NP³ Launch

Open University, Milton Keynes
7th Sept 2015
Overview

• Why NP³
• The team
• Research questions
• Plans
  – YOTSS & selecting schools for ES - FH
  – ES - RQ, Methodology (Swivl), AHJ
  – Case Studies
  – Community
• Get involved
• Questions/Discussion
Why NP³

Society for Educational Studies

NP³

NEW PURPOSES • NEW PRACTICES • NEW PEDAGOGY
Why NP³

- 22 Vital Case Studies
- 13 Snapshot Studies
# Why NP³

## 22 Vital Case Studies

<table>
<thead>
<tr>
<th>Funding</th>
<th>‘School’</th>
<th>Subsidised</th>
<th>Hybrid</th>
<th>Home</th>
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## 13 Snapshot Studies

<table>
<thead>
<tr>
<th>Provision</th>
<th>Lab</th>
<th>Group sets</th>
<th>Class sets</th>
<th>1:1 loan</th>
<th>1:1 owned</th>
<th>BYOD</th>
<th>BYOT</th>
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<tr>
<th>Tech model</th>
<th>‘Learning technology’</th>
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<th>Consumer devices</th>
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<tr>
<th>Hosting</th>
<th>‘Local’ Servers</th>
<th>VLE</th>
<th>Cloud</th>
<th>Cloud +</th>
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<th>Access</th>
<th>Internal</th>
<th>External (staff)</th>
<th>External (registered)</th>
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<tr>
<th>Management</th>
<th>ICT teachers</th>
<th>Dedicated technology infrastructure team</th>
<th>Digital Leaders</th>
<th>Manage YOT</th>
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<th>Formal CPD</th>
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<th>Learning organisation</th>
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<tr>
<th>Pupil role</th>
<th>Traditional class teaching</th>
<th>Independent &amp; personalised learning</th>
<th>Pupils teach</th>
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<tr>
<th>Teacher role</th>
<th>Sage on the stage</th>
<th>Collaborative resource designer &amp; Guide on the side</th>
<th>Co-learner</th>
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<th>Impact</th>
<th>Support</th>
<th>Extend</th>
<th>Transform</th>
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22 Vital Case Studies

1 in Jordan & Syria

2 in Bangladesh

3 in Africa

2 in India

1 in Malaysia

13 Snapshot Studies

1 in New Zealand

Why NP³

Twining & Davies, with Charania, Chowfin, Henry, Nordin & Woodward (in press)

The evolving nature of digital technology and related infrastructure for the school sector.

Research questions

**RQ1** What are the digital practices that pupils bring to their learning in school?

**RQ2** Across subject domains what do teachers’ intended and enacted pedagogic practices indicate about their awareness of and the value accorded to pupils’ digital competencies, and how do pupils’ experience these pedagogic practices?

**RQ3** What institutional circumstances and practices enable or undermine how pupils’ digital competencies and practices are recognised (RQ1) and integrated into teachers’ practice (RQ2)?

**RQ4** What are the consequences of the answers to RQs 1-3 for learning in terms of social justice, and across and within subject domains?

**RQ5** How does the research inform how to represent and model a participative pedagogy of mutuality (Bruner, 1996; Wenger, 1998, Alexander, 2000; Murphy and Wolfenden, 2013) and engage teachers with that pedagogy?
The rationale

Where are you trying to get to?

How have other people done it?

What’s your change trajectory?

You need the broader picture

Hence needs to be cross curricula and include the setting + wider institution
**Participative pedagogy of mutuality**

### From this

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Plans

Strand 3

Ongoing dialogue & dissemination (e.g. EdFutures.net, Twitter, Workshops, Conferences, Journals, etc.)

