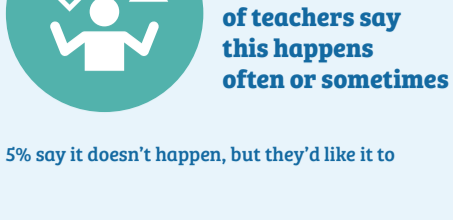


Digital technologies for learning

Findings from the NZCER national survey of primary and intermediate schools 2016

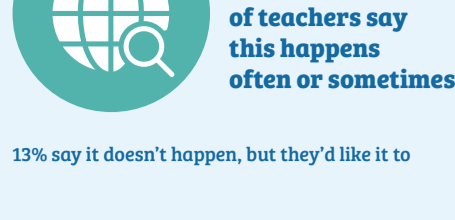
How are students using digital technologies for learning?

Practising subject-specific skills



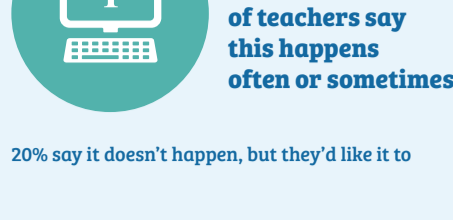
5% say it doesn't happen, but they'd like it to

Researching using the internet



13% say it doesn't happen, but they'd like it to

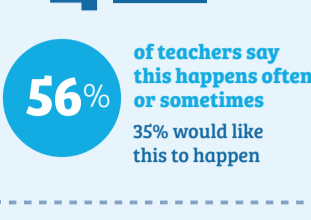
Creating documents or slideshow presentations



20% say it doesn't happen, but they'd like it to

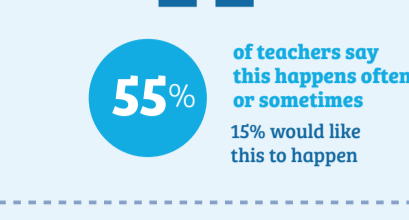
Is digital technology being used in other ways?

Creating multimedia



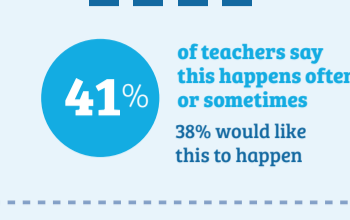
35% would like this to happen

Playing games or simulations



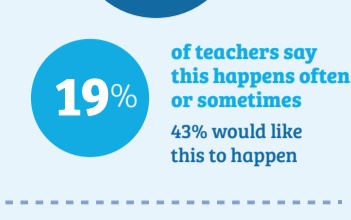
15% would like this to happen

Collect or analyse data



38% would like this to happen

Code and/or program



43% would like this to happen

Students are also using technology to:

collaborate within school on shared learning projects



41% would like this to happen

maintain a record of goals and learning achievements



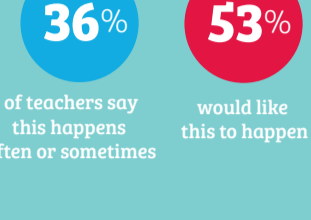
41% would like this to happen

collaborate with people beyond the school



65% would like this to happen

communicate with people beyond the school



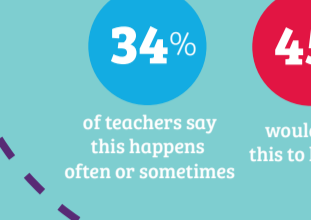
53% would like this to happen

share evidence of learning progress and achievements in public online communities



28% would like this to happen

share evidence of learning progress and achievements in private online communities



