Hole in the wall

A new way to learn

- Learning Stations seek to create a new paradigm in the learning process by providing unrestricted computer access to groups of children in an open playground setting

- Open setting to use child’s natural curiosity to stimulate learning

- Minimally Invasive Education – first tested in a slum in Kalkaji, New Delhi, in 1999
- In 2000, the Government of Delhi set up 30 Learning Stations in a resettlement colony
- This project is ongoing and continues to create a tremendous impact among generations of young learners

The vital features

Playground setting

Collaborative learning

Optimum utilization of learning station

Integration with school system

Learning to learn

Projects by children

More than 300,000 children have benefited from 300 Hole-in-the-Wall stations

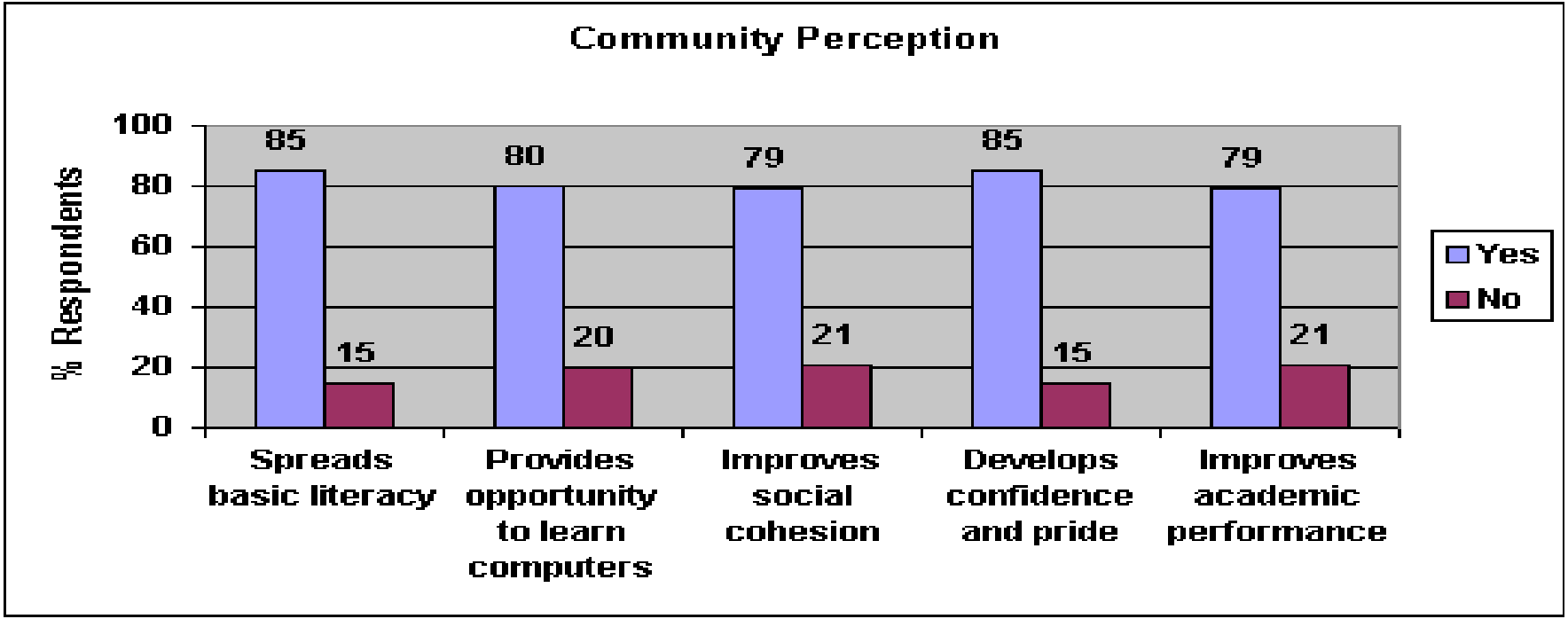
- The first adopter of the idea was the Government of Delhi. In 2000, the Delhi govt. set up 30 Learning Stations in a resettlement colony

- Encouraged by the initial success of the Kalkaji experiment, freely accessible computers were set up in Shivpuri (a town in Madhya Pradesh) and in Madantusi (a village in Uttar Pradesh)

