Maryfield College

EDUCATIONAL TECHNOLOGY USAGE POLICY

for students, staff and families

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1 EXECUTIVE SUMMARY

Smartphones and tablets are now an "integral part" of the lives of young people. Technology can increase engagement with subjects and allow for high quality, creative and interactive learning. It is necessary for education to support the development of digital literacy skills to help young people grow into engaged thinkers, active learners and global citizens. The Department of Education and Skills, "Consultation with the School Community including teachers, students and parents on the use of smartphones and tablet devices in schools" (Circular 0038/2018) has requested schools to develop a whole-school policy on the use of smartphones, tablets and video recording devices to support teaching, learning and assessment. The circular requires schools to consult with teachers, parents and students and to update/ develop a policy. An analysis of this consultation and what it means to Maryfield College is discussed under the following main sections;

1.1 Consultation process

The parents, teachers and students of Maryfield College were consulted on their opinions and suggestions for using educational technology in school. **Online questionnaires** were distributed to the school community and there was a high response rate overall; **117 students**, **24 teachers** and **19 parents**.

1.2 Consultation results

The survey responses were analysed and the results are broken down into views, suggestions, concerns and opinions on age restrictions. Results of the student survey show that the students are aware of online risks but still engage in risky behaviour (e.g. **20% have physically met up with someone they met online**). Parents and staff members acknowledged both the **positive and negative effects** of using digital devices in school. Both groups are particularly concerned with the taking and sharing of **inappropriate pictures/recordings**, **cyberbullying** and students being **distracted from learning**.

1.3 Why is technology good for teaching, learning and assessment?

Information communication technology has the potential to support **transformation in teaching, learning and assessment** practises in schools and it can connect educational policy with economic and social development. Research suggests that educational technology can improve students' **higher-order thinking**, **creativity**, **independence**, **collaborating and ownership of learning**. Incorporating smart devices into the classroom can help teachers increase productivity and engage their students more in class. These digital literacy skills can also be transferred into the home environment and in this way benefit parents also.

1.4 Teacher suggestions when using digital technology for teaching, learning and assessment

The **Technological Pedagogical and Content Knowledge Model** (TPACK) provides a solution to obstacles teachers might face when implementing ICT in the classroom. Effective use of digital technology is associated primarily with **constructivist** approaches in teaching. Constructivism encourages independent, **self-motivated learning**, approaches that are already built into the post-primary curriculum.

1.5 Smartphone and tablet use outside of class time

Maryfield College currently has a policy which states that mobile phones or other **devices must not be used during the school day** for any reason. This includes recreational times. **57%** of staff and **47%** of parents believe that **students should not be allowed to use their phones for personal use during school time**. **50%** of teachers and **42%** of parents think that smartphones could be used for **educational purposes** within school. Teaching students to be responsible smart device users inside the classroom should encourage them to be responsible with their home usage as well.

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1.6 Parent suggestions to support learning using smartphones and tablets in the home

Parents can successfully incorporate digital technology into the home in a safe, appropriate and responsible way if they; **feel empowered** to take responsibility, **understand the issues and opportunities** facing children online and have **actionable insights** to use in the home environment. An **active mediation** approach to parenting, where active discussions are had between family members about online activity, can help reduce risky behaviour. **Social media** allows teens to express themselves and interact with friends. Social media can also lead to social comparison, a damaged digital footprint and expose teens to other risks. **Communication** in the home environment is essential for understanding if a child is at risk.

1.7 Sanctions

Technology offers people and society huge benefits and consequently, there are potential risks. An effective **balance** needs to be struck between **access** to technology for teaching, learning and assessment and **sanctions** for misuse. The risk of denying young people experiential technology learning is they may not be equipped with the **knowledge** and **skills** for their lives and careers in the 21st century. Students are not permitted to use mobile phones within school time without permission and supervision by a teacher. Misuse of the internet and digital devices will result in **disciplinary action**, including written warnings, withdrawal of access privileges and, in extreme cases, suspension or expulsion. The school also reserves the right to report any illegal activities to the appropriate authorities.

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2 EDUCATIONAL TECHNOLOGY USAGE POLICY

2.1 Background

The Department of Education and Skills (Circular 0038/2018) states there is "potential of digital technologies to enhance teaching, learning and assessment" (The Department of Education, 2018). Smart devices like smartphones and tablets are now an "integral part" of the lives of young people. Smart technology can increase engagement with subjects and allow for high quality, creative and interactive learning. It is necessary for education to support the need for digital literacy to help young people grow into "engaged thinkers, active learners… and global citizens" (Department of Education, 2018).

The Department of Education (Circular 0038/2018) also mentions that there are potential risks associated with these kinds of technologies including "misuse, abuse and possible overuse". The use of this kind of technology in school requires careful management and mediation by teachers. An analysis of the parent and teacher Digital Usage Policy survey results shows a majority agreement with both groups that there is a need for a policy regarding digital devices in schools to be put in place. **68% of parents** and **58% of teachers** responded with "definitely needed." **16% of parents** and **33% of teachers** responded with "probably needed".

2.2 Policy requirements

The Department of Education and Skills (Circular 0038/2018) calls for a policy regarding the use of digital devices in schools to be developed or reviewed as soon as possible. The policy should be reviewed on a regular basis. Zeeko note the rate of innovation and the evolving risks online as the rationale to review this policy every 1-2 years.

The introduction of an Educational Technology Usage Policy may have an impact on and require updating the following policies already held by Maryfield College:

- School data protection policy
- Anti-bullying policy
- Internet acceptable use policy for staff and students
- Child safe-guarding and risk assessment
- Code of behaviour

Child Protection Procedures for Primary and Post-Primary Schools (2017)

The last few years have seen a number of changes regarding child protection and safeguarding standards. The *Children First Act* (2015) and the *Children First, National Guidance* (2017) publications place statutory and non-statutory obligations, respectively, on all organisations and individuals that work with young people. These came into effect in December 2017.

In response to these publications, the Department of Education and Skills has developed the *Child Protection Procedures for Primary and Post-Primary Schools* (2017). These procedures outline the responsibilities of school personnel and the arrangements that schools must have in place to ensure that they are operating in full compliance with the *Children First Act* (2015).

The Child Protection Procedures recognise the internet and social media as environmental factors that could make children vulnerable to abuse and neglect. They also highlight that children can fall victims to "non-contact bullying, via mobile phones, the internet and other personal devices."

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Child Protection and Safeguarding Inspections have been put in place to ensure that schools are complying with these procedures. Among their duties, inspectors will be engaging with students about their learning in Social Personal and Health Education (SPHE) and Relationship and Sexuality Education (RSE) in post-primary schools. They will also be administering online parent questionnaires that explore issues related to the school climate and parents' awareness of the school's child protection procedures.

By having an Educational Technology Usage Policy (ETUP) in place, Maryfield College is demonstrating that they take the protection and safeguarding of their students in the online world very seriously.

- The ETUP outlines the risks associated with digital technology usage (including cyberbullying) and ways of mediating these risks.
- By administering an online questionnaire to parents discussing the school's policy in relation to responsible and safe technology usage in school, Maryfield College is increasing parental involvement and awareness of the school's child protection procedures.

2.2.1 Consultation requirements

The Department of Education and Skills (Circular 0038/2018) calls for each school to consult with Teachers, Parents and Pupils on their:

- **Views** on the appropriate use of tablets and smartphones within school and during the school day
- **Suggestions** on the appropriate use of tablets and smartphones within school and during the school day
- **Concerns** on the use of tablets and smartphones within school and during the school day. With specific reference to recording videos and taking photos
- **Views on Age Restrictions:** What age restriction should there be on the use of technology on teaching, learning and assessment

2.3 Consultation process

Table 1: Survey details

Participants	Name of Questionnaire	No. of respondents	Date created	Date closed
Students	Educational Technology Usage Policy Survey	117	26/02/19	15/03/19
Teachers	Educational Technology Usage Policy Survey	24	26/02/19	15/03/19
Parents	Educational Technology Usage Policy Survey	19	26/02/19	15/03/19

2.3.1 Method

The following procedure was used for the consultation with children, teachers and parents.

- **Creation**: Individual ETUP surveys were created by Zeeko on *surveymonkey.com* for parents, teachers and students. All surveys were anonymised. The surveys consulted the community about their views, concerns and suggestions regarding digital device usage in the school and at home.
- **Distribution:** Maryfield College distributed the online questionnaires to the school community. The students completed the questionnaire during school time. The teachers and parents completed them in their own time.
- **Analysis:** Once the surveys were completed, the data was collated and analysed by Zeeko (see Appendices for raw data of the 3 surveys).
- **Generation:** Guided by the data from the questionnaires, Zeeko generated an ETUP for Maryfield College.

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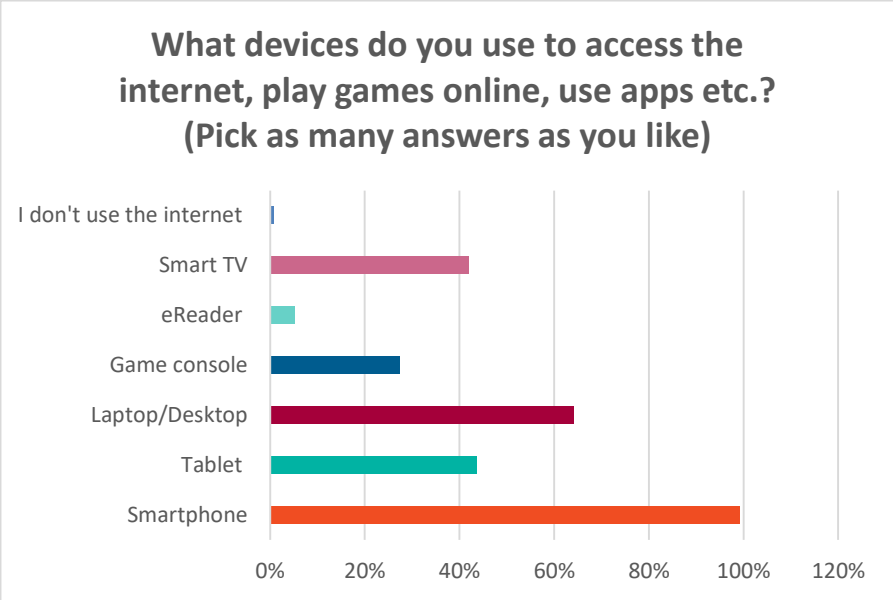
2.4 Consultation results

2.4.1 Views on appropriate use of tablets and smartphones

Students

- **99%** of students chose **"smartphone"** as a device they use to access the internet.
- **64%** chose **"laptop/desktop."**
- **44%** chose **"tablet."**
- **42%** chose "**smart TV**."

Figure 1: Devices used to access the internet



- **Smartphones** are a device that almost the entire majority (**99%**; see Figure 1) of the students are already familiar with using. This might imply that students could easily adopt smartphones into the school environment.
- These statistics show that the **smartphone** is by far the **most popular device** with the students

- **100%** of the students own a **smartphone**.
- **97%** bring their phone to **school**.
- **91%** have access to a **laptop/desktop** at home.
- **97%** have access to **broadband** at home.
- **59%** of the students believe they should be allowed to use their phones for **personal use** at school but only at break and lunch time.
- The top favourite apps chosen by the students were; **Instagram, Snapchat, YouTube, Netflix, Spotify** and **WhatsApp.**

- Educational apps that the students mentioned using included; **Duolingo**, **Google**, **Build Up**, **Kahoot** and **Study Clix**.

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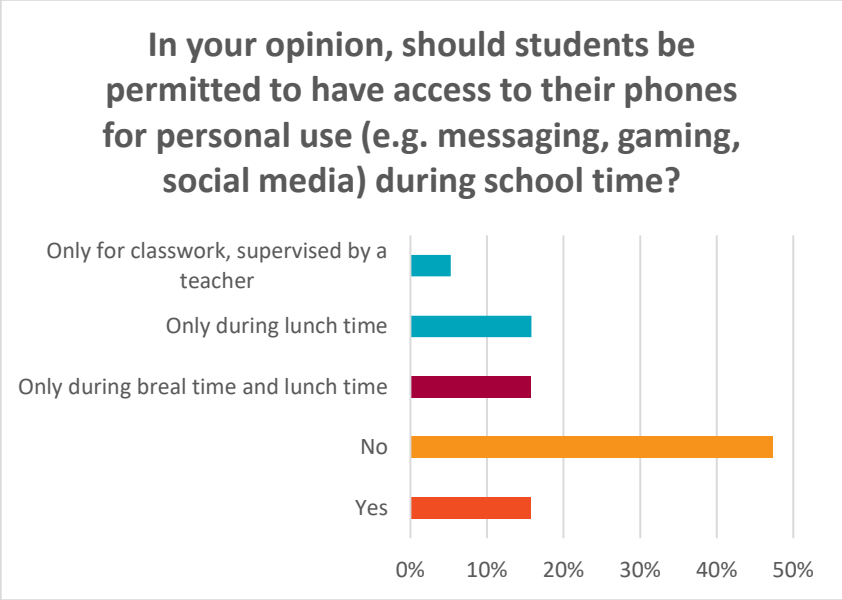
Teachers

- Analyses of the results show a positive response from the Teachers members in favour of putting a policy regarding digital devices in place; **58%** of teachers responded **"Definitely needed." 33%** of staff responded **"Probably needed."**
- **57%** of the staff believe that students should not be allowed to use their phones for personal use during school time. **26%** felt that they should be allowed to use them for personal use only at break time and/or lunch time.
- All teachers (**100%**) agree that students should be educated in the safe and correct use of devices.
- Teachers were asked if they think there are any **implications for how teachers use their personal phones** during school time and their answers mentioned the following;
    - Phone usage can distract from class.
    - Phones should not be used in front of pupils
    - Can be seen as a bad example to use phones during school.
    - Teachers should be allowed to use their personal devices during break/lunch time.

Parents

- Analyses of the results show a strong response from parents in favour of putting a policy regarding digital devices in place; **68%** of parents responded "**Definitely needed**." **16%** of parents responded "**Probably needed**."
- **47%** believe that students should not have access to their phones for personal use during school time. **32%** think they should be allowed access phones for personal use, but **only during break time** and/or **lunch time** (see Figure 2).
- **95%** of parents state that their child **owns a smartphone**.
- **95%** state that their child **brings their phone to school**.

Figure 2: Phones for personal usage



2.4.2 Suggestions for appropriate use of tablets and smartphones

Students

Table 2: Hours of screen time

	None	Less 1 H/Day	1 - 2 H/Day	2 - 3 H/Day	3 – 4 H/Day	4 - 5 H/Day	5+ H/Day	Average H/Day
Weekdays	1%	5%	18%	26%	20%	14%	17%	**4.13**
Weekends	0%	3%	7%	11%	22%	17%	41%	**5.56**

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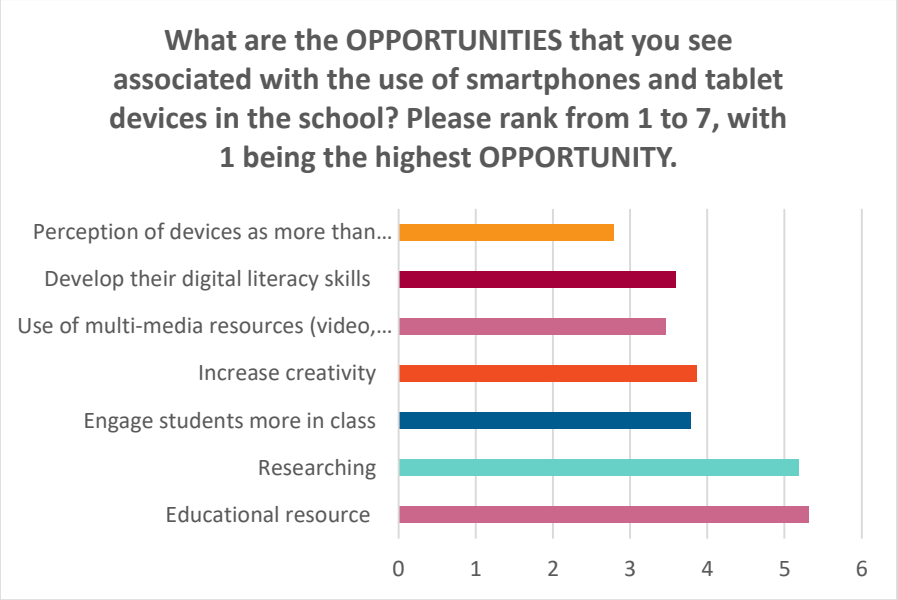
- 46% reported having **2 – 4 hours** of screen time on **weekdays** (see Table 2**)**.
- **1%** stated that they had **no screen time** on weekdays.
- **41%** stated they spent **5+ hours** on the **weekend**.
- **0%** stated that they had **no screen time** on weekends.
  - Researchers like Jocelyn Brewer recommend that the **content** of what adolescents are watching is more important than the **amount** of actual screen time.
- Students ranked the following opportunities by level of importance from 1 to 7. Their responses are displayed in Figure 3 below.

