

# Haven't we moved beyond the prac folder?: Digital documentation in accreditation and training

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# Moving...

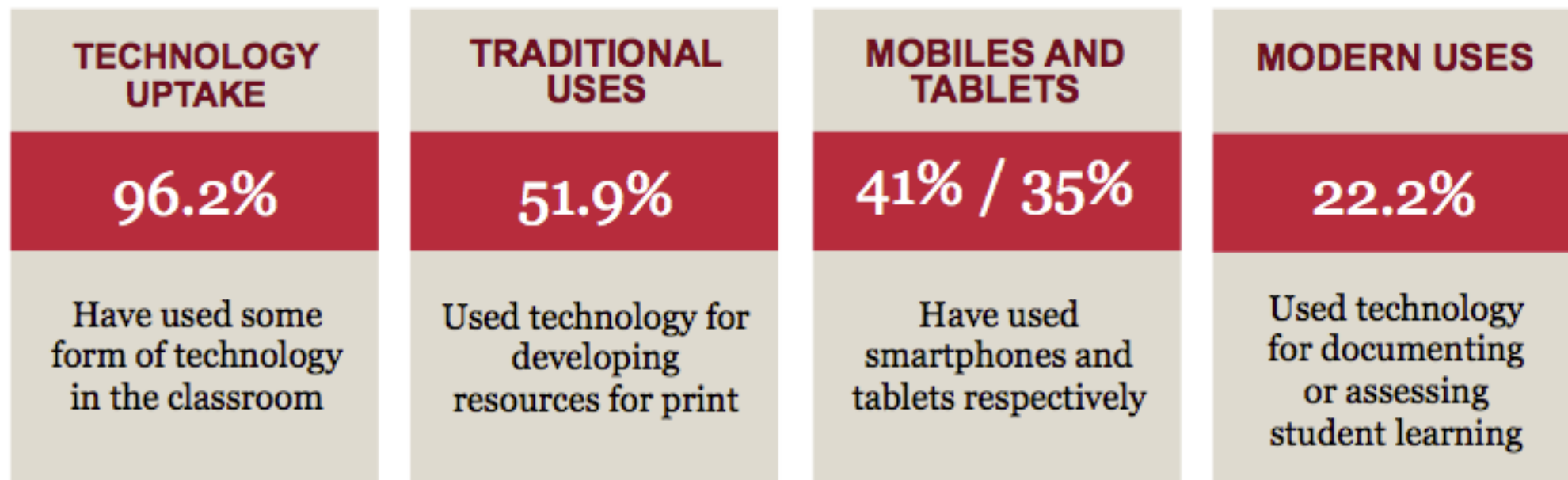




But what about  
**REFLECTION?**

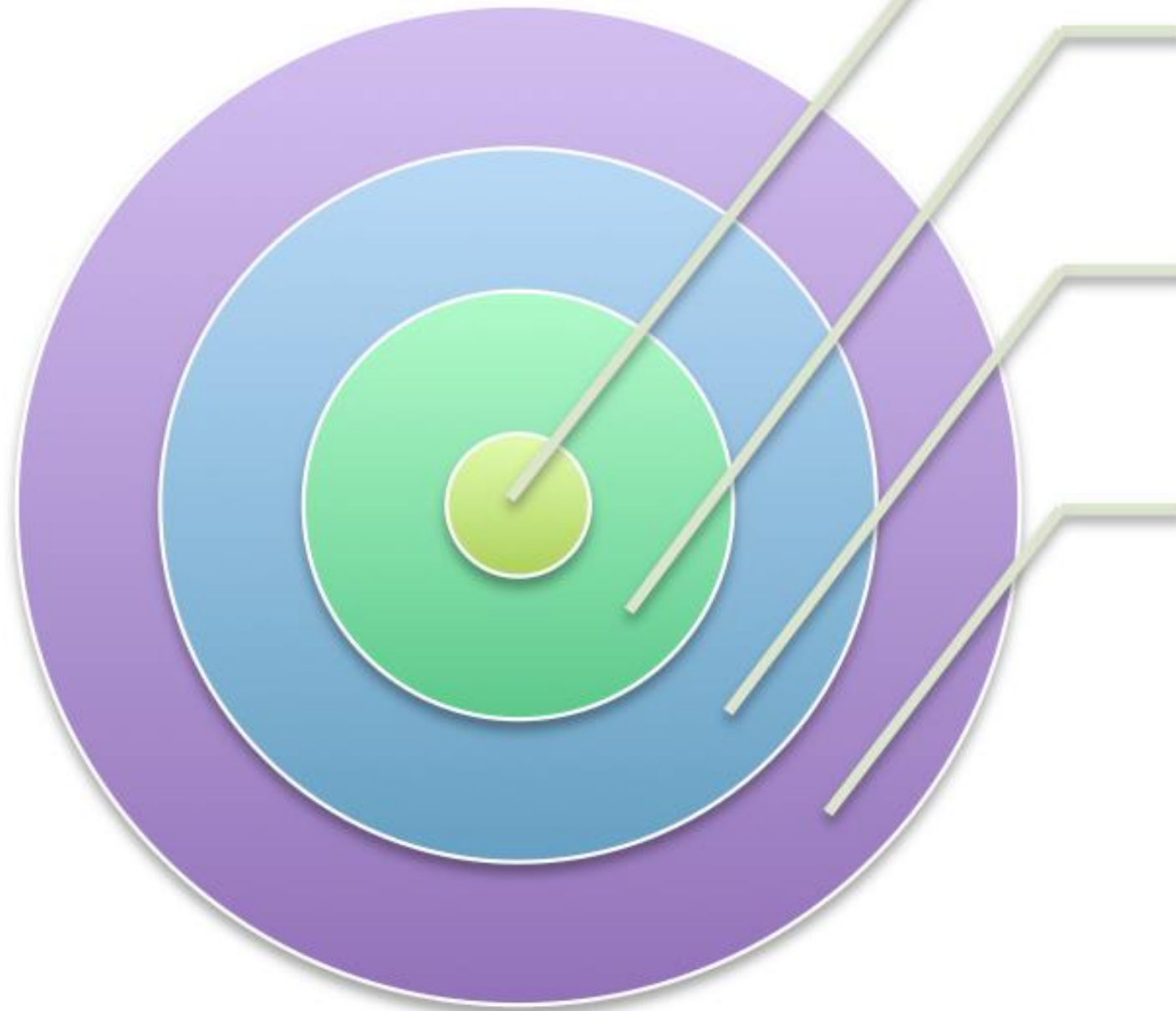
# Background:

- Drawing on Schön's notion of the “reflective practitioner” where the pre-service teacher considers their actions in such a way that *theory* and *practice* ‘talk to one another’ (1995).
- Small pilot (157 students surveyed in 2014)



- An adaptation of Bronfenbrenner's (1979; 1993), ecological model of human development

Chronosystem: Technological context changing over time.



Microsystem: Pre-Service Teacher

Mesosystem: Early Childhood Context

Exosystem: University Context and expectations

Macrosystem: Regulatory and accrediting bodies

# Aims

To examine:

- 1) The technology use patterns of pre-service teachers and, in particular, their use of mobile and tablet devices, with integrated cloud storage systems to document, evaluate and reflect on teaching and learning; and
- 1) Pre-service teachers' experience with and concerns about the use of a sustainable, portable, digital teaching portfolio incorporating multi-modal evidence mapped to teacher accreditation standards.



# Methodology

- Using “explanatory sequential” design (Creswell, 2009).
- 213 pre-service teacher education students responded;
  - 127 (10%) respondents were pre-service primary and secondary teachers, and
  - 88 (7.5%) respondents were currently enrolled in early childhood education degrees
- With some students trialling the use of cloud storage systems on placements

# Results

Students access and use a wide range of devices:

- Laptops were the most frequently used device (32.2%)
- School/Centre owned computers or devices (30%).
- Only 3.4% (n= 14) of the total cohort identified that they did not use technologies in placement at all.



# Results

How did you use Technology on placement? (816 individual responses to this question, 7 main categories).