YOTS

YOTSS

Mapping Report

20 exploratory studies

20 reports

Meta-analysis

8 case studies

Metrics and tools

Final report

8 reports

Strand 1

2015

June - Jul
Aug - Sept
Oct - Nov
Dec - Jan
Feb - Mar
Apr - May

Strand 2

2016

June - Jul
Aug - Sept
Oct - Nov
Dec - Jan
Feb - Mar
Apr - May

2017

Future
Phase 1: Mapping and identification

YOUR OWN TECHNOLOGY SURVEY

UNDERSTAND THE TECHNOLOGY LANDSCAPE
YOUR STUDENTS INHABIT

SCHOOLS

UPDATE YOUR SCHOOL ON THE TECHNOLOGY
YOU KNOW, USE AND LOVE

STUDENTS

www.yots.org.uk

NP³

NEW PURPOSES • NEW PRACTICES • NEW PEDAGOGY

www.np3.org.uk
Phase 1: YOTS survey sample

Accessing the internet at home

Do you have access to an Internet connection at home?

- Yes
- No

What type of connection do you have?

- Broadband
- Dial-up

Is your connection wireless?

- Yes
- No

What is the maximum speed of your connection?

- Don’t Know
- 6Mbit/s
- 8Mbit/s

Can you add apps or software to it?

Can you, or can someone else help you to, add apps or software to this device?

- Yes
- No

Bringing to school:

There are issues with bringing mobile devices into school to do with permissions, practicalities and how comfortable you feel. You should discuss your answers to this question with a parent/guardian.

Would you be allowed to bring it into school every day?

- Yes
- No

Are you able to bring it into school every day?

- Yes
- No

Would you be willing to bring it into school every day?

- Yes
- No
Phase 1: YOTS reports data
Phase 1: YOTS\textsuperscript{2} (Your Organisation’s Technology Strategy)

Student Technology

Which of the following apply in your school:

- The school does not allow pupils to bring their own mobile device(s) into school
- The school allows pupils to bring their own mobile device(s) into school
- The school encourages pupils to bring their own mobile device(s) into school
- The school expects pupils to bring their own mobile device(s) into school

School Technology Provision

Does your school provide mobile devices for pupils?

- No
- Yes

School Mobile Technology Strategy

Are mobile devices explicitly addressed in your school policies and/or strategies?

- No
- Yes
- Don’t know

Please list the strategies in which mobile devices are explicitly addressed e.g. IT strategy, child protection policy etc. and briefly describe the relevant parts.
Phase 1: School promotion

• Naace (the ICT subject association)
• Existing networks (OU, Vital and team members)
• BESA, Creativity NI, Education Scotland, The Education Network (NEN), NAHT, Entrust, Jigsaw24...
Phase 1: School promotion

• Continuing to seek schools until end September 2015
• If you have any contacts who may be interested let us know (or ask them to complete our survey - www_np3.org.uk)
Phase 1: Exploratory Studies

• Aims:
  - Answer RQ 1 & 2: children’s practices + teacher response
  - Select case study schools to answer RQ 3-5

• 20 UK primary schools:
  1. Using digital media – pervasive
  2. Changes in teacher’s practices
  3. England, Scotland, Wales + NI
  4. Digital use across curriculum
  5. Diverse in-take: SES, ethnicity
  6. Location (urban, suburban, coastal, town, rural)
  7. School type (academy, LA, faith etc)
  8. School population (special, PRU etc)
Exploratory Studies data collection

• Before school visit:
  – Children’s and parents’ digital diaries
  – Teacher and ICT co-ordinator questionnaires
  – General background data about school

• During school visit:
  – Head discussion
  – Tour of school
  – Teacher interview x 2
  – Children group interview x 2
  – Lesson observation
  – Parent group interview
Phase 2: Case Studies

• 8 UK case study schools
• Answer RQs 1-5
• Settings where pedagogies incorporate children’s digital practices
• New, flexible data collection methods
• Data collection in schools, non-formal + informal contexts
Strand 3: Community

• Develop our understanding, critical engagement with our emerging theory and disseminate

• Ongoing dialogue with community – parents, children, community groups, schools, (expert) teachers, researchers/academics
  – Edfutures.net website
  – Face-to-face and online events
Get involved
Discussion