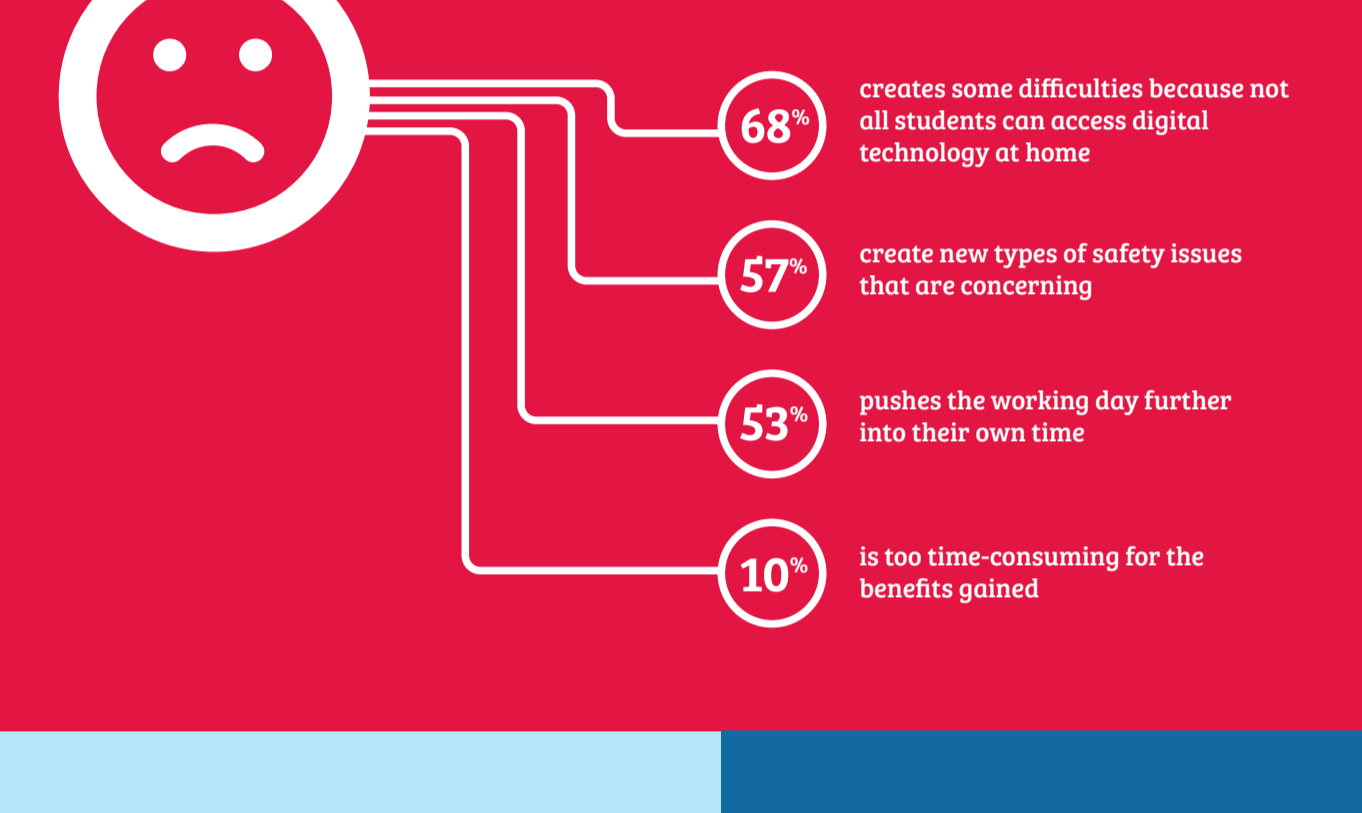
45% would like this to happen

Is technology good for students' learning?

Teachers agreed that digital technology:



Teachers also expressed some concerns, saying digital technology:

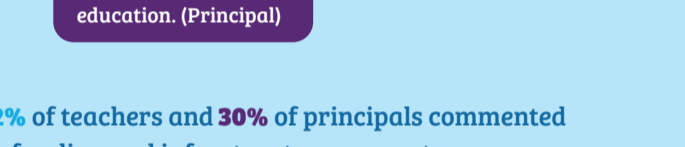


What do teachers and principals think about digital technology in the curriculum?

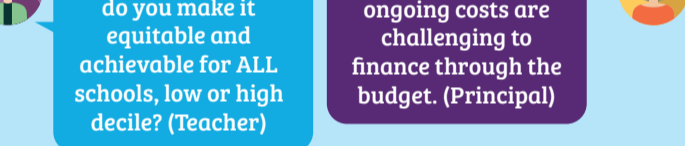
Some principals and teachers wrote a comment about the inclusion of digital technologies as a strand in the technology learning area of the curriculum.

Of those who commented:

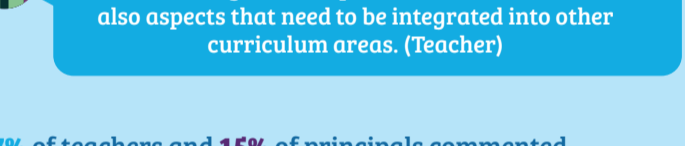
40% of teachers and 19% of principals made a generally positive comment.



22% of teachers and 30% of principals commented on funding and infrastructure support.



18% of teachers and 35% of principals questioned whether digital technologies should sit within the technology learning area, or integrated across the curriculum.

