

inside primary schools

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

RQ 2 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?

NP³

PARENTS

Introduce children into ICT games and other ICT Apps; support child to connect with trusted others; maintain regular open communication about ICT use.



POLICY MAKERS

Need to align policies and regulations with clear purpose(s) of schools and outcomes for children. Implement ETAG recommendations: <http://etag.report>



TEACHERS

Acknowledge teacher agency. Clarify and share pedagogical beliefs with colleagues. Give children freedom to decide when and how to use ICT. Ensure equal access to ICT. Make time for discussions about out of school digital practices.

Recommendations

NP³

EPUB

SCHOOLS

Get clarity of pedagogical beliefs. Embrace and support internet use outside school. Seek information about digital practices 'in the home'.



SENIOR LEADERS

Plan the roll out of ICT strategy including implementation of mobile devices and professional development. http://edfutures.net/Digital_technology_strategies



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

RQ 4 What are the consequences of the answers to RQs 1-3 for learning in terms of social justice, and across and within subject domains?

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

