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EDUCATIONAL TECHNOLOGY USAGE POLICY

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Date May 2019

TABLE OF CONTENTS

1 EXECUTIVE SUMMARY 2

1.1 Consultation process 3

1.2 Consultation results 3

1.3 Why is technology good for teaching, learning and assessment? 3

1.4 Teacher suggestions when using digital technology for teaching, learning and assessment 3

1.5 Smartphone and tablet use outside of class time 3

1.6 Parent suggestions to support learning using smartphones and tablets in the home 4

1.7 Sanctions 4

2 EDUCATIONAL TECHNOLOGY USAGE POLICY 5

2.1 Background 5
2.2 Policy requirements 5
2.3 Consultation process 6
2.4 Consultation results 7
2.5 Why is technology good for teaching, learning and assessment? 17
2.6 Teacher suggestions when using digital technology for teaching, learning and assessment17 20
2.7 Smartphone and tablet use outside of class time 26
2.8 Parent suggestions to support learning using smartphones and tablets in the home 27
2.9 Sanctions 30
3 APPENDIX 33
3.1 Sample Educational Technology Usage Policy - Permission Form 33
3.2 Sample Educational Technology Usage Policy User Agreement Form 34
3.3 Family Digital Contract 35
3.4 Consultation Analysis 36
3.5 Resources for Students, Parents and Teachers 54
4 REFERENCES 55

1 EXECUTIVE SUMMARY

Smartphones and tablets are now an "integral part" of the lives of young people. Technology can increase engagement with subjects and allow for high quality, creative and interactive learning. It is necessary for education to support the development of digital literacy skills to help young people grow into engaged thinkers, active learners and global citizens. The Department of Education and Skills, "Consultation with the School Community including teachers, students and parents on the use of smart phones and tablet devices in schools" (Circular 0038/2018) has requested schools to develop a whole-school policy on the use of smart phones, tablets and video recording devices to support teaching, learning and assessment. The circular requires schools to consult with teachers, parents and students, and to update/ develop a policy. An analysis of this consultation and what it means to device usage in Glasnevin ETNS is discussed under the following main sections;

1.1 Consultation process

The parents, school staff members and students of Glasnevin ETNS were consulted on their opinions and suggestions for using educational technology in school. **Online questionnaires** were distributed to the school community and there was a high response rate overall; **67 students**, **110 parents** and **13 teachers**.

1.2 Consultation results

The survey responses were analysed and the results are broken down into views, suggestions, concerns and opinions on age restrictions. Results of the student survey show that the students are aware of online risks but still engage in risky behaviour (e.g. **36% of students have spoken/chatted to a stranger online**). Parents and staff members acknowledged both the **positive and negative effects** of using digital devices in school. Both groups are particularly concerned with the taking and sharing of inappropriate pictures/recordings and anti-social behaviour. For example both parents and teachers ranked **cyberbullying**, **inappropriate content** (finding, sharing), **inappropriate pictures/recordings being taken** and **a distraction from learning** as their top 4 concerns.

1.3 Why is technology good for teaching, learning and assessment?

Information communication technology has the potential to support **transformation in teaching, learning and assessment** practises in schools and it can connect educational policy with economic and social development. Research suggests that educational technology can improve students' **higher-order thinking**, **creativity**, **independence**, **collaborating and ownership of learning**. Incorporating smart devices into the classroom can help teachers increase productivity and engage their students more in class. These digital literacy skills can also be transferred into the home environment and in this way benefit parents also.

1.4 Teacher suggestions when using digital technology for teaching, learning and assessment

The **Technological Pedagogical and Content Knowledge Model** (TPACK) provides a solution to obstacles teachers might face when implementing ICT in the classroom. Effective use of digital technology is associated primarily with **constructivist** approaches in teaching. Constructivism encourages independent, **self-motivated learning**, approaches that are already built into the post-primary curriculum.

1.5 Smartphone and tablet use outside of class time

Glasnevin ETNS currently has a policy which states that mobile phones or other **devices must not be used during the school day** for any reason. This includes recreational times. If a student needs to contact a guardian, they can go to the school office and contact them from there. **100%** of staff and **95%** of parents believe that **students should not be allowed to use their phones for personal use during school time**. **43%** of students stated that they should be allowed to use their phones at **break or lunch time**. **80%** of teachers and **73%** of parents don't believe there are any activities that smartphones could be used for within class time.

However, teaching students to be responsible smart device users inside the classroom could encourage them to be responsible with their home usage as well.

1.6 Parent suggestions to support learning using smartphones and tablets in the home

Parents can successfully incorporate digital technology into the home in a safe, appropriate and responsible way if they; **feel empowered** to take responsibility, **understand the issues and opportunities** facing children online and have **actionable insights** to use in the home environment. An **active mediation** approach to parenting, where active discussions are had between family members about online activity, can help reduce risky behaviour. **Social media** allows teens to express themselves and interact with friends. Social media can also lead to social comparison, a damaged digital footprint and expose teens to other risks. **Communication** in the home environment is essential for understanding if a child is at risk.

1.7 Sanctions

Technology offers people and society huge benefits and consequently, there are potential risks. An effective **balance** needs to be struck between **access** to technology for teaching, learning and assessment and **sanctions** for misuse. The risk of denying young people experiential technology learning is they may not be equipped with the **knowledge** and **skills** for their lives and careers in the 21st century. A misuse of the information technology equipment and internet access as well as any other use deemed inappropriate or unauthorised by Glasnevin ETNS may **result in disciplinary action**. Currently, students are not permitted to use mobile phones on school premises. If students have to bring a phone with them to school, they must obtain a letter of permission from a parent or guardian and hand the switched-off phone to the teacher during school hours.

2 EDUCATIONAL TECHNOLOGY USAGE POLICY

2.1 Background

The Department of Education and Skills (Circular 0038/2018) states there is "potential of digital technologies to enhance teaching, learning and assessment" (The Department of Education, 2018). Smart devices like smartphones and tablets are now an "integral part" of the lives of young people. Smart technology can increase engagement with subjects and allow for high quality, creative and interactive learning. It is necessary for education to support the need for digital literacy to help young people grow into "engaged thinkers, active learners… and global citizens" (Department of Education, 2018).

The Department of Education (Circular 0038/2018) also mentions that there are potential risks associated with these kinds of technologies including "misuse, abuse and possible overuse". The use of this kind of technology in school requires careful management and mediation by teachers. An analysis of the parent and teacher Digital Usage Policy survey results shows a majority agreement with both groups that there is a need for a policy regarding digital devices in schools to be put in place. **63% of parents** and **69% of teachers** responded with "**definitely needed**."

2.2 Policy requirements

The Department of Education and Skills (Circular 0038/2018) calls for a policy regarding the use of digital devices in schools to be developed or reviewed as soon as possible. Policy should be reviewed on a regular basis. Zeeko note the rate of innovation and the evolving risks online as the rationale to review this policy every 1-2 years. The introduction of an Educational Technology Usage Policy may have an impact on and require updating the following policies already held by Glasnevin ETNS:

- Code of behaviour
- Anti-bullying policy
- Child care and protection policy
- Data protection and record keeping policy
- ICT Acceptable use policy
- Whole school phone policy

Child Protection Procedures for Primary and Post-Primary Schools (2017)

The last few years have seen a number of changes regarding child protection and safeguarding standards. The *Children First Act* (2015) and the *Children First, National Guidance* (2017) publications place statutory and non-statutory obligations, respectively, on all organisations and individuals that work with young people. These came into effect in December 2017.

In response to these publications, the Department of Education and Skills has developed the *Child Protection Procedures for Primary and Post-Primary Schools* (2017). These procedures outline the responsibilities of school personnel and the arrangements that schools must have in place to ensure that they are operating in full compliance with the *Children First Act* (2015).

The Child Protection Procedures recognise the internet and social media as environmental factors that could make children vulnerable to abuse and neglect. They also highlight that children can fall victims to
"non-contact bullying, via mobile phones, the internet and other personal devices."
Child Protection and Safeguarding Inspections have been put in place to ensure that schools are complying with these procedures. Among their duties, inspectors will be engaging with students about their learning in Social Personal and Health Education (SPHE) in primary schools. They will also be administering online parent questionnaires that explore issues related to the school climate and parents' awareness of the school's child protection procedures.

By having an Educational Technology Usage Policy (ETUP) in place, Glasnevin ETNS is demonstrating that they take the protection and safeguarding of their students in the online world very seriously.

- The ETUP outlines the risks associated with digital technology usage (including cyberbullying) and ways of mediating these risks.
- By administering an online questionnaire to parents and guardians discussing the school's policy in relation to responsible and safe technology usage in school, Glasnevin ETNS is increasing parental involvement and awareness of the school's child protection procedures.

2.2.1 Consultation requirements

The Department of Education and Skills (Circular 0038/2018) calls for each school to consult with teachers, parents and pupils on their:

- **Views** on the appropriate use of tablets and smartphones within school and during the school day
- **Suggestions** on the appropriate use of tablets and smartphones within school and during the school day
- **Concerns** on the use of tablets and smartphones within school and during the school day. With specific reference to recording videos and taking photos
- **Views on Age Restrictions**: What age restriction should there be on the use of technology on teaching, learning and assessment

2.3 Consultation process

Table 1: Survey details

Participants	Name of Questionnaire	No. of respondents	Date created	Date closed
Children	Educational Technology Usage Policy Survey	67	12/04/19	13/05/19
Teachers	Educational Technology Usage Policy Survey	13	12/04/19	13/05/19
Parents	Educational Technology Usage Policy Survey	110	12/04/19	13/05/19

2.3.1 Method

The following procedure was used for the consultation with children, teachers and parents.

- **Creation**: Individual ETUP surveys were created by Zeeko on *surveymonkey.com* for parents, teachers and students. All surveys were anonymised. The surveys consulted the community about their views, concerns and suggestions regarding digital device usage in the school and at home.
- **Distribution:** Glasnevin ETNS distributed the online questionnaires to the school community. The students completed the questionnaire during school time. The teachers and parents completed them in their own time.
- **Analysis:** Once the surveys were completed, the data was collated and analysed by Zeeko (see Appendices for raw data of the 3 surveys).
- **Generation:** Guided by the data from the questionnaires, Zeeko generated an ETUP for Glasnevin ETNS.

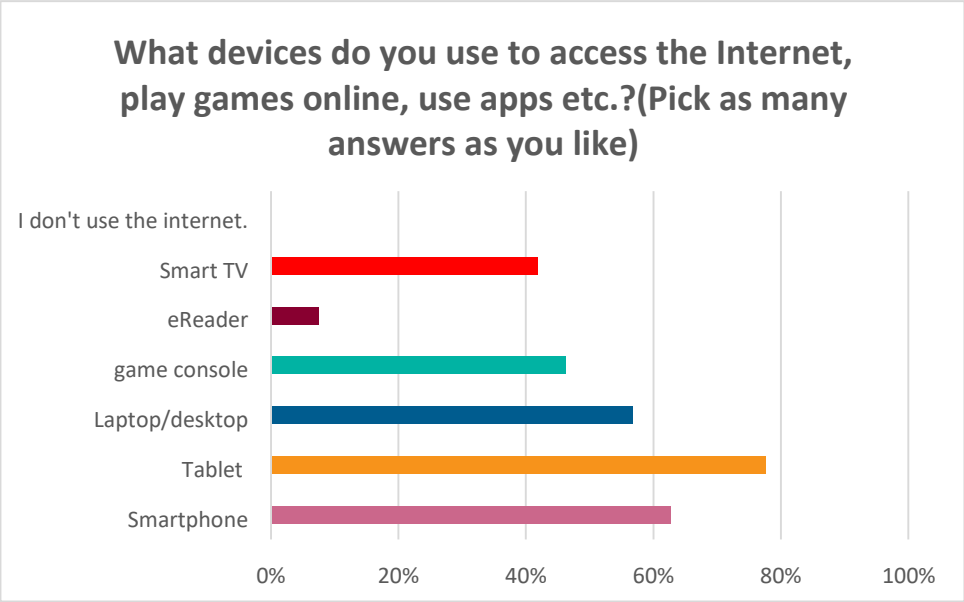
2.4 Consultation results

2.4.1 Views on appropriate use of tablets and smartphones

Students

- **78%** of students chose **"tablet"** as a device they use to access the internet.
- **63%** chose "**smartphone**."
- **57%** chose **"laptop/desktop."**
- **46%** chose **"game console."**
- **42%** chose **"smart TV."**

Figure 1: Devices Used



- **Tablets** are a device that a large majority (**78%**; see Figure 1) of the children are already familiar with using. This might imply that students could easily adopt tablets into the school environment.

- The top favourite apps chosen by the students included; **YouTube, Netflix, Instagram, SnapChat, Fifa** and **Fortnite**

- Educational apps that the children mentioned using included; **Duolingo**, **Google**, **Kahoot, Wikipedia, Coolmath** and **Math playground.**

- **46%** of the students stated that they **own a smartphone**.
- **60%** stated that they **do not bring their smartphone to school**.
- **97%** of students have **access to internet** at home (2 students stated that they do not).
- **40%** of the children **don't agree** that they should be allowed to use their phone for **personal use** (e.g. social media, gaming) in school. **43%** stated that they should be allowed but **only at break and lunch time.**
  - This suggests that the majority of children are **mature** about their smartphone usage and recognise that it could have **negative consequences** in the classroom.
- **90%** of the students understood that a **digital footprint** is a track of everything you do online.

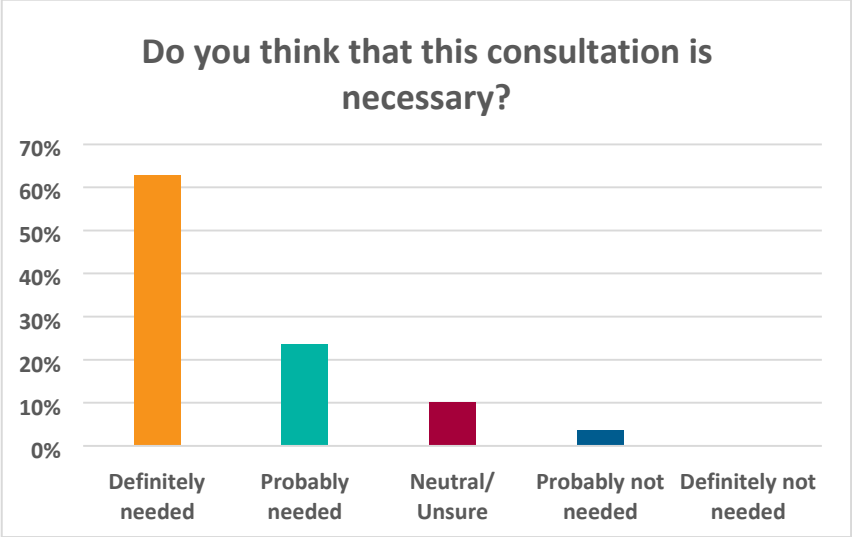
Teachers

- Analyses of the results show a strong response from teachers in favour of putting a policy regarding digital devices in place; **69%** of teachers responded **"definitely needed." 31%** of teachers responded "**probably needed**."
- There was a majority agreement from teachers (**100%**) that students **should not be allowed to use phones for personal use** (e.g. messaging, gaming) during school time.
- **100%** of teachers agree that children must be educated on the **safe and correct use** of all digital devices.
- Teachers were asked; do you think that there are any **implications** for how **teachers** use their own **personal phones** during school time? Their answers mentioned the following; o Distraction from teaching. o Phones should only be used in cases of emergency. o Potential risk to child protection and safety. o Teachers should lead students by example. o Teachers should only use personal devices at break and lunch time.

Parents

- Analyses of the survey results show a strong response from parents in favour of putting a policy regarding digital devices in place; **63%** of parents responded "**definitely needed**." **24%** of parents responded "**probably needed**" (see Figure 2).
- **91%** of the parents said their children **do not own a smartphone**.
- **95%** of parents stated that they **do not allow their child to bring their phone to school**.
- **95%** of parents **do not think** that students should have access to their **phones for personal use** during school time.
- Almost all parents **(97%)** agree that children need to be **educated on the safe and correct use** of all digital devices.
  - These findings suggest that the majority of parents believe that **smartphone usage must be limited and used responsibly**.

Figure 2: Parents opinion on consultation.



- **87%** of parents stated that they would allow their child to use the **internet to help with homework**. - Some comments left by parents mentioned the following;

"It would depend and have to be supervised by parent."

"I do, provided that the point about sources and how to source a good web site and information source is taught to the children from day one. This is essential. I think that the school's approach to date has been very good."

"I think this should be avoided if possible before 4th class or so, or at least only for specific purposes, e.g. to research a project topic. Before teachers ask children to use the internet with homework, they should have gone through the school's safety information regarding online dangers."

"Usually research for project work, rather than regular homework. Also voice dictation using google docs has been very useful for child to dictate some project work."

- **92%** of parents stated that they have a **time limit** on their **child's internet usage** at home.

- The majority of parents allow their child between **20 and 60 minutes** of internet usage **per day**.
  - Some comments left by parents mentioned the following;

"Only used with parent, limited time, educational / creative kids apps or Netflix kids; family iPad."

"25 minutes a day maximum and generally not every day and i am fully aware of what they are doing on the device and it is never social media for example but always something like FIFA or another similar game or checking sports results etc."

"30 minutes max per day controlled."

"Currently child has does not use internet at all."

"It's not a set time but we keep a close eye on the purposes it's used for."

