The role of tablet technology in undergraduate teacher training to promote the teaching and learning of pupils with SEND
Why Tablets?

- Training received on SE1 sparked discussion
- Replicated in UW to students and staff
- Need to identify best practice/innovation
- Findings can be disseminated in taught sessions
What were the questions?

• To find out how tablets are used within SEND schools
• To find out what the advantages/disadvantages of tablets in the classroom are
• To find out how tablets could be used more effectively to increase outcomes
Methodology

• Ethics

• Quantitative data
  • Questionnaires

• Qualitative data
  • Questionnaires
  • Interviews
Challenges

- Children’s questionnaires:
  - parents have other priorities
  - majority of children not able to complete independently
- Time pressures:
  - SE2 – needing to keep a focus
  - SEND setting – so many changes to the day
  - Always important to respond to children’s needs – not always able to follow through plan
## Results from Teacher Questionnaire

<table>
<thead>
<tr>
<th>Uses</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internet searches</td>
<td>100.0%</td>
</tr>
<tr>
<td>Game apps</td>
<td>75.0%</td>
</tr>
<tr>
<td>Use of camera/video</td>
<td>100.0%</td>
</tr>
<tr>
<td>Productivity apps e.g. Book Creator</td>
<td>62.5%</td>
</tr>
<tr>
<td>In conjunction with the IWB to share pupils’ work</td>
<td>50.0%</td>
</tr>
</tbody>
</table>
### Results from Teacher Questionnaire

<table>
<thead>
<tr>
<th>Skills developed</th>
<th>% of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facts</td>
<td>100%</td>
</tr>
<tr>
<td>Independence</td>
<td>100%</td>
</tr>
<tr>
<td>Collaborative Learning</td>
<td>12.5%</td>
</tr>
<tr>
<td>Resilience</td>
<td>12.5%</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>62.5%</td>
</tr>
<tr>
<td>Analysis</td>
<td>0%</td>
</tr>
<tr>
<td>Logical reasoning</td>
<td>50%</td>
</tr>
<tr>
<td>Synthesis of new knowledge</td>
<td>62.5%</td>
</tr>
</tbody>
</table>
Key findings

- Tablets are **most frequently used** for internet searches and to capture images.
- The least used feature of tablets is to connect with the IWB to implement AfL.
- Teachers identified certain key skills which the tablets are most effective in promoting:
  - Gathering facts
  - Independence
- Teachers identified certain key skills which the tablets are less effective in promoting:
  - Collaborative learning
  - Resilience
  - Logical reasoning
Conclusion

• Features of the tablets are being used to good effect but these features are available with much cheaper resources e.g. digital cameras, hand-held gaming devices
• The more sophisticated features available, of using software/hardware to link to the IWB to embed AfL, could be used more regularly in lessons
• Using the tablets in this manner could help develop the key skills which the tablets are currently identified as being less effective in promoting (collaborative learning, resilience and logical reasoning)
• These skills are particularly needed for adulthood and need to be developed at every opportunity
Many thanks to Karen Blackmore, Andrea Holloway and Colin Howard, for Working in Partnership with me on this interesting and enlightening project, providing me with support, challenge and encouragement.