



Personal Learning Device Project 2017-19
Parent Information Evening

Agenda

1. Welcome – Mrs Ros Kay, Principal
2. Project summary, objectives and vision
3. General Capabilities
4. State of research on digital learning
5. Successful implementation
6. Project Proposal
 - Device coverage
 - Financial management
 - Teaching and Learning
 - Cybersafety
 - Project evaluation
7. SAMR Example – Ms Kellie Chatburn, RPS Teacher
8. Questions – Facilitated by Mr Bruce Dixon, ICT Patron
9. Next stages – Mrs Ros Kay, Principal

Project summary

1. RPS to commence a Personal Learning Device (PLD) project in 2017;
 - Allocation of a PLD to all Year 4 students in 2017 for their exclusive use in 4th, 5th and 6th years of schooling; and
 - Increased focus on designing and implementing teaching strategies to further enhance the development of students' General Capabilities.

Project Objectives

1. Broaden array of teaching strategies used to develop students General Capabilities;
2. Ensure students have equitable and financially sustainable access to high quality digital technology;
3. Support the implementation of innovative STEAM project based learning; and
4. Sustain ongoing teaching innovation.

Five Stages to Project Success

Stage	Dates	Parties
Stage 1: Vision, research and design	01/16 to 07/16	RPS Staff
Stage 2: Prepare, plan and budget	08/16 to 09/16	RPS Staff & Board
Stage 3: Consultation, PD and launch preparation	09/16 to 12/16	RPS Staff, Board, P&C, Year 3 Parents & Winthrop Technology
Stage 4: Roll out of devices	01/17	RPS Staff & Winthrop Technology
Stage 5: Evaluation and redesign	12/17; 12/18; and 12/19	RPS Staff and Board

Project Vision

That Rosalie Primary School be an inspired learning community that develops its students' knowledge, skills, behaviours and dispositions to live and work successfully in the twenty-first century.

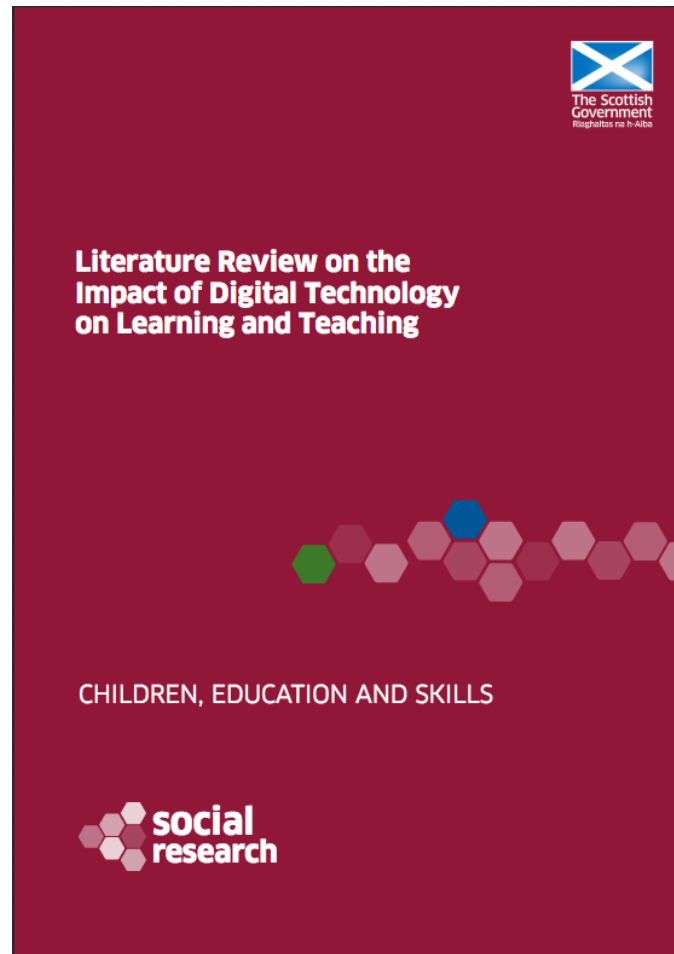
General Capabilities

Melbourne Declaration identifies essential skills for twenty-first century learners in:

1. Literacy;
2. Numeracy;
3. ICT;
4. Thinking;
5. Creativity;
6. Teamwork; and
7. Communication.

These cut across all curriculum content areas.

