1. Implementation of Devices and Connectivity

2. Pedagogy

3. Whole School Issues

4. Resources and Content
### Policy Priorities (2013)

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<th>Topic</th>
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<td>Lesson organization and classroom management</td>
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<td>Engaging other actors in the process of learning (libraries, museums, local business)</td>
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**Policy Priorities revisited**
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 encouraged to use their own device and/or personalise the device.
  - Schools should first equip and train teachers to use tablets.
✓ 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
✓ 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 (evidence for feedback)
- Investment and Resources- sustainable financing
- Communicating the need for change
- Capacity building
- Support
Project Outcomes: examples of the creative classroom

Phil Spoors, UK

• Scenarios and learning stories
• Support material
• Resources
• Video case studies
• MOOC and related training material

http://creative.eun.org

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THANK YOU!

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