Web 2.0 emergence in the UK Secondary School

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Web 2.0 non-emergence in the UK Secondary School

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Who "web 2"?

http://tinyurl.com/2w3qvd

Where web 2?

15 random schools

12 "web 2.0" schools

- ***Guided Survey***: > 2,600 *learners*
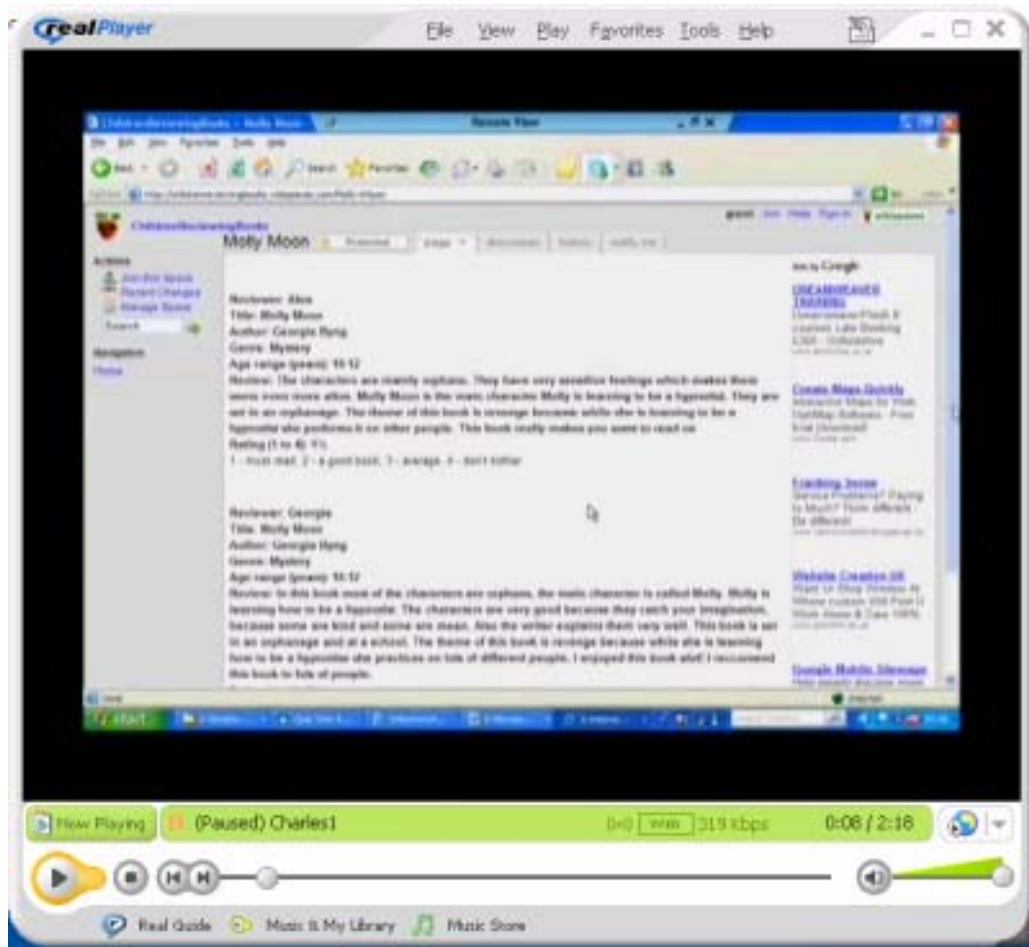- **Focus groups**: *Learners* (high and low using groups)

- **Interviews**: head teachers, *teachers*, ICT staff, RBC

- **Online survey**: 206 *teachers*

- ***Grounded interviews***: 18 innovating *teachers*

"Guided survey"

"Grounded interview"

Why web 2?