State of Research on Digital Learning



November 2015

State of Research on Digital Learning

- Higgins et al (2012) meta-analysis:
 - *‘taking the body of research as a whole, there is not a conclusive case for the impact of digital technology on longer term educational attainment outcomes’*
 - However, there is compelling evidence that digital technology provides teachers with tools and resources that can aid learning and teaching and enhance the ability of some children to learn effectively.
 - **Contexts matter!**

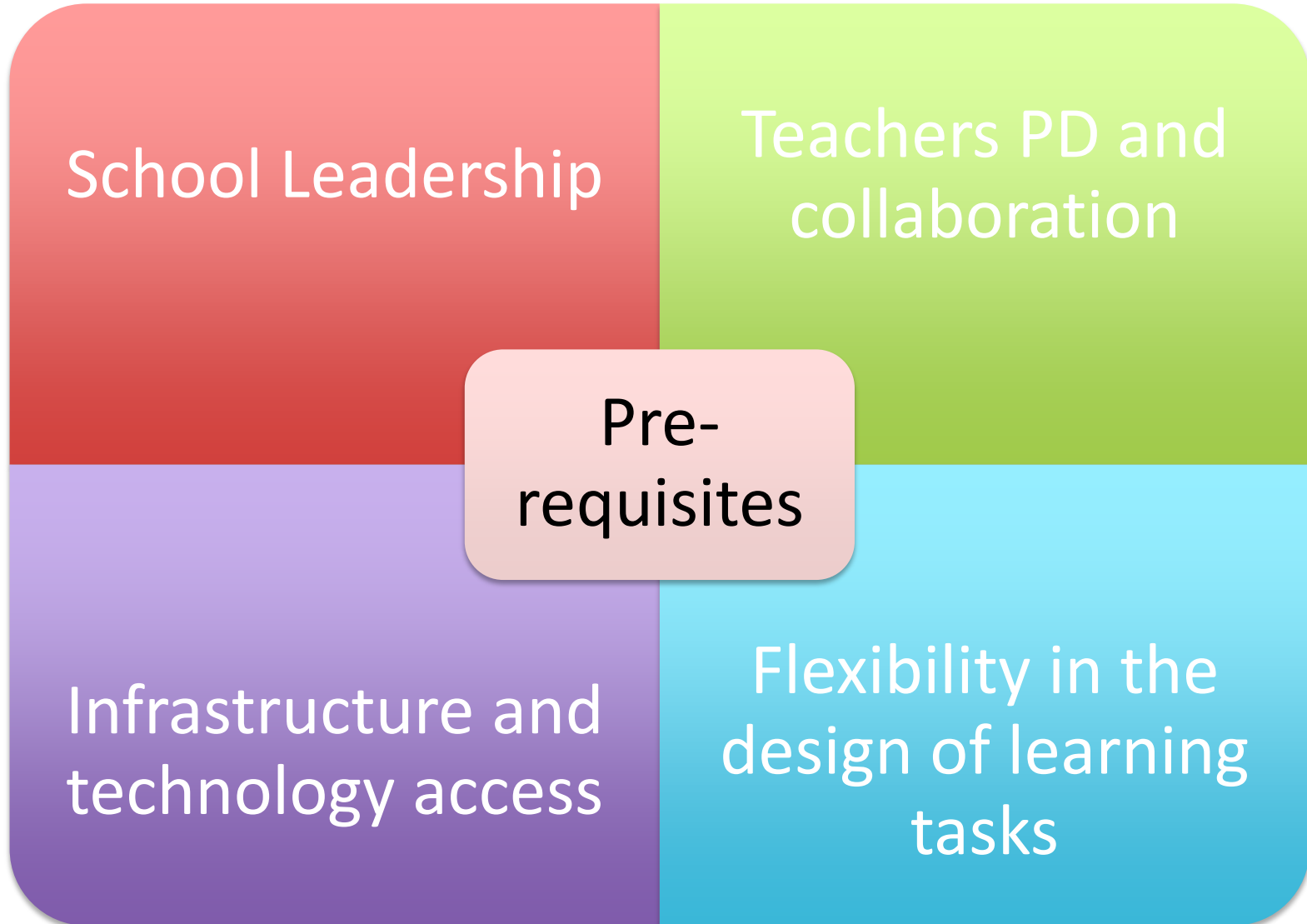
Government of Scotland Review 11/15

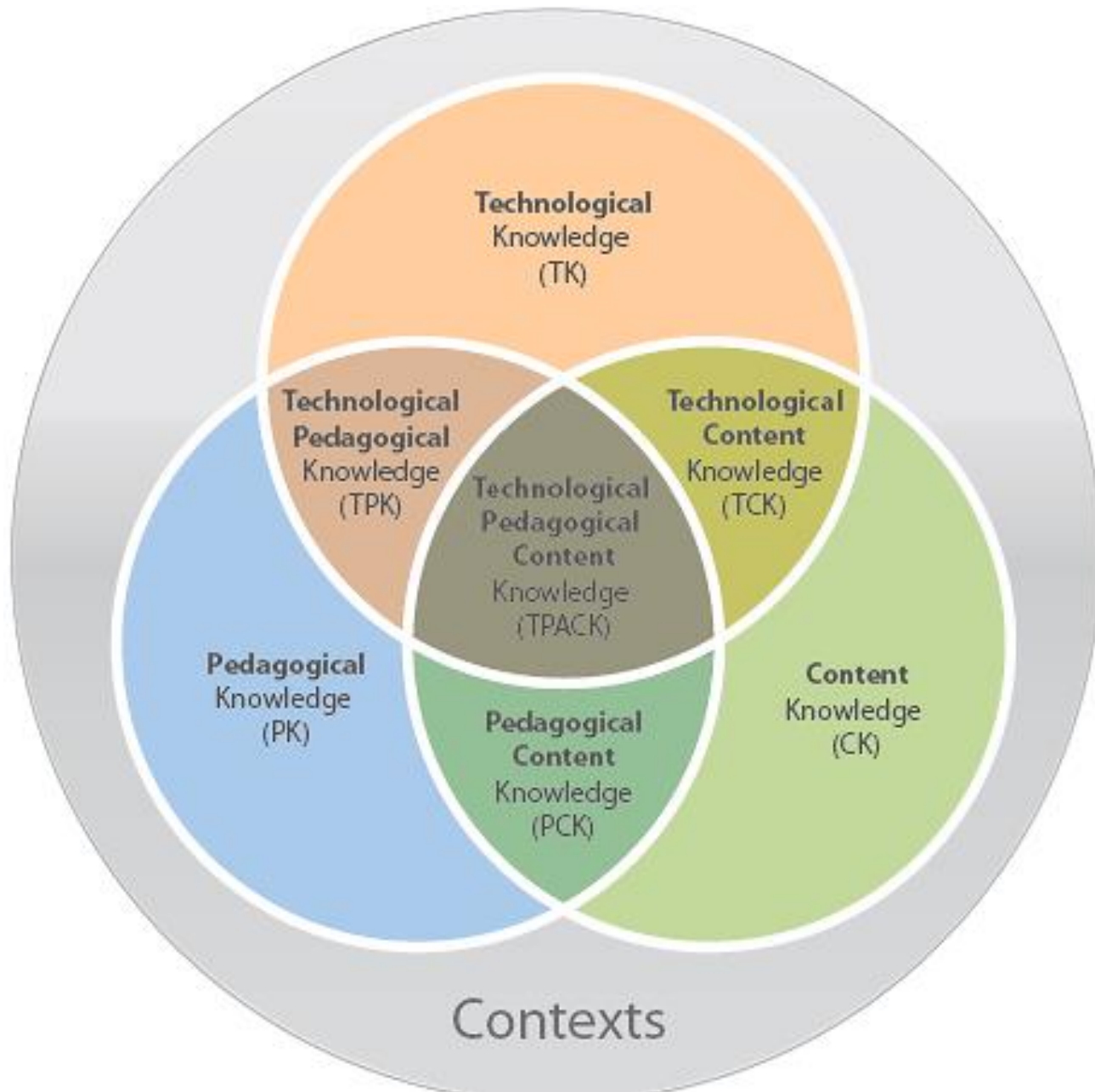
Thematic Area	Strength of evidence
Raising attainment	
General	Conclusive
Numeracy/mathematics	Conclusive
Literacy	Indicative
Science learning	Conclusive
Tackling inequalities and promoting inclusion	
Closing the gap in attainment between groups of learners	Indicative
Provide assistance to overcoming the challenges faced by some learners	Promising
Improving transitions into employment	
Improvements in employability skills and knowledge of career pathways	Promising
Enhancing parental engagement	
Improvements in communications with parents	Promising
Improving the efficiency of the education system	
Improvements in time efficiencies for teachers	Promising