2.4.2 Suggestions for appropriate use of tablets and smartphones

Students

Table 2: Hours of screen time

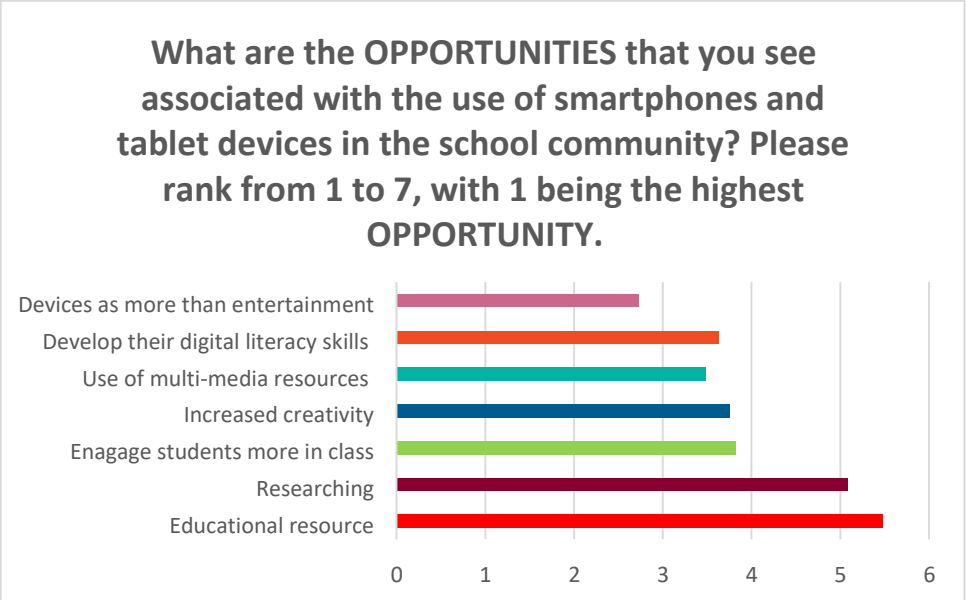
	None	Less 1 H/Day	1 - 2 H/Day	2 - 3 H/Day	3 – 4 H/Day	4 - 5 H/Day	5+ H/Day	Average H/Day
Weekdays	9%	22%	48%	15%	3%	0%	3%	**2.93**
Weekends	3%	0%	34%	34%	20%	8%	2%	**3.97**

- **70%** of students reported having **2 hours or less** of screen time on weekdays.
- **9%** stated that they had **no screen time** on weekdays.
- **88%** reported having **1 – 4 hours of screen time** on the weekends.
  - This evidence suggests that the children are currently **not over-exposed to screen time**. However, it is the **content** of what they are watching that is most important and needs to be **monitored**.
- The students were asked; "**What device would you like to use in class for learning?**"
  40% chose **computer**.
  40% chose **tablet**.
  11% chose **smartphone**.
  9% chose **none**.

These responses suggest that the students are open to using technology for learning during class time but the majority recognise that **smartphones may not be the most suitable** device for these activities.

- Students ranked the following opportunities by level of importance from 1 to 7. Their responses are displayed in Figure 3 below.

Figure 3: Opportunities of devices - students



- **Educational resource, researching**, and **engage students more in class** are the top 3 opportunities highlighted by students.

Teachers

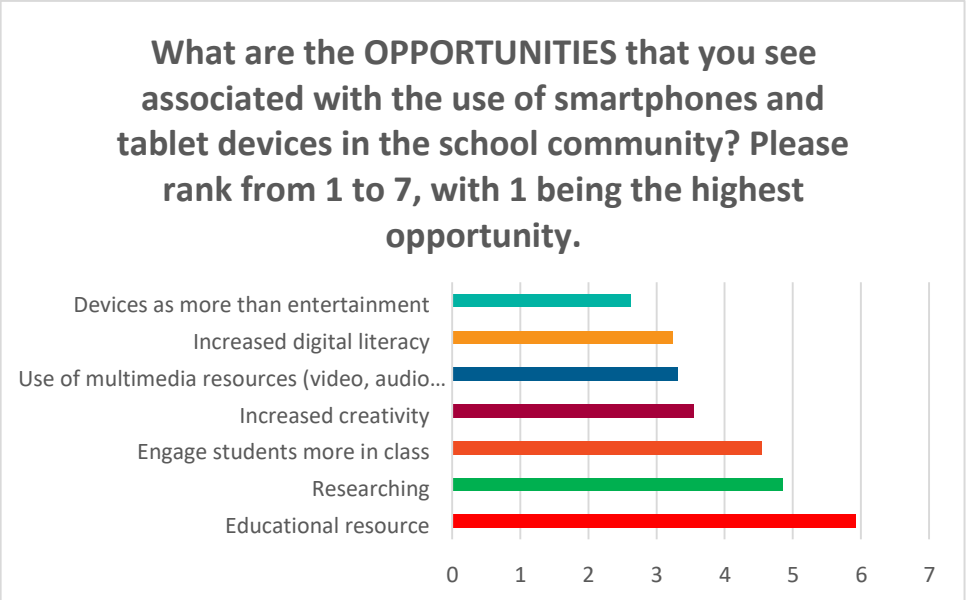
- **62%** of teachers stated that there are **no activities** that specifically **smartphones** could be used for within school. **31%** believe they can be used for educational activities if controlled by a teacher.

  - 1 comment with this question stated;

  "Only if the school does not have access to iPads."

- All the teachers believe that **tablets** could be used for **educational purposes only** in schools; either "**controlled by class teacher**" (**77%**) and/or "**allowing the student to control their own device - self learning and monitored by the class teacher**" (**23%**).
- Teachers ranked the following opportunities by level of importance from 1 to 7. Their responses are displayed in Figure 4 below.

Figure 4: Opportunities of devices - teachers



Educational resource, researching, and **engage students more in class** are the top 3 opportunities highlighted by teachers.

- Other opportunities mentioned by the teachers included; o Project work. o Group work. o Connecting with other schools and communities. o Opportunities to improve language acquisition e.g. Gaeilge.

Parents

- **60%** of parents stated that there are **no activities** that specifically **smartphones** could be used for within school. **27%** believe they could be used for "**educational purposes only and controlled by the class teacher.**"

  - 3 of the comments left by parents mentioned the following;

"The minute you allow smart phones to be used in primary school for any purpose there is a slippery slope. If a parent wants a primary school child to have a smart phone with them the child should have to leave it in his or her bag and if found using it, it should be confiscated."

"Depends on the child's age. Teacher should have control for younger children working towards allowing older classes to control their own devices while being monitored by teacher."

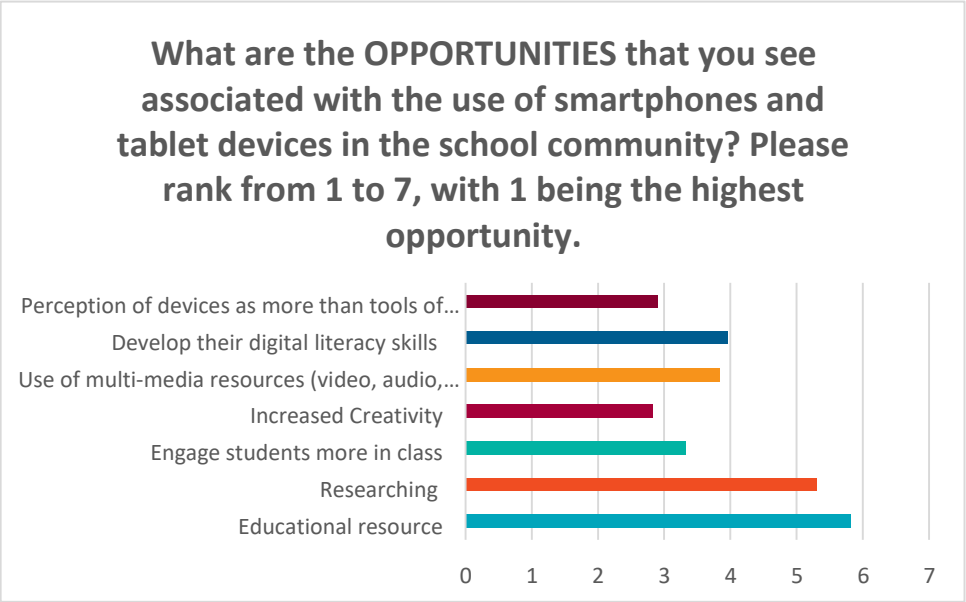
"These should be limited to very specific cases, e.g., crowdsourcing type activities as part of science projects."

- Majority of the parents believe that **tablets** could be used for **educational purposes only** in schools; either "**controlled by class teacher**" (**54%**) or "**allowing the student to control their own device - self learning and monitored by the class teacher**" (**29%**). **16%** stated "**none.**" - 1 comment left by a parent stated;

"Research consistently shows that children receive information better through reading paper format and writing. These essential skills are learnt at primary level and any move to replace with learning on electronic devices will impair this learning process. Some limited use - as is the present GETNS policy - is good but it should not be more extensive."

- Parents ranked the following opportunities by level of importance from 1 to 7. Their responses are displayed in Figure 5 below.

Figure 5: Opportunities of devices - parents



Educational resource, researching, and **develop their digital literacy skills** are the top 3 opportunities highlighted by parents.

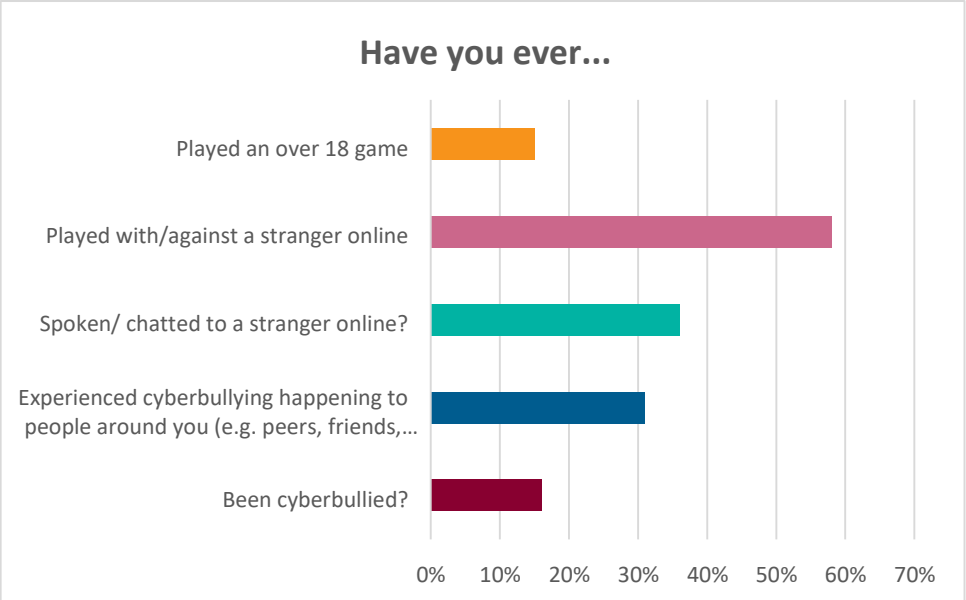
- Other opportunities mentioned by the parents included; o Digital competency. o Coding opportunities. o Help children with learning difficulties. o Career interests. o Integration of devices with class projects. o Preparation for college and the workplace. o Motivate children to write. o Improve literacy skills.

2.4.3 Concerns on the use of tablets and smartphones

Students

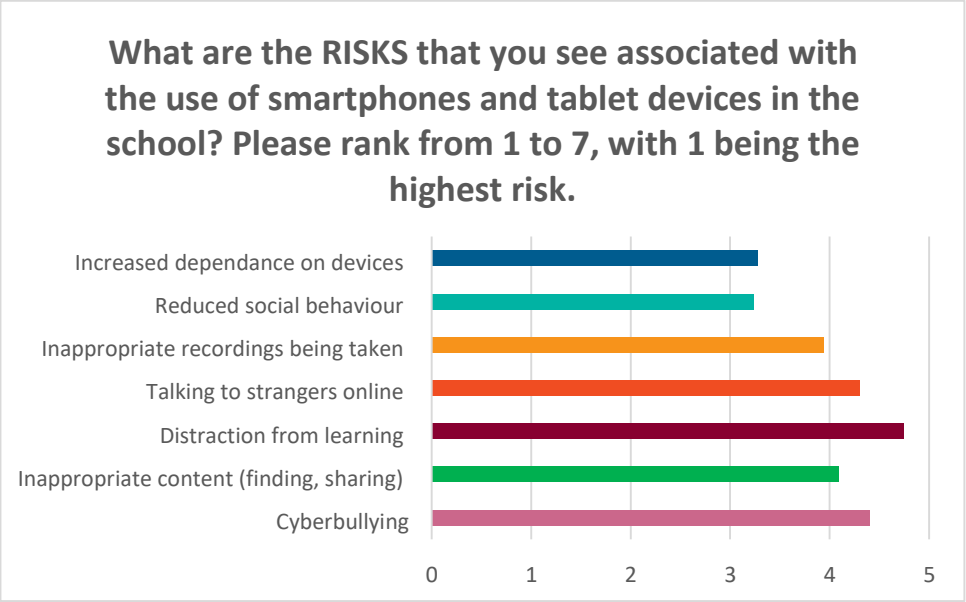
- For "**Spending too long online**" **58%** of students viewed it as a **kind of serious** issue.
- **84%** identified "**Cyberbullying**" as **very serious**.
- **48%** identified "**Talking to a person you met first online**" as **very serious**.
- **58%** picked "**To be careful with the posts, photos and videos you put online**" as **very serious**.
  - This suggests that a lot of the children are aware that issues like these need to be taken seriously and that they **recognise potential online risks**. They may, however, need more **awareness** of the negative effects of **excessive internet usage**.

Figure 6: % of students who have experienced online risks



- **16%** reported to have been **cyberbullied**, **31%** have **seen cyberbullying** happen (see Figure 6). - This suggests that cyberbullying, although recognised as a very serious issue, **still occurs**.
- **36%** have spoken to a **stranger online**.
  - This suggests that children may need more **awareness** of the risks associated with speaking to strangers online.
- **58%** have **played with a stranger online**.
  - **5/6 top apps** mentioned by the students facilitate some form of direct messaging or communication between users.
- **15%** have **played an over 18s game**.
  - This suggests that the children are possibly being exposed to **inappropriate content**.
- Students ranked the following risks by level of importance from 1 to 7. Their responses are displayed in Figure 7 below.

Figure 7: Risks of devices - students

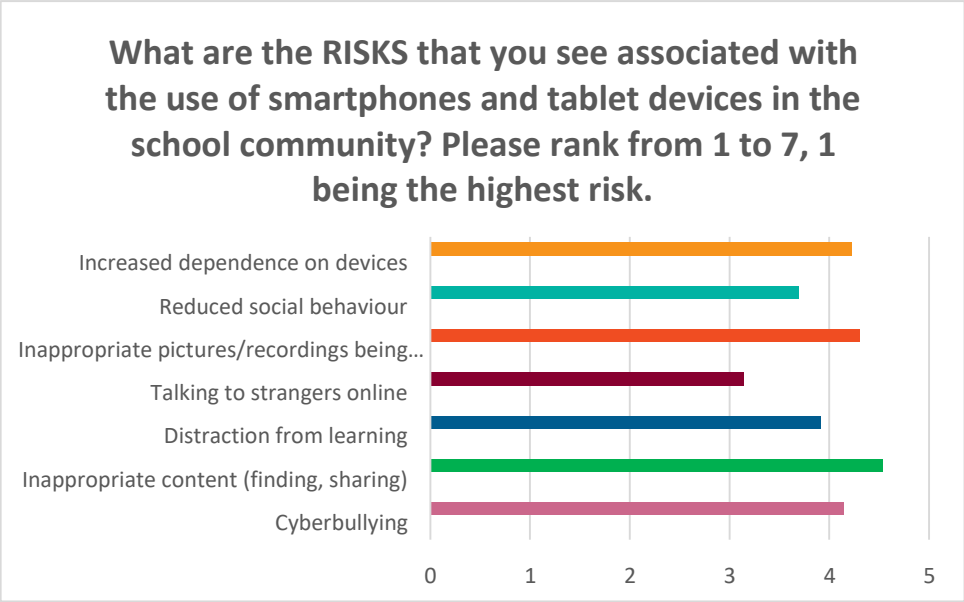


- **Distraction from learning, cyberbullying** and **talking to strangers online** are the top 3 concerns highlighted by students.

Teachers

- Teachers ranked the following risks by level of importance from 1 to 7. Their responses are displayed in Figure 8 below.

Figure 8: Risks of devices - teachers



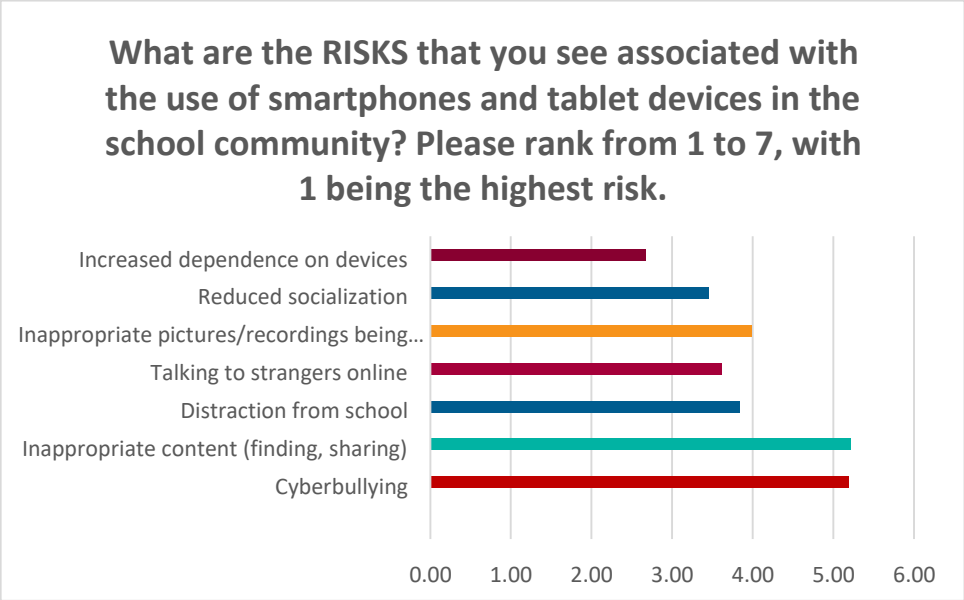
- **Finding/sharing inappropriate content, inappropriate pictures/recordings being taken** and **increased dependence on devices** are the top 3 concerns highlighted by teachers.

- Other risks mentioned by teachers included; o Disconnection from nature. o Impaired attention span. o Health problems due to lack of exercise. o Excessive use of devices.

Parents

- Parents ranked the following risks by level of importance from 1 to 7. Their responses are displayed in Figure 9 below.

Figure 9: Risks of devices - parents



  - **Finding/sharing inappropriate content, cyberbullying** and **inappropriate pictures/recordings being taken** are the top 3 concerns highlighted by parents.

