To ICT or Not to ICT:

Engagement

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Research Question

What does student engagement look like when ICT is used to support learning?

How do educators' perceptions of student engagement change as a result of involvement in a collaborative project focusing on engagement and ICT in learning?

**Behavioural** - (i) *Conduct* (eg adheres to rules) - teacher-reported; (ii) *Participation* (eg fulfills role in 'group' work) - pre-service teacher reported; (iii) *Work Involvement* (eg pays attention to learning) - student-reported

**Emotional** - (i) *Affect* (eg enthusiasm for ICT) - teacher-reported; (ii) *Affect* (eg - interest in the learning activities) pre-service teacher-reported; (iii) *Relating to School Work* (eg like to use ICT) - student-reported

**Cognitive** - (i) *Self-Regulation* (eg transition between activities) - teacher-reported; (ii) *Instructional Discourse* (eg asks authentic questions) - pre-service teacher-reported; (iii) *Higher-Order Thinking* (eg synthesis of ideas) - student-reported
The Project

• Across curriculum and ages
• Year 3 (Primary)
• Year 5 (Primary)
• Year 6 (Middle School Extension English)
• Year 7 (Middle School HSIE)
• Year 9 (Maths)
Learning Outcomes - Ancient/Modern History

- Nature of history
- Features of past societies
- Using ICT to conduct basic historical research
- Using ICT to communicate effectively about the past

Learning experience description

- Researching, Analysing and Communicating elements of Ancient Egyptian societies
- Working individually and in groups to create a holiday travel document
- Present our findings in a package that will appeal & encourage visitors to travel to Egypt
- changes made, implement these changes and start collecting data

ICT application(s) that could be used

- Keynote
- Word
- Pages
- Garageband
- Wiki
- Internet
- iPhoto
- iMovie
- Photo Booth
Our Engagement Team

• **Ian Lloyd**
  Year 7 Teacher, TAS

• **Amanda Mills and Sam Miles**
  2nd Year Bachelor of Education (Primary) pre-service Teacher, UNE

• **Sue Gregory**
  Lecturer, ICT Education, UNE
Activities

1. **Orientation** Workshop, April 2009
2. **Planning** Workshop, electronically and face-to-face
3. **Implementation** - implement the learning initiative, May 2009
4. **Evaluation** Workshop, June 2009
5. **Reporting** completion, August 2009
6. **Expo** at UNE, August 2009
7. **Wrap up**, November 2009 for the project group
Team Planning
The context for this project

Student engagement with learning is now an accepted expectation of school learning environments. The Australian Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA, 2004) expects one key return on online curriculum content for economic sustainability to be students who are engaged and motivated. To achieve this teachers are expected (MCEETYA, 2005) to select learning activities, tools and resources that motivate and engage students, and expected to integrate information and communication technology (ICT) to engage students in a variety of new dimensions such as thinking and working creatively, and creating new knowledge.

The further expectation that teachers will provide evidence of ‘return’ on the investment in ICT for learning, leads to the necessity for teachers to be able to report on student engagement.

A school-university partnership was formed in regional New South Wales to facilitate the innovative use of ICT to support learning and to promote student engagement in learning. A joint project was designed to determine what student engagement looks like when ICT is used to support learning. Teamed as co-researchers, teachers from the school teamed with lecturers and pre-service teachers from the university to co-plan and implement ICT supported learning sequences and to research student engagement during the implementation.
Data Collection

Methods of Collecting Data

- Questioning
- Surveys
- Students
- Teacher
- Pre-Service Teachers
- University Lecturer
- Observations

Discussions
Value Proposition

Strengths

- *tertiary collaboration*
- *involvement* of pre-service teachers
- *action research* undertaken by the participants
- *sharing* of findings with the *community*
- the beginnings of a model for *future investigation*
- *integrated curriculum* exploration using ICTs as change agents
- *modeling* the reflective practices that we expect in our students
- involvement of the *wider community*
- existing teaching staff can *expand their knowledge, gather and analyse*
Student Planning

Brain Storming Ideas for the Project

Brain Storming Safety Issues in Egypt

- Safety issues in Modern Egypt: Ancient Egypt
- Theft
- Local laws
- Local customs
- Disease

Didn't the Israelites leave Egypt before Moses received the Ten Commandments? How could the alleged theft from Egypt be an issue? It wasn't a sin yet.
The end product being presented
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Above: The view from the Nile cruise boat
Below: A map of Egypt

Above: The Sphinx
Below: A boat travels through the Suez Canal

The mysteries of ancient Egypt await you!

Photographs: Sally Hill

Itinerary

Day 1: Your tour guide will meet you at Cairo airport. From there you will reach a luxury coach in Aswan to join your Nile River cruise.

Day 2: Admire the natural beauty of the Nile from your cruise boat. Have lunch on the deck and get to know your fellow travelers.

Day 3: Arrive in Cairo and spend some free time in the afternoon visiting the city attractions.

Day 4: Today you will visit the world famous Sphinx and pyramids of Giza. Travel by bus a short distance from the city and spend the whole day experiencing this ancient wonder.

Day 5: Rejoin your boat for the amazing trip to Alexandria on the Mediterranean Sea.

Day 6: Explore the city in the morning then join your boat to take you to the Suez Canal.

Day 7: Spend the morning learning about the building of the Canal then bus to Mount Sinai, home of the Ten Commandments and St Catherine’s Monastery.

Day 8: Return to Cairo by coach. End of tour.
Student Work - presentation & movie

Egypt - Welcome to your adventure of a lifetime

Movie

Costs

- Mana Hotel Oberoi - $190/x 3 night
- El Nakhil - $59/ x 2 night
- Sofitel Old Cataract Aswan - $103/x 2 night
- Nile River Cruise - $209 per person
- Return flights Sydney to Cairo - $1460 on Singapore Airlines
- Entry to temples etc $229 per person
- Total price $2792
Are these students really engaged?
Computers are part of these student’s everyday lives
Note how this student holds the computer
How about now?
These students don’t even realise they have a computer - it is just part of them
What do you think the student is thinking of his computer?
But, did you notice the computer???
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Questions

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