

Pobble's UCL Educate Research Study

Introduction

Being born in the classroom, Pobble was always steeped in teacher experience and up-to-date practise.

Since launch, many schools have fed back about the social and emotional impact of Pobble on their teachers and pupils. Teachers reported spending less time preparing high quality lessons and feeling supported in the classroom by Pobble's tools. They also reported increased confidence from pupils when approaching writing tasks as well as greater participation from pupils during writing lessons. Teachers noted that these *soft skill* changes were particularly notable in pupils who had typically shown less interest or put forth less effort in writing activities.

We wanted to understand and quantify the impact we were hearing about, so we teamed up with researchers from UCL's Educate programme to design the first Pobble Research Study.

The aim of Pobble's Research Study

The first Pobble Research Study set out to build on evidence that:

Pobble supports development of academic self-perception among children learning to write.

Academic self-perception, a pupils' own beliefs about their ability to learn, matters because it has been linked to school attendance, pursuit of post-secondary education, and employability. Educational interventions focused on developing these skills have enhanced: achievement in literacy and maths, participation in post-secondary education/training, and post-graduation employment.

Pobble enhances a pupil's awareness of academic support. Research has shown that the ways in which a child's communities, and how supported by and connected they feel to those communities, impact learning and development. Over time, research has shown that these systems are indicative of a child's overall commitment to their education.

Pobble improves fluency and motivation to write among learners. The fluency test pupils participated in, asking them to write as much as they could in a limited amount of time when given a writing prompt has shown strong construct reliability with pupil's self-reported confidence in writing ability, and enjoyment of writing. Research has also suggested that increases in this measure of fluency correspond with enhanced attainment in writing.

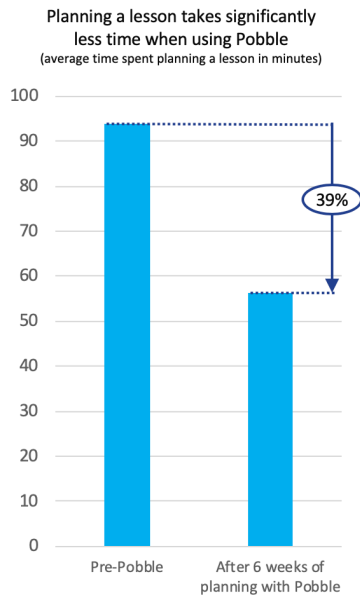
Pobble lightens teacher workload by reducing the time it takes to plan high-quality writing lessons. We don't need to explain why freeing up teacher time is important. We know that teacher burnout is high and that teachers constantly go above and beyond to support pupils. That's why making sure that the Pobble platform helps cut down on planning time is important to us.

Results of Pobble's UCL Educate Research Study

Research participants – 14 schools, 37 classes and 466 pupils

Teachers

Over a 6-week period, on average, teachers saved 39% of their usual planning time when using Pobble to plan writing lessons. This equates to an average of 37 minutes saved per lesson.



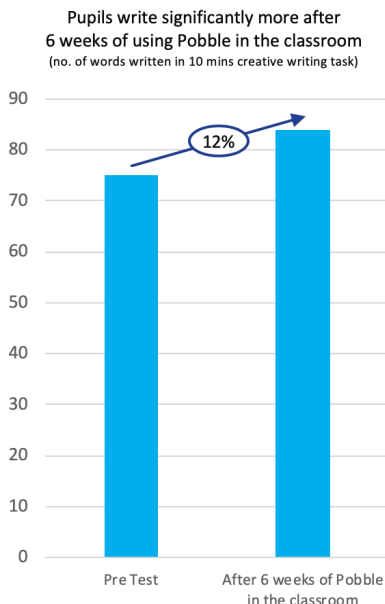
Significant changes in important indicators of academic self-concept were also reported by teachers who, across all participating classrooms observed statistically significant changes in their pupils in the following areas:

According to Teachers:

- Pupils were significantly less anxious or tentative in approaching new writing tasks.
- Pupils were significantly more independent in beginning writing tasks.
- Pupils showed a significant increase in enjoyment of writing
- Pupils had significantly improved general ability in writing.

Pupils

Changes observed by teachers aligned directly with pupil responses.



Pupils reported statistically significant improvement in 3 out of five of the constructs constituting academic self-concept:

- Attitude toward learning
- Enjoyment of academics
- Problem solving.

This means pupils were more likely to feel like they were able to improve and that have the ability to impact their own academic achievement.

Pupils participating in the study had an increased sense that their teachers and peers were supporting them in doing their best and wanted them to succeed. Using Pobble was related to an increased willingness to approach new tasks and tackle challenging work. After only 6 weeks of Pobble integration in the classroom, pupils were beginning to report an enhanced belief in their own writing ability.

These enhanced academic self-concept traits were directly related to change seen in the writing fluency task. When given a writing prompt and ten minutes to work *independently*, the average number of words pupils were able to write in the allotted time increased by 11.4%.