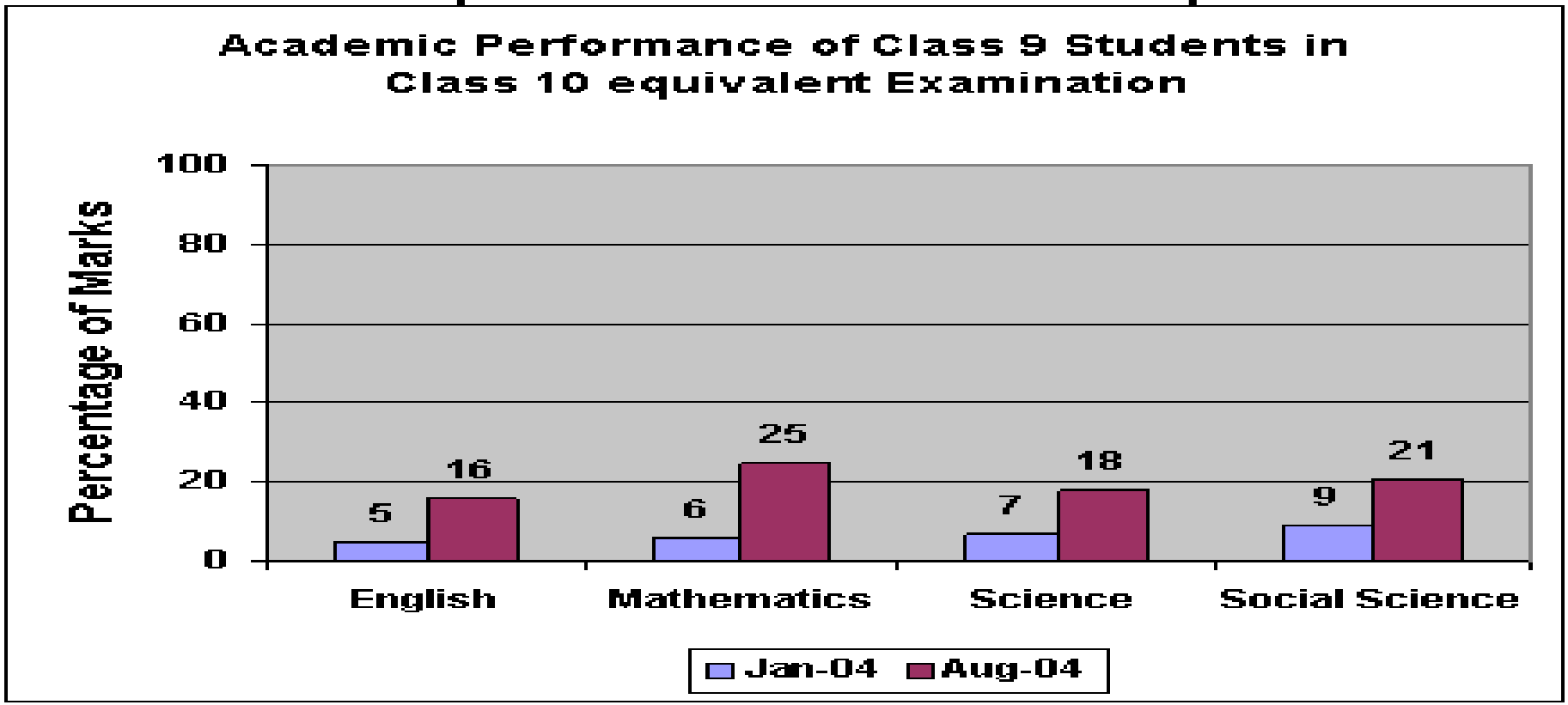
- The experiments came to be known as Hole-in-the-Wall experiments

- Dr. Sugata Mitra, Chief Scientist at NIIT, is credited with the discovery of Hole-in-the-Wall
    - As early as 1982, he had been toying with the idea of unsupervised learning and computers
    - Finally, in 1999, he decided to test his ideas in the field

The community believes that Learning Stations are beneficial for children



Academic performance of the children improves



Research was conducted in Dhapewada (Maharashtra) on a site with Internet connectivity

Summary of Sugatha Mitra’s experiment

- Teach themselves enough English to use email, chat and search engines.
- Learn to search the internet for answers to questions in a few months time.
- Improve their English pronunciation on their own.
- Improve their mathematics and science scores in school.
- Answer examination questions several years ahead of time.
- Change their social interaction skills and value systems.

Peer-to-Peer Learning Patterns

Sociometric survey reveals that learners identify the leaders (Madangir, July 2004).

The focus was on social networking, self-regulation and collaboration, patterns of knowledge flow from key leaders (who were identified and provided with targeted input) to other children at the Learning Station.

Conclusion

- Method of un-supervised learning
- Accessibility lead to learning
- Formal education is not a barrier