Receptive learners

Pedagogical theory

Policy imperatives

Evangelical testimony
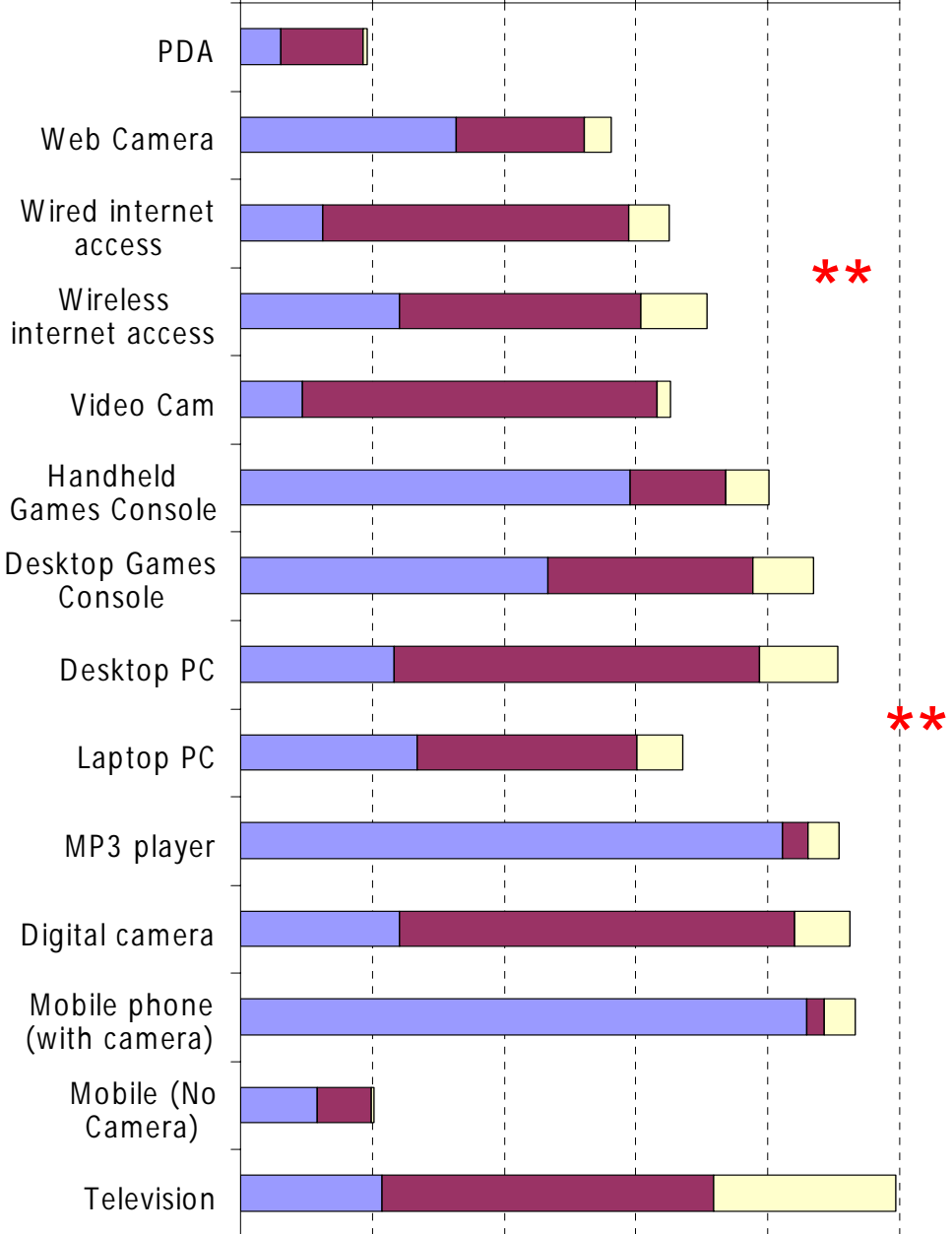
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Percent with access

