Kinect computer game for developing number concepts: personalising technology for improved learning

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To discuss this case study, please contact us via email customersupport@camdenlearning.org.uk
Key Points

- Research into the role of embodiment in learning
- Kinect app to help learners to develop number concepts such as estimation

Purpose

What were your reasons for doing this development work?

To extend the range of ways we have to enable our children to grasp concepts of number, such as estimating number. Brian Butterworth (Professor, UCL with a specialism in dyscalculia) researches into how embodiment helps learning. We are working with him on using Kinect to develop estimation concepts in number.

The project was funded through CPEE, Camden Partnership for Educational Excellence.

Who were the identified target learners?

Our target learners are children with learning difficulties in mathematics aged 8 to 13 in 4 classes at Swiss Cottage School. We aim to have Kinect in every class in the long term.

The number of target learners is increasing: a research project in Camden schools is in development. Swiss Cottage School and the CLC are recruiting primary schools to take part in a term-long project with KS1 learners.

What specific curriculum area did you intend to have impact on?

Mathematics – number

How were you intending to improve pupil learning?

Our intention was to develop a computer game using the motion-sensor software Kinect to help our target children develop number concepts within a multi-sensory experience including kinaesthetic learning. There are many programs around to test and reinforce learning, but the learner has to have the relevant concepts to use them. We wanted to develop an app that would enable the learner to develop the concept, with feedback to support their learning and refining of the concept. Because our students are so individual in their learning, we needed the app to have sufficient flexibility to meet individual personalised need in developing number concepts.

When a learner is playing the game, they see their body represented on screen. In one
example of estimating, a number of dots are displayed on screen and the learner moves their body to left or right until their image lines up with the correct number on a line. (see photographs attached)

**What were your success criteria?**

That the target learners would learn the concept of estimating and be able to apply it in other situations.

**Methodology**

**What did you do - what teaching approaches did you use?**

The team includes class teachers and me, a programmer based in the school (I have other roles too). Brian Butterworth, Emeritus Professor at University College London with a specialism in dyscalculia is also involved in an advisory capacity.

Initially we used a lesson study approach to establish our understanding of the way the children thought about estimation of number and to analyse what experiences they might need to develop this particular concept. This involved close observation of the learners by class teacher and a maths specialist teacher with discussion afterwards to draw out our analysis. This early research helped to get a baseline for the project. I worked closely with the teachers to develop the Kinect app.

Lesson study methodology used collaborative discussion to consider in depth the different means children used to learn and what challenges the game would pose. The team considered what the individual learner’s approaches to the task would be, what would constitute overload, and what would scaffold learning. We found processes needed to be simplified so as not to be too multilayered. We developed a great deal of shared understanding through this lesson study approach.

Fifteen Kinects have been funded through the project. The Kinect program enables the child to respond by moving their whole body; the movement is detected and shown on screen as a marker moving along a number line. When the child moves to the right, the marker moves to a higher number. The learner raises their right hand when they (and the marker on screen) are in their desired position. This can be used as a response to a range of concepts, such as estimating number, addition, and so on. Pairs of learners can work competitively or cooperatively.

We worked with the children on a weekly basis throughout the year, trying the estimation game, observing the learners’ responses, analysing what was needed, and adapting it by the following session to try again. The program is progressive – it gets more challenging for the player as they succeed. We aim to make the program more intelligent so it can detect focuses for improvement and offer more opportunities for the learner to practise that particular concept. There have been many iterations. One refinement was a teacher’s delete button so
the last attempt is removed from the data if a distraction occurs.

We are now expanding its use to other areas. One current development is with art, drawing people using movement of hands.

**What specific teaching resources did you use?**


**What CPD experiences, materials, research and expertise have you drawn on?**

The experience, skills and knowledge of the team.