Contexts matter

- OECD (2015) study concluded:
 - *“technology can amplify great teaching but great technology cannot replace poor teaching.”*

Factors associated with successful implementation





Rosalie's Proposal

Rationale

- Digital teaching and learning as a context for the development of students' General Capabilities
 - **NOT** the consolidation of basic skills
- Supporting the development of innovative teaching and learning of STEAM

Access

- PLDs as a means of providing reliable and purposeful access to appropriate digital technology

Funding

- Asset ownership and funding model that is sustainable and equitable

Professional Development

- Significant investment in teacher collaboration and PD

Cybersafety

- Conservative usage guidelines that are developmentally appropriate
- Staged locus of responsibility for our children
- Significant investments in cybersafety education and infrastructure

Evaluation

- Ongoing project evaluation and accountability reporting

Device Coverage

- All students be provided with an appropriate Personal Learning Device at the commencement of Year 4.
- Exclusive use of this PLD for Years 4, 5 and 6.

Device Criteria

PLD Criteria	Elaboration
High classroom availability	<ol style="list-style-type: none"> 1. High student to device ratio (affordable) 2. High device reliability 3. Battery life >6 hours 4. Locally supportable 5. Upgradable operating system 6. RAM >2Gb 7. Processor Intel >i3
Developmentally appropriate	<ol style="list-style-type: none"> 1. Minimum 10" screen size 2. Touchscreen, pen and keyboard 3. Weight <1.6kg 4. Desk and mobile usage 5. Robust 6. Protective case 7. USB ported (microscope, camera, microphone, robotics etc)
Software flexibility	<ol style="list-style-type: none"> 1. Locally installed software option 2. App compatible
Networking	<ol style="list-style-type: none"> 1. <u>Wifi</u> 2. Bluetooth 3. Device storage >32GB 4. SOE4 compatible

Lenovo Thinkpad Yoga 11e



Financial Management

- PLDs will be owned by RPS
 - Insurance, maintenance, and peripheral costs
- Software owned by RPS
- Capital costs of purchase be met jointly by:
 - RPS (40%)
 - \$11k (2017); \$23k (2018); and \$34k (2019)
 - P&C (20%)
 - \$6k (2017); \$11k (2018); and \$17k (2019)
 - Annual parent charge (40%) of \$207 for 2017, 2018 and 2019
- Equivalent provisions for access be made for families experiencing financial difficulty

Teaching and Learning

- Classroom teachers determine nature of usage of PLDs
 - Emphasis on development of General Capabilities
- Emphasis of new software purchase be on development of critical and creative thinking, not basic skills
 - PLDs also used to assist with learning support

Transformation

Redefinition

*Tech allows for the creation of new tasks,
previously inconceivable*

Modification

Tech allows for significant task redesign

Augmentation

*Tech acts as a direct tool substitute, with
functional improvement*

Substitution

*Tech acts as a direct tool substitute, with no
functional change*

Enhancement

Safety

- Reasonable usage guidelines
 - Year 4 <X hours per week in class
 - Year 5 <Y hours per week in class
 - Year 6 <Z hours per week in class
- Graduating locus of responsibility
 - Year 4: < A nights home usage in 2017
 - Year 5: <B nights home usage per term
 - Year 6: <C nights home usage per term

Safety

- Reasonable usage guidelines
 - Year 4 <5-7 hours per week in class
 - Year 5 <6-8 hours per week in class
 - Year 6 <7-9 hours per week in class
- Graduating locus of responsibility
 - Year 4:
 - no home usage in Semester 1, 2017
 - <10 nights home usage in Term 3 and 4 of 2017
 - Recommended by classroom teacher and communicated to parents
 - Year 5: <15 nights home usage per term
 - Year 6: <20 nights home usage per term

Safety

- Virtual screen monitoring software
- Sequences in cybersafety education (Office of eSafety Commissioner)
 - Year 4:
 - Cyberbullying I
 - Balancing time online
 - Digital Citizenship I
 - Year 5:
 - Cyberbullying II
 - Year 6:
 - Digital Citizenship II

Project Performance Review

1. Measured improvements in students' demonstrated General Capabilities
 - Bi-annual assessment
 - Annual report to Principal
2. >90% availability of PLD benchmark
3. Delivery of STEAM project sub-targets
4. Teachers to attain:
 - Certified Microsoft Innovative Educator (all)
 - Microsoft Innovative Educator Expert (3)

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