Learner home access

PDA	
Web Camera	
Wired internet access	**
Wireless internet access	
Video Cam	
Handheld Games Console	
Desktop Games Console	
Desktop PC	**
Laptop PC	
MP3 player	
Digital camera	
Mobile phone (with camera)	
Mobile (No Camera)	
Television	

Mainly for self only
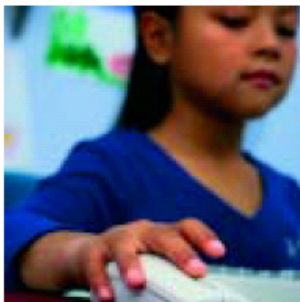**Shared with family only**
Self and shared

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Inquiry   Collaboration

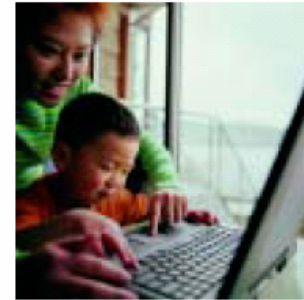Literacies   Publication
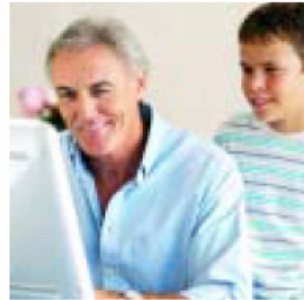
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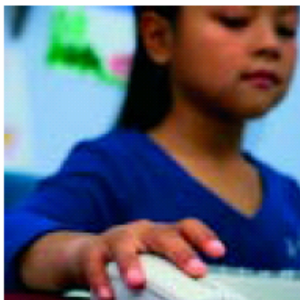Policy imperatives
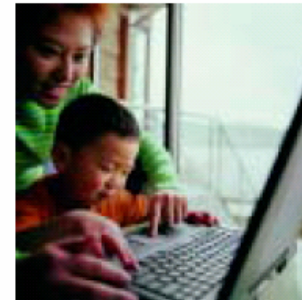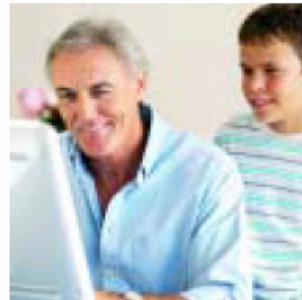
Evangelical testimony

Harnessing Technology

Transforming Learning and Children's Services

Personalised learning, autonomous learning, informal learning

Lifelong learners, flexible learners

Harnessing Technology
Transforming Learning and Children's Services

Why web 2?

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"I challenge anyone to reckon that blogging, podcasting and wikis are not a big deal. In my experience its only those who don't know (and some who, with ignorant pride, refuse to ever learn) that would even bother to question that."

Ewan McIntosh's
edu.blogs.com

Social participative media, education and the future

Aim: to ground how we address the systemic nature of educational practice

1) Realistic evaluation of learner perspectives
   - The actual scope of informal web2
   - The established practices of learning
   - Reactions to inquiry, collaboration, literacies, publication

2) Realistic evaluation of practitioner perspectives
   - Institutional vulnerabilities
   - Individual teaching ecologies

(1) Learner perspectives

1. The scope of informal Web2 is limited
2. Narrow expectations for ICT at school
3. Don't totalise the web2 experience
4. School is a different place
5. Inquiry: Web2 researching is difficult
6. Collaboration: Its more than coordinating

(1.1) The scope of informal Web2 is limited

Text Chat (MSN)
Social networking (Bebo)
Gaming (WoW, Habo)
Video sharing (YouTube)
Keyword searching (Google)

Mainly a distraction: "I don't think they talk about work, because they don't, they're just wasting their time. And all the time in the morning you can see like loads of people trying to do their homework for the next lesson and then it's like:
'Why didn't you do it yesterday?'
'Oh I was on MSN or something, I didn't have time.'
And I was like:
'You could have done your homework first and then gone on it.'"