- classroom management,
- planning lessons and units of work,
- developing resources to print (for example, worksheets),  
developing interactive resources for use in teaching (for example, SMART notebook or PowerPoint files),
- documenting or assessing children's/students' learning,
- developing content knowledge,
- collecting evidence of teaching for example, for accreditation, to meet unit requirements or for
- assessment and administration (for example, marking attendance).

# Results

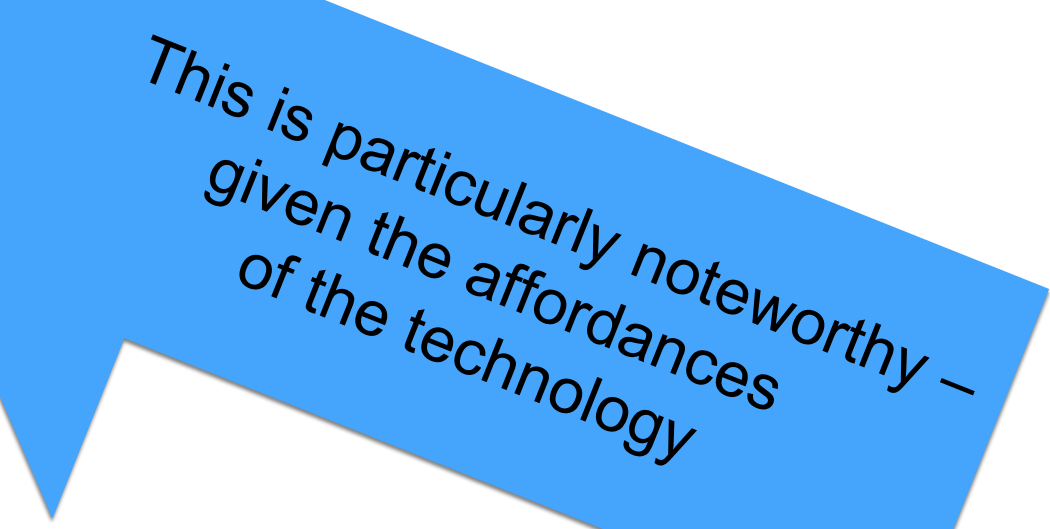
How did you use Technology on placement? (816 individual responses to this question, with 422 from early childhood teachers).

- “preparing lessons and units of work” (18.8%),
- “developing resources to print” (16.4%) and
- “developing interactive resources for use in teaching” (14.6%)
- “documenting or assessing children’s/ students’ learning” (12.4%)
- “collecting evidence of your teaching” (12.2)
- “administration” (6.5%)
- “classroom management” (4.9%)

# Results

How did you use Technology to document student learning on placement? (163 individual responses to this question).

- Using photos (50%)
- Digital copies of student work and typing observations (30%)
- 2% (4 students) used audio recordings
- 1 student outlined using video



*This is particularly noteworthy –  
given the affordances  
of the technology*

# Exploring these further....

*“I think it depends on the context. One of my previous places technology was a huge part of documentation, but in another centre they wanted to have a physical documentation – it depends on the context and It depends on the policy and what the centre allows, e.g. they might not let you take photos on your iPad.”*

*“I guess I’m just not sure what will be expected of us when we start teaching... it’s tricky if you teach in a school the accreditation process is clear – but it doesn’t seem so clear for early childhood teachers.”*

# Exploring these further....

The teacher was crucial

*“My supervising teacher was reluctant to use technology in her classroom, which made it difficult to build units or lesson sequences based on technology.”*

BUT the teacher did not have to be an expert

*“Neither of us was certain about technology, but trying it made the experience a little more inclusive, we were learning together.”*

# Some questions to ponder as we move forward....

1. Given the fast pace of technology, how can we as a field engage with change in a way that is thoughtful and ethical.
2. How can we harness technology to promote reflection on practice
3. How can university and training organisations best support effective pre-service teacher education given the variation in contexts

Do the best you can  
until you know better.

Then when you know better,

**do better.**

(Maya Angelou)