- Other risks mentioned by parents included; o Financial burden. o Peer pressure and comparing devices. o Negative physical effects e.g. eyestrain. o Impaired attention span. o Lack of interest in books / art or other offline hobbies. o Spread of personal information. o Addiction to devices.
  - A comment left by a parent stated the following;

"I've read several books and articles on the subject and the evidence suggests that because of neuroplasticity, screen overuse changes the brain to adapt it to be more efficient at using screens at the detriment of many other skills: focus, concentration, reading skills, sociability, sports etc. And device dependability & addiction, including computer games can be an even worse issue causing a lot of turmoil in the home. I think schools in general should be doing more to educate children and parents on these issues."

2.4.4 <u>What age restriction should there be?</u>

Children

 64% of students reported that they **first started to use the internet** between the ages of **6 and 8 years old.**
  - Suggests that students are already familiar with using the internet from a **very young age**.

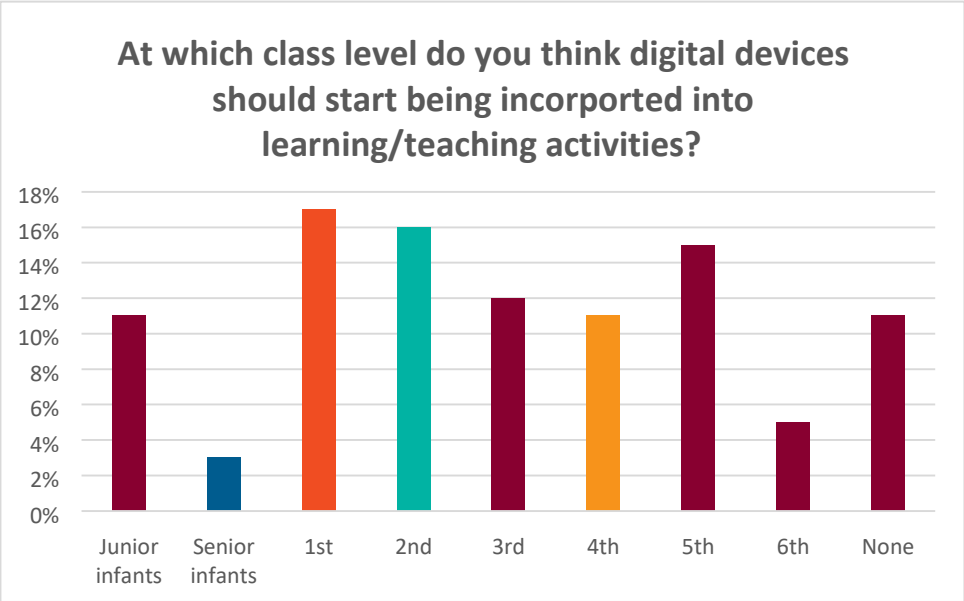
Teachers

- Responses were varied across age levels when teachers were asked about incorporation of digital devices into class. The highest percentage (**31%**) of teachers chose **1st class**. **15%** chose **junior infants**.

Parents

- Responses were even more varied across age levels when parents were asked about using devices for educative purposes (see Figure 10). The highest percentage (**17%**) of parents chose **1st class**. **16%** chose **2nd class**.
- Interestingly, **11%** chose **no class**.

Figure 10: What class can you start using tablets.



- This suggests that the majority of parents are more positive about incorporating devices into the **older classes** (1st class up).

2.5 Why is technology good for teaching, learning and assessment?

The Digital Strategy for Schools 2015-2020 (2015), states, **ICT (information communication technology) integration is a priority for our learners to be equipped and prepared to live and work in today's complex society**. The availability of abundant information, advanced technology, a rapidly changing society, greater convenience in daily lives and keener international competition are impacting on education systems and on how we educate young people and learners of all ages to live and work in this digitally connected world. ICT is changing "job profiles and skills, while offering possibilities for accelerated learning" (The World Bank Group, 2011; p.7). All countries are now facing challenges to prepare young people "for the world of work and the jobs available in today's 21st century" (The World Bank, 2011; p.38).

ICT has the potential to support transformation in teaching, learning and assessment practises in schools and it can connect educational policy with economic and social development (Butler et al., 2013). Students need more open-ended learning experiences that develop their **higher-**

order thinking, creativity, independence, collaborating and ownership of learning" (Butler et al., 2013; p.20).

Benefits for teachers

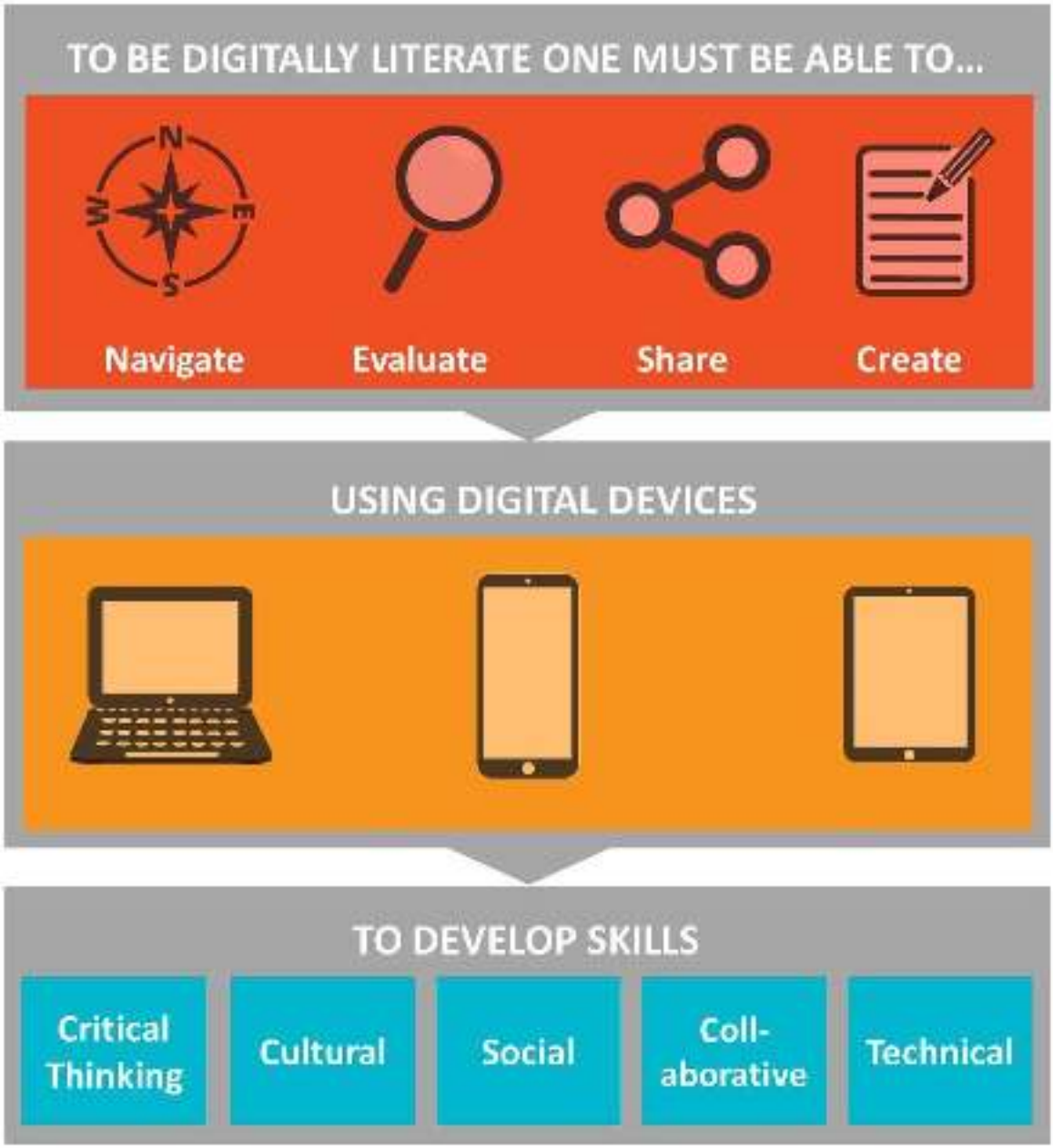
Students require digital literacy skills to be active citizens and members of the workforce in today's society. The Digital Strategy for Schools (2015) notes that teachers have different knowledge and skill levels in relation to using technology to design and develop effective learning experiences. Addressing this competency gap will allow teachers to obtain a set of **key skills** that are essential for the **digitalempowered society and educational system.**

Teachers, along with principals, will be instrumental in ensuring that ICT integration is achieved. This will provide multiple **opportunities for teachers, across the continuum of teacher education, to become more knowledgeable and confident in achieving ICT integration**. The Teaching Council's policies on teacher education should recognise the role and potential of ICT to enhance teaching and learning in schools. The Digital Strategy notes that the creative application of ICT in education can allow students at risk of early school leaving to connect with learning in new ways, resulting in **improved motivation, attendance and application across subject areas.** It has the potential to create a more inclusive education system for all types of learners.

Benefits for parents

In using technology for teaching, learning and assessment, students learn to use digital technology, communication tools and the internet **to engage in self-directed enquiry.** As students develop their digital literacy, it allows them to i**mprove their capacity to know what they are looking for and what information to ignore or discard.** They also learn how to **create, collaborate and communicate effectively and ethically**.

Figure 11: Digital Literacy Framework



As children become more proficient using digital devices in school for educational and research purposes, they will see digital devices as more than just a tool for entertainment. This new perception could stay with the children as they interact with technology outside of school, **helping parents to foster creativity and learning with digital devices in the home**.

Benefits for children

ICT offers engaging and fast-evolving learning environments, enabling students to learn[1]. Children who are **more digitally literate have more positive online interactions and experience less risks**[2].

The Digital Strategy for Schools links with other government policies, such as, the National Digital Strategy (launched in 2013), with improved broadband connectivity as its main aim. The Digital Strategy for Schools aligns with, and supports the ICT Skills Action Plan (2014 – 2018),

[1] UNESCO ICT Competency Framework for Teachers, 2011;pp.1

[2] A study of European children online by the London School of Economics (2012).

which aims to ensure our **young people** have the **necessary knowledge** and **skills** to contribute to and participate in **modern society**.

ICT has a central role in the provision of **better and more effective services in the Irish educational system**. It can enable students to **learn in new and exciting ways, encouraging their engagement and making communication easier**.

2.6 Teacher suggestions when using digital technology for teaching, learning and assessment

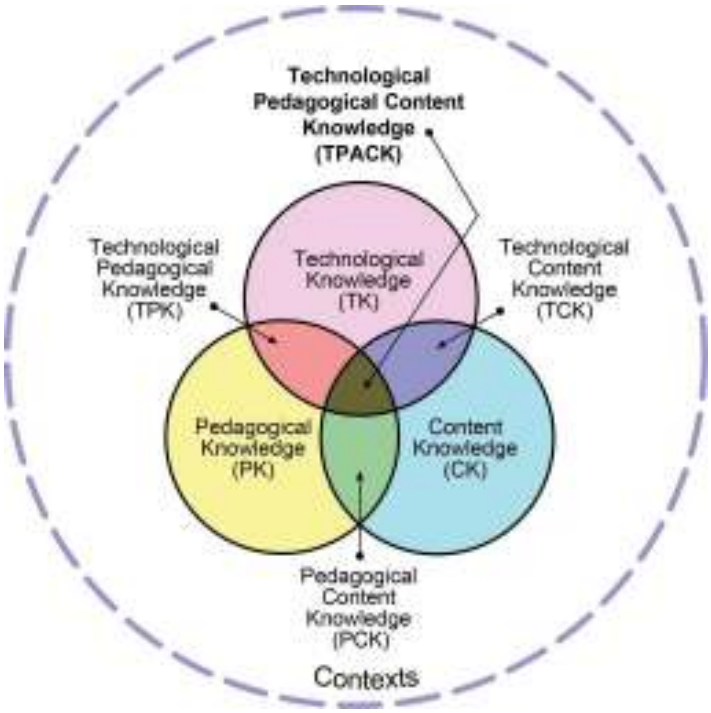
The Census Report 2016 (Central Statistics Office, 2017) supports the idea that many teachers need to further build their knowledge and skills and develop greater confidence with teaching, learning and assessment through the use of technology. The Digital Strategy for Schools recommends teachers consider the following when using technology for teaching, learning and assessment.

- **Facilitation**: Taking a more facilitative role, providing student-centred guidance and feedback, and engaging more frequently in exploratory and team-building activities with students.
- **ICT Facilitated Learning**: Using ICT to "support an enquiry process and enable their students to work on solving complex real-world problems" by engaging in "collaborative project-based learning activities that go beyond the classroom" (Butlers et al., 2013; p.8).
- **Support**: Supporting students to create and innovate so that they are engaged in managing their own learning goals and activities.

2.6.1 The TPACK framework

The Technological Pedagogical and Content Knowledge Model (TPACK; Mishra & Koehler, 2006; see Figure 7) provides a solution to obstacles teachers might face when implementing ICT in the classroom. TPACK outlines how content (what is being taught) and pedagogy (how it is taught) form the foundation for successful ICT integration. The technology being used must communicate the content and support the pedagogy in order to enhance the student's learning experience.

Figure 12: The TPACK model



The Digital Strategy for Schools (2015-2020) recognises a pedagogical orientation that supports an active use of technology by teachers and students in schools, such as the TPACK model, increases the likelihood of ICT being used effectively in teaching and learning.

2.6.2 ICT and constructivist teaching approaches

Constructivist teaching approaches aim **to foster critical thinking and create motivated and independent learners**. Effective use of digital technology is associated primarily with constructivist approaches in teaching. Constructivist teaching approaches are advocated in the curricula and syllabi used in primary and post-primary schools in Ireland[3].

"Learning for life: we want an education and training system that provides all learners with the knowledge and skills they need to participate fully in society and the economy, one that enables learners to learn how to learn"

Actions for effective implementation of ICT into the school:

The Digital Strategy for Schools (2015) mentions that schools need to upgrade their ICT equipment and the Office of Government Procurement (OGP) and the School Procurement Unit (SPU), will continue to ensure the provision of frameworks and advice for the purchase of equipment such as printers, desktop PC's and notebooks. Schools can apply for grants that could help them purchase such equipment

- Utilise whole-school planning and self-evaluation to support provision for ICT learning. PDST offers a lot of support for school self-evaluation (http://www.pdst.ie/sse/p).

[3] Education and Training Sector Integrated Reform and Delivery Plan (Department of Education and Skills, 2014a; p.3)

- Have students self-evaluate their digital learning experiences through ePortfolio (www.portfoliogen.com).
- Showcase how digital technologies can enhance communication between the school and the home through home activities incorporating smart devices.
- Raise awareness of responsible and appropriate use of the internet by having outside specialists give presentations to the school community.
- Connect with other schools and engage in joint projects to offer new learning opportunities.
- Allow extra support and guidance for students with special education needs (http://ncse.ie/forschools.
- The European Schoolnet Academy and PDST provide a number of ICT related online courses for schools.
- Encourage teachers who are tech-shy to develop computer and other digital skills through community based classes and online courses.

2.6.3 Ideas for introducing digital technology into the classroom *Projects:*

- Whole-school participation in Safer Internet Day (4th February, 2020).
- Students keep a journal of their online and offline activities for a whole month (page could be split into Offline/Online) – encourages a 5:1 balance (5 hours offline activities for every 1 hour of online activity).
- Utilise the school website for uploading pictures of school activities – have one or two students be the dedicated "photographer," and express their artistic skills through photography.
- Students could have a recurring blog on the school website on a topic of their choice – helps them gain experience in digital content creation and publishing.
- Have students draw what they think a computer looks like inside. Then explore together the actual mechanics.

Apps/Programmes:

Table 3: Recommended apps/programmes.

App	Class	Description
KidloLand	Junior/Senior Infants	Nursery rhymes, songs, and phonics, combining education and entertainment.
Rory's Story Cubes	1st, 2nd	Emotional and imaginative development through language.
Math Training for Kids	2nd – 6th	Provides MCQs that are colourful, fun and easy to use.
Leafsnap	All	Identifies leaves and plants through image recognition technology.

Microsoft Word	3rd – 6th	Easy to use, good for writing up any story/poem or project development, an application they use in the future.
Dyslexia Quest	2nd – 6th	A fun way of helping teach children with special educational needs.
Audiobooks	3rd – 6th	Another way of getting students to read and develop literacy skills.
Byki Irish	3rd + 4th	Helps make reading as Gaeilge more interactive.
Greann Gaeilge	5th + 6th	A new way of learning how to write as Gaeilge.
IXL Learning	4th – 6th	Has dozens of questions linked to the Irish primary school curriculum.

Websites:

Table 4: Recommended websites.

Site Address	Description
https://kids.nationalgeographic.com/	Games, videos, photos and lots more to inspire children to respect their planet.
https://www.mathsisfun.com/	Suitable for junior infants to 6th class, full of puzzles and quizzes.
https://www.commonsensemedia.org/	Lots of information regarding popular apps and current internet trends and advice for dealing with risky behaviour.
https://www.seomraranga.com/	Great for educators, has blogs, filmstrips and provides a wide range of resources categorised by class, subject and holidays.
http://www.bbc.co.uk/skillswise/topic/typing	For developing typing skills.
https://www.scholastic.com/teachers/studentactivities/	A wide range of different activities including games, quizzes, contests, lab activities and interactive whiteboard activities.

2.6.4 What are the concerns for using technology for teaching learning and assessment?

The following table identifies common risks associated with internet usage and the statistics are taken from actual online behaviours identified in the Zeeko Trend Report 2016 – 2018.

Table 5: Technology concerns.

Risk	Statistics	Impact
Cyberbullying	**10%-13%** (1st-6th) been cyberbullied **20%-30%** (1st-6th) witnessed	Low Self-Esteem High anxiety Poor school adjustment

Excessive Use	Spending too long online – **38%** "Kind of serious." 1 – 2 hours per weekday Increase on weekends	Interrupted sleeping pattern Eye-strain Inability to focus Distraction from learning
Inappropriate Content	**31%** played 18+ games **18%** use Snapchat, **11%** use Instagram – 13+ apps	Exposure to sexual violence / innuendo / adult content Cause upset / anxiety Desensitization
Digital Stranger Danger	**21%** spoken with a stranger online **44%** played with a stranger online	Exposure to inappropriate content Harmful manipulation Grooming
Negative Digital Footprint	Seriousness of online posts – **36%** "Kind of serious"	Unable to permanently delete Negative impact on future jobs

You can find more information on the behaviour of primary/post-primary students online on the latest ***Zeeko Trend Report 2016-2018***.

