1 19.6

50 Years of research shows impact evidence of technology in education – International level need to read more wider

Language is ambiguous

Confusion by Ofsted re – subject computing – re resource – digital education

ITTE/Mirandanet – need to try and make the research evidence accessible to policy making and IT/Ed companies

CHILDREN – TEACHERS – COMPANIES – Organisations – GOVERNMENT. All working together to put pressure to benefit children.

The importance of collaboration in CPD face to face and on-line.

COMPANIES Teachers T T T Government – money money money – companies lobbying government. Teachers sidelined. Children forgotten.

Teachers need to own their own Ed Tech CPD

Who takes the responsibility to organise CPD breakfast meetings or teachmeets?

Do advances in technology always come back to expense? Is this accessible for schools?

Money for technology? Or for training? Time to observe others giving teachers opportunities for CPD

2

OFSTED saying there is a lack of curriculum expertise. Newer ITE staff come from this background. How do we resolve this then? Where is the expertise? How do we capture this? What about school based models? Is this different there? Is anyone looking at this? Change management. Walkers, Joggers, Runners? or stand still or occasionally sprint? And sometimes fall?
Who trains the teacher trainers? ITTE/Mirandanet excellent but not all join – same barriers as teachers.
Imperatives do not inspire and have the opposite effect. Do it tick box forget it!
What is incentivising teachers/leaders/trainers to do CPD? Is there research? We have lots on blocks.
Blended – eg IRIS. Yet we know what works for adult learning. Most CPD is pants.? Not curse 2DU
Coding fetishism – There are 3 strands & really much more needed to prepare our youngsters.
Is anyone watching Wales? "Close to practice research" in schools and ITE being developed. ITE staff need help big time. Who provides/funds it?

CPD organisations (EdTech/other) claiming the same aims are currently competing rather than collaborating eg CCOT. Subject associations, industry, universities, teaching alliances. Money – membership – CPD research.

Bring together. There are lots of archived resources worth revisiting – TTRB.

The early careers framework is a great opportunity.

3

Do the solutions provided by suppliers encumber or enable progressive pedagogy? If a primary school teacher is faced with Android (?) IWRST; Office 365 tools, Gmail, Windows laptop – does that move that teacher closer to developing imaginative pedagogy? IBO ?

Why do providers not take responsibility for research into the efficacy of their own products? Name another industry when that would be acceptable. LBO

4

Often the informal opportunities and dialogic spaces in a community of practice have real power to develop practice. I disagree that there is not a strong personal imperative for teachers getting edtech CPD – they lack time and funding. Completely agree with Donna Vaughan – it is absolutely key – we consider we consider pedagogy first then look at the tools that may support that.

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For me ongoing drip feeding and support in schools has more impact than a one of big hit. Lesson review of online tutoring to map to teacher education standards – fascinating insights into the realities of online tutoring.

We have lost curriculum expertise, central political control, lack of consultation, deprofessionalising teachers, curriculum deputy, timetabling,

Community, trust, collaborate.

Helen – epistolic – cognition – no lecture theatres – all online PLF – talk, active, doing. active blended learning – capturing learning online - ??? – utopia - ???

Vaccuum – curriculum – as assessment or as timetable. Neil Brading asks goted ??? if nay talk talk to policy makers.

Ofsted want inspections informed by research. Amelia Walker. Our research is never neutral . We appear to have lost something.the level of civic expertise in the system.

How do we find the research quickly.

Love the image of walkers, joggers, runners, different ????

How do we find the research quickly and easily so that we know the best approaches to take

Practice in schools will change once schools are inspected by Ofsted

Great! John Sibbold (?) Promoting real and meaningful links with industry to promote computing & IT in schools – adapt time for primary phases (?)

Can schools really be creative in digital technological use given constraints on teaching time, school priorities etc.

5

CAMPAIGN – All teachers should have on line access to research journals

EVIDENCE GUIDED – vs evidence rationalised

Examples from CoT – solution driven (Yes!) >> compare NoF (?)
Practice based research – ownership ethics methods: Frameworks T&C
CPD too often treated as an intervention to correct a deficit – also shared
responsibility for sustaining its effects. (eg about making teachers better)
Start at the end – what is being achieved? 1% >> 90% (?) sustained over time? Needs
follow up. Collaboration NI (?) Longitudinal research
Self –efficacy: Surely this is social in nature? To what extent is my reflective self-
assessment disconnected from the community?
Pull CPD research together. OFSTED miles (?) – but do they really know what they
are looking for or at? i-pads – challenging to use to create ocs; aspect ratio issues.
No imperative for CPD – why do it? Note: incentive vs imperative.
You can measure substitution BUT difficult to measure redefinition (?) (re SAMR –
too many variables). Who provides CPD to the CPD providers? ie CPD for teacher
training progrmmes?
Maths scene is different - more intensive use of ICT - open source dominating -
TWITTER used a lot - subject association meetings becoming too expensive -
Saturday training the best option.

6

Could conventional social science methodologies be challenged or other
methodologies be equally championed? Impact a dubious word. CPD – the right kind
of research; EEF effect – challenging the "accepted" paradigm of research within the
system. Ofsted research: deductive or inductive?
Summary of research and possible paradigmic (?) stories.
If history repeats itself as no one listens – Steve Turner.

7

Portfolio for trainee teachers: >> If it is a document that is carried through the whole
training process, will it average out the students' grading?
Teachers responsible for keeping their practice up to date >> is technology in
education developing too fast to keep up. Time. Why are we doing CPD?
Do schools have the time to undertake CPD in Ed Ttech - + funding.
Are teachers aware of what's available from tech to allow them to accomplish their
vision. WHAT'S TEACHERS IMPERATIVE TO DEVELOP? – Mandatory CPD
hours? A better local infrastructure? CPD culture led from the head teacher?
Local best practice sharing. Local CPDO, (Continuing Professional Development
Officer – at last I know what it stands for!) Better exposure of Local success/data -
More school to school visits (by whom?) to experience best practice.
Product certification eg google, Apple etc. Popular and free – is it healthy? Is it better
than nothing?
£100,000 – computing investment = one day of CPD?
Can organisations sell multi-year continuous development?