Figure 3: Opportunities of devices - students



  - **Educational resource, researching**, and **increased creativity** are the top 3 opportunities highlighted by students.
- Other opportunities mentioned by the students included;
  - PowerPoint skills.
  - Ability to contact an adult in an emergency.
  - Connect with friends.
  - Future career opportunities.
  - Translating for languages.
  - Use of EBooks.

Teachers

- The majority of teachers believe that **smartphones** could be used for **educational purposes only** in schools; either "**controlled by class teacher**" (**50%**) or "**allowing the student to control their own device - self learning and monitored by the class teacher (42%).**"
- Similarly, teachers stated that **tablets** could be used for **educational purposes only** in schools; either "**controlled by class teacher**" (**63%**) or "**allowing the student to control their own device - self learning and monitored by the class teacher**" (**33%;** see Figure 3).
- Teachers ranked the following opportunities by level of importance from 1 to 7. Their responses are displayed in Figure 4 below.

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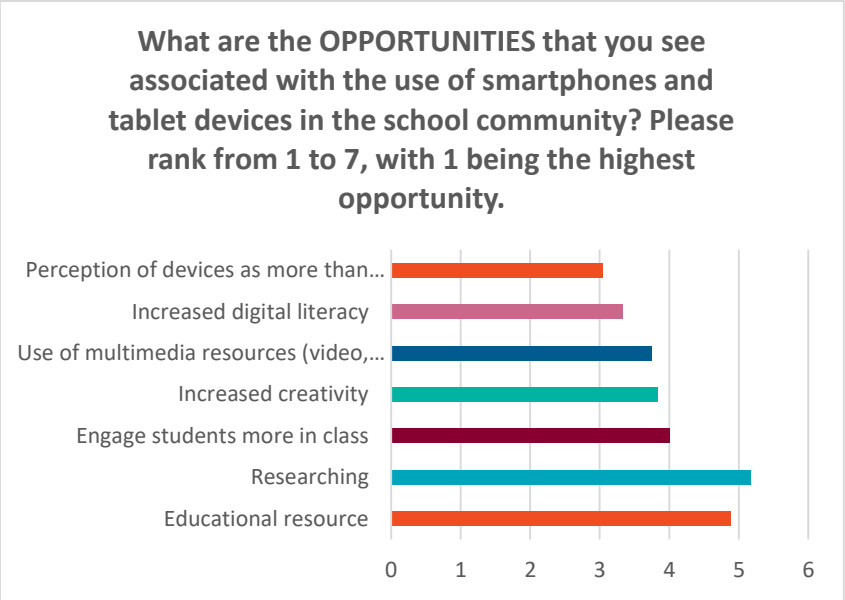
Figure 4: Opportunities of devices - teachers



- **Researching, educational resource** and **engage students more in class** are the top 3 opportunities highlighted by teachers.
- Other opportunities mentioned by the teachers included;
  - Develop critical thinking skills.
  - Heightened awareness of internet dangers.
  - Media literacy.
  - Receive messages from parents.
  - Learning languages easier.

Parents

- Parents appear divided when it comes to whether or not smartphones can be used for educational purposes during class time; **42%** chose educational purposes while **allowing the student to control their own device - self learning and monitored by the class teacher**. **26%** stated educational purposes only and **controlled by a class teacher** and **26%** stated **none**.
  3 comments left by parents concerning this topic were;

"For medical reasons e.g. diabetes monitoring."

"I also think it's a good idea to allow pupils to use their phone to take photos of pages in text books that are required for homework purposes. This means they wouldn't have to carry home the actual book thereby reducing the weight of their school bag."

"It's OK to use a smartphone to take a picture of a question in a School Book that they need for homework - to save bringing the whole book home if they only need 1 page of it for homework."

- Majority of parents believe the tablets should be used for **educational purposes only**, either "**controlled by class teacher**" (**47%**) and/or "**allowing the student to control their own device - self learning and monitored by the class teacher**" (**47%**). Only 1 respondent stated that the tablets should **not be used** at all.
- Parents ranked the following opportunities by level of importance from 1 to 7. Their responses are displayed in Figure 5 below.

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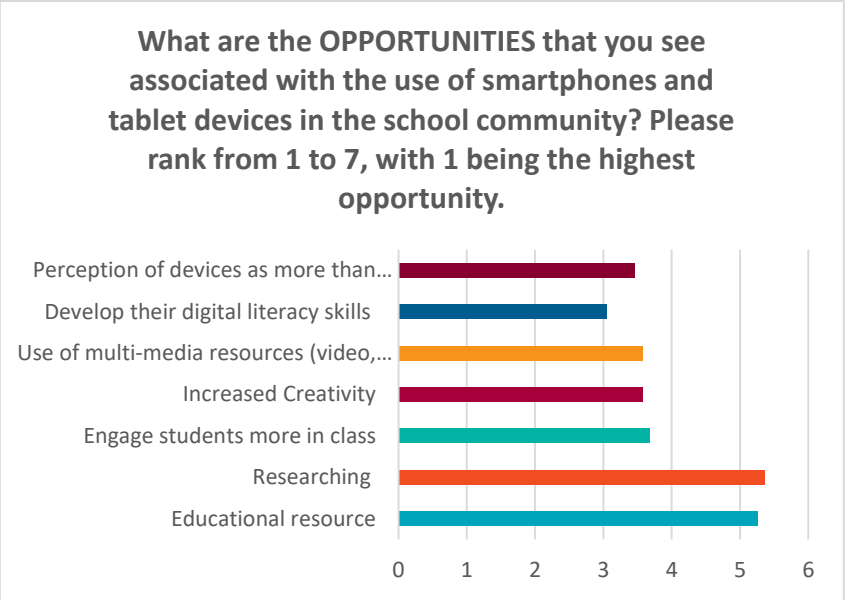
Figure 5: Opportunities of devices - parents



- **Researching, educational resource** and **engage students more in class** are the top 3 opportunities highlighted by parents.

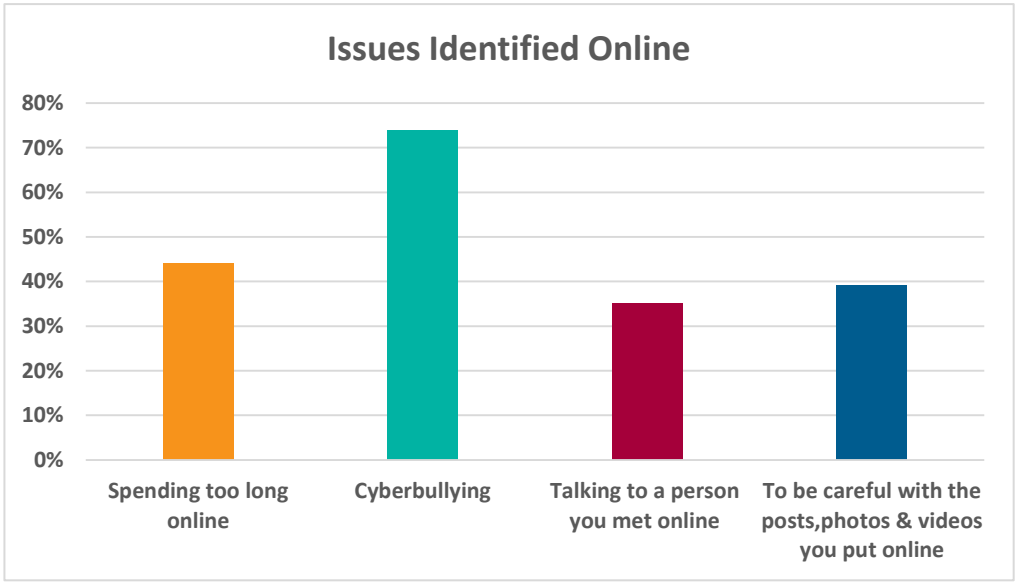
- Other opportunities mentioned by the parents included;
  - Reduced weight of school bags.
  - Obtaining notes electronically, leaving more time to concentrate on the lesson.

2.4.3 Concerns on the use of tablets and smartphones

Students

- For "**spending too long online**" **59%** viewed it as a kind of serious issue.
- **81%** identified "**cyberbullying**" as very serious.
- **35%** identified "**talking to a person you met first online**" as serious.
- **52%** picked "**to be careful with the posts, photos and videos you put online**" as very serious.

Figure 6: Seriousness of online issues



- These figures show that **cyberbullying** and **posting online** are two online behaviours that the students take **very seriously** (see Figure 6). This suggests that they are aware of the importance of **respecting others on the internet** and also **respecting their digital footprint**.

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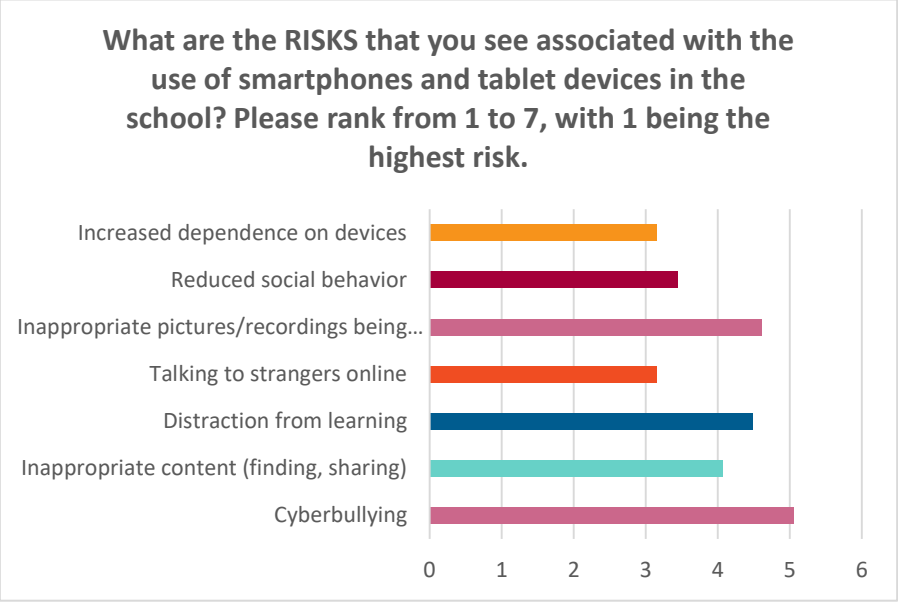
- **Spending too long online** and **talking to a person you first met online** were not categorised as very serious which suggests that the students may need more **education** on how these behaviours can have **negative consequences**.

- **19%** reported to have been **cyberbullied**, **62%** have **seen cyberbullying** in action.
  - Suggests that cyberbullying, although recognised as an issue, still occurs.
- **56%** have spoken to a **stranger online**.
  - This suggests a serious need to **educate** children on the **dangers** of speaking to **strangers** on the internet.
- **20%** have physically **met up with someone** who they **first met online.**
  - This high statistic represents a need to inform students of the potential **risks** involved when meeting up with **online friends in real life** and teaching them **strategies** they can use to keep them **safe**.
- Students ranked the following risks by level of importance from 1 to 7. Their responses are displayed in Figure 7 below.

Figure 7: Risks of devices - students



  - **Cyberbullying, inappropriate pictures/recordings being taken** and **distraction from learning** are the top 3 concerns highlighted by students.
- Other issues mentioned by the students include:
  - Distributing personal information.
  - Spreading rumours online.
  - Hacking.
  - Eye damage from excessive screen use.
  - Decreased attention span.

Teachers

- Teachers ranked the following risks by level of importance from 1 to 7. Their responses are displayed in Figure 8 below.

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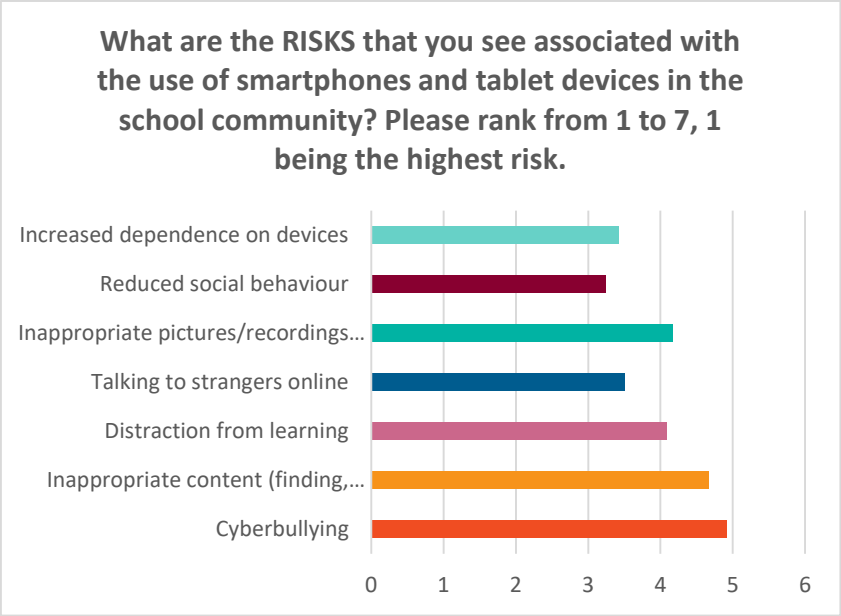
Figure 8: Risks of devices - teachers

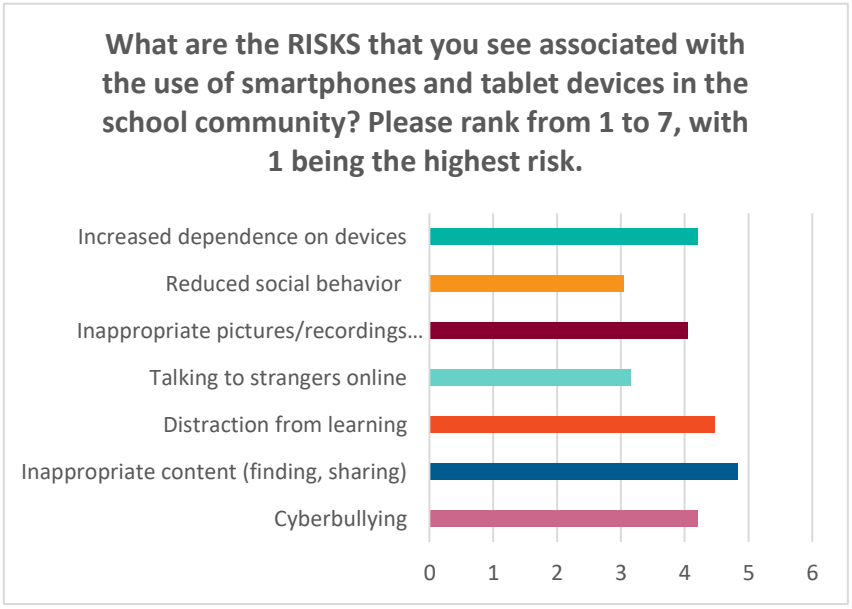


  - **Cyberbullying, finding and sharing inappropriate content** and **inappropriate pictures/recordings being taken** are the top 3 concerns highlighted by teachers.
- Other issues mentioned by the teachers include:
  - Lost / broken equipment.
  - Personal privacy.
  - Overdependence on devices.
  - Increased supervision for teachers.

Parents

- Parents ranked the following risks by level of importance from 1 to 7. Their responses are displayed in Figure 9 below.

Figure 9: Risks of devices - parents



  - **Finding and sharing inappropriate content, distraction from learning, increased dependence on devices** and **cyberbullying** are the top 4 concerns highlighted by parents.
- Other issues that parents believe are in need of addressing include:
  - Grooming online**.**
  - Peer pressure to have the latest device.
  - Devices being stolen / broken.

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- Financial burden of expensive equipment.