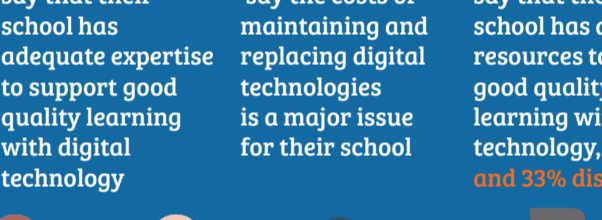
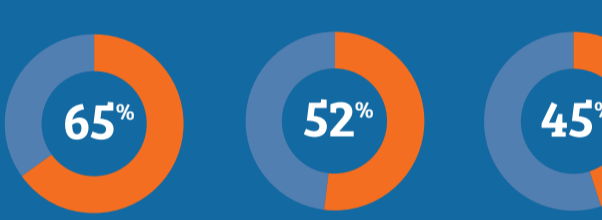
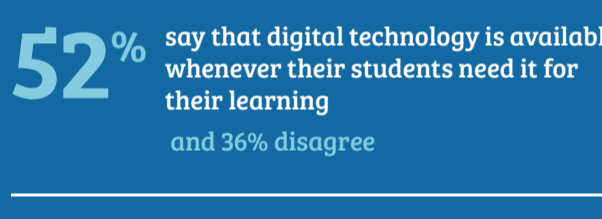
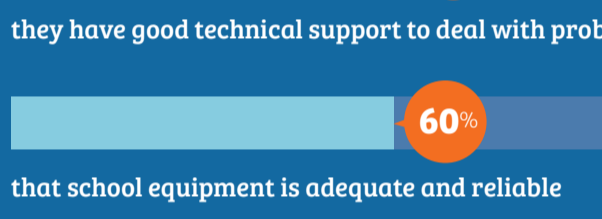


17% of teachers and 15% of principals commented on the need for adequate professional learning to support teachers' capabilities with digital technology.

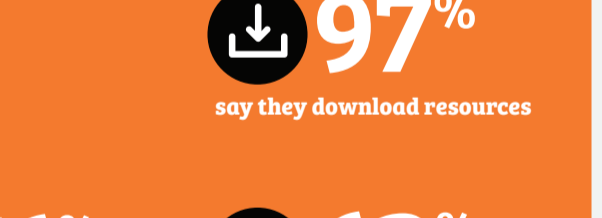


What do principals and teachers say about infrastructure and support for teaching with digital technologies?

Teachers say:



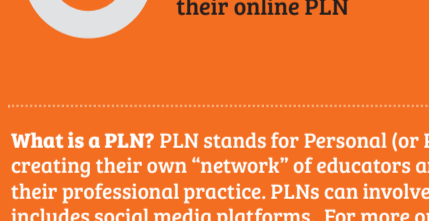
Principals:



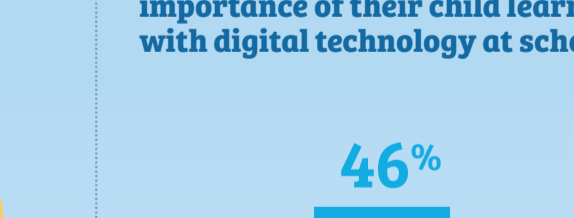
How do teachers use digital technologies to support their own work and professional learning?



Do teachers have their own online professional learning networks (PLN)?



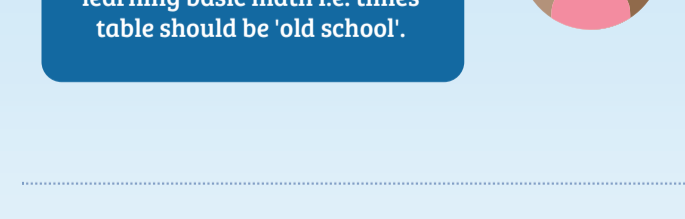
Which online resources do teachers find useful or very useful for supporting their teaching?



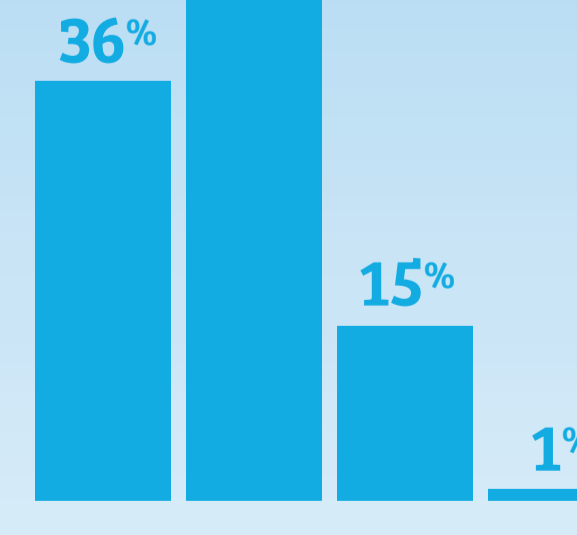
What is a PLN? PLN stands for Personal (or Professional) Learning Network. This usually involves an individual, to support their own "network" of educators and other people from whom they seek advice, ideas, resources, to support their professional practice. PLNs can involve both online and offline relationships and communication, and often includes social media platforms. For more on PLN see: <http://gifted.tki.org.nz/For-schools-and-teachers/Professional-learning-support/Professional-Learning-Networks>

What do parents and whānau say about learning with digital technology?

Parents and whānau expressed a range of views



Parents' and whānau views on the importance of their child learning with digital technology at school



What online information can parents and whānau access about their child's learning?