2.6.5 How can teachers reduce the risks of using technology for teaching, learning and assessment?

Cyberbullying

Educational Solutions:

- **Motivate** bystanders to take action.
- **Ensure** students know support is available – encourage them to have a Chatbudi in their life (see below).
- **Urge** no retaliation
- **Follow** your anti-bullying policy

Technical Solutions:

- **Encourage** screenshots and don't delete messages
- **Promote** in-app reporting for online abuse

Excessive use

Educational Solutions

- **Include** digital health advice for families in your newsletters. See the Zeeko blog for helpful tips and ideas.
- **Encourage** students to leave their phone/ tablet off or in another room when doing homework
- **Get** students to create digital health top tips or a digital contract (see Section 3.3, Family Digital Contract).
- **Promote** the 5:1 balance rule; 5 hours of offline activities for every 1 hour of online activity.

Technical Solutions

- **Apps** like Twilight can reduce the amount of blue light (which reduces melatonin and interrupts sleeping patterns) emitted by the phone.

- **Screen-free bedrooms** will help remove the temptation of using devices before going to sleep.

Chatbudi

Chatbudi for. A Chatbudi is an adult, who they know very well, get along with and see a lot of. The Chatbudi is their point of contact when it comes to all things internet

Inappropriate content

Educational Solutions

- **Talk** to the students about what apps/websites/games they like using.
- **Encourage** them to talk to their parents/guardians about inappropriate content they might see or have already seen.
- **Provide** information on age ratings on games and apps, and the importance of respecting them.
- **Inform** students of sanctions in place if they are caught taking inappropriate pictures / videos.

Technical Solutions

- **Protect** the school internet system with a firewall in place to block inappropriate sites and check what type of content filtering level is currently in place.

Digital stranger danger

Educational Solutions

- **Educate** the students in the risks of communicating with strangers online.
- **Remind** students that their friends online should only be friends they know in real life.

Technical Solutions

- **Encourage** students to use the block setting when contacted by a stranger.
- **Emphasise** the importance of keeping all accounts on private.

Negative digital footprint

Educational

- **Discuss** with the students about their digital footprint and the importance of protecting it.
- **Encourage** students to use the internet to express their hobbies/creativity online (e.g., art).
- **Teach** the students about the terms and conditions of free apps like Snap Chat, and how these companies can make money by sharing, editing and using your information. More information can be found on the Zeeko Internet Safety Guide.

- **Teach** them about the T – Shirt rule: only post things that you would proudly wear on a T-Shirt.

2.7 Smartphone and tablet use outside of class time

The use of smartphones and other digital devices outside of class time would include use during lunch break, use before and after school, general use on the school grounds. Glasnevin ETNS' current phone policy states that children who carry a mobile phone must have the phone turned off when in school and left with the teacher until home time.

Data from the ETUP school community surveys showed an overwhelming **consensus** from parents (**95%**) and teachers (**100%**) that students should not be allowed use their smartphones for personal use in school. Furthermore, a **high** percentage of parents (**60%**) and teachers (**63%**) did not see the potential for smartphones to be used for educational activities within school. It is worth noting that Dr. Mary Aiken (forensic cyber-psychologist) argues that no child **under the age of 14** should own a smartphone, as it can "facilitate the remote, covert, deviant targeting and grooming of the child" (The Cyber Effect, 2017).

Benefits

- **Learning**: Promotes experiential and self-directed learning.
- **Empowerment**: Shows confidence in the students that they can handle devices appropriately outside of class.
- **Transferable skills:** Teaching students to be responsible smart device users inside the classroom will encourage them to be responsible with their home usage as well.
- **Safety**: Allows students to have contact with their parents/guardian whenever needed.

Risks

- **Inappropriate** video/audio recordings or pictures of other students/teachers in and outside of the classroom.
- **Sexually explicit** pictures/videos of minors being taken.
- **Cyberbullying** during school time.
- **Anti-social behaviour**, with students spending time on their phones instead of engaging in social activities with each other.
- **Distraction** from learning or from participating in group activities.

How to extenuate the opportunities

- Smartphones can be a great asset when working on **class projects**, particularly nature/geography subjects. For example, students could use smartphones at lunchtime to take pictures of nature.
- Do a trial period in the school where smartphones are allowed at break time and survey the students **anonymously** afterwards to gather their opinions about it.
- Incorporate smartphones into **sporting activities** e.g. taking photographs at matches.
- Utilise smartphones to **document school excursions** or field trips.

How to reduce the risk

- Promotion of **offline social activities** within the school, e.g. sport teams, music groups, art clubs, so that there are other resources available to students during break time or outside of school.
- **Educate** the children on online risks so that they are aware of what can happen with irresponsible use. This can be done by the class teacher or by bringing in an **external expert** to talk to them.
- Develop their **digital literacy** skills so that they have the tools to navigate the internet safely. **Work with parents**, so that the same internet safety rules are in place in the home as well.

2.8 Parent suggestions to support learning using smartphones and tablets in the home.

The main aim for parents would be to engage with their children's learning through the use of digital technologies and collaborate with the school in activities and programmes using ICT.

Parents can successfully incorporate digital technology into the home in a safe, appropriate and responsible way if they…

- Feel **empowered** to take responsibility.
- **Understand** the issues and opportunities facing children online.
- Have **actionable insights** to use in the home environment. (Zeeko, 2018)

2.8.1 Actionable insights for parents when using technology in the home:

How to extenuate the opportunities

- Allow children to use smart devices in **moderation** to help them with their homework.
- Incorporate smart devices into **family activities** and excursions e.g. give a child the task of taking photos of the family on holiday and have them create a slide show of the pictures.
- Be **a good role model** of responsible technology use e.g. spending more free time on offline activities.
- **Talk** to children about the games they play, the apps they use, the profiles they keep on social media.
- Be **familiar** with the many educational and social opportunities that the internet provides.
- Promote the internet as a tool to express **creativity** and develop interest in hobbies.

Active mediation:

Active mediation refers broadly to the guidance and advice that parents provide through **active discussions** over children's online activities. It is a **bidirectional process** whereby active communication over online issues can shape children to be more **critical** of online content (Padilla-Walker & Coyne, 2011).

By creating a **non-judgemental**, **open environment** in the home, children will feel comfortable discussing their online activity. This can help protect them from getting involved in risky online behaviour and offer them support if they have an online challenge.

How to reduce the risks:

Screen-time:

- Implement a **device curfew** e.g. no more devices after 8pm.
- A **wind-down routine** for bedtime that does not involve interactive screen-media.
- It has been recommended that parents should **limit screen time** in the period leading up to **bedtime**, ideally for 2 hours but at least for the last hour before bedtime.
- The American Academy of Paediatrics (AAP) recommends that families devise a **Family Digital Contract** (Appendix 3.3) and have also developed a Screen Time Calculator.
- The AAPs recommendations of screen time for different age groups are: o 18 months or less: avoid use of screen media where possible, but video chatting is OK.
    - 18-24 months: high-quality programming only, and they must be accompanied. o 2-5 years: 1 hour per day of high quality programming.
    - 6 years +: **consistent limits** should be placed on the time spent using screens and types of media.
- Psychologists, such as Jocelyn Brewer, are now arguing that it is the **nature** of the screen time, as opposed to the length, that really matters. The **content** of what is on our children's screens is something that needs to be sufficiently **limited**.

Gaming:

- **Take an interest** in the games children play and play with them to encourage open communication.
- **Know their friends**; ensure the "friends" that kids play online games with are friends they know in real life.
- **Set a daily limit** as to how long children can play games. For example, Fortnite, and similar action style games, they can be very addictive. Users want to keep playing in order to unlock new levels and prizes.
- **Be aware of In-App purchases** when downloading "free" games. Make sure there is a password on the App Store account, so that the children cannot make a purchase without you knowing about it first.

Inappropriate content

- Make sure that there are firewalls / privacy settings on all home broadband devices so that inappropriate websites can be blocked. Reference Zeeko's Youtube Video on Blocking
- Devices like iKidz can set timers on home broadband system so that it is automatically switched off at a certain time. This device also allows you to manage your child's online activity by applying filters and internet schedules to their devices.
- Have an open, non-judgemental approach to your child's online curiosity so that if they do come across something that upsets or confuses them, they feel comfortable talking to you about it.

Communicating online

- Make sure that all of the child's online profiles, whether it's games or social media, are set to private.
- Over see who the child's friends or followers are and make sure that they are people they know in real life.
- Turn location settings off on social media profiles, so that the child's location is not on display.
- Teach your child about the importance of never sending or posting personal information (e.g. phone number) on the internet.
- Emphasize the T-Shirt rule – that you only post things that you would proudly wear on a T-Shirt – to protect your child's digital footprint.
- Teach them the "Stop, Block, Tell" rule, if they are contacted by a stranger – Stop talking to them. Block them. Tell someone you trust

2.8.2 YouTube

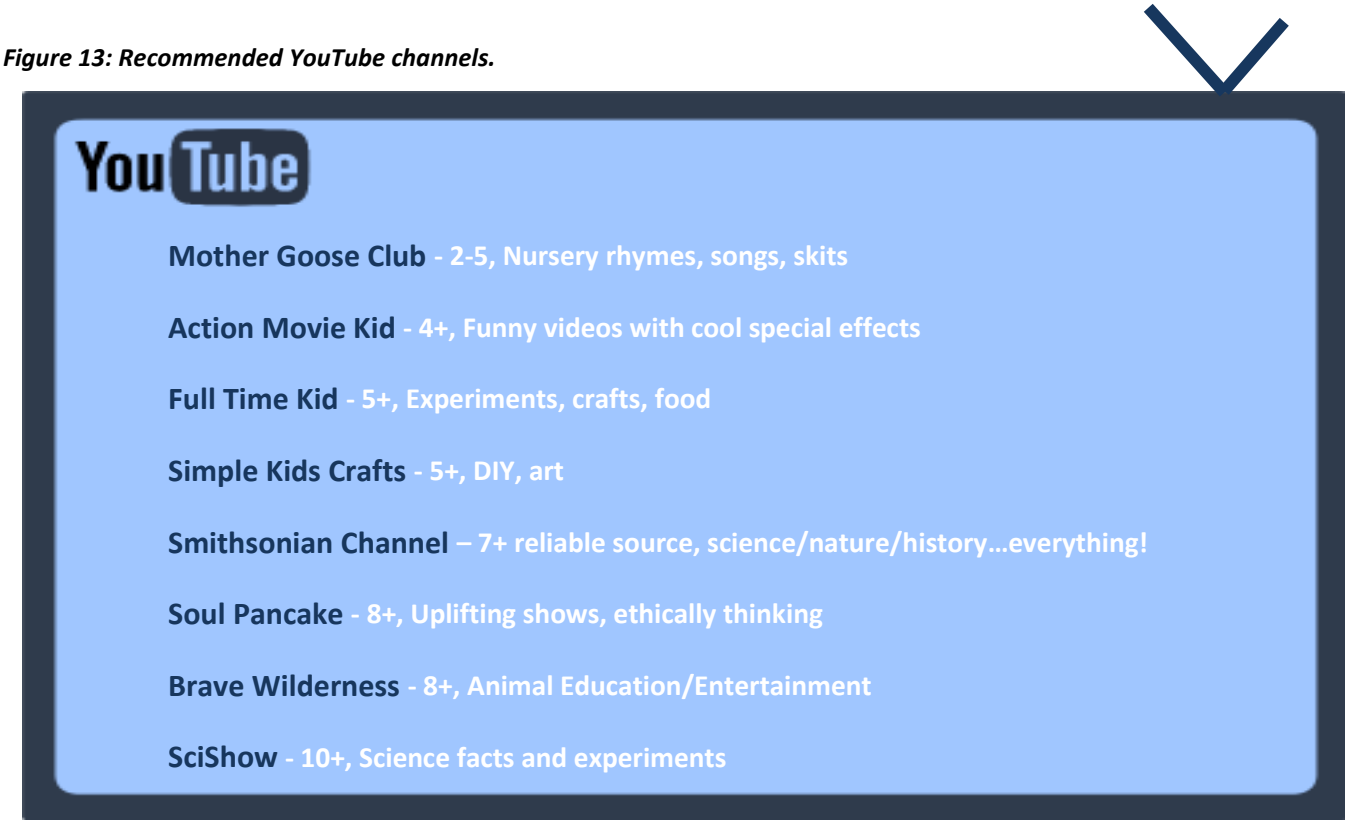
YouTube is extremely popular with adults and children alike. **36% of primary school aged children cited it as their most favourite app** (Zeeko Research Report 2016-2018). The students of Glasnevin ETNS cited it as their most favourite app. There is a lot of fun and educational content on YouTube that would be good for families to enjoy together. However, YouTube also contains a lot of inappropriate and/or adult content that is not suitable for primary school aged children. There are some channels on YouTube that look like they are aimed at children, because they use characters popular in child media, like Elsa from Frozen or Spiderman. But these channels actually contain parody/satirical content that is not appropriate for young viewers.

Many YouTubers have become extremely popular and wealthy, with millions of subscribers and views on their videos. They are indeed the new type of celebrity. Children will want to copy them, and try to make their own videos. This is good in one sense, as it develops their creativity skills. However, there is a danger of personal information being publicly shared. It is therefore necessary to supervise and review any and all video content being uploaded to YouTube or any other video sharing platform. Parents and guardians need to double check what their child is watching and to make sure that it is suitable. It can be helpful to have an agreed list of YouTube channels that you have identified as appropriate and are happy for your child to watch. There

is also a separate YouTube Kids app which has content specifically curated for 3 – 13 year olds. It also provides parental control features so that you can have your own filtering system.

We have provided some sample channels that are appropriate for primary school aged children (see Figure
13).

Figure 13: Recommended YouTube channels.



2.9 Sanctions

Glasnevin ETNS currently has procedures in place regarding the use of digital devices in the school. More information on these procedures can be found in the Whole School Phone Policy and ICT Acceptable Use Policy. A summary of Glasnevin ETNS' guidelines regarding device usage are outlined below.

Student guidelines for electronic device usage

The current school procedures regarding the use of mobile phones and all other digital recording devices are as follows;

- Children who carry phones are required to turn them off during school time and to leave them with the teacher until home time.
- Children who need to bring a phone with them to school must obtain a letter of authorisation from a parent or guardian.
- Children are not permitted to use their personal electronic devices in school without the permission of a member of staff.

- Unpermitted mobile phones or other electronic devices which are found in the school will be handed in to the principal.
- Glasnevin ETNS are not liable for replacing mobile phones or other devise that are stolen, lost or damaged.
- The use of cameras/camcorders or any recording device by parents/guardians and/or children/visitors, is strictly prohibited on the school premises or at school related events.
- Any photographs or recordings at school events taken by school staff are used for school purposes and parental/guardian written permission should be sought in advance of the school event.
- Glasnevin ETNS does not take responsibility for photographs or recordings of school events that are uploaded onto any/all social media sites.

Disciplinary procedure for found mobile device

- Any student whose phone is seen or heard by a staff member on school premises without permission will have their phone confiscated.
- The phone should be given to the principal by the teacher. The phone may be collected by a parent(s)/guardian from the principal.
- The parent(s)/guardian who collect the phone from the principal must sign out the phone and agree to enforce the mobile phone policy with the child who owns the phone.

Staff guidelines for mobile phone usage

- Except in times of genuine emergency, mobile phone use by staff should be restricted.
- Staff should display courtesy, consideration and respect for others whenever they are using a mobile phone.
- Mobile phones should not be used in any manner or place that is disruptive to the normal routine of the school.
- Except for exceptional circumstances, staff should have their mobile phones switched off and out of sight in the classroom and while on duty in the yard.
- Mobile phones should be switched off during all meetings concerning school business.

Inappropriate conduct and sanctions

- Students using mobile phones or similar devices to bully, harass or take pictures of other children, staff members or others will face disciplinary actions. If it is clear that these offences have taken place then the parent(s)/guardian of the offending child will be requested to come to the school to discuss the matter.
- If a child uses a phone or similar device to take pictures of or record a member of staff without the staff member's permission the parent(s)/guardian of the offending child will be requested to come to the school to discuss the matter. The phone will not be returned

to the child until the images and/or recordings have been deleted to the satisfaction of the principal.

- The use of mobile phones or other electronic devices by parents/guardians to take photographs of children, other than their own children, while on school premises is strictly prohibited.

3 APPENDIX

3.1 Sample Educational Technology Usage Policy - Permission Form

Dear Parent/Guardian,

Please review the Glasnevin ETNS Educational Technology Usage Policy, sign and return this permission form to the Office.

Name of Student: _____

Class/Year: _____

Parent/Guardian

As the parent or legal guardian of the above student, I have read the Educational Technology Usage Policy and grant permission for my son/daughter/child in my care to access the Internet. I understand that Internet access is intended for educational purposes. I also understand that every reasonable precaution has been taken by the school to provide for online safety but the school cannot be held responsible if students access unsuitable content.

I agree as their legal guardian to monitor their internet usage and ensure the appropriateness of their online activities.

I accept the above paragraph □

I do not accept the above paragraph □ (Please tick as appropriate)

Signature: _____ **Date:** _____

Address: _____ **Telephone**: _____

3.2Sample Educational Technology Usage Policy User Agreement Form

Educational Technology Usage Policy User Agreement

As a school user of the network and internet at Glasnevin ETNS, I have read and understood the Educational Technology Usage Policy for the safe use of the internet in Glasnevin ETNS, and by signing it, I agree to abide by the policy as stated and to accept any sanctions which may be imposed due to misuse of the internet and non-adherence to the policy.

I agree to follow the school rules on its use. I will use the network in a responsible way and observe all the restrictions explained in the Educational Technology Usage Policy. I agree to report any misuse of the network to the school Principal or the ICT Coordinator. If I do not follow the rules, I understand that this may result in loss of access to the internet/computer network as well as other disciplinary action.