2.4.4 What age restriction should there be?

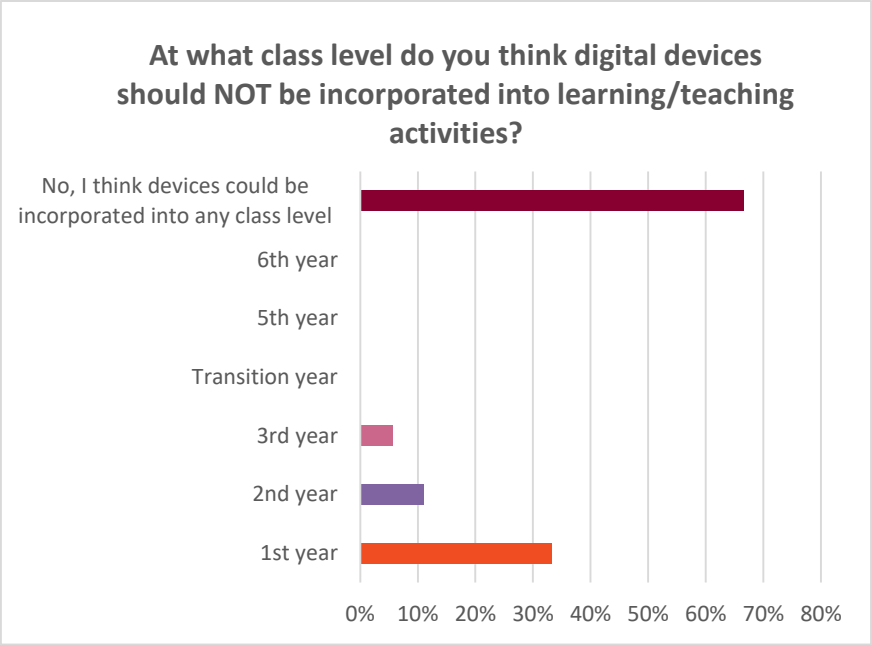
Teachers

- When asked; "Is there a **class level that should not incorporate digital devices** into learning/teaching activities?" **71%** stated that they think devices could be incorporated into any class level.
- **29%** chose **1st year**.

Parents

- **67%** of parents believe that devices could be incorporated into any class level (see Figure 10). **33%** stated **1st year**.

Figure 10: Class level to incorporate devices



- 1 comment left by a parent said;

"Devices are OK if closely supervised during class, but it's not realistic to expect the student to put the device away at all other times. The School & Parents have to weigh up the benefits of devices available throughout the day, or not at all."

2.5 Why is technology good for teaching, learning and assessment?

The Digital Strategy for Schools 2015-2020 (2015), states, **ICT (information communication technology) integration is a priority for our learners to be equipped and prepared to live and work in today's complex society**. The availability of abundant information, advanced technology, a rapidly changing society, greater convenience in daily lives and keener international competition are impacting on education systems and on how we educate young people and learners of all ages to live and work in this digitally connected world. ICT is changing "job profiles and skills, while offering possibilities for accelerated learning" (The World Bank Group, 2011; p.7). All countries are now facing challenges to prepare young people "for the world of work and the jobs available in today's 21st century" (The World Bank, 2011; p.38).

ICT has the potential to support transformation in teaching, learning and assessment practises in schools and it can connect educational policy with economic and social development (Butler et al., 2013). Students are in need of more open-ended learning experiences that develop their **higher-order thinking, creativity, independence, collaborating and ownership of learning**" (Butler et al., 2013; p.20).

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Benefits for teachers

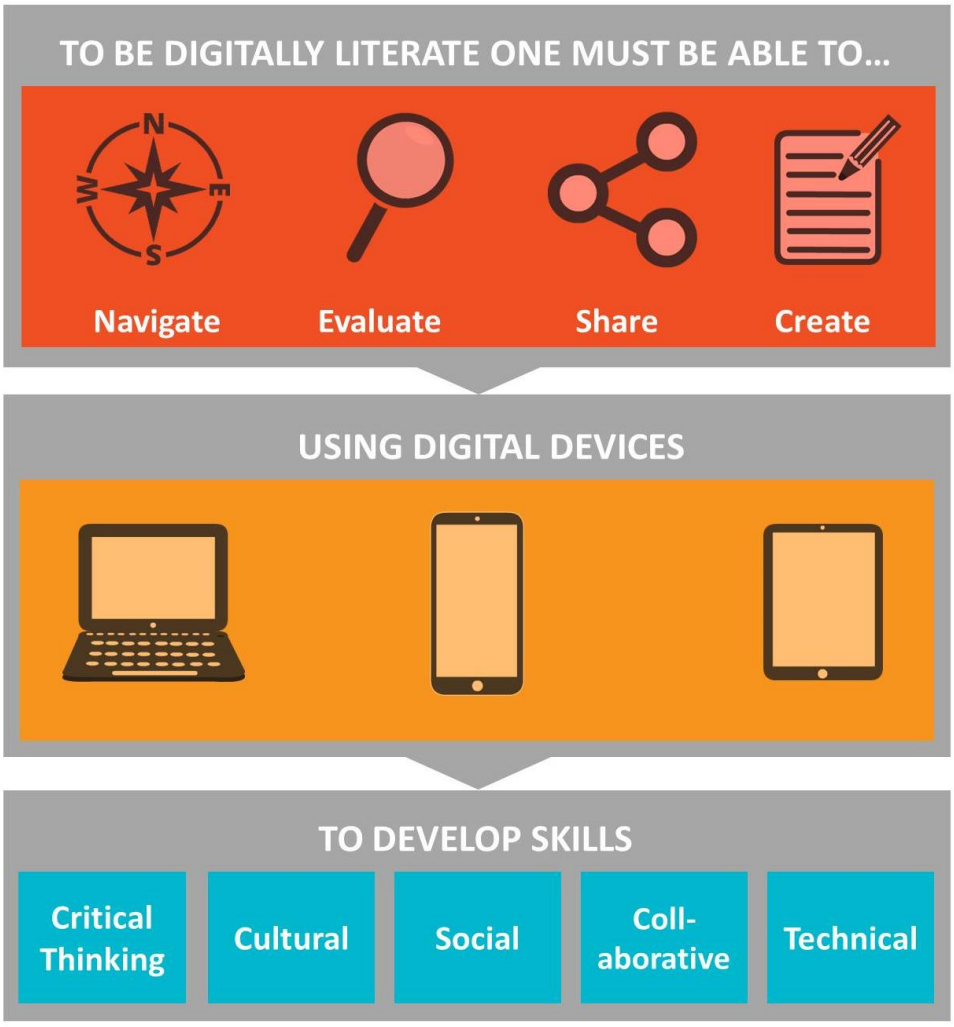
Students require digital literacy skills to be active citizens and members of the workforce in today's society. The Digital Strategy for Schools (2015) notes that teachers have different knowledge and skill levels in relation to using technology to design and develop effective learning experiences. Addressing this competency gap will allow teachers to obtain a set of **key skills** that are essential for the **digital-empowered society and educational system.**

Teachers, along with principals, will be instrumental in ensuring that ICT integration is achieved. This will provide multiple **opportunities for teachers, across the continuum of teacher education, to become more knowledgeable and confident in achieving ICT integration**. The Teaching Council's policies on teacher education should recognise the role and potential of ICT to enhance teaching and learning in schools. The Digital Strategy notes that the creative application of ICT in education can allow students at risk of early school leaving to connect with learning in new ways, resulting in **improved motivation, attendance and application across subject areas.** It has the potential to create a more inclusive education system for all types of learners.

Benefits for parents

In using technology for teaching, learning and assessment, students learn to use digital technology, communication tools and the internet **to engage in self-directed enquiry.** As students develop their digital literacy, it allows them to i**mprove their capacity to know what they are looking for and what information to ignore or discard.** They also learn how to **create, collaborate and communicate effectively and ethically**.

Figure 11: Digital Literacy Framework



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As children become more proficient using digital devices in school for educational and research purposes, they will see digital devices as more than just a tool for entertainment. This new perception could stay with the children as they interact with technology outside of school, **helping parents to foster creativity and learning with digital devices in the home**.

Benefits for students

ICT offers engaging and fast-evolving learning environments, enabling students to learn[1]. Children who are **more digitally literate have more positive online interactions and experience less risks**[2].

The Digital Strategy for Schools links with other government policies, such as, the National Digital Strategy (launched in 2013), with improved broadband connectivity as its main aim. The Digital Strategy for Schools aligns with, and supports the ICT Skills Action Plan (2014 – 2018), which aims to ensure our **young people** have the **necessary knowledge** and **skills** to contribute to and participate in **modern society.**

ICT has a central role in the provision of **better and more effective services in the Irish educational system.** It can enable students to **learn in new and exciting ways, encouraging their engagement and making communication easier.**

2.6 Teacher suggestions when using digital technology for teaching, learning and assessment

The Census Report 2016 (Central Statistics Office, 2017) supports the idea that many teachers need to further build their knowledge and skills and develop greater confidence with teaching, learning and assessment through the use of technology. The Digital Strategy for Schools recommends teachers consider the following when using technology for teaching, learning and assessment.

- **Facilitation**: Taking a more facilitative role, providing student-centred guidance and feedback, and engaging more frequently in exploratory and team-building activities with students.
- **ICT Facilitated Learning**: Using ICT to "support an enquiry process and enable their students to work on solving complex real-world problems" by engaging in "collaborative project-based learning activities that go beyond the classroom" (Butlers et al., 2013; p.8).
- **Support**: Supporting students to create and innovate so that they are engaged in managing their own learning goals and activities.

2.6.1 The TPACK model

The Technological Pedagogical and Content Knowledge Model (TPACK; Mishra & Koehler, 2006) provides a solution to obstacles teachers might face when implementing ICT in the classroom. TPACK outlines how content (what is being taught) and pedagogy (how it is taught) form the foundation for successful ICT integration. The technology being used must communicate the content and support the pedagogy in order to enhance the student's learning experience.

[1] UNESCO ICT Competency Framework for Teachers, 2011;pp.1
[2] A study of European children online by the London School of Economics (2012).

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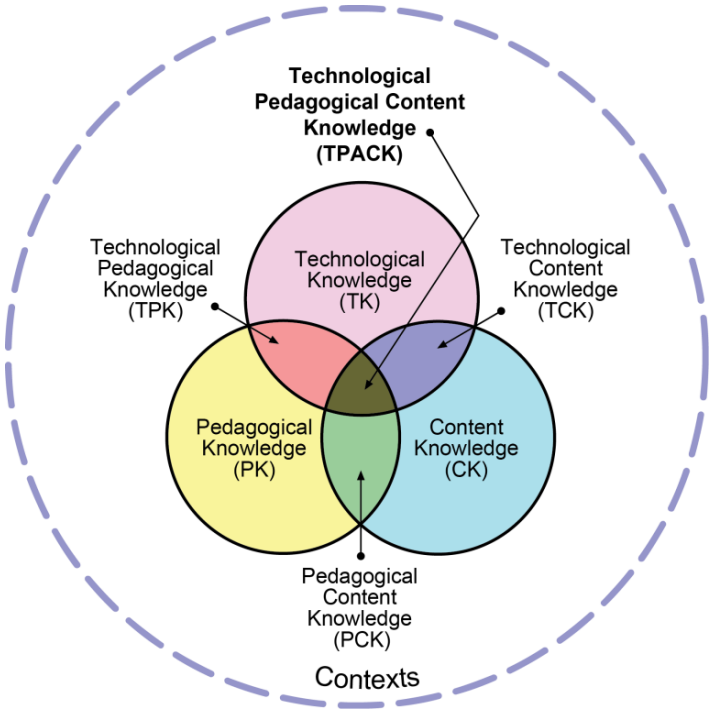
Figure 12: The TPACK model



The Digital Strategy for Schools (2015-2020) recognises a pedagogical orientation that supports an active use of technology by teachers and students in schools, such as the TPACK model, increases the likelihood of ICT being used effectively in teaching and learning.

2.6.2 ICT and constructivist teaching approaches

Constructivist teaching approaches aim **to foster critical thinking and create motivated and independent learners.** Effective use of digital technology is associated primarily with constructivist approaches in teaching. Constructivist teaching approaches are advocated in the curricula and syllabi used in primary and post-primary schools in Ireland[3].

> **"Learning for life: we want an education and training system that provides all learners with the knowledge and skills they need to participate fully in society and the economy, one that enables learners to learn how to learn"**

Actions for effective implementation of ICT into the school:

The Digital Strategy for Schools (2015) mentions that schools need to upgrade their ICT equipment and the Office of Government Procurement (OGP) and the School Procurement Unit (SPU), will continue to ensure the provision of frameworks and advice for the purchase of equipment such as printers, desktop PC's and notebooks. Schools are allocated grants, like the Grant Scheme for ICT Equipment – 2017/2018, that can help them purchase such equipment

- Utilise whole-school planning and self-evaluation to support provision for ICT learning. PDST offers a lot of support for school self-evaluation (http://www.pdst.ie/sse/p).
- Have students self-evaluate their digital learning experiences through ePortfolio (www.portfoliogen.com).
- Showcase how digital technologies can enhance communication between the school and the home through home activities incorporating smart devices.
- Raise awareness of responsible and appropriate use of the internet by having outside specialists give presentations to the school community.

[3] Education and Training Sector Integrated Reform and Delivery Plan (Department of Education and Skills, 2014a; p.3)

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- Connect with other schools and engage in joint projects to offer new learning opportunities.
- Allow extra support and guidance for students with special education needs (http://ncse.ie/for-schools.
- The European Schoolnet Academy and PDST provide a number of ICT related online courses for schools.
- Encourage teachers who are tech-shy to develop computer and other digital skills through community based classes and online courses.

2.6.3 Ideas for introducing digital technology into the classroom

Projects:

- Whole-school participation in Safer Internet Day (4th February 2020).
- Students could keep a journal of their online and offline activities for a whole month (page could be split into Offline/Online) – encourages a 5:1 balance (5 hours of offline activities for every 1 hour of online activity).
- Utilise the school website for uploading pictures of school activities – select some students to be the dedicated "photographers," which encourages them to express their artistic skills through photography.
- Students could keep a recurring blog on the school website on a topic of their choice – helps them gain experience in digital content creation and publishing.
- Students could practice their public speaking skills by incorporating PowerPoint or Google Slides presentations into their group work projects.
- Virtual reality technology (e.g. Google Cardboard) can be an exciting feature of a lesson that can virtually take students out of the classroom and place them in a new environment. VR applications like Google Cardboard are affordable and can breathe life into subjects, particularly in science, technology, engineering and mathematics STEM.

Apps/Programmes:

Table 4: Recommended apps/programmes

App	Subject	Description
Microsoft Word	Languages, Career Guidance	Easy to use, good for written assignments, project development and CVs. An application they will use in the future.
Audiobooks	Languages	Another medium to develop literacy skills.
Duolingo	Languages (inc. Irish)	Great for improving pronunciation, spelling and grammar through a fun medium.
Shakespeare Pro	English	Contains full texts, explanations and notes on a wide range of Shakespearean literature.
The Elements by Theodore Gray	Sciences	Beautifully designed and brings the periodic table to life.
IXL Maths Practice	Maths	Tracks the Irish maths curriculum and has plenty of visually engaging material and word problems.
3D Brain	Biology	Shows how each brain region looks and functions.
Kahoot!	All	Game-based learning, users can create their own MCQS.
TED	All	Countless educational and motivational talks, some by renowned researchers, on all kinds of topics.
Quizlet	All	Users create study cards, private or can share with others, great for organising revision.
Socrative Teacher	All	Create exercises/quizzes for class and immediately view responses – good management tool.

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Websites:

Table 5: Recommended websites

Site Address	Description
https://www.scoilnet.ie/	Wide range of lesson plans, exercises and links to helpful resources for junior and senior cycle.
https://www.studyclix.ie/	Can be used on different devices. Has an extensive range of JC and LC topics, with past exam questions, marking schemes, sample answers, notes and videos.
https://www.commonsensemedia.org/	Lots of information regarding popular apps and current internet trends and advice for dealing with risky behaviour.
http://www.bbc.co.uk/skillswise/topic/typing	For developing typing and literacy skills.
https://www.examinations.ie/	Past exam papers and marking schemes for JC and LC.
https://www.themathstutor.ie/	Online support system for JC and LC maths, free for teachers.

2.6.4 What are the concerns for using technology for teaching learning and assessment

The following table identifies common risks associated with internet usage and the statistics are taken from actual online behaviours identified in the Zeeko Trend Report 2016 – 2018.

Table 6: Technology concerns

Risk	Statistics[4]	Impact
Cyberbullying	**12%-18%** (1st-6th) been cyberbullied **30%-45%** (1st-6th) witnessed cyberbullying	Low Self-Esteem High anxiety Poor school adjustment
Excessive Use	Q: Seriousness of spending too long online? (1st – 6th) - **38% - 49%** "Kind of serious" - **7% - 6%** "Very serious"	Interrupted sleeping pattern Eye-strain Inability to focus Distraction from learning
Appropriate Content	Sexting behaviours (1st-6th) **- 2% - 26% Sent a sext** **- 2% - 20% Shared a sext** **- 2% - 12% Sexted a person they first met online person**	Digital footprint damage Desensitization Emotional damage Legal consequences
Online manipulation	Q: Have you spoken with a stranger online? **- 27% 1st year** **- 62% 6th year**	Exposure to inappropriate content Harmful manipulation Grooming
Negative Digital Footprint	Q: Seriousness of online posts? (1st – 6th) - **12% - 19%** "Kind of serious" - **46% - 30%** "Very serious"	Unable to permanently delete Negative impact on future jobs

You can find more information on the behaviour of primary/post-primary students online on the latest ***Zeeko Trend Report 2016-2018***.