(1.2) Narrow expectations for ICT at school

ICT as reward: *Can you think of the kinds of things you could imagine doing if you had access to it in every lesson? How would we use it?*
If, in maths I'd probably be using like MyMaths and like when she's set, when my teacher's finished all the work she lets us go onto games so like I'll try and finish like doing all the work as quick as I could so I could go on the games.

ICT as relief: Because most people have now brought in like their iPods and MP3 players and everything, so like in most lessons we ask teachers if we can listen to music. Most of them say no, but… There's only one teacher that says yes and that's Miss <Teacher> in art. She's nice.

and…

ICT for assessment: Is there any way in which it could help your learning?
"Yes, there's like a website that I normally go onto. I don't know what it's called, but it's like it's interactive gaming of like you can do all types of things like a test and like you can do like maths tests, science tests, English tests and sometimes you get games and stuff at the end and you score points."

OK, that's quite a nice idea.
What about would you want some sort of messaging on there?
"Yes, like if you've done your work and then someone else has done their work as well in a different class then like a messaging or like speak to them straight after they've done their work."

ICT disrupts instruction: "I don't think we should be increasing internet in school because if you're researching or like you have to do a project, people just copy and paste. But if you look at a book, it tests you. It's how the teachers test it, you have to pick information for yourself."

(1.3) Don't totalise the web2 experience – its not for everyone

Get out more!: Some people like sort of, especially in the winter when it's dark, dark after school, they just sort of can't really be bothered to get up and do Something, so they just like all go on the computer and talk to everybody

Its addictive: When my sister goes on, she spends hours and nothing ever seems to happen, you know. She just sits there, it's like she clicks on something and then she'll click off it, and then she'll go back on it, and then she'll go back on it, and off it, and on it, and off it - just to see if she's got a message.
And it's like she could *speak* to them on the phone you know…

(1.4) School is a different place – need to protect *discontinuity*

OK. The kind of things that you do at home to work with each other and chat with each other, do you think it would be good to use those same technologies in school as part of your lessons?
Satiation: In some respects, yes, but others no, because then it would take the fun out of it, doing it at weekends. You'd just get bored with it easier.

Its not natural: I don't want to talk to my teacher online. I see them enough at school so I don't want to talk to them again. It's like - if you see them at the supermarket, then they avoid you and they suddenly go down another aisle.

….Teachers wouldn't. I know like I think it's Mr [X] who has Facebook and my sister – he's her science teacher – my sister like had science homework and she actually spoke to him on Facebook about it, which I thought was quite weird.

(1.5) Inquiry: web2 researching is difficult

Not personalised: "Half of it's just grown-up words, and the other half of it's things that you don't understand. Like you copy and paste your homework and the teacher says 'How did *you* know all that?"

The internet doesn't *teach*: "If it was like a science test I'd probably
look through my books instead of like going on to a science thing. Because you
know where everything is on the science books and I don't really know many web
places. I know a few, but they come up with maths things that don't really
actually tell you much about what you want to know"

Moreover, meta-inquiry is tedious: "if like we've got to find out information she makes
us check like the real full website to find out like what's true and what's not/
But it just takes ages, so you can't normally just do whatever, because it
takes forever."

(1.6) Collaboration: its more than coordinating

What granularity of interaction for the intersubjective experience of collaboration?

What depth of community for the affective experience of engagement?

(2) Teacher perspectives

1. Assessment stakes are too high
2. Security risks are too high
3. I can't find time

Loughborough Echo

Your community champion

Friday, 21st March, 2008   Tel: 232632   www.loughboroughecho.net   Tele-Ads: 218321   Fax: 238363   Price 50p

Inside

Your 48 page bumper property guide

Stars to play for Flying Doctor

Fantastic Easter break offers

See page 22

BLENHEIM PALACE

Officer jumps into canal to save dog

A BRAVE policeman jumped into a canal to save an eight-month-old dog from drowning after its owner let go of the lead following a diabetic attack.