Name: _____

Students Signature: _____

Date: _____

3.3Family Digital Contract

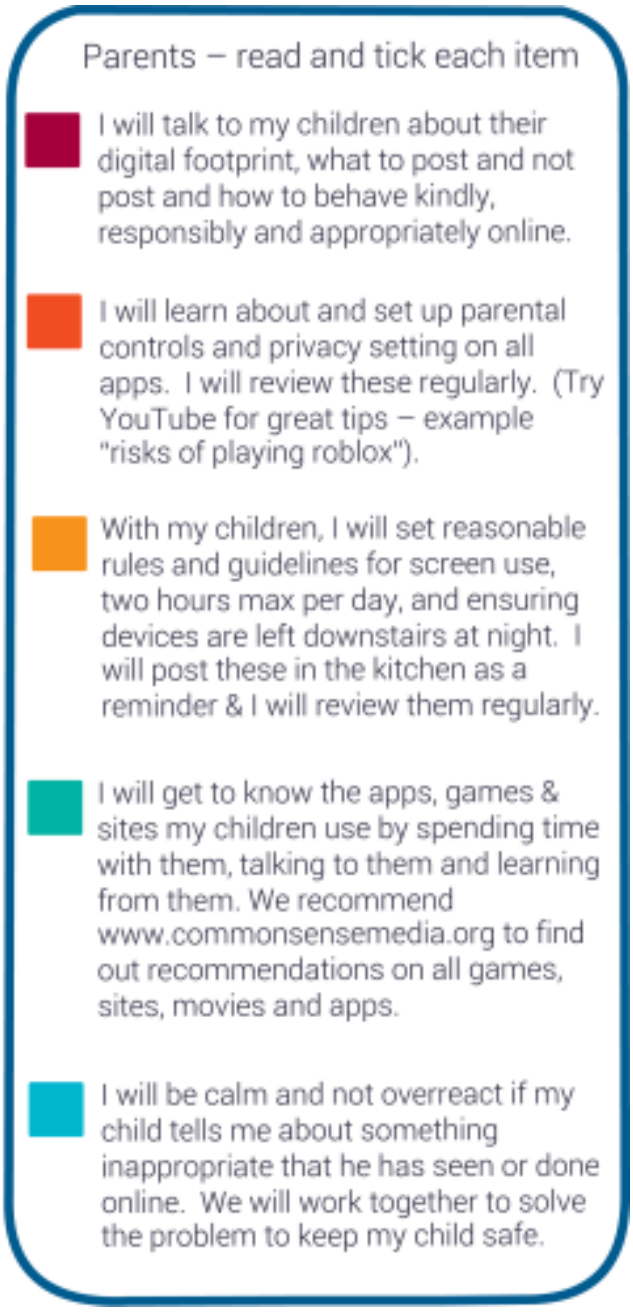
CONTRACT

Tick off with your child, sign & leave in a common area

- I will sit together with my parent to show them my favourite apps\games\YouTubers.
- I will respect my own & other's privacy by not sharing personal information or my password, except with my parents / guardians.
- I will remember that all devices stay downstairs at night and I will stick to the agreed screen time limit so it doesn't interfere with sleep, school work and face-to-face, real relationships.
- I will treat others online as I would like to be treated and never engage in any form of cyberbullying, and as a bystander, I will watch out for others.
- I will tell my parents or my chatbudi straight away if I see something online that scares me or makes me feel uncomfortable.

Sign _____ _____

Child **Parent**



Parents – read and tick each item

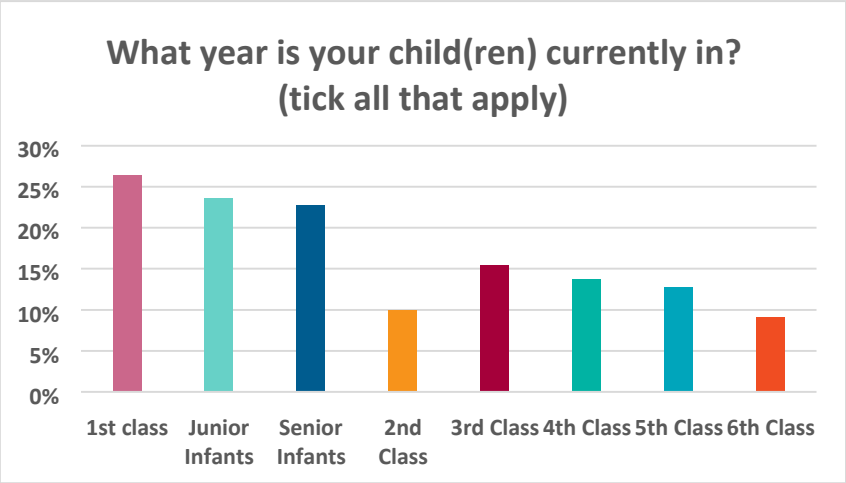
- I will talk to my children about their digital footprint, what to post and not post and how to behave kindly, responsibly and appropriately online.
- I will learn about and set up parental controls and privacy setting on all apps. I will review these regularly. (Try YouTube for great tips – example "risks of playing roblox").
- With my children, I will set reasonable rules and guidelines for screen use, two hours max per day, and ensuring devices are left downstairs at night. I will post these in the kitchen as a reminder & I will review them regularly.
- I will get to know the apps, games & sites my children use by spending time with them, talking to them and learning from them. We recommend www.commonsensemedia.org to find out recommendations on all games, sites, movies and apps.
- I will be calm and not overreact if my child tells me about something inappropriate that he has seen or done online. We will work together to solve the problem to keep my child safe.

3.4Consultation Analysis

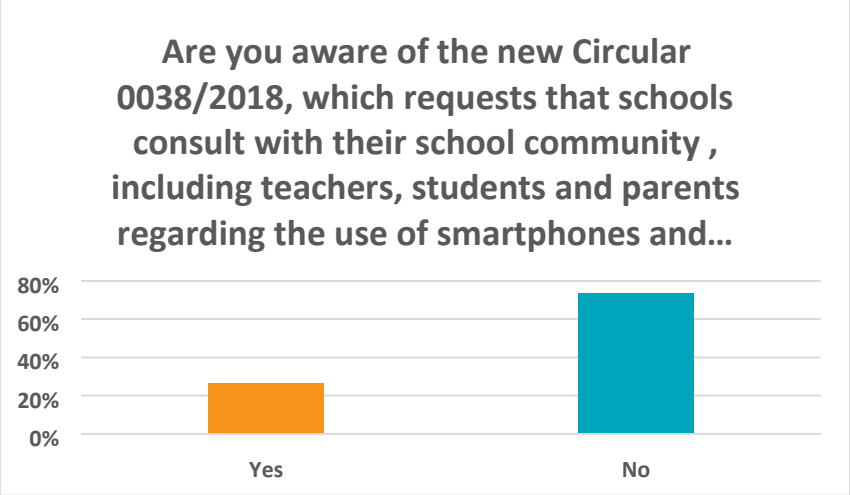
3.4.1 Results of Educational Technology Usage Policy Survey for Glasnevin ETNS- Parental Survey Created on: 12/04/19

Total responses: 110

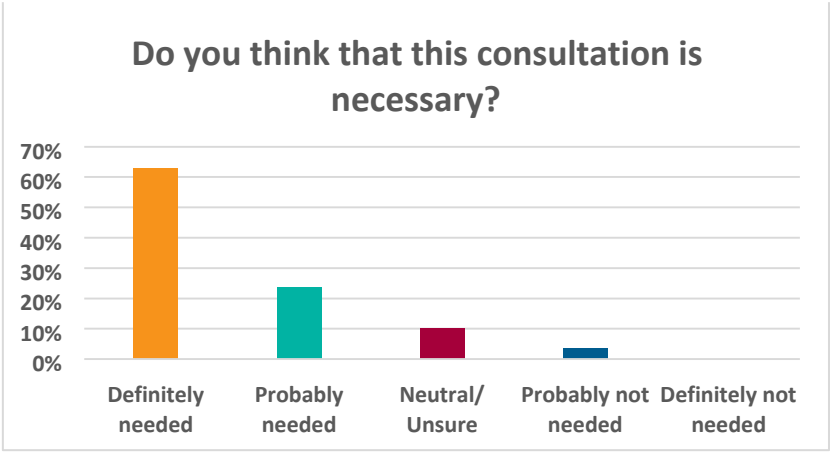
Q1



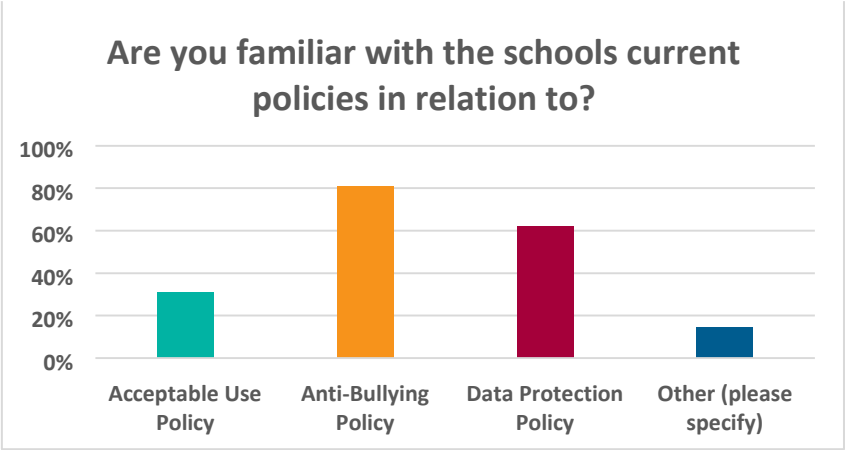
Q2



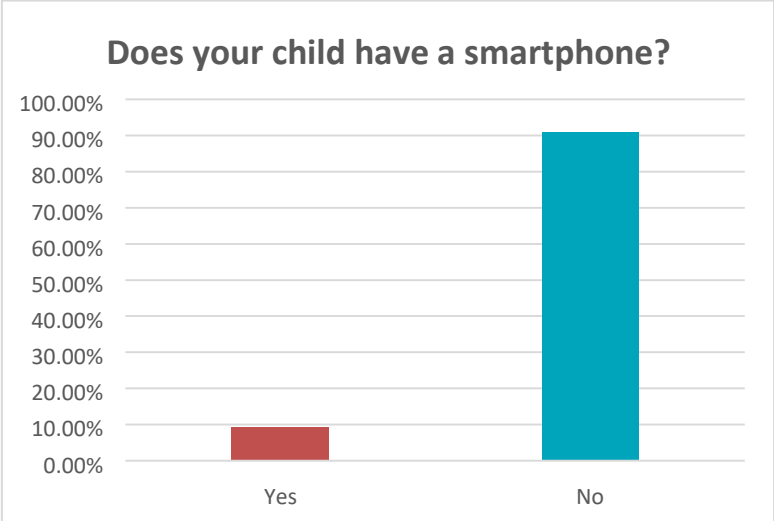
Q3



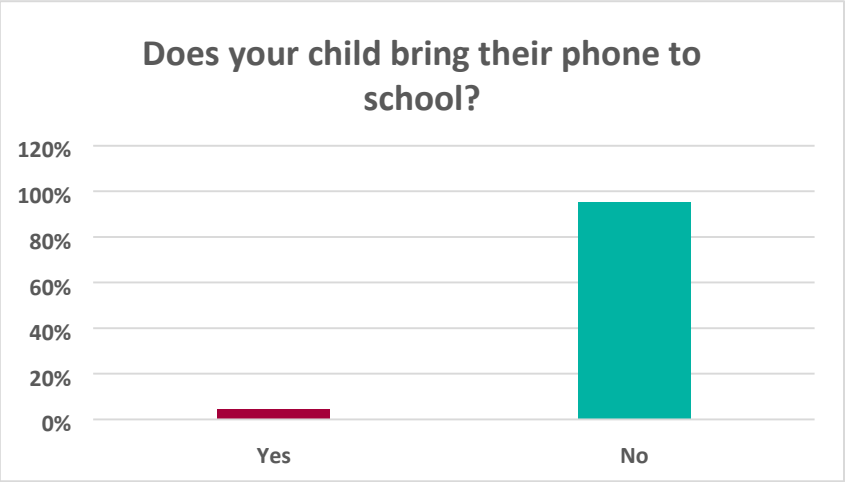
Q4


Are you familiar with the schools current policies in relation to?
100%
80%
60%
40%
20%
0%
Acceptable Use Policy
Anti-Bullying Policy
Data Protection Policy
Other (please specify)

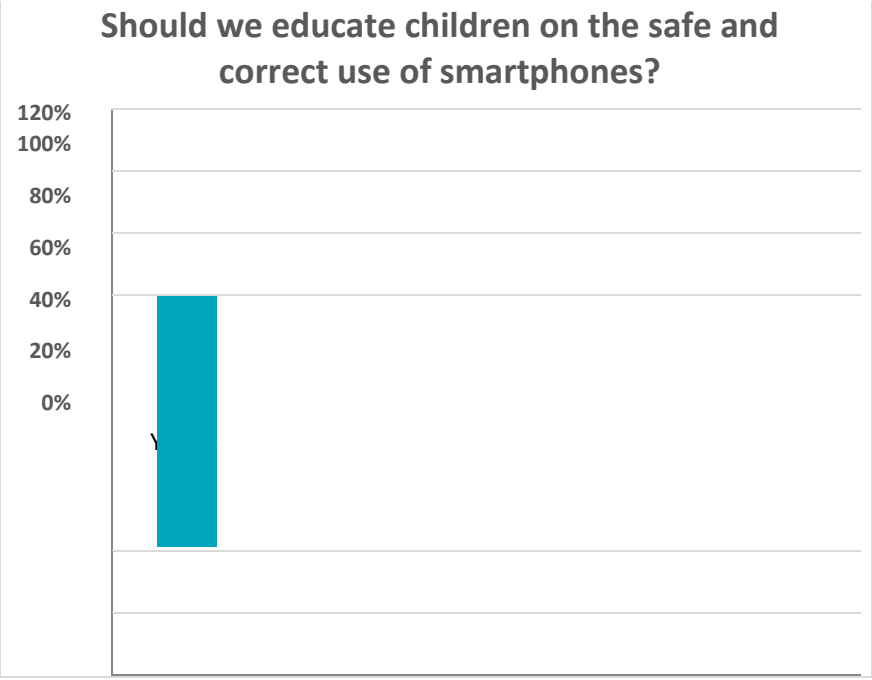
Q5


Does your child have a smartphone?
100.00%
90.00%
80.00%
70.00%
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
Yes
No

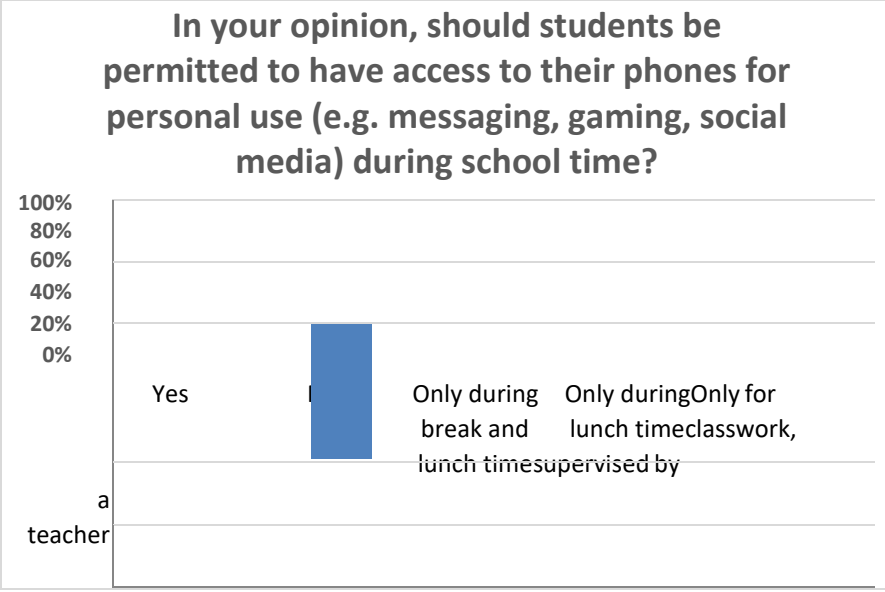
Q6


Does your child bring their phone to school?
120%
100%
80%
60%
40%
20%
0%
Yes
No

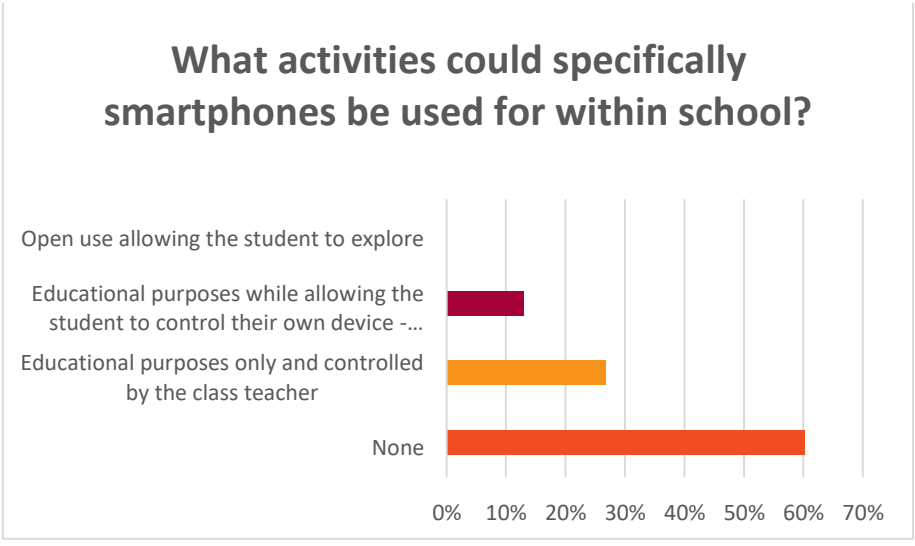
Q7


Should we educate children on the safe and correct use of smartphones?
120%
100%
80%
60%
40%
20%
0%

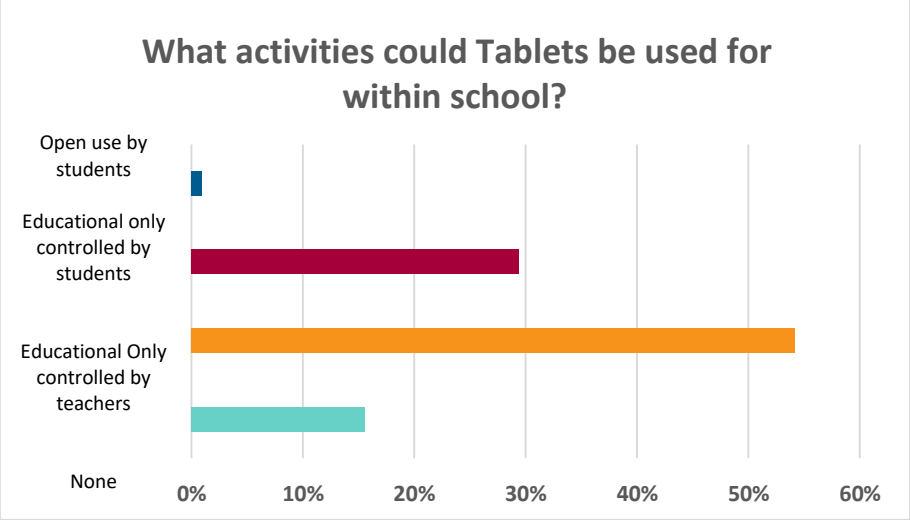
Q8


In your opinion, should students be permitted to have access to their phones for personal use (e.g. messaging, gaming, social media) during school time?
100%
80%
60%
40%
20%
0%
Yes
Only during break and lunch time
Only during lunch time
Only for classwork, supervised by a teacher