[4] Likelihood measured from actual online behaviours identified in Zeeko Trend Report 2016 – 2018.

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2.6.5 How can teachers reduce the risks of using technology for teaching, learning and assessment?

Cyberbullying

Educational Solutions:

- **Motivate** bystanders to take action.
- **Ensure** students know support is available (see Appendix for examples) – encourage them to talk to an adult who they trust.
- **Urge** no retaliation
- **Follow** your anti-bullying policy

Technical Solutions:

- **Encourage** screenshots and don't delete messages
- **Promote** in-app reporting for online abuse

Excessive use

Educational Solutions

- **Include** digital health advice for families in your newsletters. See the Zeeko blog for helpful tips and ideas.
- **Encourage** students to leave their phone/ tablet off or in another room when doing homework
- **Get** students to create digital health top tips or a digital contract (see Section 3.3, Family Digital Contract).
- **Promote** the 5:1 balance rule; 5 hours of offline activities for every 1 hour of online activity.
- **Educate** students on the physical side effects of the **blue light** that is emitted from most devices. These include fatigue, irritability and eye-strain.

Technical Solutions

- **Apps** like Twilight can reduce the amount of blue light (which reduces melatonin and interrupts sleeping patterns) emitted by the phone.
- **Screen-free bedrooms** will help remove the temptation of using devices before going to sleep.

Appropriate content

Educational Solutions

- **Talk** to the students about what apps/websites/games they like using.
- **Encourage** them to talk to an older sibling or an adult they trust about inappropriate content they might see or have already seen.
- **Inform** students of the Child Trafficking and Pornography Act 1998, under which any person (including minors) who stores or shares sexual images/videos of a minor (under 17) could be criminally prosecuted.
- **Remind** students of the emotional damage and negative consequences that can occur from spreading inappropriate content online.

Technical Solutions

- **Protect** the school internet system with a firewall in place to block inappropriate sites and check what type of content filtering level is currently in place.

Online manipulation

Educational Solutions

- **Educate** students in the risks of communicating with strangers online and to be wary of **catfishes** (people with a false identity online).
- **Remind** students to be cautious about sharing personal information with friends they only know through the internet.
- **Ask** students to come up with advice they would give to a younger sibling or friend who was frequently chatting with a person they only knew online.

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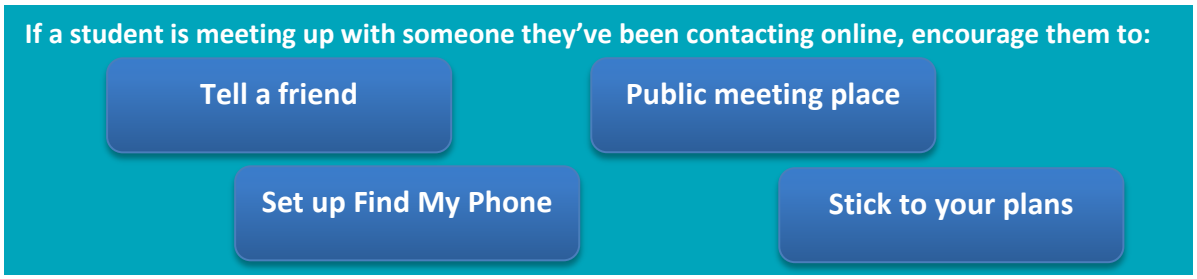
- **Teach** students about "**fake news**" and why it's necessary to check the sources and credibility of online information.

Technical Solutions

- **Encourage** students to use the block setting when contacted by a stranger.
- **Emphasise** the importance of keeping all accounts on private.



Negative digital footprint

Educational Solutions

- **Discuss** with the students about their digital footprint and the importance of protecting it.
- **Encourage** students to use the internet to express their talents/creativity online (e.g., music, art).
- **Teach** the students about the terms and conditions of free apps like Snap Chat, and how these companies can make money by sharing, editing and using your information. More information can be found on the Zeeko Internet Safety Guide.
- **Teach** them about **cyber-vetting** – future colleges and employers searching for information about them online.

Technical Solutions

- **Emphasise** the benefits of keeping all accounts on private.
- **Ask** the students to pretend they are a potential employer and get them to Google themselves.

2.7 Smartphone and tablet use outside of class time

The use of smartphones, tablets and other digital devices outside of class time would include use during lunch break, use before and after school, general use on the school grounds. Maryfield College's current policy regarding the use of phones and other devices is outlined in the Code of Behaviour and Internet Acceptable Usage Policy. Mobile phones and digital devices such as iPods may not be used by pupils in the school building or grounds during the school day, unless they have permission and supervision by a teacher.

Parents opinion

47% believe that students **should not have access** to their phones for personal use during school time. **32%** think they should be allowed access phones for personal use, but **only during break time** and/or **lunch time.**

Teachers opinion

57% believe that students **should not be allowed to use** their phones for personal use during school time. **26%** feel that they should be allowed to use them for personal use **only at break time** and/or **lunch time.**

Benefits

- **Learning**: Promotes experiential and self-directed learning.
- **Empowerment**: Shows confidence in the students that they can handle devices appropriately outside of class.
- **Transferable skills:** Teaching students to be responsible smart device users inside the classroom will encourage them to be responsible with their home usage as well.

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- **Safety**: Allows students to have contact with their parents/guardian whenever needed.

Risks

- Inappropriate video/audio recordings or pictures of other students/teachers in and outside of the classroom.
- Sexually explicit pictures/videos of minors being taken.
- Cyberbullying during school time.
- Anti-social behaviour, with students spending time on their phones instead of engaging in social activities with each other.
- Distraction from learning or from participating in group activities.

How to extenuate the opportunities

- Phones could be used by students for taking and editing **pictures** for their **junior or leaving cert** geography / agricultural science / biology **projects**.
- Do a **trial period** in the school where smartphones are allowed at break time and survey the students **anonymously** afterwards. This will uncover how the students **genuinely feel** about using phones in school, without being influenced by **peer pressure**.
- Incorporate smartphones into **sporting activities** e.g. taking photographs of matches.
- Utilise smartphones to document **school excursions** or field trips on the school website.
- Smartphones allow the teacher/principal/staff member to **quickly upload posts** and update the **school's social media** platforms.

How to reduce the risks

- Promotion of **offline social activities within the school**, e.g. sport teams, music groups, art clubs, so that there are other resources available to students during break time or outside of school.
- Educate the children on online risks so that they are aware of what can happen with **irresponsible use**. This can be done by the class teacher or by bringing in an **external expert** to talk to them.
- Develop their **digital literacy skills** so that they have the tools to navigate the internet safely.
- **Work with parents**, so that the same internet safety rules are in place in the home as well.

2.8 Parent suggestions to support learning using smartphones and tablets in the home.

The beginning of secondary school usually ties in with the beginning of adolescence for most children, and is a time of **self-expression** and **identity development**. As they get older, their relationship with their family changes and so does their relationship with technology. As tweens become teens, they look for more **autonomy** and **freedom** in their life. The same goes for their presence online.
Adolescents are particularly conscious of their **online identity** (Davis, 2013). For some, it is actually easier to express themselves on the internet than it is in real life. Especially for kids who might be shy or introverted, the internet becomes a place for them to express their feelings and creativity.
A digital device can become an important part of a teenager's life, in this way. It is a tool that allows them to not only access and edit their online persona, but **connect with friends** and **develop relationships**. Considering the importance these devices already have in the lives of teens, it is worthwhile helping them recognise it as a tool for learning as well.

The main aim for parents would be to engage with their children's learning through the use of digital technologies and collaborate with the school in activities and programmes using ICT.

Parents can successfully incorporate digital technology into the home in a safe, appropriate and responsible way if they…

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- Feel **empowered** to take responsibility.
- **Understand** the issues and opportunities facing children online.
- Have **actionable insights** to use in the home environment.
  (Zeeko, 2018)

2.8.1 Actionable insights for parents when using technology in the home:

How to extenuate the opportunities

- Allow teens to use smart devices in moderation to help them with their **homework** and **exam study**.
- Incorporate smart devices into **family activities** and excursions e.g. give them the task of taking photos of the family on holiday.
- Be **a good role model** of responsible technology use e.g. spending more free time on offline activities.
- **Talk** to teenagers about the games they play, the apps they use and the profiles they keep on social media.
- Be familiar with the many **educational** and **social** opportunities that the internet provides.
- Utilise the **benefits** of digital devices **together** through fun activities e.g. watching an educational TED talk together, or following a cooking tutorial on YouTube.
  Promote the internet as a tool to **express creativity** and develop interest in hobbies.

Active mediation:

Active mediation refers broadly to the guidance and advice that parents provide through active discussions over children's online activities. It is a bidirectional process whereby active communication over online issues can shape children to be **more critical** of online content (Padilla-Walker & Coyne, 2011).

By creating a non-judgemental, open environment in the home, children will feel comfortable discussing their online activity. This can help protect them from getting involved in risky online behaviour and offer them support if they have an online challenge.

How to reduce the risks:

Screen-time:

- Encourage kids to leave their phone in the **kitchen** before going to bed.
- Implement a "**no devices at the dinner table**" rule to encourage family conversation at meal times.
- It has been recommended that parents should limit screen time in the period leading up to bedtime, ideally for 2 hours but at least for the **last hour before bedtime**.
- The American Academy of Paediatrics (AAP) recommends that families devise a **Sample Family Digital** Contract (see appendix 3.3) and have also developed a Screen Time Calculator.
- Support their **hobbies** and interests (such as sport, music, art etc.) that give them a break from the computer/smartphone.

Gaming:

- **Chat** with them about the games they are currently playing and **who** they play online with.
- **Set limits** for video game-play on weekdays and weekends.
- **Be aware of In-App purchases** when downloading "free" games and make sure there is a password on the App Store account, so that you are notified every time a purchase is made.
- **Research** the video games that your child plays or asks you to buy for them and make sure the game features and story line are **suitable** for their maturity level.

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Inappropriate content

- Make sure that there are **firewalls / privacy settings** on all home broadband devices so that inappropriate websites can be blocked. Reference Zeeko's Youtube Video on Blocking
- Devices like iKidz can **set timers** on home broadband system so that it is automatically switched off at a certain time. This device also allows you to manage your child's online activity by applying filters and internet schedules to their devices.
- Have an open, **non-judgemental approach** to your child's online curiosity so that if they do come across something that upsets or confuses them, they feel comfortable talking to you about it.

Communicating online

- Encourage your child to keep their online profiles, whether they are games or social media, set to **private**.
- Turn **location settings off** on social media profiles, so that their location is not on display.
- Teach your child about the importance of never sending or posting **personal information** (e.g. phone number) on the internet.
- Be wary of **catfishes** – people who display a fake identity online. Here are some tips for identifying a catfish:
    - Pictures are too good to be true – Google search by image to validate them.
    - Person has no access to photos or a webcam.
    - They say exactly what you want to hear.
    - Online friends count is low and others are not tagged in group photos.
    - Stories sound exaggerated or a bit unusual.

2.8.2 YouTube

YouTube is extremely popular with adults, teenagers and children alike. **41% of secondary school students cited it as one of their favourite apps** (Zeeko Research Report 2016-2018). On YouTube you can find channels devoted to beauty, lifestyle, video blogging (vlogging), sport, music, science…there is something for everyone on YouTube! The success of the site has propelled many ordinary people into a life of mass **popularity** and **wealth,** with millions of subscribers and views on their videos, leading YouTubers to become the **new celebrities**.

It's no surprise then that teens will want to **copy** them, and make their own videos. This is good in that it develops their creativity skills and allows for self-expression. However, there is a danger of **private information being publicly shared**, sometimes by accident (e.g. house tours). It is therefore a good idea to watch the videos they are uploading to YouTube or any other video sharing platform. You could even become part of the process by helping them film the video or brainstorm video ideas with them.

2.8.3 Social Media

Social media is becoming a prevalent fixture in today's society with people of all ages, but teenagers seem to be particularly attracted to it. Even kids **under** 13 have no issue submitting a fake age when setting up a profile (Jamieson, 2016). **Instagram, Snapchat, YouTube** and **WhatsApp** are the **top 4 favourite social media apps** among the students of Maryfield College at the moment.

Adolescence is a time of **self-discovery**, a period when an individual's sense of **identity** is being formed. For many of today's teens, your online self is **just as important** as your offline self. Social media is not just a place to post selfies for them. It's a place where they connect with friends, develop their hobbies and discover the wider world.

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Benefits

- **Self-expression**.
- Connecting with others and building **friendships**.
- Discovering **interests** related to music, art, sport and other cultures.
- Finding available academic/job/business **opportunities**.
- **Networking** with people who may help further their future career.

Risks

Self-validation

Amongst the benefits of social media usage, there are risks as well. The majority of social media platforms, particularly Instagram and Facebook, operate on **a rating system of likes and follows**, which can quickly evolve into a popularity contest. These ratings can become important to users, especially vulnerable teens, who place importance on these figures and begin to validate their **self-worth** by these numbers.

***How to help*:** Positively reinforce their interest in offline activities by praising them for real-world achievements (academia, past-times, family tasks etc.).

Social comparison

Social media platforms are also a breeding ground for social comparison. Social comparison can be defined as the way people determine their personal worth by **comparing themselves to others** (Festinger, 1954). It is easy to fall into this trap on social media, especially when these sites actively encourage users to **share moments** from their lives as much as possible.

***How to help**:* Remind young users that people will generally only show their best side on social media, so you are never seeing the whole story.

Digital footprint

The pressure of popularity can sometimes drive people to post things they normally wouldn't. **46%** of **1st year** students recognised their online posts as being a "**very serious**" issue. This decreased to **30%** in **6th year** (Zeeko, 2018). Teenagers can be tempted to post or share inappropriate messages and/or images, if they think it will get them a lot of online **attention** from fellow peers who will find it funny. The danger of this is that it can also attract negative attention, especially from future employers. It is common practice now for most employers to Google search all job candidates before hiring. This is known as **cyber-vetting**.

How to help: Get your teen to log out of all their socials. Have them pretend to be an employer and get them to search for themselves online. If anything risqué appears, it will alert them of their online transparency.

Addiction

A lot of care-givers worry about the amount of time that is spent on social media by the young people in their life. Research has shown that social media can be addictive, for various reasons. One reason may be due to a chemical called "**dopamine**," which is responsible for **reward seeking behaviour** (Haynes, 2018). Whenever we like, comment, share or receive a notification, dopamine triggers a feeling of excitement and contentment in our brain. This could explain why we feel the need to check our phones

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so often, or continuously refresh the home page of our newsfeeds.

How to help: Here are 3 tips for making smartphones less addictive, offered by Google's former design ethicist;

- Only have notifications on for when a **person** is trying to reach you.
- **Greyscale** your screen.
- Limit the home screen to **necessary apps** only.

2.9 Sanctions

Maryfield College currently has procedures in place regarding student and staff usage of digital devices in school. These procedures are outlined in the Code of Behaviour and Internet Acceptable Usage Policy (IAUP) and are as follows;

- Mobile phones and digital devices such as **iPods may not be used by pupils** in the school building or grounds during the school day.
- If a student uses her phone, the phone will be **confiscated** and the student will serve a **detention**. The phone may be collected from the office by a parent/guardian. In this event the student will be allowed to make contact with home.
- Teachers must use **school owned devices** for recording student work for Subject Learning Assessment Review meetings. Personal devices are not permitted.
- Any photographs of students taken at school events on a **personal device** for the purpose of uploading to the school website should be deleted when supplied to the school.
- Misuse of the internet will result in **disciplinary action**, including written warnings, withdrawal of access privileges and, in extreme cases, suspension or expulsion. The school also reserves the right to report any illegal activities to the appropriate authorities.

The IAUP clearly outlines the school's current stance on general internet usage in the school and should be read by all students, teachers and parents/guardians.

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3 APPENDIX

3.1 Sample Educational Technology Usage Policy - Permission Form

Dear Parent/Guardian,

Please review the Maryfield College Educational Technology Usage Policy, sign and return this permission form to the school office.

Name of Student: _____

Class/Year: _____

Parent/Guardian

As the parent or legal guardian of the above student, I have read the Educational Technology Usage Policy and grant permission for my son/daughter/child in my care to access the internet. I understand that the use of digital devices and internet access during school time is intended for educational purposes. I also understand that every reasonable precaution has been taken by the school to provide for online safety but the school cannot be held responsible if students access unsuitable content.

I agree as their legal guardian to monitor their internet usage and ensure the appropriateness of their online activities.

