1. Implementation of Devices and Connectivity

2. Pedagogy

3. Whole School Issues

4. Resources and Content

Policy Priorities revisited

Policy Priorities (2013)
Use of digital resources
BYOD (Bring Your Own Device) strategies
Supporting informal, non-formal learning opportunities (out of school use, home use of tablets)
Lesson organization and classroom management
Subject specific use
Interdisciplinary use
Cloud Computing strategies
Exploring new forms of assessment
Integration with other technologies: IWBs
Investigating funding, ownership and access models
Creation of digital resources
Integration with other technologies: VLEs
Engaging other actors in the process of learning (libraries, museums, local business)

Policy Priorities (2015)
BYOD (Bring Your Own Device) strategies
Investigating new forms of funding, ownership and access models
Exploring new forms of assessment
Creation of digital resources
Use of digital resources
Interdisciplinary use
Supporting informal, non-formal learning opportunities (out of school use, home use of tablets)

✓ Governments have a key role in further investing in the ICT infrastructure at school to allow for the deployment of mobile devices such as tablets across the whole school.

  ❑ Reliable wireless connectivity is key

✓ Schools need information, advice and guidance at a regional and national level to provide ongoing support with the implementation of tablets and mobile devices in the classroom.

  ❑ Technical requirements (upgrade connectivity, cloud based solutions), technical support (new applications, health issues)

Implementation of Devices and Connectivity

✓ Support the capacity of the school by giving advice on the conditions/enablers of successful tablet integration:

❑ Students should be allowed to take devices home. The level of student access is critical to the types of outcomes that the student is able to produce.

❑ Students should feel the ownership of the device and be enouraged to use their own device and/or personalise the device

❑ Schools should first equip and train teachers to use tablets.

Pedagogy

- ✓ Create flexible school curricula and give autonomy to schools

  - ❑ Schools need to create opportunities to pilot the use of new devices with students which may involve adapting the curriculum, exploring different timetables and making changes to the learning spaces.

  - ❑ Longer lessons or a more flexible timing possibilities

- ✓ Encourage new assessment approaches

  - ❑ Using tablets to assess work of individual students (How?)

  - ❑ Evidence of progress, student reflection, formative, real-time

Pedagogy

✓ Start from the pedagogy- NOT the technology

❑ Tablets can support personalised, collaborative and active learning approaches. Tablets should be used to differentiate learning for students rather than deliver the same lesson with the tablet.

❑ Make most of the added value of tablets: multimedia, mobile learning, special needs)

✓ Advocate the pedagogical changes needed

❑ Build up capacity of teachers in pedagogical approaches and their digital competence

✓ There needs to be a national/regional strategy to train teachers on the implementation of tablets and mobile devices in education.

- ❑ Schools should provide for formal and informal CPD, encourage teachers to innovate, give recognition and support peer learning

- ❑ Build up capacity of teachers in pedagogical approaches and their digital competence

- ❑ Engage in scenario development

✓ Create a network of "what works network" to be established at national or European level

➢ Schools need a vision for the implementation of individual devices for students. This should include a clear roadmap with how the ideas will be piloted and the professional development available for teachers.

➢ Schools need a strategy for the implementation of devices. Schools should consult with their teachers, and share the thinking behind their strategy, prior to implementation.

❑ Beyond lesson time vs. timetabled use

❑ Beyond the school day

❑ Learning spaces- how to change the space to suit the learning activity

✓ At a national/regional level, schools need access to repositories of content that is appropriate for use with tablets and mobile devices. This should prioritise native language resources.

    ❑ Approved, reviewed and quality controlled content

    ❑ Open educational resources and localised content.

✓ Encourage teachers in the creation of content and the critical selection of apps for educational purposes.

    ❑ Schools should provide access to apps/tools that can be used by different subjects to enable both teachers and students to become familiar with how they work.

    ❑ Apps mapped against the curriculum (library)

Policy experimentation

If you want to run a national/regional tablet policy experimentation do the following:

- ✓ Adopt the CCL scenario development approach but include three cycles in order to help teachers to fully engage with and benefit from the process.

- ✓ Appoint a Lead Teacher

- ✓ Provide opportunities for peer exchange from the beginning

- ✓ Engage teachers fully in the scenario process to understand and change their practice

✓ Policy makers should develop a coherent approach to the integration of mobile devices including tablets in schools, which needs a vision and the design of good implementation strategies containing:

- ❑ Piloting (evdience for feedback)

- ❑ Investment and Resources- sustainable financing

- ❑ Communicating the need for change

- ❑ Capacity building

- ❑ Support

Creative Classrooms Lab

How the tablets are used

Phil Spoors, UK

- **Scenarios and learning stories**

- **Support material**

- **Resources**

- **Video case studies**

- **MOOC and related training material**

- **Literature review**

- **Brochure on pedagogical scenarios**

- **Final observation visit report**

- **Recommendations**

http://creative.eun.org

Lifelong Learning Programme

THANK YOU!

Activities
dream · explore · map · make · ask · re-make · show

Read more: http://creative.eun.org
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