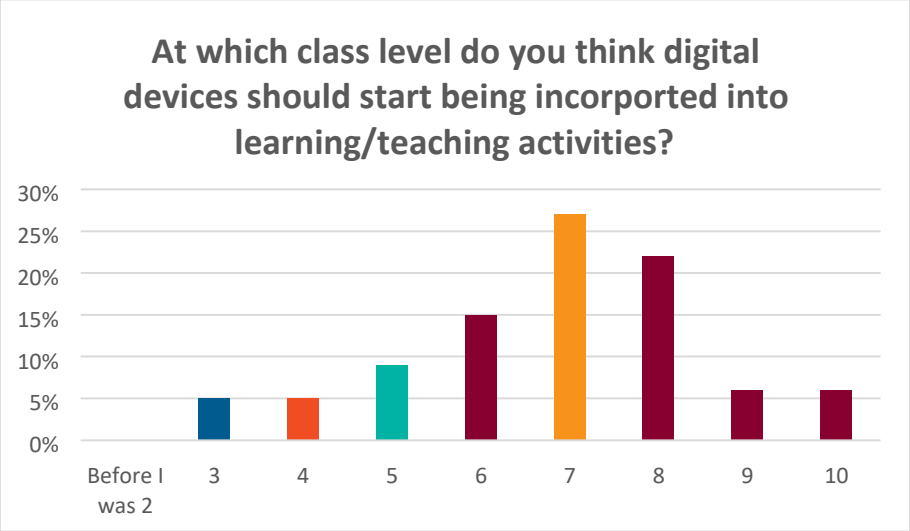
Q9


What activities could specifically smartphones be used for within school?
Open use allowing the student to explore
Educational purposes while allowing the student to control their own device -...
Educational purposes only and controlled by the class teacher
None
0%
10%
20%
30%
40%
50%
60%
70%

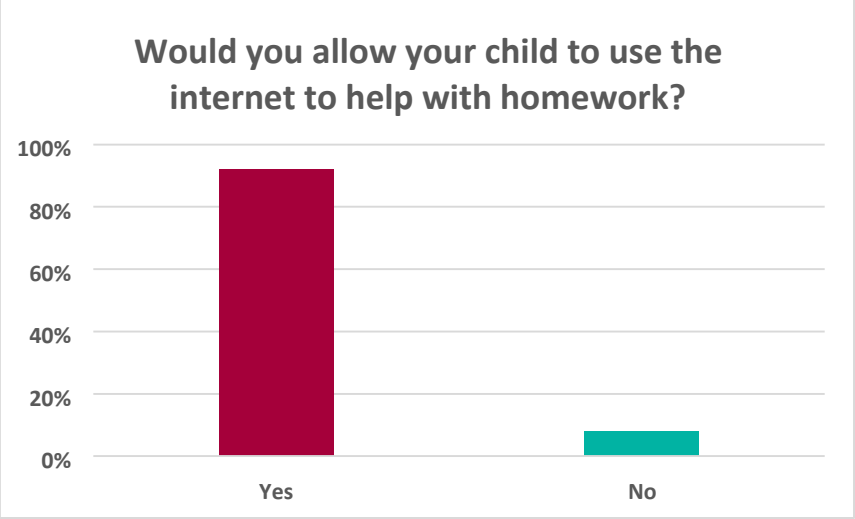
Q10


What activities could Tablets be used for within school?
Open use by students
Educational only controlled by students
Educational Only controlled by teachers
None
0%
10%
20%
30%
40%
50%
60%

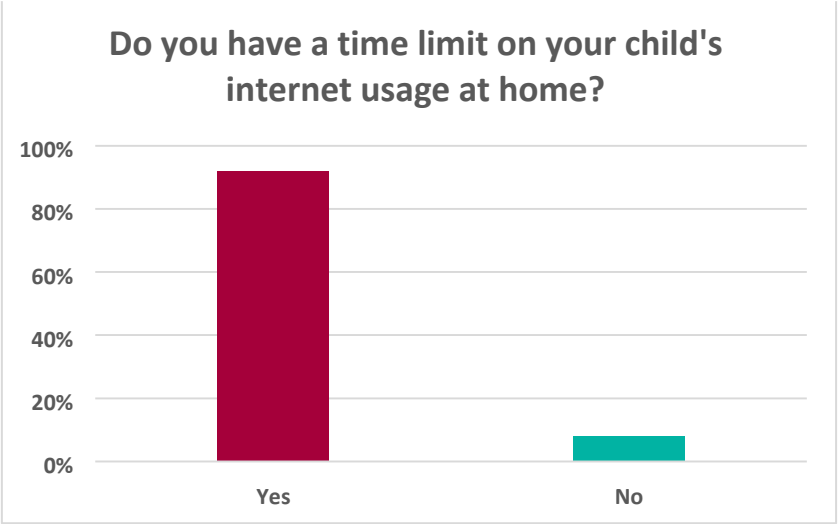
Q11


At which class level do you think digital devices should start being incorported into learning/teaching activities?
30%
25%
20%
15%
10%
5%
0%
Before I was 2
3
4
5
6
7
8
9
10

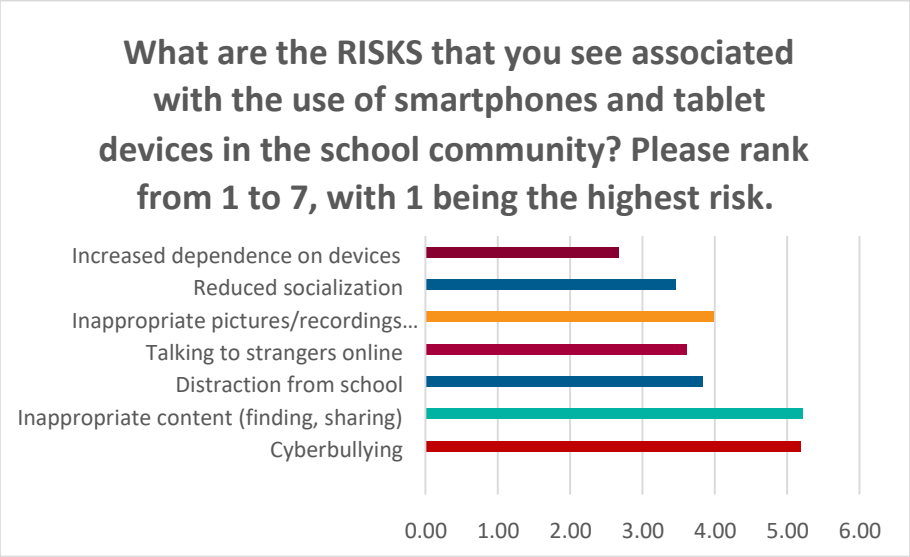
Q12


Would you allow your child to use the internet to help with homework?
100%
80%
60%
40%
20%
0%
Yes
No

Q13



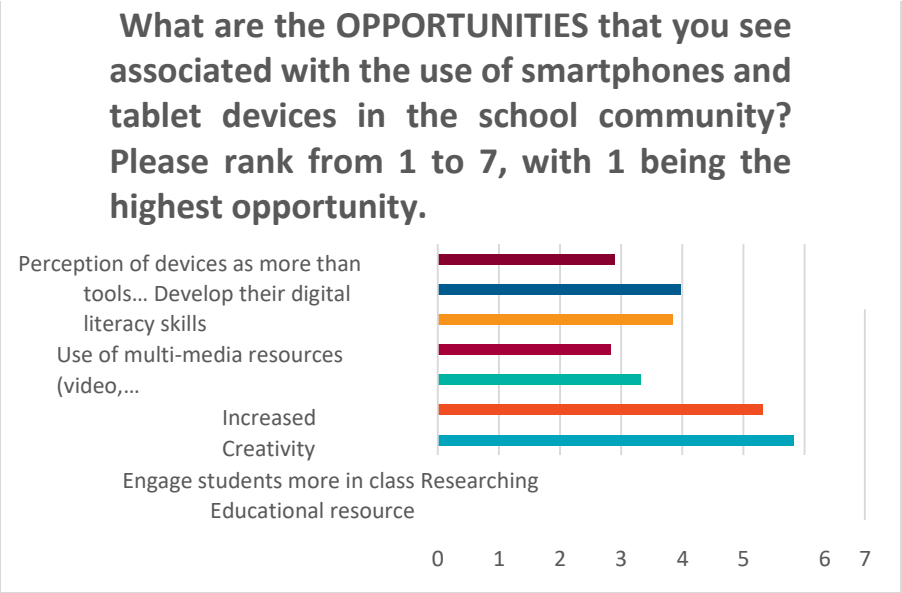
Q14



Q15 Are there any other risks that you would like to mention?

- Financial burden.
- Peer pressure and comparing devices. o Negative physical effects e.g. eyestrain.
- Impaired attention span. o Lack of interest in books / art or other offline hobbies. o Spread of personal information. o Addiction to devices.

Q16



Q17 Are there any other opportunities you would like to mention?

- Digital competency. o Coding opportunities. o Help children with learning difficulties.
- Career interests. o Integration of devices with class projects. o Preparation for college and the workplace. o Motivate children to write. o Improve literacy skills.

Q18 Are there any other important issues that you would wish your child/ren's school to address in relation to the use of digital devices within the school community?

- Using the school's tablets in a limited and purely educational context is fine, but they should not be allowed to use their own phones as these are not controlled by school. o Ensure interpersonal communication is promoted developed ahead of digital. o Would like a total ban of smartphones fpr all ages during school times and breaks.
- Ensure the policy has an associated process and procedures to enact the policy on the ground, rather than have it as a high level item that is difficult to enact in practice.
- Peer pressure (within the class only) & smartphone usage should be addressed continuously. It takes guts to say no.
- If the home use can be changed to match the school use to ensure a seamless transfer between the two - that would be very useful.
- I'd like to know what the school thinks are the advantages seeing as current research suggests limiting screens is best for creative thinking.
- Teachers shouldn't post homework or any communication online for students any later than an hour after school time is finished or weekend. It creates the expectation that children should be available online at any time, instead

children should have a finite designated time to finish the homework and then devote themselves to other activities and family time.

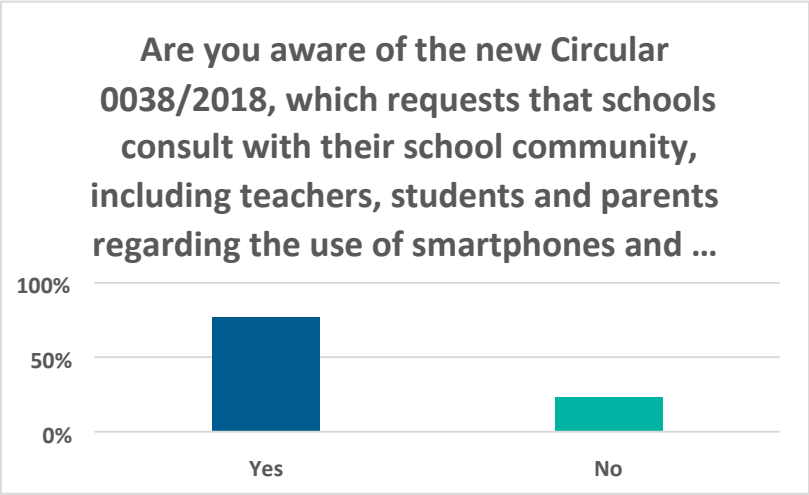
- Link between smart phones and false representation of life. In other words, false portrayal of people's lives. Children feel disappointed in their lives because others seem to have the 'perfect' life, more fun, always happy etc. This is not realistic. o I think it's very important that devices are used to allow children to be producers rather than consumers of digital content; that's the major advantage of in school use.
- My eldest is in 4th, heading into 5th. I feel that this year has been the penultimate year (so far!) regarding devices. We spent a few years up to 4th resisting well their exposure to devices but I found it became more difficult in 4th, there is more pressure and the child is older also. I gave in and allowed an xbox and we had very defined rules, but its a battle after and dependency on it grows. I think that it would be useful to look at the longer (1-2- years) impact of device use at young ages would be interesting for parents and teachers to understand and maybe to form a common strategy on??

3.4.2 Results of Educational Technology Usage Policy Survey for Glasnevin ETNS- Teacher Survey

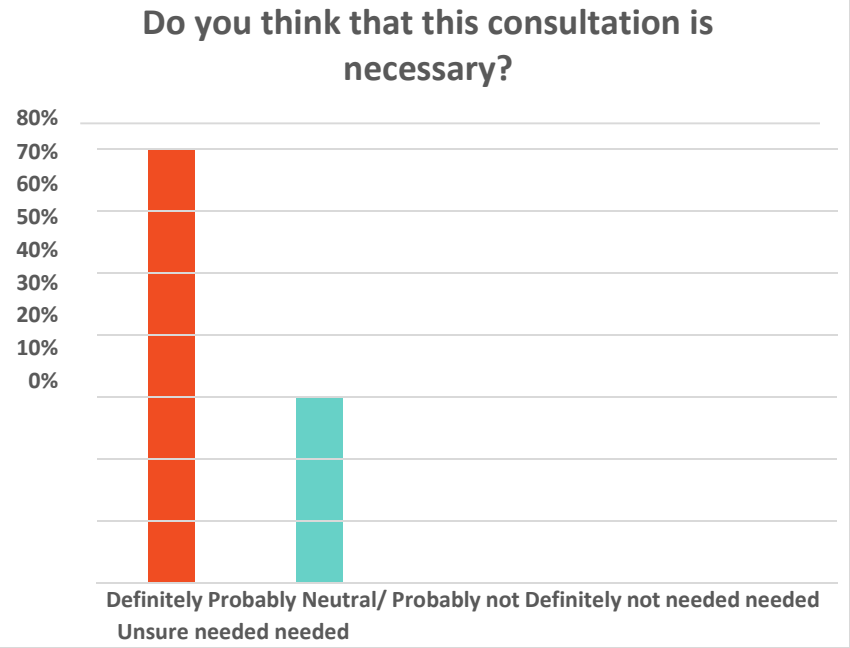
Date Created: 12/04/19

Total responses: 13

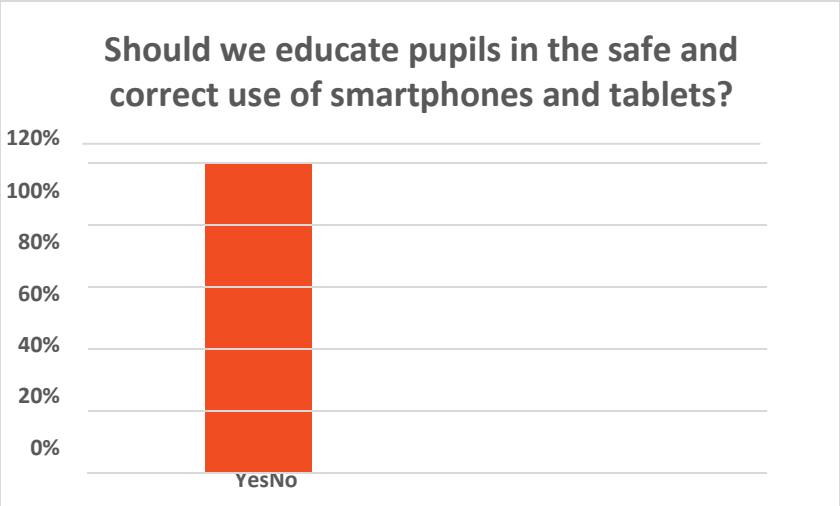
Q1



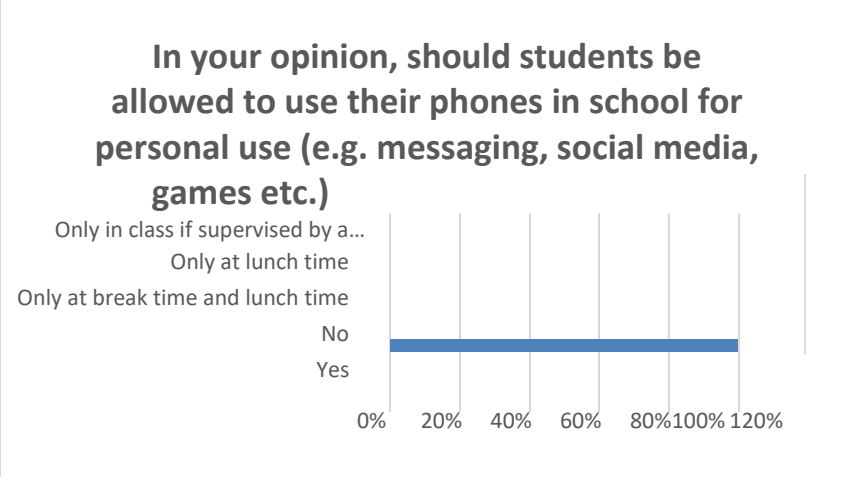
Q2



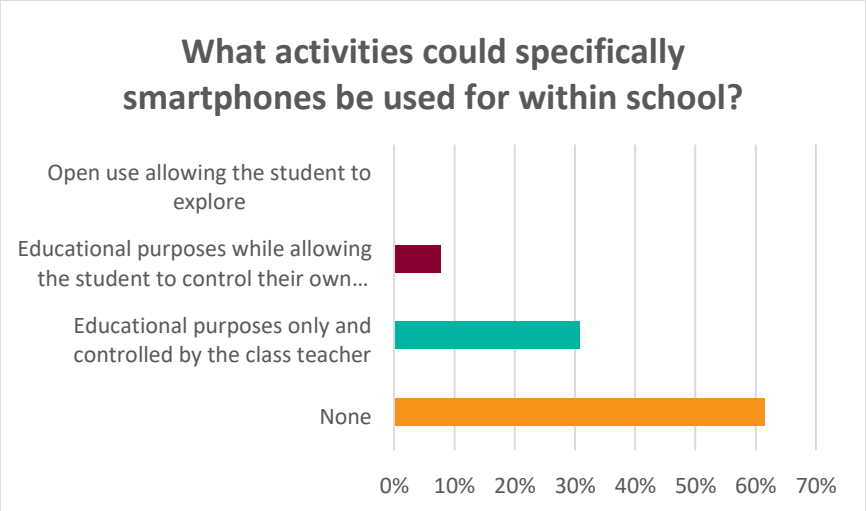
Q3


Should we educate pupils in the safe and correct use of smartphones and tablets?
120%
100%
80%
60%
40%
20%
0%
YesNo