I accept the above paragraph □

I do not accept the above paragraph □ (Please tick as appropriate)

Signature: _____ **Date:** _____

Address: _____ **Telephone**: _____

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3.2 Sample Educational Technology Usage Policy User Agreement Form

Educational Technology Usage Policy User Agreement

As a school user of the network and internet at Maryfield College., I have read and understood the Educational Technology Usage Policy for the safe use of the internet in Maryfield College, and by signing it, I agree to abide by the policy as stated and to accept any sanctions which may be imposed due to misuse of the internet and non-adherence to the policy.

I agree to follow the school rules on its use. I will use the network in a responsible way and observe all the restrictions explained in the Educational Technology Usage Policy. I agree to report any misuse of the network to the school Principal or the ICT Coordinator. If I do not follow the rules, I understand that this may result in loss of access to the internet/computer network as well as other disciplinary action.

Name: _____

Students Signature: _____

Date: _____

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3.3 Sample Family Digital Contract

CONTRACT

Tick off with your child, sign & leave in a common area

- I will sit together with my parent to show them my favourite apps\games\YouTubers.
- I will respect my own & other's privacy by not sharing personal information or my password, except with my parents / guardians.
- I will remember that all devices stay downstairs at night and I will stick to the agreed screen time limit so it doesn't interfere with sleep, school work and face-to-face, real relationships.
- I will treat others online as I would like to be treated and never engage in any form of cyberbullying, and as a bystander, I will watch out for others.
- I will tell my parents or my chatbudi straight away if I see something online that scares me or makes me feel uncomfortable.

Sign _____ _____

Child **Parent**

Parents – read and tick each item

- I will talk to my children about their digital footprint, what to post and not post and how to behave kindly, responsibly and appropriately online.
- I will learn about and set up parental controls and privacy setting on all apps. I will review these regularly. (Try YouTube for great tips – example "risks of playing roblox").
- With my children, I will set reasonable rules and guidelines for screen use, two hours max per day, and ensuring devices are left downstairs at night. I will post these in the kitchen as a reminder & I will review them regularly.
- I will get to know the apps, games & sites my children use by spending time with them, talking to them and learning from them. We recommend www.commonsensemedia.org to find out recommendations on all games, sites, movies and apps.
- I will be calm and not overreact if my child tells me about something inappropriate that he has seen or done online. We will work together to solve the problem to keep my child safe.

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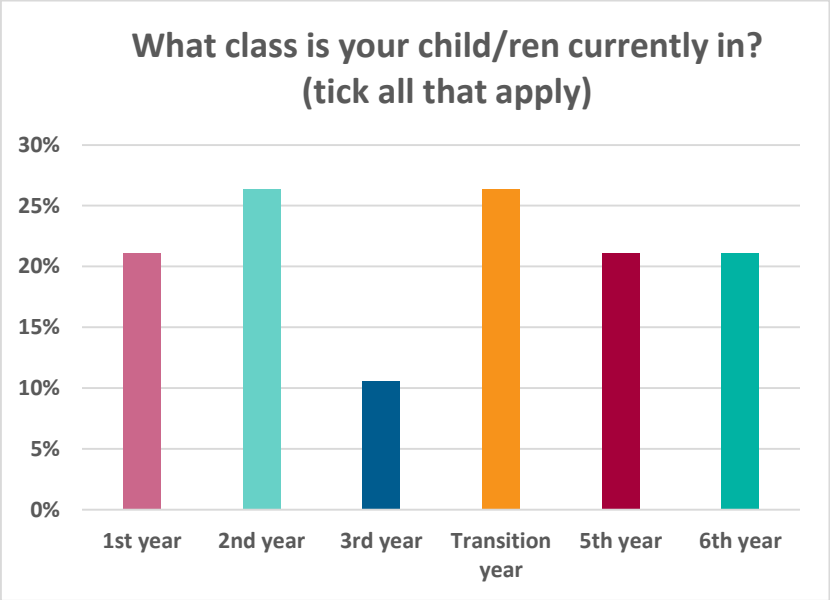
3.4 Consultation Analysis

3.4.1 Analysis of Digital Usage Policy Survey results for Maryfield College- Parental Survey

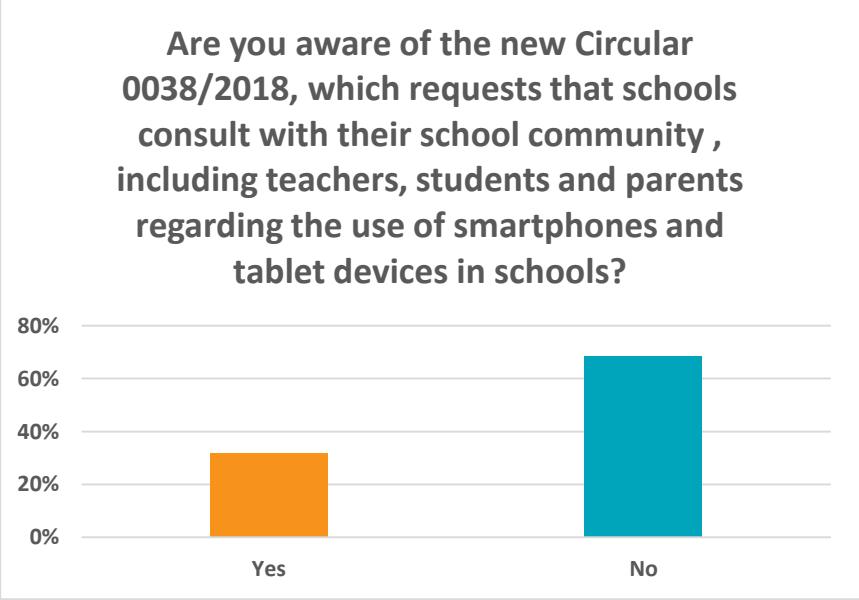
Created on: 26/02/19

Total Responses: 19

Q1



Q2



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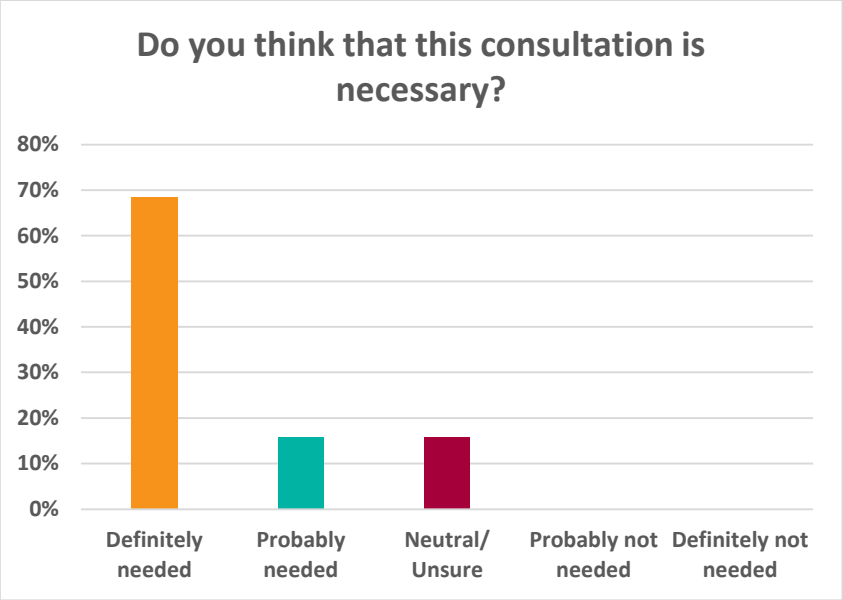
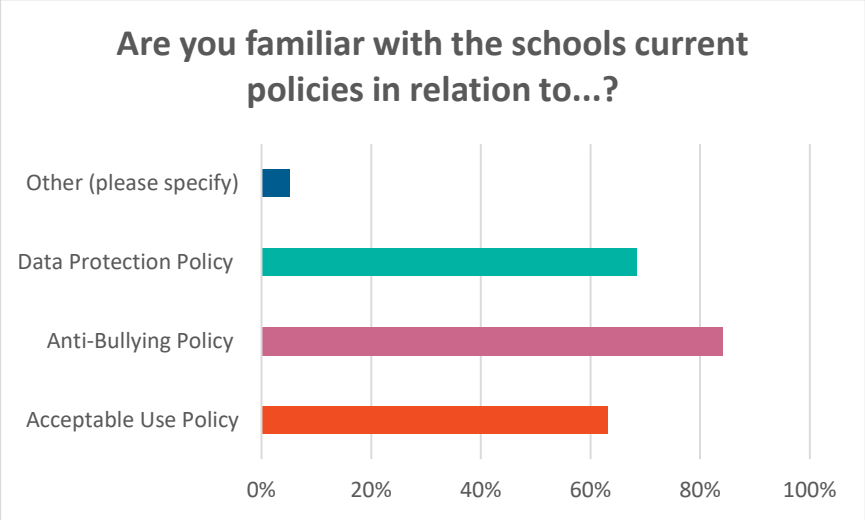
Q3



Q4



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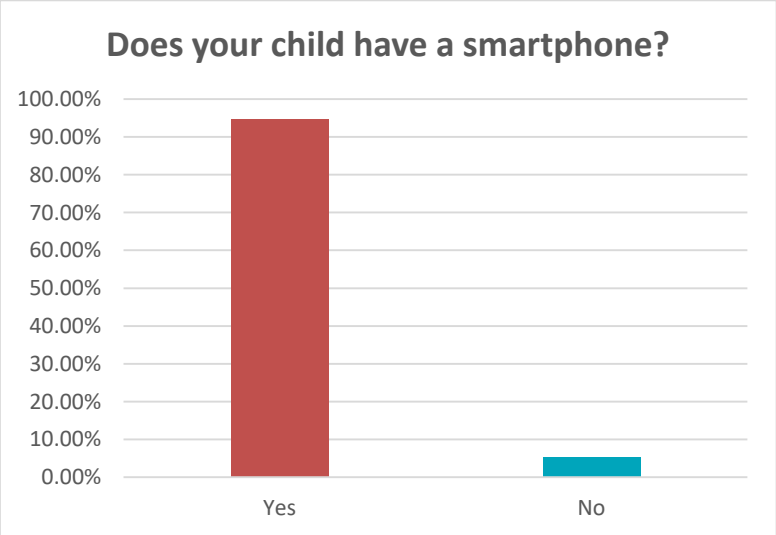

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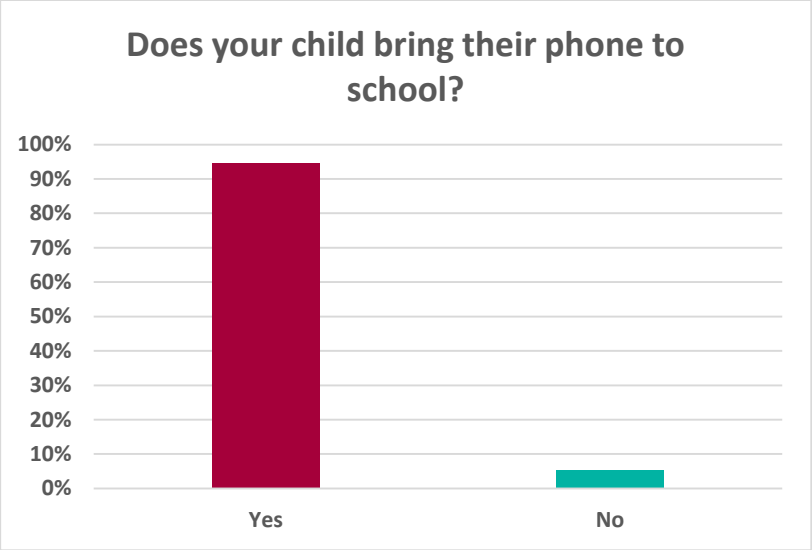

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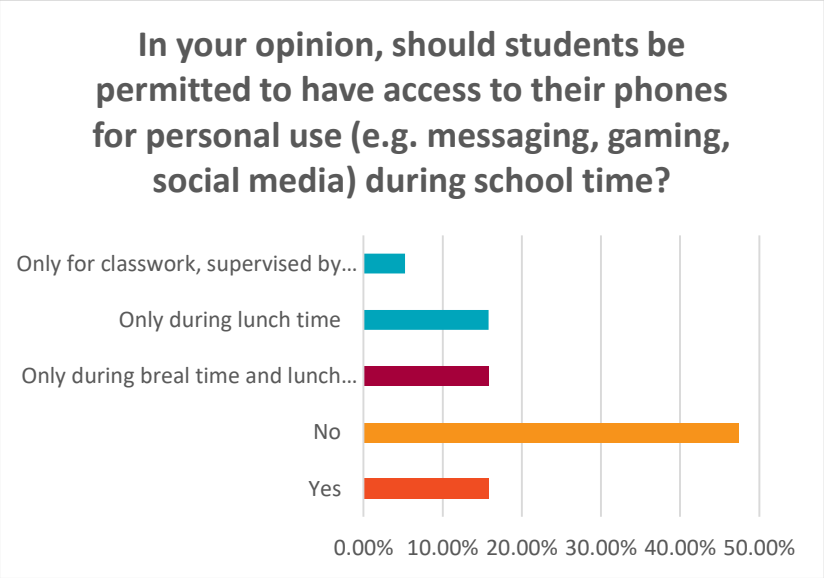

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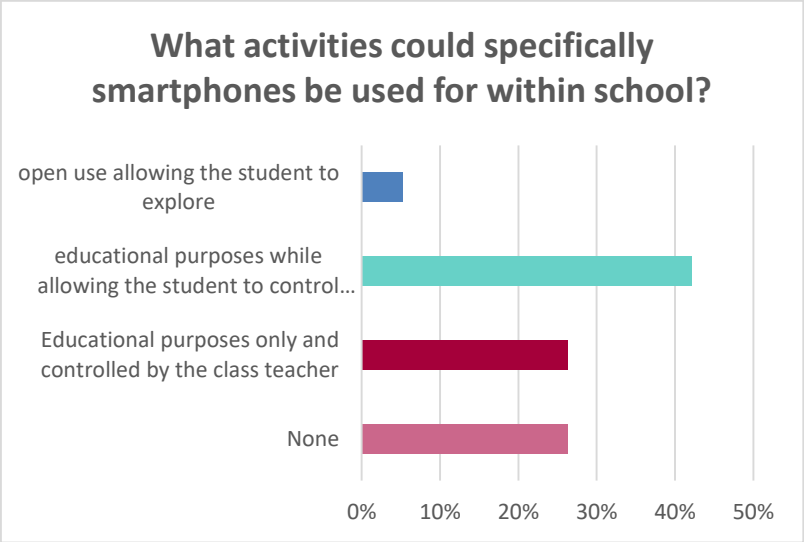

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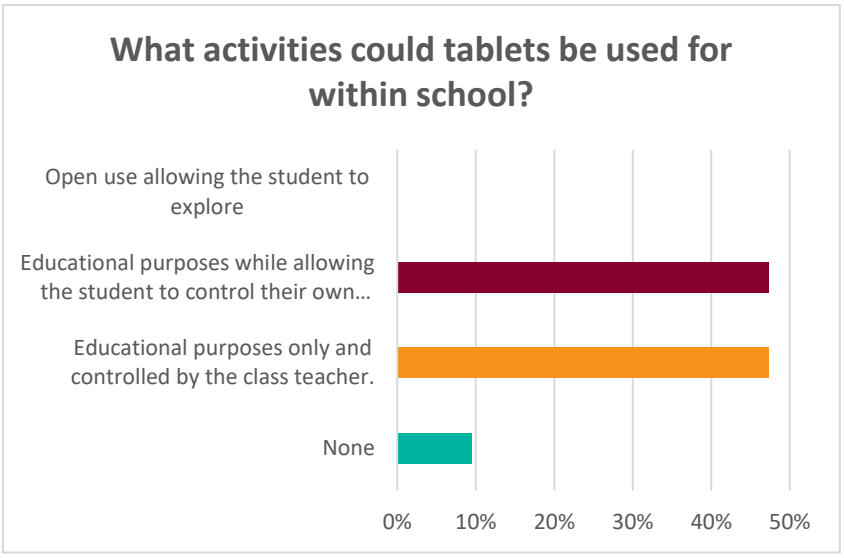

