



## ITTE response to ETAG question. May 2014.

### **1a) Learning will be significantly more global – [#etag1a](#)**

Technologies will allow for more national and international collaboration, if education institutions wish to pursue it. There are existing bodies that already support this e.g. The British Council. Is it desirable? Yes –

- Allows learners to virtually experience cultures, places, views etc. that they could not otherwise.
- Supports the school and FE and HE curriculum e.g. geography, RE, social awareness, learning outside the classroom
- Allows access to courses that might not be available locally e.g. MOOCs
- Allows access for groups such as housebound
- The use of low-cost technology to link with colleagues (skype, Google Hangout)

Issues and possible ways forward –

- Teacher/lecturer confidence and willingness to try new approaches – needs CPD, leadership support, rewards for innovation, possibility to publish
- Equipment costs and maintenance – long term central and local funding
- Initial and sustained engagement of learners – quality courses and excellent pedagogy
- Initial and sustained engagement of partners institutions - leadership support, possibility to publish

### **1b) Servers and Services will be cloud based – [#etag1b](#)**

Not clear large use of cloud will really happen although currently a growth area. Education, especially pre HE, are very nervous due to safeguarding concerns. It is happening more in HE through contracts with cloud providers, but still concerns about academic ownership. Individuals seem to be less concerned.

Learners have personal devices anyway and will use them. HE largely okay with this. Lots of schools still ban these, but growing number relaxing limitations. Wearable technology might not be traceable anyway, so what do schools do then?

Issues and possible ways forward-

- Copyright ownership of material on cloud and where does creative commons sit? – needs legal clarification and contracts e.g. JISC legal have work on this



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- Who is liable if privacy of data on cloud is breached? - needs legal clarification and contracts e.g. JISC legal have work on this
- Pupils misuse of own devices – education, high expectations, clear policies. Leadership needs to be prepared to ‘take the risk’. Perhaps an expectation of its use from the top? Evidence that technologies impact positively on learning. There are lots of case studies that could be used to help.
- Software licensing - education, high expectations, clear policies
- Developing new ways of respect using technology (when taking a photograph, when creating content being aware of what will happen to the created content and if everyone in the group is happy with this)

### **1c) Online learning for all – as an entitlement – [#etag1c](#)**

This is a growth area in HE, especially through MOOCs. Schools have VLEs, but often these are repositories rather than used effectively as on-line learning tools. We agree there should be an entitlement for all to access to on-line learning. Accreditation, however, would usually require payment.

Issues and possible ways forward:

- Digital divide – providing access for all to technology
- Copyright issues/repurposing other’s work – enforcement and education
- Quality assurance of on-line courses – awarding bodies, kite marking
- CPD needed for teachers to effectively use VLEs/on-line – funded and expected
- Parents as partners in the use of the VLE

### **2a) Students with sight & control of their own complex learning “big” data – [#etag2a](#)**

We feel that this may be true in the medium term for FE & HE, but less likely in the near future due to the concerns schools have. There are schools that do share the data, but these are few in number.

Issues and possible ways forward –

- Students interpreting their data – requires education in how to use it effectively and purposively
- Privacy – students need to know how to protect data



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- Access – who has access? Security? This is why schools are nervous. Needs clear guidance and policies.
- Students taking control of their own online identity. Do they have their own YouTube account, twitter, instagram, and social media links. Denmark has a system of tool every child as they enter school uses including YouTube. We must show what is possible in terms of education.

### **2b) Technology will be even more personal – [#etag2b](#)**

Yes we agree and developing countries are moving to portable technologies as the standard. Yes, it will make it hard for those who wish to 'ban or block'. Hopefully, these institutional policies will disappear anyway. There has been a growth in 'informal learning' through technology and portability makes this growth likely to continue. Web 2.0 allows interaction to facilitate growth of portable learning, both informal and formal, anywhere anytime.

Issues and possible ways forward:

- Technical support – who? When? Where? Needs funding and polices.
- How do we take best advantage of personal devices? - Case studies, new research.
- How do we teach children to look after their online identity in the same way they would as a pet?
- How do we accept all forms of technology the children use? Is there a commonality in the way we can use the technology?
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### **3a) We will know a LOT more about how we learn – [#etag3a](#)**

We agree that potentially this can be true, but that it is early days. There is a growing body of research into impacts of technology per se, but little as yet on portable technologies. Yes, the more we know, hopefully, the better we facilitate learning. Therefore, more research is needed.

Issues and possible ways forward-

- Limited existing research into portable technologies and impact on learning - funding more research and dissemination e.g. JISC, ITTE
- Equity/digital divide – IF there is a positive correlation, how do we avoid leaving some behind? - providing access through central funding, maybe through Pupil Premium or other sources.



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- Approaches to learning. If the link is there, how is it best used? What is the correct pedagogy? - research, dissemination, education and teacher training. Surface learning v deep learning?

### **3b) Better measures of performance – [#etag3b](#)**

This at present is an aspirational goal and one we support. However, whilst the National system is driven by specific outcomes (GCSE results), measures will reflect that. To broaden measure of outcome to include areas like personal growth, mastery, skills development, creativity et al would need change in educational policy. Strategies like e-portfolios have been around for some years, but have not grown in the way some expected. These could be an effective way of 'data' following lifelong learners.

Issues and possible ways forward

- We need to learn from past lessons - -why have they not been popular? Research and dissemination.
- They need to be owned by learners, not institutions – clear policy.
- They need to be portable – is the cloud the way forward? See 1b.
- Security and privacy issues need resolving as does authentication of ownership – needs policy and education.
- We need to think differently about the ways we assess children and the ways we encourage assessment in the form of video logs, online web tool, e-assessment tools, simple photographs, blogging as well as written methods.

This would be an area for new research to inform effective practice.

### **3c) New emerging teaching and learning – [#etag3c](#)**

We agree that internationally we can find evidence of changing teaching and learning. Nationally, whilst there are pockets of evidence, the impact has been potentially reduced by the 'system' of inspection and outcomes. Research gives various picture of the actual impact of using technology on teaching and learning. Further research may be required.

There is growth in informal learning through web 2.0 and technology. There is an increased opportunity for formal and informal anytime anywhere learning e.g. through MOOCs.



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Issues and possible ways forward:

- Teachers need ongoing CPD in both skills and pedagogy – research (e.g. ITTE), dissemination, funding
- Educational policy changes on measures of outcome
- Invest in the MESH initiative linking practitioners, researcher and academics. Let us be radical in the way we develop an evidence-based profession using the tools of the future rather than the instruments of the past.
- Teacher training is a driver for change. Some serious work needs to be done to enhance the capability of teachers whether they are computing specialists or 'otherwise' users (e.g. historians or mathematicians). Too often there is a tacit assumption that teachers are well equipped to teach to the requirements of a digital curriculum, but this assumption is unsafe. Some serious, and urgent, development work in reframing initial teacher training courses is required.