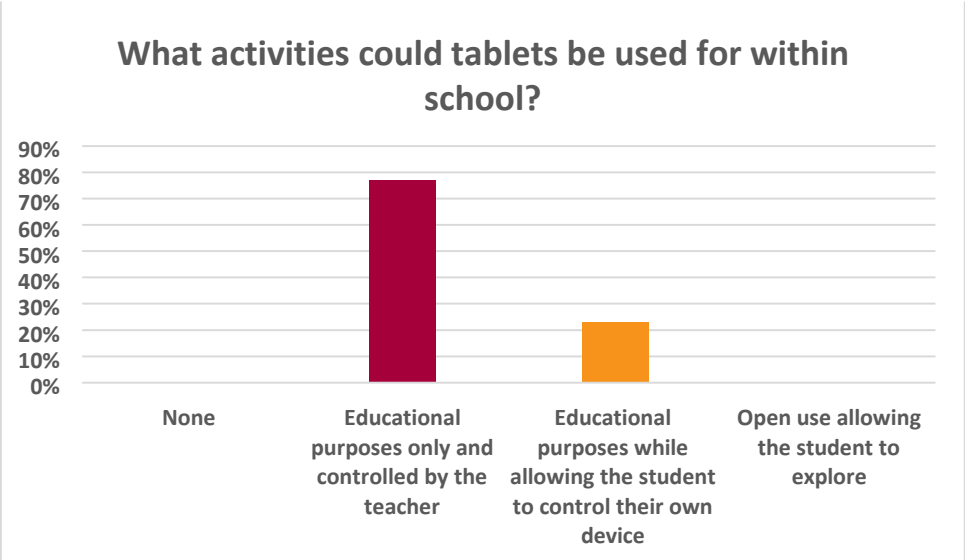
Q4


In your opinion, should students be allowed to use their phones in school for personal use (e.g. messaging, social media, games etc.)
Only in class if supervised by a...
Only at lunch time
Only at break time and lunch time
No
Yes
0%
20%
40%
60%
80%
100%
120%

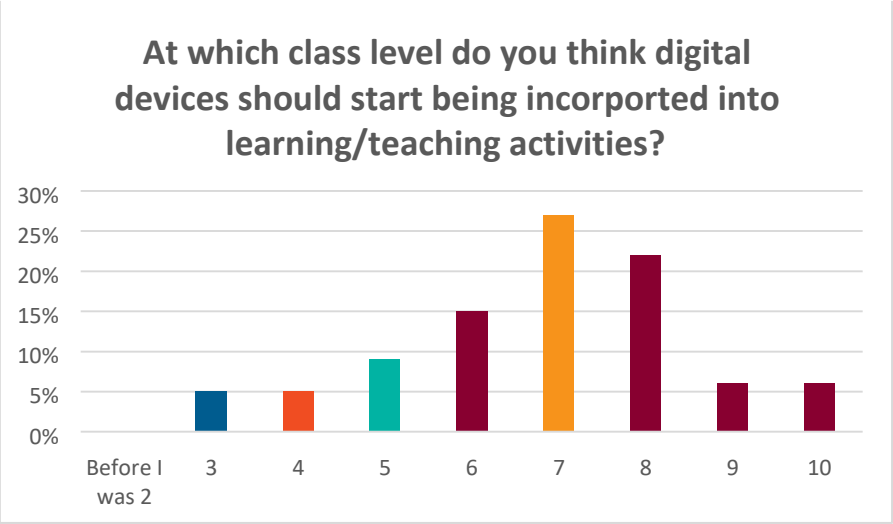
Q5


What activities could specifically smartphones be used for within school?
Open use allowing the student to explore
Educational purposes while allowing the student to control their own...
Educational purposes only and controlled by the class teacher
None
0%
10%
20%
30%
40%
50%
60%
70%

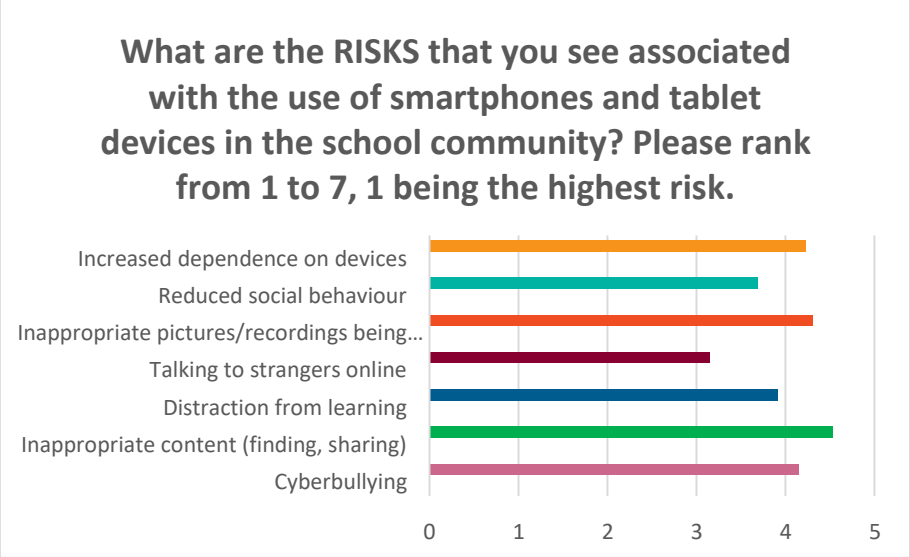
Q6


What activities could tablets be used for within school?
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
None
Educational purposes only and controlled by the teacher
Educational purposes while allowing the student to control their own device
Open use allowing the student to explore

Q7


At which class level do you think digital devices should start being incorported into learning/teaching activities?
30%
25%
20%
15%
10%
5%
0%
Before I was 2
3
4
5
6
7
8
9
10

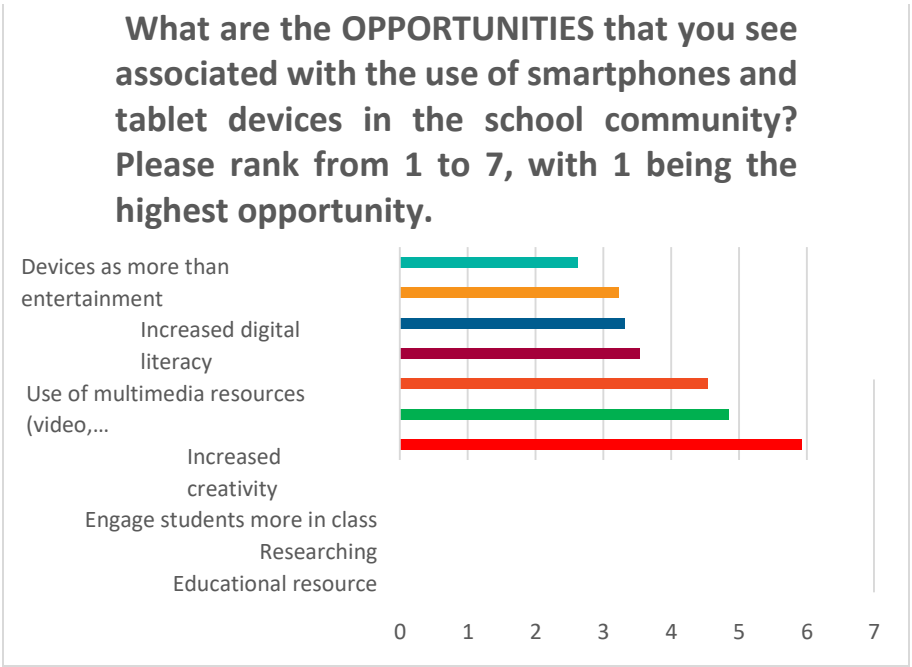
Q8



Q9 Are there any other risks that you would like to mention?

- Disconnection from nature. o Impaired attention span.
- Health problems due to lack of exercise. o Excessive use of devices.

Q10



Q11 Are there any other opportunities you would like to mention?

- Project work. o Group work. o Connecting with other schools and communities. o Opportunities to improve language acquisition e.g. Gaeilge.

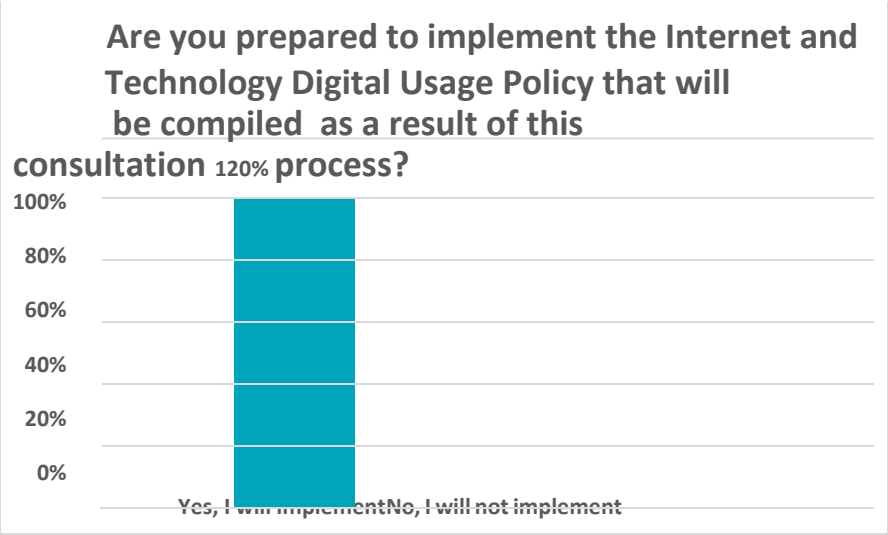
Q12 Do you think there are any implications for how teachers use their phones during school time?

- Distraction from teaching. o Phones should only be used in cases of emergency. o Potential risk to child protection and safety. o Teachers should lead students by example. o Teachers should only use personal devices at break and lunch time.

Q13 Are there any other important issues that you would wish your school to address in relation to the use of digital devices within the school community?

- To ensure that children do not lose other important skills as a result of a reliance on technology.
- They need to be reliant solely on Wi-Fi. As a result, the content will be 'child-friendly'.
- Advice on how to teach children to chat responsibly online, while gaming with their peers. As we must face up to the reality that they do chat to each other but some tips on how to show them how to do this in a respectful way.
- Cyber bullying is a real issue and ensuring that kids know any form of it is not ok.

Q14

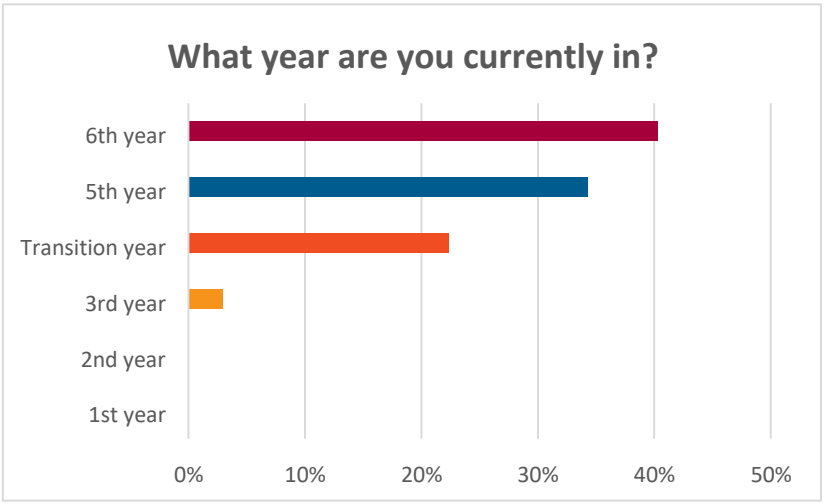


3.4.3 Results of Educational Technology Usage Policy Survey for Glasnevin ETNS- Student Survey

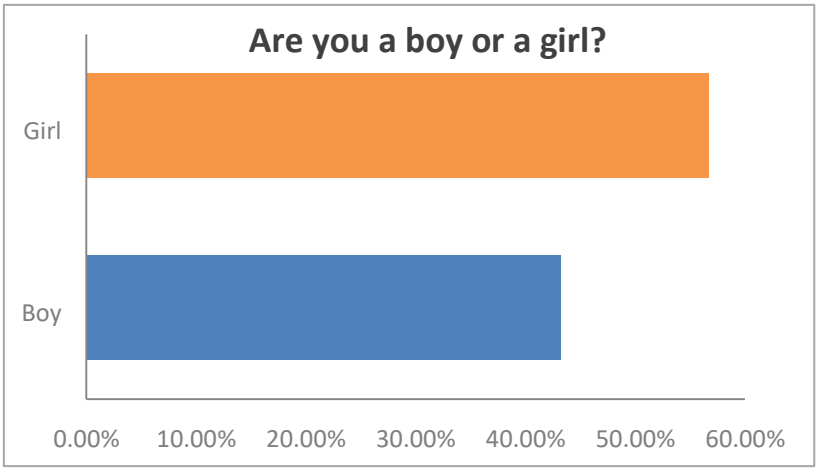
Date Created: 12/04/19

Total responses: 67

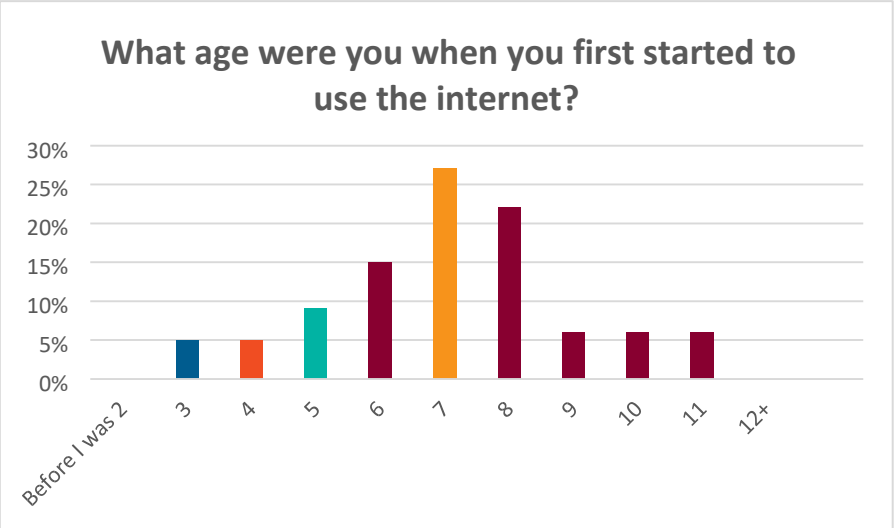
Q1



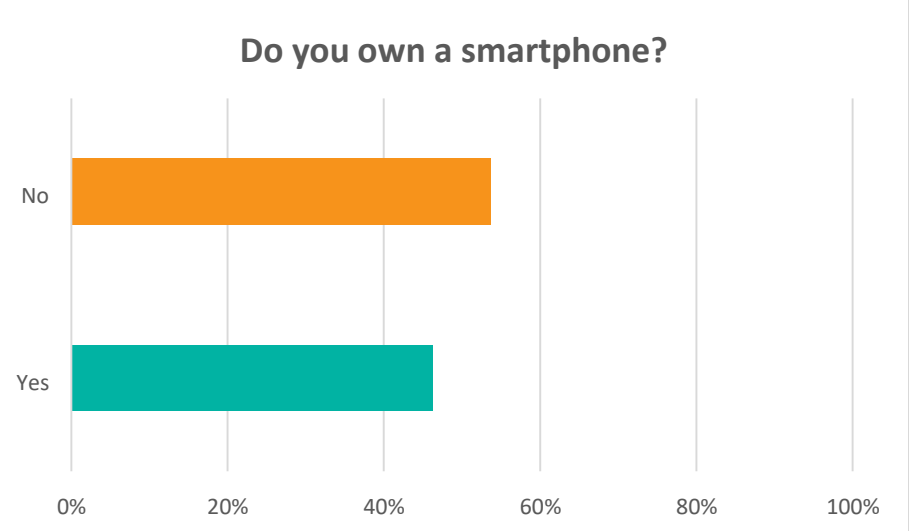
Q2



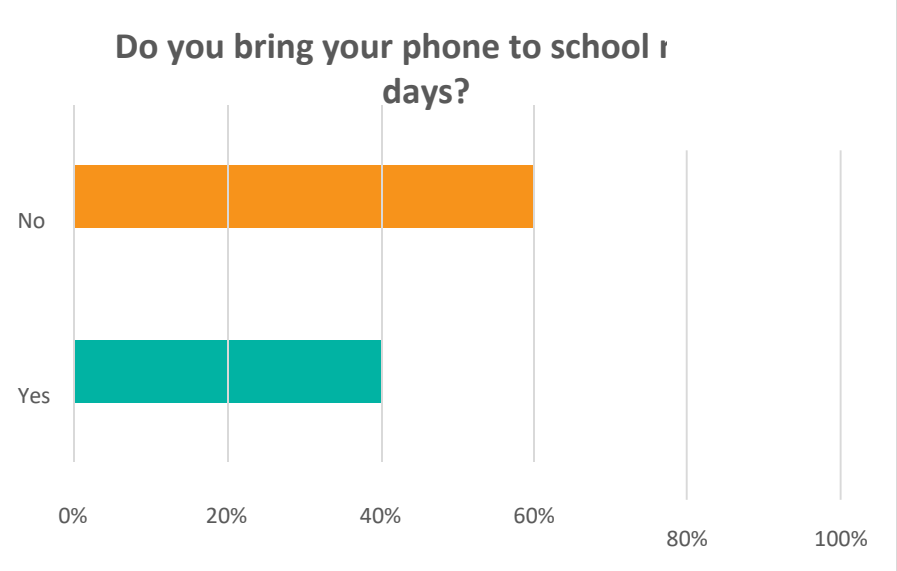
Q3


What age were you when you first started to use the internet?
30%
25%
20%
15%
10%
5%
0%
Before I was 2
3
4
5
6
7
8
9
10
11
12+