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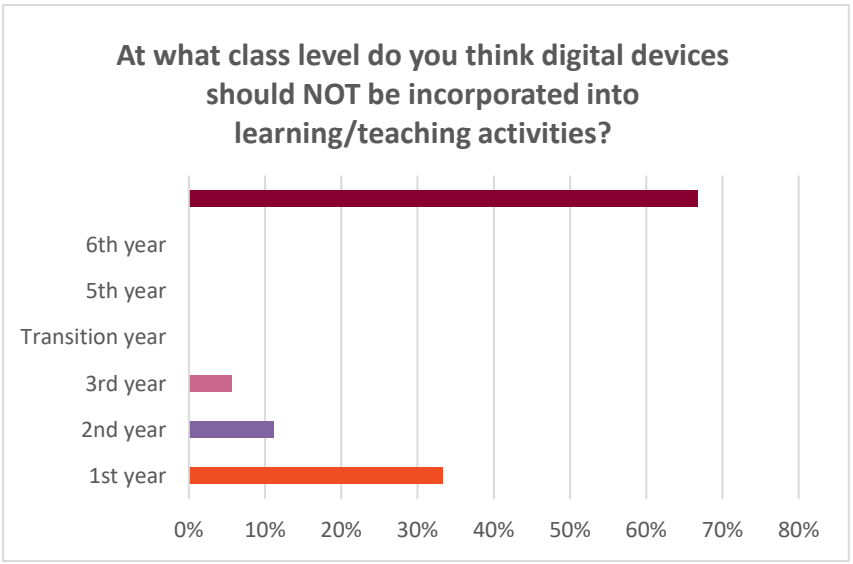
Q10



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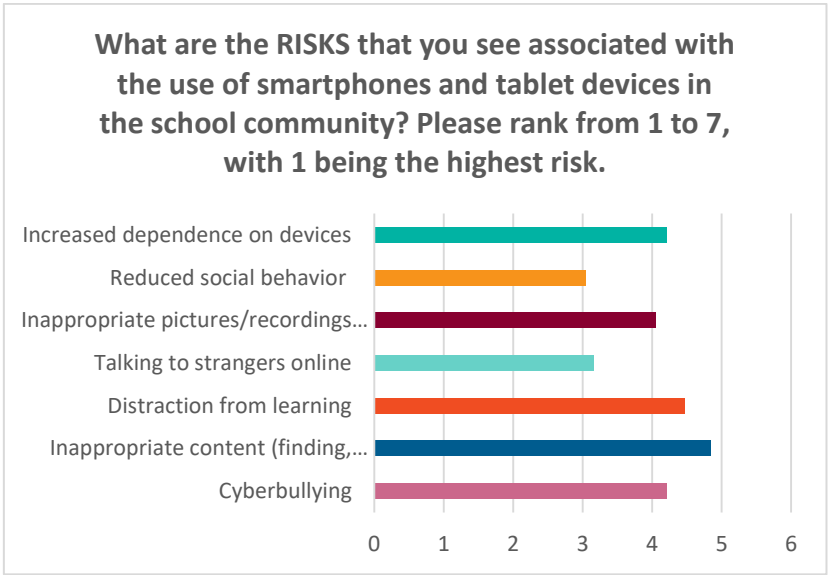

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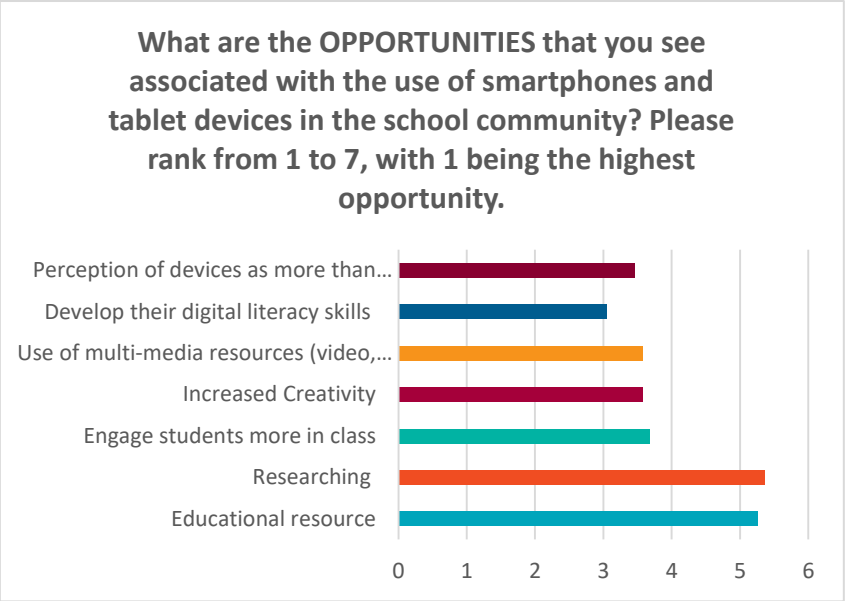
Q12: Are there any other risks you would like to mention?

- Grooming online.
- Peer pressure to have the latest device.
- Devices being stolen / broken.
- Financial burden of expensive equipment.

Q13: What are the OPPORTUNITIES that you see associated with the use of smartphones and tablet devices in the school community?



Q14: Are there any other opportunities you would like to mention?

- Reduced weight of school bags.
- Obtaining notes electronically, leaving more time to concentrate on the lesson.

Q15: Are there any other important issues that you would wish your child/ren's schools to address in relation to the use of digital devices within the school community?

- Safety, sharing of personal information, length of time information remains accessible!! Plagiarism... Referencing information.
- iPads or alternative should be intoduced instead of textbooks.
- Their eyesight and neurological damage. Use of screen time needs monitoring in the class too, and not consecutive classes during the day, this adds more complications to the timetable. What about the student who is not following the program because of literacy or digital skills, how will the teacher know?
- School's policy is very ambiguous as to when phone's can and cannot be used. Can be very confusing for the children as some teachers allow phone's to be used and other's don't. Should be a uniform policy across the board for all teachers to follow.
- Show students what harm cyber bullying and putting their lives on their phones / tablets can do.
- All teachers in the School need to be on the same page with regard to phones in School, in class, and at break time - Devise the policy that works best, and all adhere to it.
- Clearer rules re phone use in school. Officially not allowed at present yet I see photos on social media taken during school hours.
- As a learning tool to decide on appropriate career choice and university choice.

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- Accept the advances in technology but set realistic boundaries on their usage.

Q16: Do you have any other comments /feedback that you consider relevant to the Governments' Circular 0038/2018 and the requirement for consultation on smartphone and tablet use in the school community?

- Primary Schools should be no-phone zones. Managed use of phones in Secondary School is appropriate.

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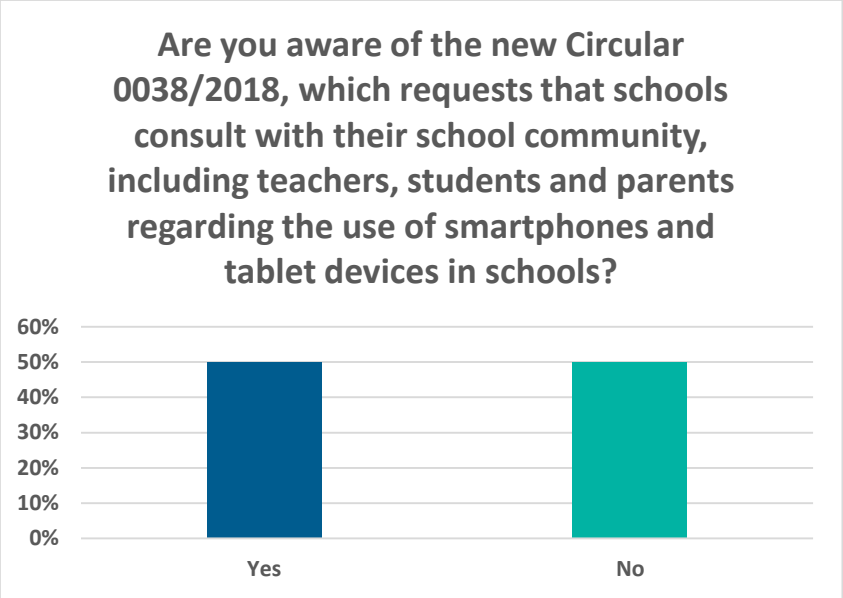
3.4.2 Analysis of Digital Survey Policy Survey results for Maryfield College- Teacher Survey

Date Created: 26/02/19

Total Responses: 24

Q1



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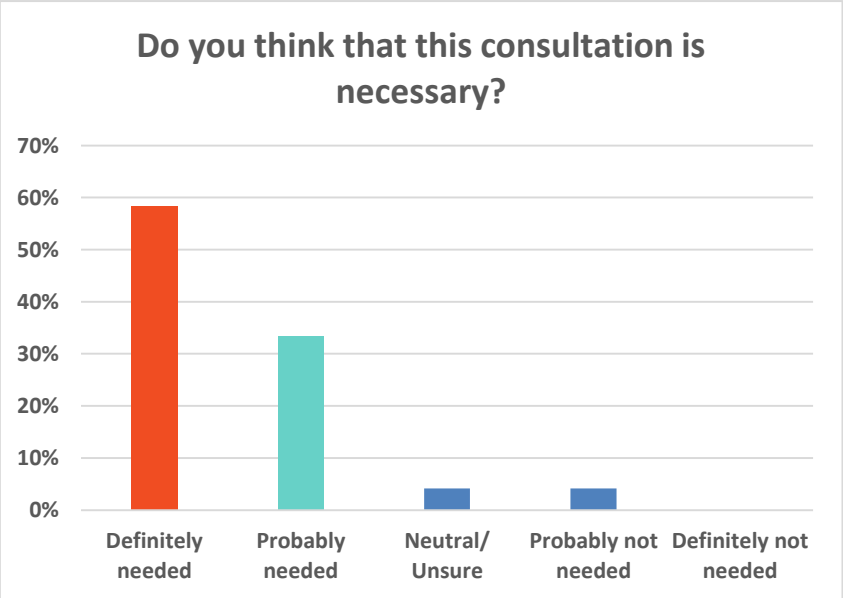

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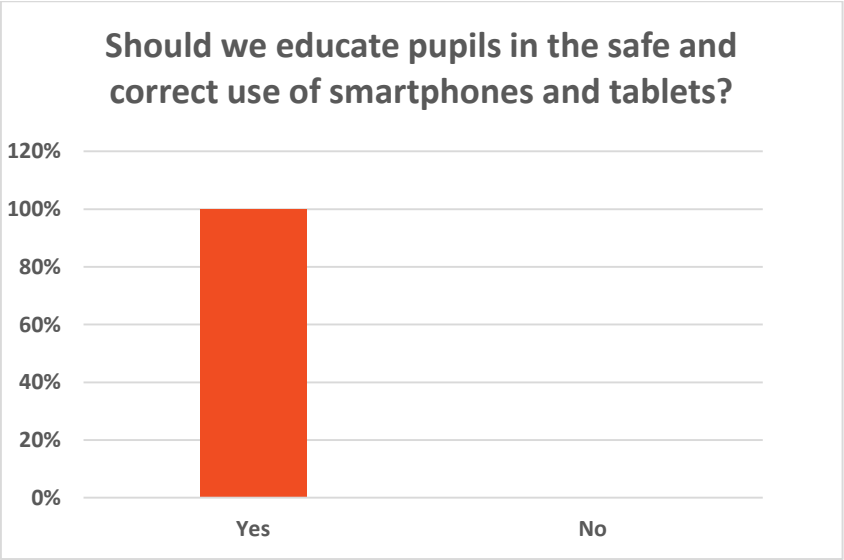

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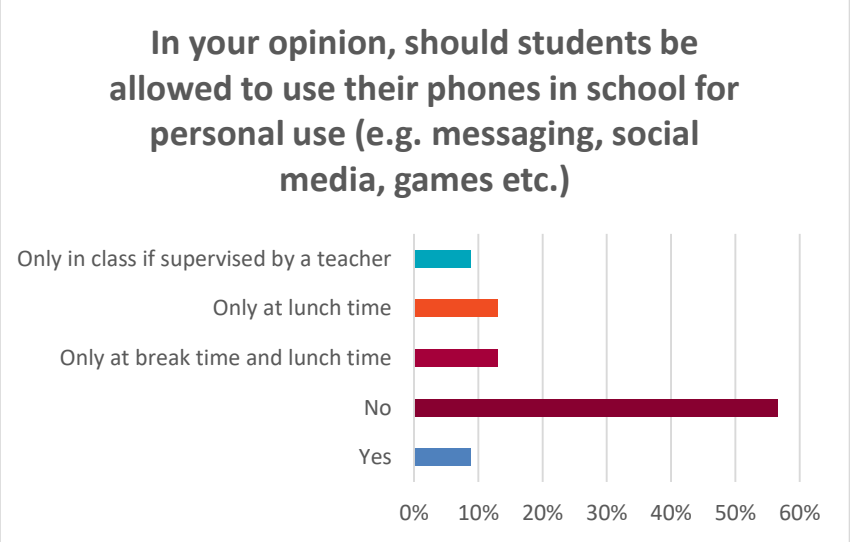

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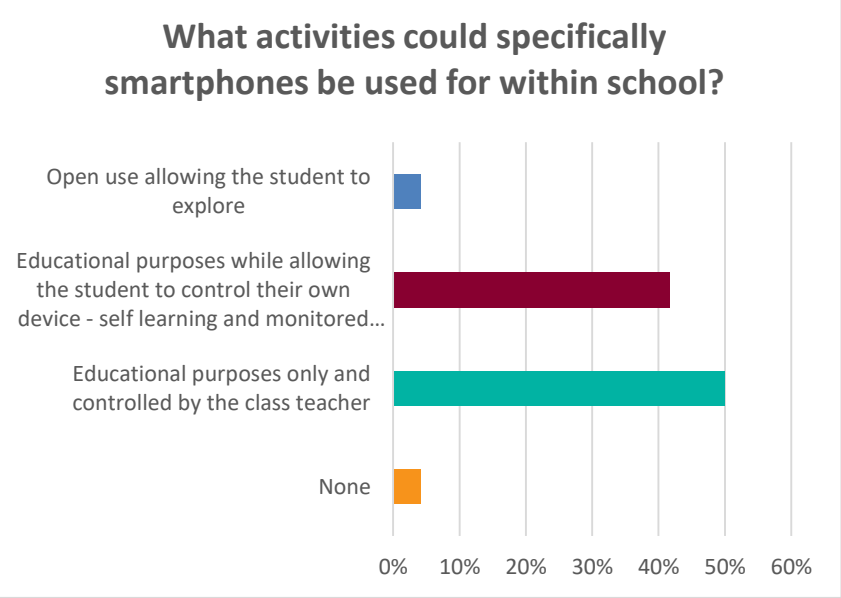

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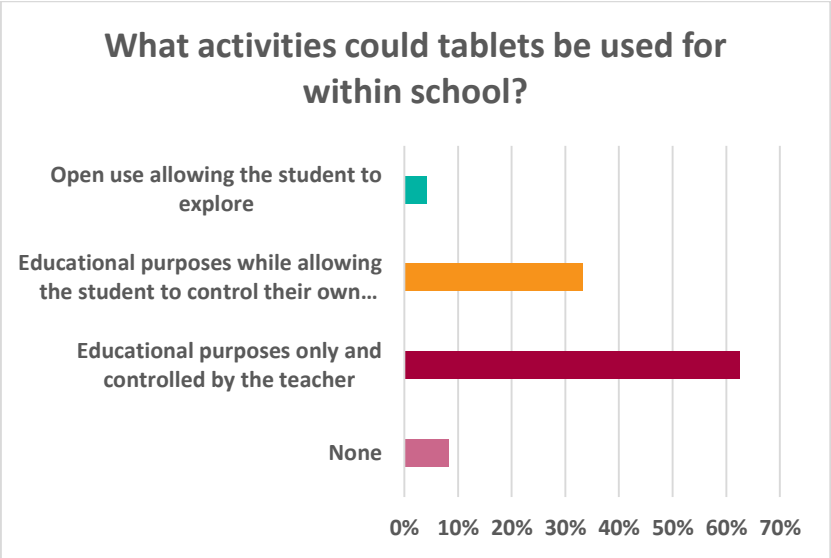

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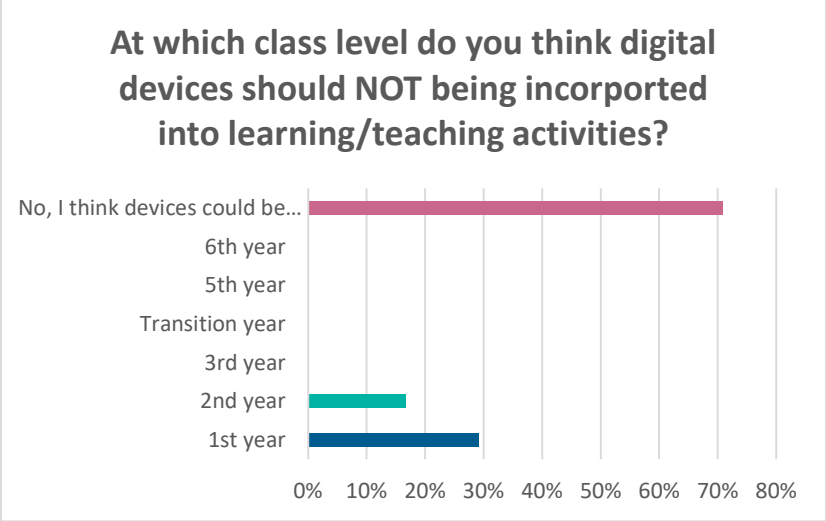

