

An exploration of digital practices children engage with outside school and the extent to which these are recognised, value and influence teachers' pedagogy



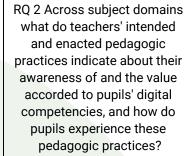
inside primary schools

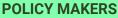
RQ1 What are the digital practices that children bring to their learning in school?



PARENTS

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





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







SENIOR LEADERS

Plan the roll out of ICT strategy including implementation of mobile devices and professional development. nttp://edfutures.net/Digital_t echnology_strategies



RO5 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 ROs 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)?





NEW PURPOSES - NEW PRACTICES - NEW PEDAGOGY

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