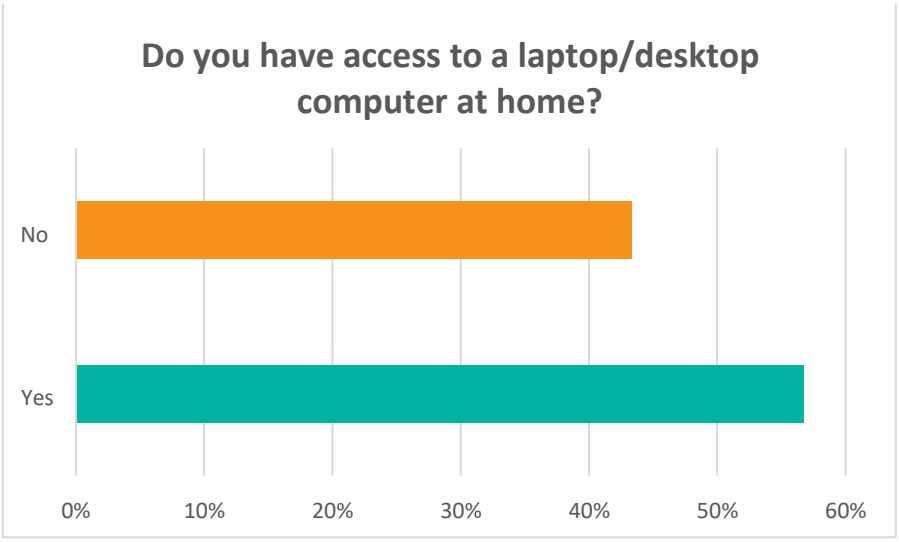
Q4


Do you own a smartphone?
No
Yes
0%
20%
40%
60%
80%
100%

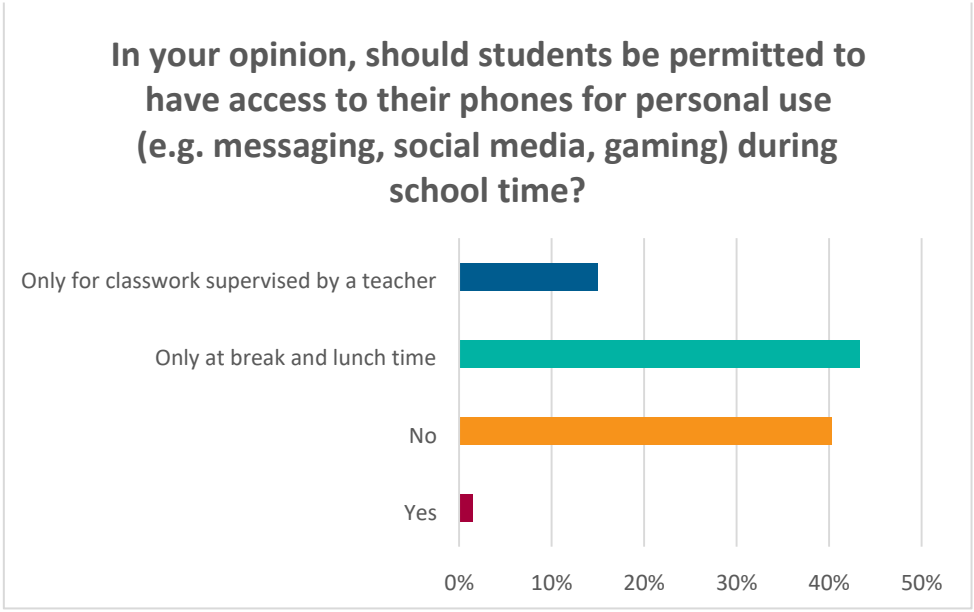
Q5


Do you bring your phone to school
days?
No
Yes
0%
20%
40%
60%
80%
100%

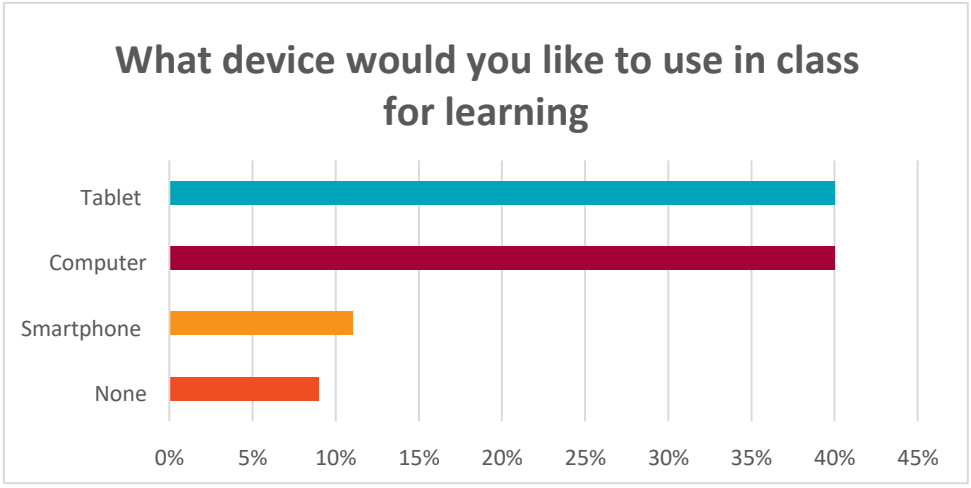
Q6


Do you have access to a laptop/desktop computer at home?
No
Yes
0%
10%
20%
30%
40%
50%
60%

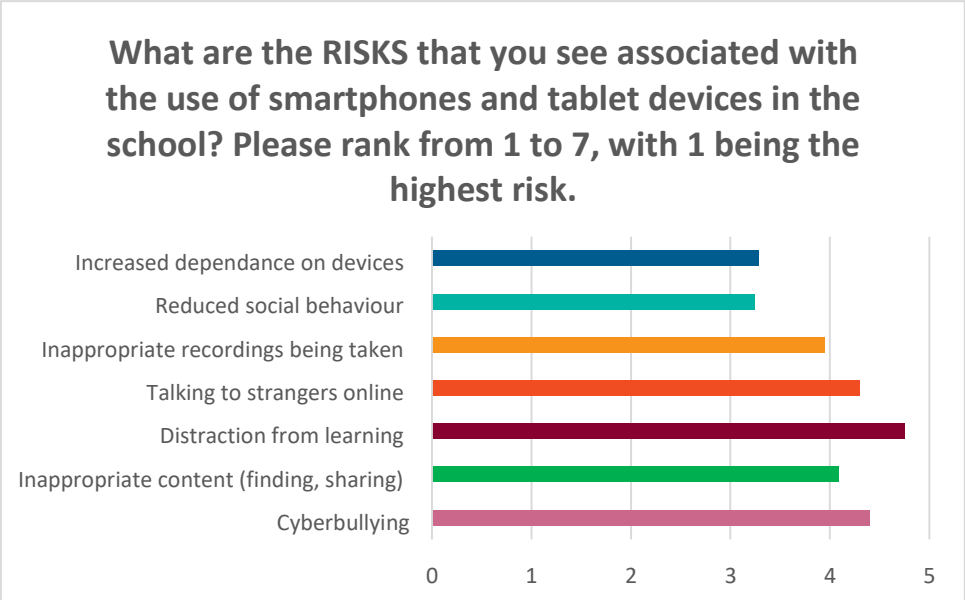
Q7


In your opinion, should students be permitted to have access to their phones for personal use (e.g. messaging, social media, gaming) during school time?
Only for classwork supervised by a teacher
Only at break and lunch time
No
Yes
0%
10%
20%
30%
40%
50%

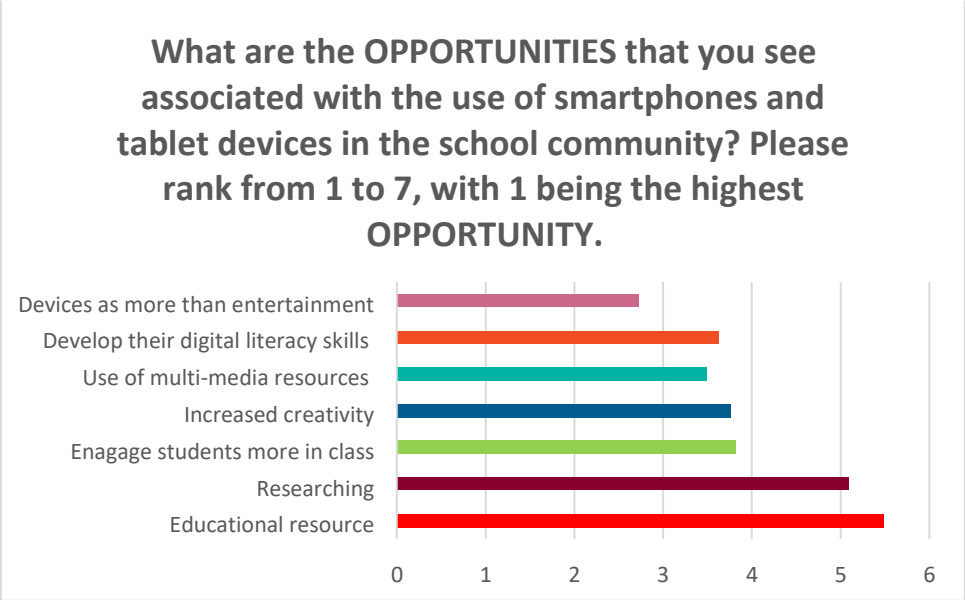
Q8


What device would you like to use in class for learning
Tablet
Computer
Smartphone
None
0%
5%
10%
15%
20%
25%
30%
35%
40%
45%

Q9



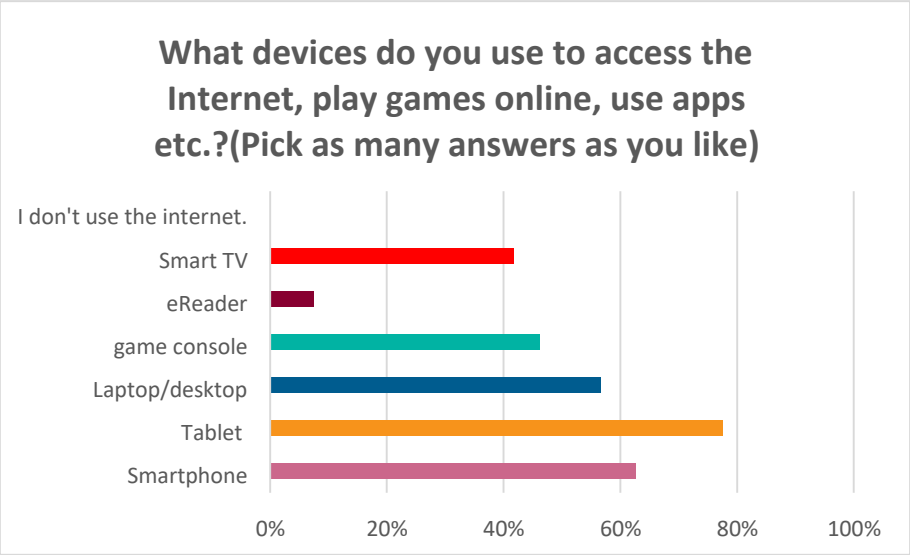
Q10



Q11 Is there any particular issue you would want the school to address if they were to start using smartphones and tablets more in school?

- I think they should be used of monitor by a teacher. I think it is a great opportunity to understand other cultures and has an endless amount of opportunities and resources for learning and can educate people about the world.
- If they had too much screen time it would be bad for their health. o Have them linked to a teacher's smartphone/ tablet/iPad.
- Clicking on ads, school and parents decide what's appropriate, private data on phones, dangers of posting online. o If the students use non educational apps such as youtube snapchat or any social media during class without permission

Q12



Q13 What are your top 3 favourite apps, websites, online games or social media sites?

The top favourite apps chosen by the students included; **YouTube**, **Netflix**, **Instagram**, **SnapChat**, **Fifa** and **Fortnite**

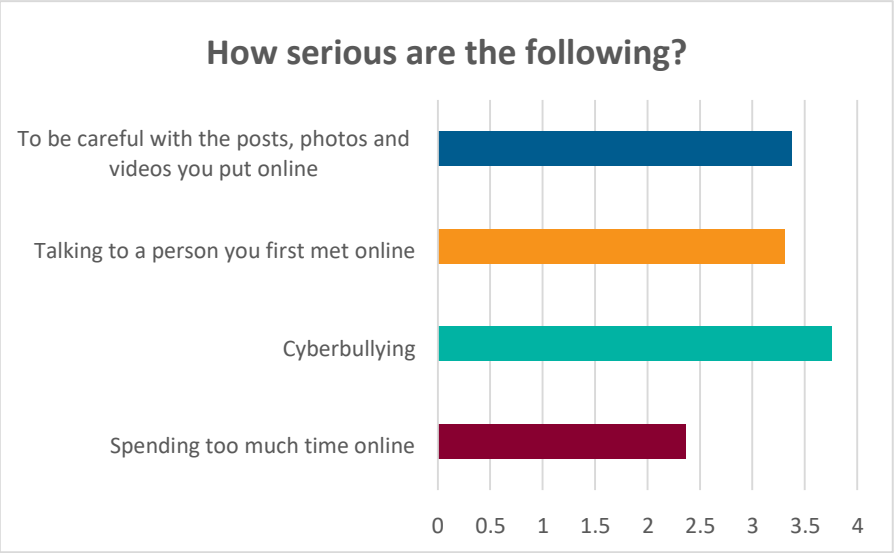
Q14 Are there any educational apps/websites that you like to use?

Educational apps that the children mentioned using included; **Duolingo**, **Google**, **Kahoot**, **Wikipedia**, **Coolmath** and **Math playground**.

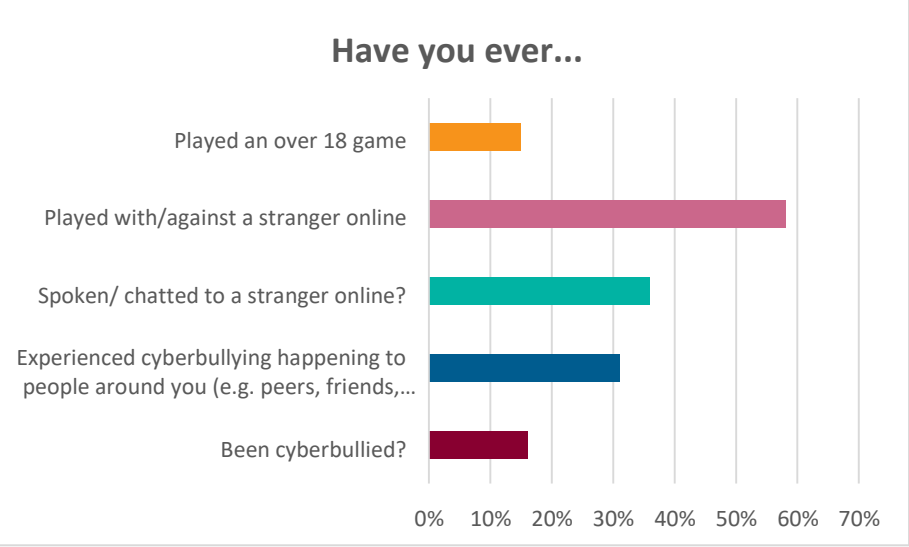
Q15 How much screen time do you usually get on weekdays/weekends ;e.g. TV, phone, computer, video games etc.?

	None	Less 1 H/Day	1 - 2 H/Day	2 - 3 H/Day	3 – 4 H/Day	4 - 5 H/Day	5+ H/Day	Average H/Day
Weekdays	9%	22%	48%	15%	3%	0%	3%	**2.93**
Weekends	3%	0%	34%	34%	20%	8%	2%	**3.97**

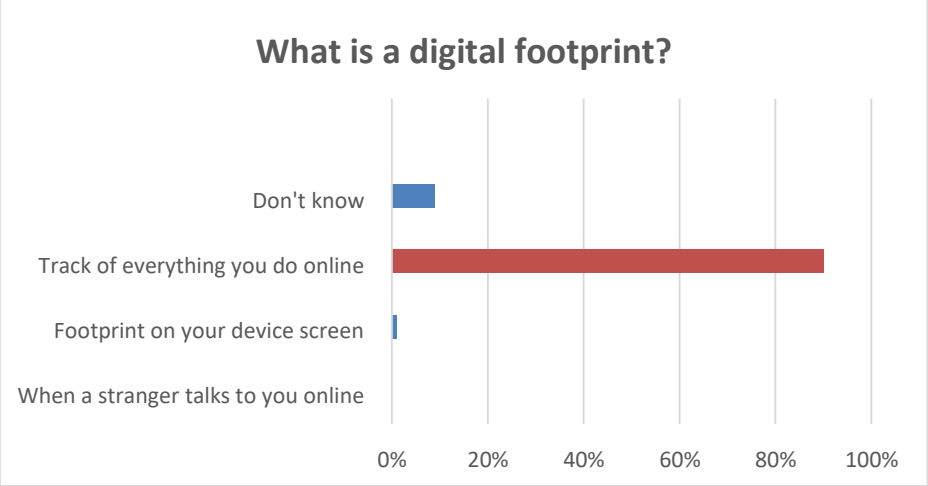
Q16


How serious are the following?
To be careful with the posts, photos and videos you put online
Talking to a person you first met online
Cyberbullying
Spending too much time online
0
0.5
1
1.5
2
2.5
3
3.5
4

Q17


Have you ever...
Played an over 18 game
Played with/against a stranger online
Spoken/ chatted to a stranger online?
Experienced cyberbullying happening to people around you (e.g. peers, friends,...
Been cyberbullied?
0%
10%
20%
30%
40%
50%
60%
70%

Q18


What is a digital footprint?
Don't know
Track of everything you do online
Footprint on your device screen
When a stranger talks to you online
0%
20%
40%
60%
80%
100%

3.5 Resources for Students, Parents and Teachers

4 REFERENCES

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Signed by Chairperson: _____

Ratified by Board of Management on: _____