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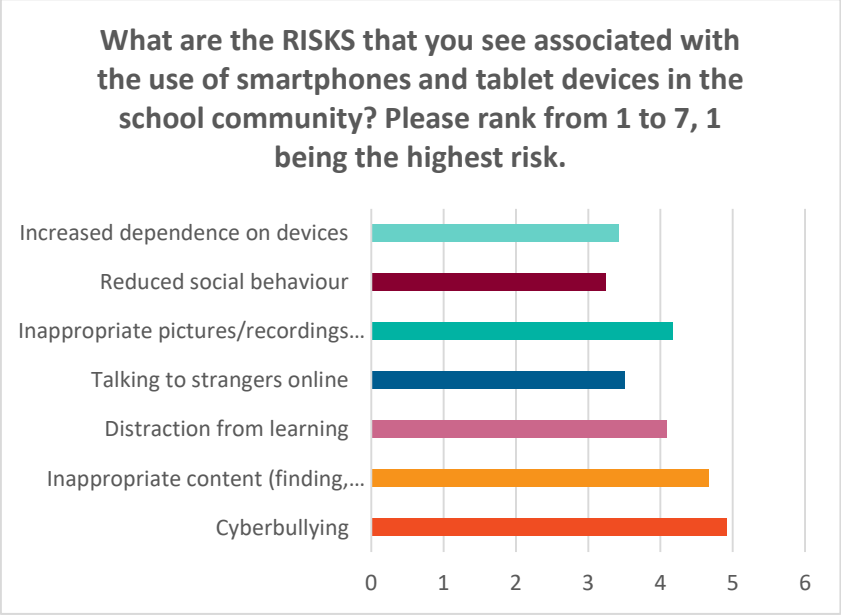

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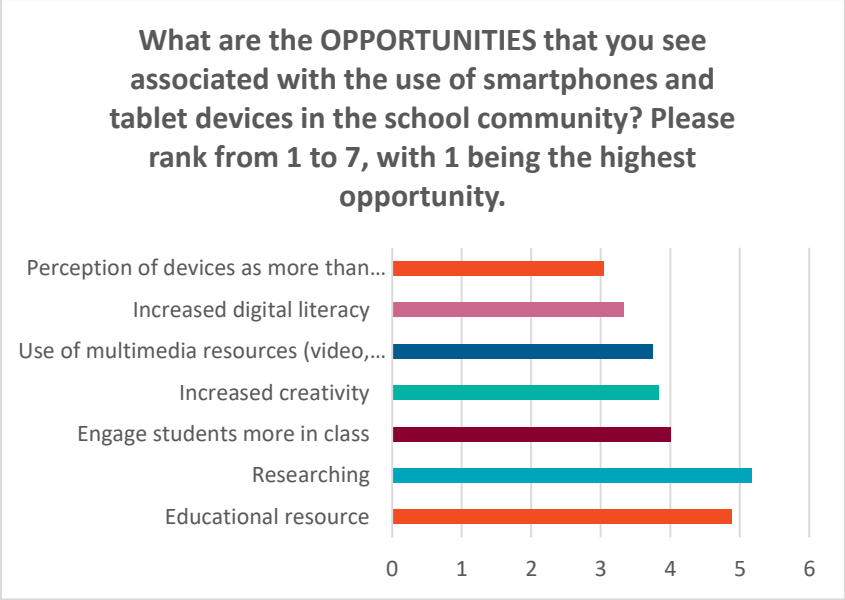
Q9 Are there any other opportunities you would like to mention?

Q10



Q11: Are there any other opportunities you would like to mention?

Q12: Are there any other important issues that you would wish your child/ren's schools to address in relation to the use of digital devices within the school community?

- Clarity regarding the use of devices in the classroom, some teachers allow students to use devices others do not? Issues regarding privacy and GDPR.
- How to keep themselves and their loved ones safe on the internet. How to build platforms to create positive spaces for young people.
- A no tolerance policy on misuse of phones in school not just class.
- Social and legal ramifications of students access to imessage all day.
- Adhere to school rules. Then sanctions if rules beoken.
- Be aloud use our phones to listen to music in school while studying as it helps people relax.
- Who is responsible for maintenance and safekeeping and the charging up of the devices, how is "I forgot to charge my tablet" going to be addressed, how will every possible breach of irresponsible use be legislated for in our new code of behaviour?
- Students who find social interaction difficult and become increasingly isolated.
- We live in a society that is increasingly becoming dominated by technology. If we are to truly educate our students to become successful members of society once they leave school we must be educating them on the correct and proper use of technology. We must demonstrate how technology can be used as an educational tool, how it can help us connect with the wider community and become citizens of not just their local community but also how they can become global citizens. It helps connect us to different corners of the world. It is vital that we teach our students how technology can enhance our lives and Teachers are generally to busy teaching but they do use the internet when teaching specific aspects of their subjects. Phone use is confined to quick communication via text or

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email if necessary.educate us but also how technology when used incorrectly can be dangerous.

Q13: Do you think that there are any implications for how teachers use their own personal phones during school time?

- Teachers are generally too busy teaching but they do use the internet when teaching specific aspects of their subjects. Phone use is confined to quick communication via text or email if necessary.
- Yes. shouldn't use our phones in class, corridor or assembly.
- Yes. Phones should Not be used by Teachers in front if Pupils.
- Yes. I see teachers all the time on their phones in their class, and when they are supposed to on supervision.it is such a bad example to the students that a teacher thinks staring for ages at their phone is more important than caring for them. The principal spent the entire last meeting on her phone texting rather than giving proper respect and attention to the rest of the staff as they engaged in the meeting. The problem starts from the top. The indiscipline is rife and starts with her. Talk about all the circulars you want, if there is no responsible person in charge the whole thing is a disaster. This is a very insecure place already and this will be another level of indiscipline to add.
- Yes. Teachers are role models. They need to model real life social interaction. Use of devices when on corridors in classrooms in staff room should be only for professional use in my opinion.
- Personal phones used during personal time at work is okay.

Q14: Do you have any other comments /feedback that you consider relevant to the Governments' Circular 0038/2018 and the requirement for consultation on smartphone and tablet use in the school community?

- Think carefully before introduction. Lots of schools are now reverting to more traditional methods in the states.
- Listen to teachers who are doing the job daily.
- We go through the motions of consultation and tick boxes all the time. Then it is all dumped and the mgt. do what they want anyways. What will the government do to check that this was not a box ticking exercise? Q.15 Should really read who is prepared to make sure the principal implement the Educational Technology Usage Policy. It won't be the Board of Mgt. judging from the track record so far.
- You should be able to use phones at lunch and in class when needed.
- Students should be allowed use their phones at break and for checking their time.

Q15: Are you prepared to implement the Educational Technology Usage Policy that will be compiled as a result of this consultation process?

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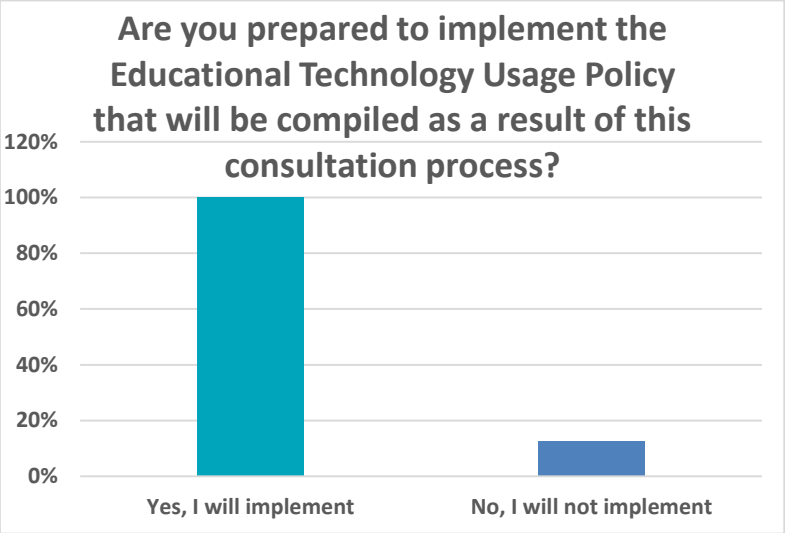

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3.4.3 Analysis of Internet Safety Questionnaire results for Maryfield College– Student Survey

Date Created: 26/02/19

Total responses: 117

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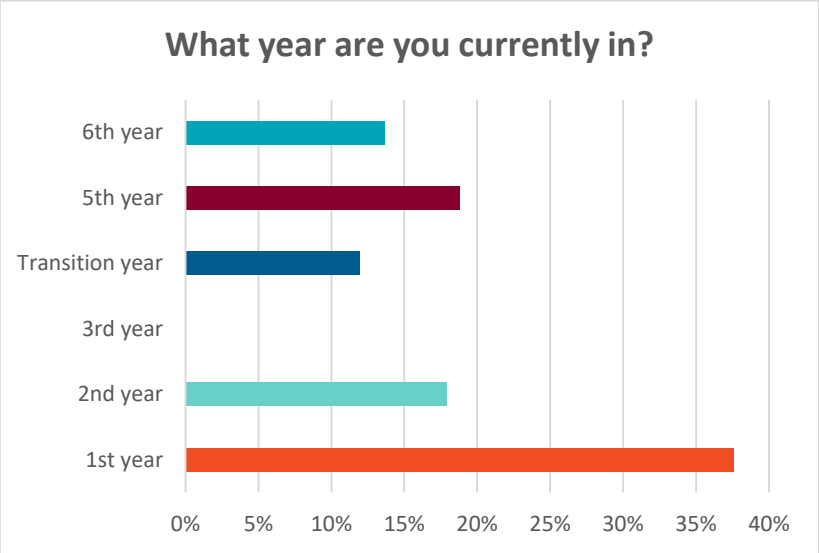

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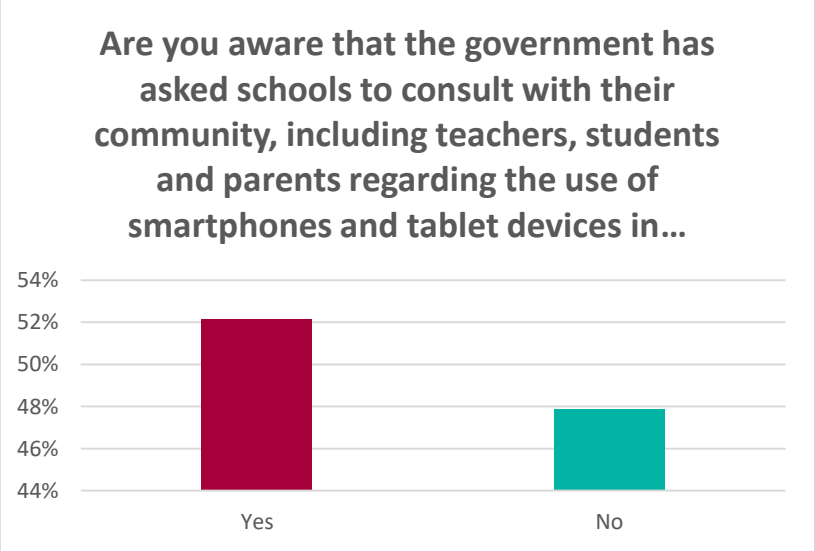

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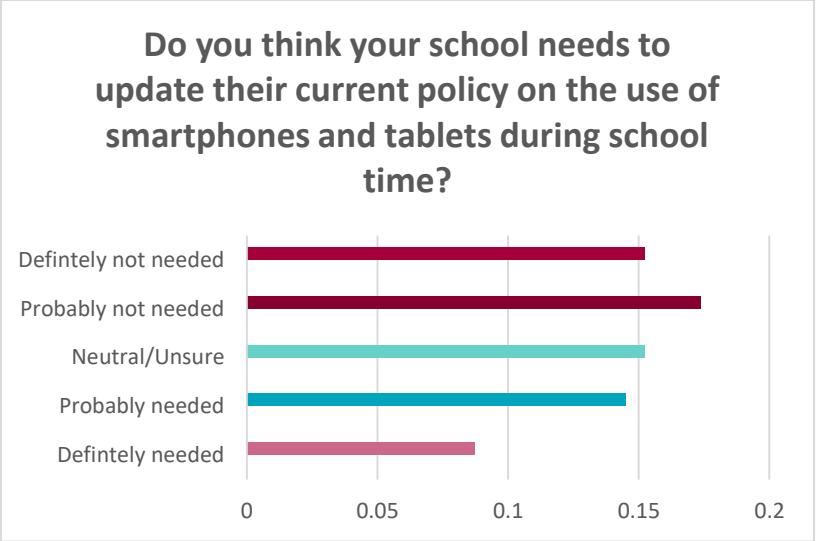

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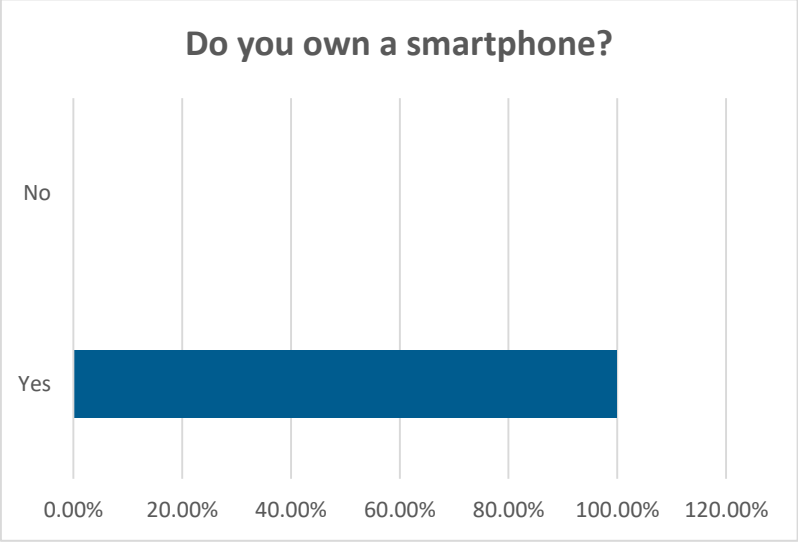

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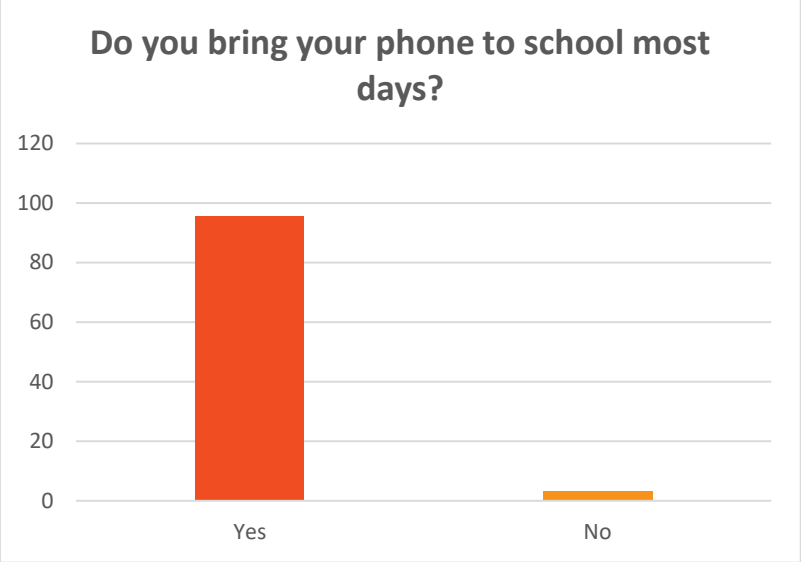

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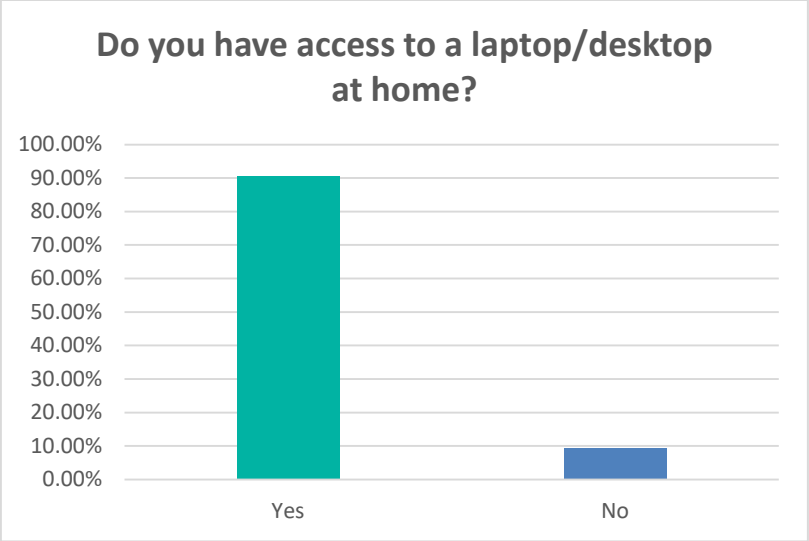