Full story on page four

Margaret Collin and Pc Ian Horsfall with eight-month-old Mason.
JB180306PUPPY05

Hostel for homeless to close

A LOUGHBOROUGH hostel for homeless people is set to close its doors this July.

The Carpenters Arms, in Wharncliffe Road, has helped many homeless people suffering from the effects of poverty, alcoholism and drug addiction.

Body found still at the wheel

A WOMAN'S body was found inside the car she drove into the River Soar in Kegworth in a suspected suicide bid.

Emergency services were scrambled to the banks of the River Soar near Mill Lane on Tuesday afternoon to locate and rescue the woman but the search had to be called off overnight.

The operation continued on Wednesday, and just after 3pm the woman, whose details are yet to be released, was found still at the wheel of the silver Ford Fiesta.

TEACHER CALLS FOR COMPLETE BAN ON PUPIL MOBILES

PORN IN THE PLAYGROUND

By Helen Nicholls

A TEACHER whose daughter, aged just 12, has been exposed to pornographic images on a mobile in her playground is calling for schools to consider banning phones.

Matt Whittaker, a design teacher at Burleigh Community College, said that the images he had seen on some pupils' phones, and those his own children had been exposed to, has led him to campaign for the problem to be addressed.

He said: "This is not just a local problem, this is a problem in all schools and it is shocking."

"My daughter, who has just turned 12, told me she has seen pornographic images in the playground via a mobile phone.

"A lot of material is passed down from older to younger children. I have seen pornography, beheadings and other violent images, which young people should not be exposed to."

Mr Whittaker, who has been a teacher for five years, responded to an online teacher survey regarding the use of mobile phones and the internet in schools and said that he believes schools should consider banning mobiles.

Leicester Mercury

SATURDAY, MARCH 22, 2008

35p

City expect biggest crowd of the season

Star defender says Blue Army can lift team - back page

Children go free on days out

Just collect the coupons - page 4

CALL FOR CONTROLS: DISTURBING IMAGES FOUND ON PUPILS' MOBILE PHONES

VIOLENCE AND SEX ON SHOW IN SCHOOLS

ALARMING: Children have been showing each other pornography and violence on mobile phones

Teachers say children are showing each other video clips of pornography, violence and even beheadings on their mobile phones in the playground.

Child welfare campaigners say the film images are mentally damaging to youngsters and

by **IAN WISHART**
EDUCATION CORRESPONDENT

MPs say telephone companies should be doing more to protect children, by restricting what their phones receive.

Matt Whitaker, a design teacher at Burleigh College, in Loughborough, told a report of the Association of Teachers and Lecturers, that many children were viewing disgusting clips.

He told the Leicester Mercury: "I was aware,

through my work at school, of the content youngsters had on their phones. I was appalled.

"There were beheadings, hardcore pornography and mutilations.

"These were students who were over 14, but I checked with my 11-year-old daughter and she had seen oral sex on friends' phones in the playground."

Mr Whitaker said he had recently

2.3: I can't find time

Yes, it takes up an enormous quantity of my time, much to my wife's distress. It is, I mean, hands up, there is probably, I am doing a lot more than you can legitimately expect a normal teacher to do. That's partly because, you know, it's my passion and my interest.

So: How to implement web2 in schools?

- Assessment and ePortfolios
- Bottom up dissemination
- Walled garden as transition space

But: Should we implement it?

But: Should we implement it?

"Web who?"

But: Should we implement it?

"Web who?"

- It's the pedagogy, stupid

"Throw out all the computers, get good teachers in, get more of them and get smaller classes…No, you know, the amount of money that's gone into IT from government over the last, you know, five years, they could really improve schools.… So I kind of do this, I kind of do it for fun and I know the kids enjoy it and they do get stuff out of it. But if I had my choice of where the money goes, it would be smaller classes, more teachers "

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