested that students' cards are checked to ensure correct spellings of foreign words have been noted down.
- 2.5** Secondary pupils use them as a tool when studying.
- 2.6** Perceived by both teachers and pupils as a helpful revision aid for tests and exams, also for group revision and one to one testing within the peer group.
- 2.7** Teachers who use the cards daily in classwork are more receptive to their use as an assessment tool. They regard the cards as a fast, reliable guide on how much of the core curriculum a pupil has genuinely assimilated.

“Flippers were used daily to log figures of speech, spelling and vocabulary and served as an excellent memory tool.” - *S2 teacher*

“Good for learning support and number bonds. Pupil response was excellent.” - *P3 teacher*

“Useful for definitions and formulae ... pupils decide what to write on them. Some use them more than others ” - *S3 teacher*

“Used daily for sounds, words, number bonds. Useful for homework. The cards meet the targets set for them.” - *SEBD teacher*



### FREQUENCY OF USE

**3.1** There is a direct correlation between maximum effectiveness and regular use of study cards. In the daily/ frequent use category, survey comments and anecdotal evidence show teachers achieve optimum success when cards use is incorporated into the structure of the lesson. Because of the study cards' versatility, and wide range of applications, teachers say that this can range from direct learning (tables, vocabulary, sounding etc.) to 'bullet point' review of the core learning outcomes of the lesson set out at its start.

**3.2** Weekly usage of cards is effective, but less so than more regular use.

**3.3** This sector tends to apply to homework, revision and/or independent learning. Use is not frequent enough to reap the full benefits of the cards.

**“It helped pupils revise vocabulary for prelim exam. Might be helpful to get pupils used to them at primary, S1-2 level.”** - Secondary teacher

**“Children have written their tables on the cards and use them to test each other in class and practise their tables at home.”** - P4 teacher

**“Flipper cards are effective and support the multi-sensory study approaches that we encourage.”**  
- S1-S6 teachers

**“Children were all keen to use the study cards, so were motivated to complete homework tasks.”**  
- P3 teacher

**“Children loved the Flippers and enjoyed the fact that they could ‘wear’ them.”**  
- P3 teacher

**“Effective. Children enjoy using Flippers and are motivated to do so independently.”** - P7 teacher

Colours	Art appreciation	<b>NOTES</b>  This list of uses was provided by teachers who filled out the commentary boxes in our survey. The teachers, themselves, decided the learning areas in which to test the effectiveness of the cards as a learning tool.
Common words	Assessments	
Countries	Biology terms	
Days of week	Chemistry formulae	
Figures of speech	Class group quizzes	
Months	Class and personal revision	
Sight vocabulary	Definitions	
Sounds recognition	Exams revision	
Speaking and writing prompts	French word recognition	
Spelling	Foreign language phrases	
Spelling reinforcement	Glossary	
Vocabulary	Homework	
Words recognition	Individual/group testing	
	Inter-active assessment	
	Language support for bi-lingual students	
Addition/subtraction facts	Learning support	
Number bonds	Music terms/ facts	
Multiplication tables	Revision	
Tables reinforcement		

**"It enables me to assess if kids can spell the first 100 common words without help. Kids think they're fun and use them daily." - P4/5 teacher**

**Fig. 4**

## CONCLUSIONS

The following conclusions can be drawn from the data supplied:

1. Daily use of the cards optimises their effectiveness.
2. A 'good practice' instruction leaflet, based upon teachers' findings will prove beneficial. This is currently being drawn up by Pink Porcupine. It will be made available both as a leaflet and on the company website.
3. The versatility of the cards, when combined with 'good practice' usage, is highly effective.
4. There is an extremely high approval rating for Flippers cards from both primary and secondary school pupils who perceive them as a personal learning resource. Older primary school pupils are willing to use them independently.
5. Among both secondary and primary school teachers, the approval rating of the cards as a useful and effective resource is almost 80 per cent. (This holds true even among classes not yet making 'best practice' use of the cards.)
6. Teachers benefit from the 'feel good' factor and the sense of independence the cards give pupils. They re-engage children with the learning process in a new way.
6. A common teachers' comment is that regular use of the cards results in speedier responses to core information and more fluency in answers.
7. Within the "no man's land" of less attentive pupils, the cards have re-engaged a significant portion of them with the educational process. (Although it will require longer term class usage to validate this benefit.)

**"Pupils really enjoy using them and take it quite seriously. They know when to use them as a preparation for tests." - P5 teacher**

**"It was suggested by a pupil that the Flippers books could come in different colours for different subjects." - Primary teacher**

**"An instruction booklet would be useful. Also for sharing ideas."  
- Primary teacher**

**"As only a few words are used the focus for assessment is tighter. There's no room for error or misinterpretation." - P7 teacher**