**Outcomes and Impact**

**What has been the impact on pupil learning?**

The research project into estimation is still going on so there is no data yet. But during the early lesson study research when we were developing the program with three learners, the impact on engagement was immediately evident: they engaged really well and this has been sustained throughout. The learners are broadening their experience of learning through embodiment, and enjoying the learning process. The Kinect program enables them to learn cooperatively and with bodily expression – not so easily done on a keyboard or touch-screen.

In the initial lesson study research phase, two out of the three learners improved their concepts and skills in estimation. One learner had difficulty estimating three groups of numbers (eg estimating 3 groups of 2, though could estimate one group of 6) but this definitely improved with using Kinect.

**Evidence of impact on pupil learning**

Brian Butterworth is collecting data (including control data). The program itself logs data on result and speed of response.

**What has been the impact on teaching?**

The class teachers are keen to develop ways of using Kinect, eg one teacher wanted Kinect to help learners stand up and move around first thing in the morning, so used the estimating app
to encourage them to be physically active.

Teachers suggest modifications to the app: for example, when a teacher wished to move with a child to support their grasp of how to play, I was able to program the app to ignore people over a certain height so only the child showed up on screen.

Developing bespoke apps to fit individual learners’ needs is a great advantage in a special school, especially as they can be developed on a very short time scale, observed in use and further adapted very quickly.

Wider than just the estimation app is the impact of the research approach: Lesson study has become embedded across the school, strengthening the structure of team collaborative dialogue around observing learners, and leading to insights into pedagogy which is shared across the school. The lesson study research also gave us confidence in determining what we wanted from the estimation game, and the realisation that the real issue is personalising technology for learning, rather than selecting existing technology to try out.

Most exciting is the opportunity that comes from having developed a Code Library as a result of programming – this is the key to schools developing personalised technology provision. Access to a code library means bespoke responses to individual learning needs can be developed. Our teachers can say ‘I’d like the technology to be able to this, for a learner with these specific needs’ and the programmer can use his library of code to generate what the teachers need.

Evidence of impact on teaching

What has been the impact on school organisation and leadership?

The importance put on research and innovation. It is a focus on our School Development Plan across the school. All staff engage in research and innovation with a focus around technology because it is a genuine enabler of learning.

Evidence of impact on school organisation and leadership

What is the crucial thing that made the difference?

- Having an in-house programmer. I can watch the program in use, and in discussion with teachers decide what modifications need to be made to cater for each individual learner, and can have these done by the next session. The development cycle is very speedy, and the multiple iterations have enabled me to create a growing code library.

- Funding for the project.
What would your next steps be?

1. Support the Kinect research project as it goes out into Camden primary schools. Margaret Mulholland (Head of Development and Research) says 'CPEE funding gave us a tremendous opportunity to engage in research into using technology to support improved pedagogy. The next step is to ensure that the development work and learning accrued transfers across Camden schools, by providing easy access for Camden schools to engage.'

As part of the CPEE, we are focused on how we share what we do. We have found that personalising technology for learning works, and we need to share that in Camden schools. Bespoking of technology to improve learning has to be the future. There needs to be a shift away from applying existing technology to classrooms and towards using learning needs as a starting point for developing appropriate technology, and schools will need to take responsibility for this. Schools may not be able to afford their own, but a cluster of schools could have access to a programmer.

2. Further joint research projects, eg with Cuban Centre for Neuroscience, a joint project on physiotherapy and mobility. The Development and Research Centre wants to work more with health and engineering, developing technology around sensors to improve the life experiences of our children and families, and is embarking on an NHS project with Imperial College. Another interest is robotics in play-based learning, so a learner can play independently uninfluenced by adult input. Research grants and sponsorship are a challenge.

3. Develop further uses of the Kinect app (and other apps) across the curriculum.

4. Consider getting apprentices to help with images and sound manipulation to free up programming time.

Sharing Practice

If another individual or school was attempting to replicate this work, where should they start?

Schools should contact Swiss Cottage School.

What would be the essential elements to include?

- Kinect
- Training