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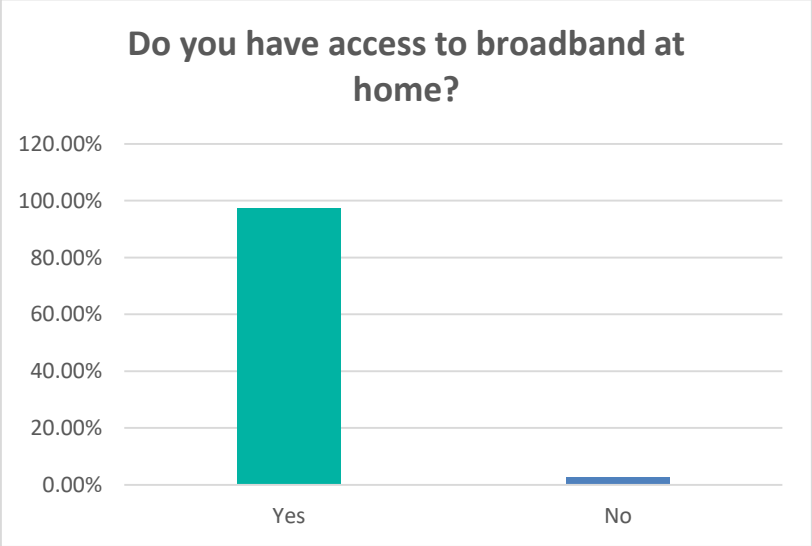

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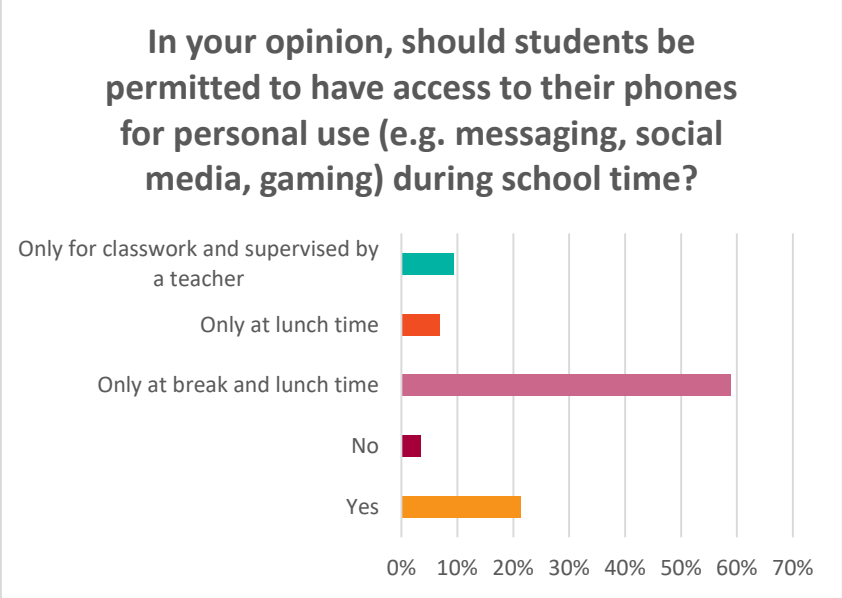

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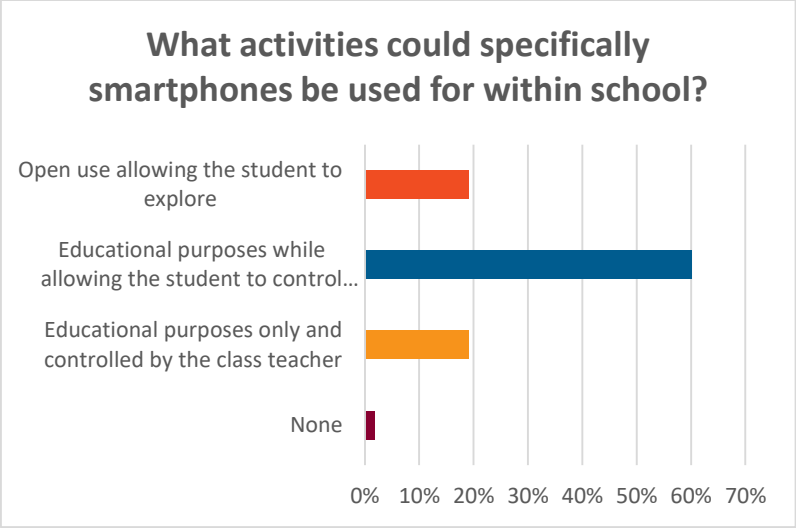

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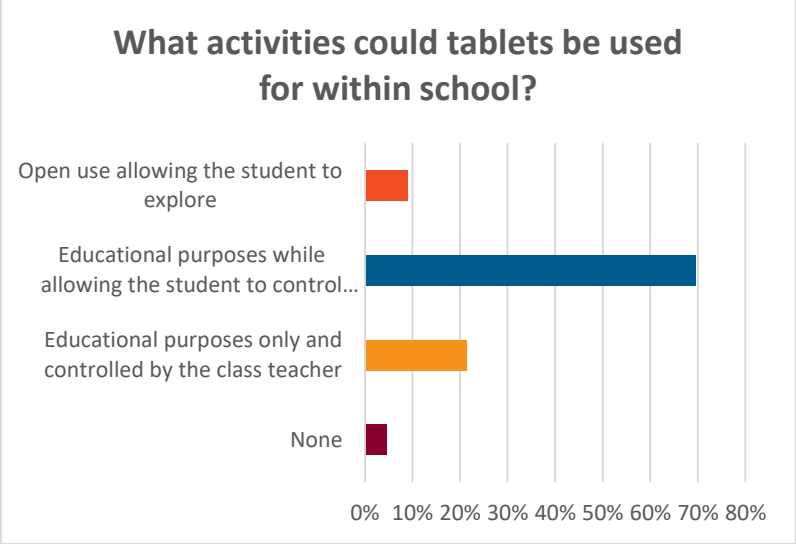
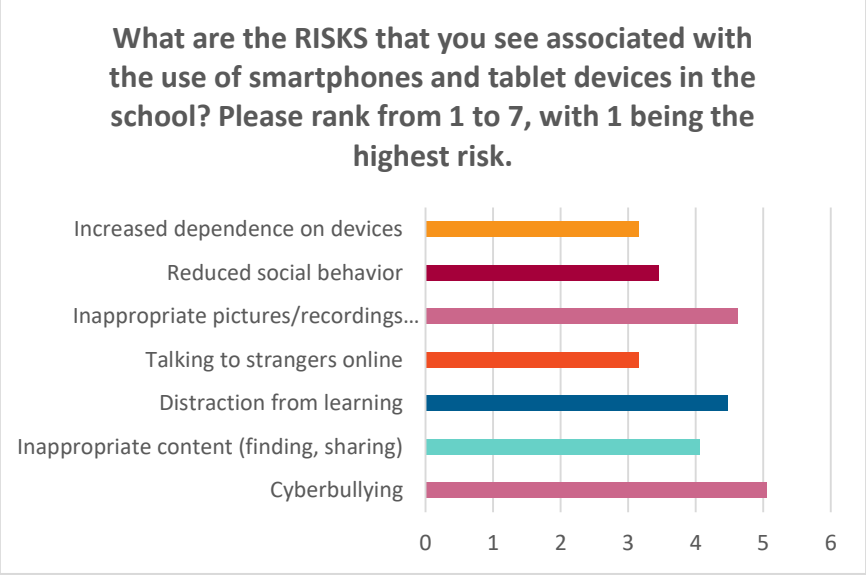


Q11.



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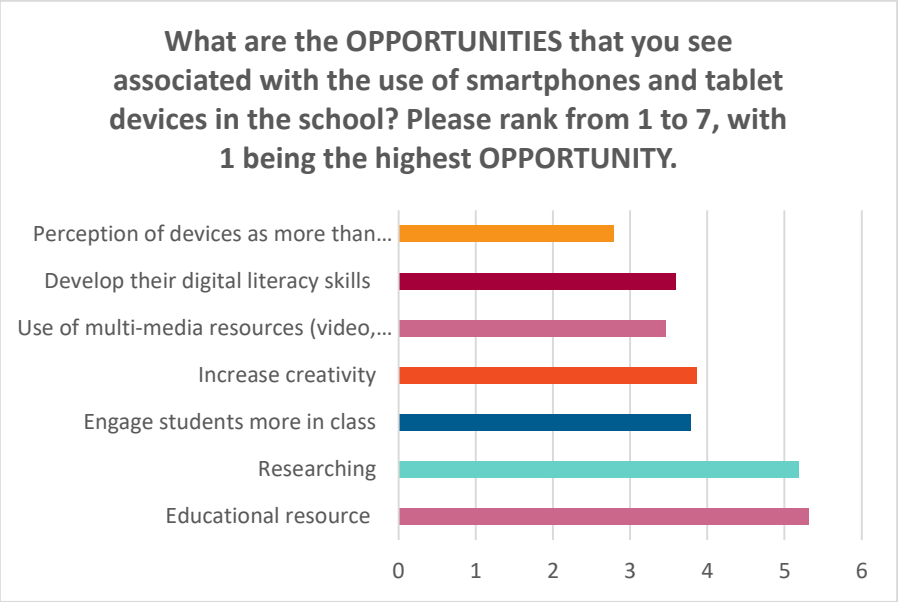
Q12. Are there any other risks you would like to mention?

- Distributing personal information.
- Spreading rumours online.
- Hacking.
- Eye damage from excessive screen use.
- Decreased attention span.

Q13.



Q14. Are there any other opportunities you would like to mention?

- PowerPoint skills.
- Ability to contact an adult in an emergency.
- Connect with friends.
- Future career opportunities.
- Translating for languages.
- Use of EBooks.

Q15. Is there any particular issue you would want the school to address if they were to start using smartphones and tablets more in school?

- To talk about social media and taking pictures or videos of people and threating them.
- I would ask them to make sure regularly that people don't abuse the power that they have when they have their phone and are allowed to use it freely.
- That if students are using their phones for inappropriate behaviour, phones will be confiscated and students will be punished with detention or suspension depending of the seriousness of the case.
- I think younger students should have more of a ban on smartphones as they as more than likely using social media but with older students (leaving cert students) it is used more for research for classwork.
- That school books and taking down notes written by the teacher would not be entirely replaced with tablets and self-learning.
- How are they supposed to monitor what every single person is doing on their phone in class?
- People would be walking into each other on the corridors cause they're on their phones and people would be recording their friends doing funny or embarrassing things.

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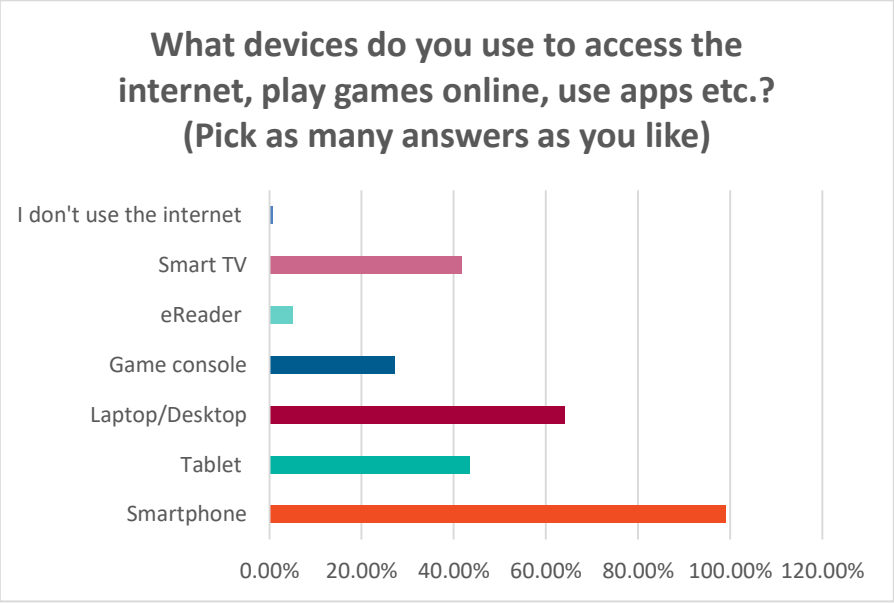
- If my data and information is protected and private to me.
- Only use them instead of books but let the students use them for whatever they like at break and lunchtime.

Q16.



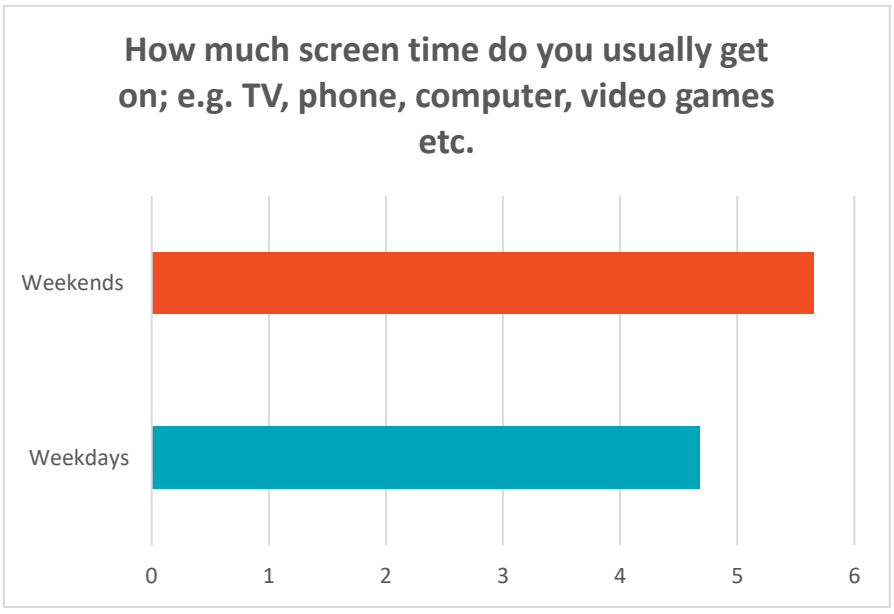
Q17. What are your top 3 favourite apps, websites, online games or social media sites?

The top favourite apps chosen by the students were; **Instagram, SnapChat, YouTube, Netflix, Spotify** and **WhatsApp.**

Q18. Are there any educational apps/websites that you like to use?

Educational apps that the students mentioned using included; **Duolingo**, **Google**, **Build Up**, **Kahoot** and **Study Clix**.

Q19.



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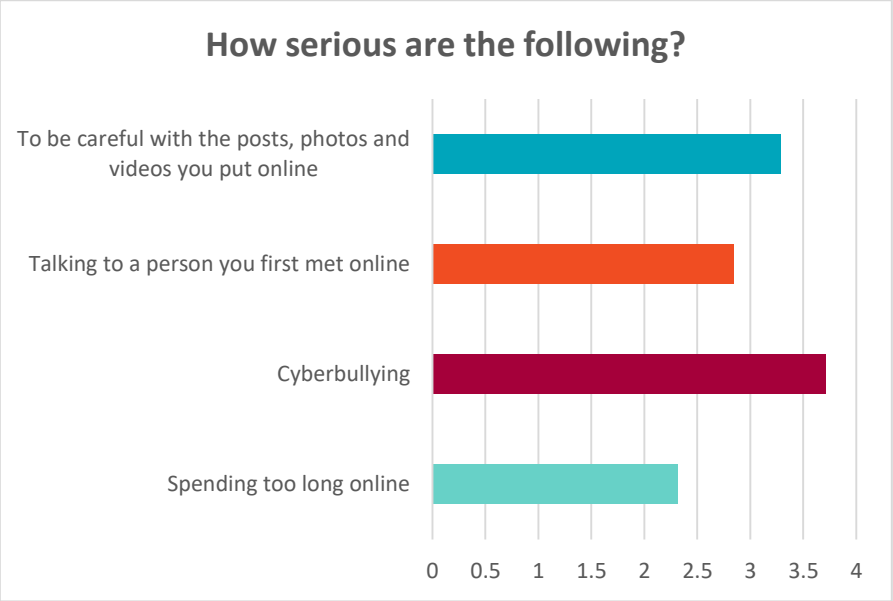

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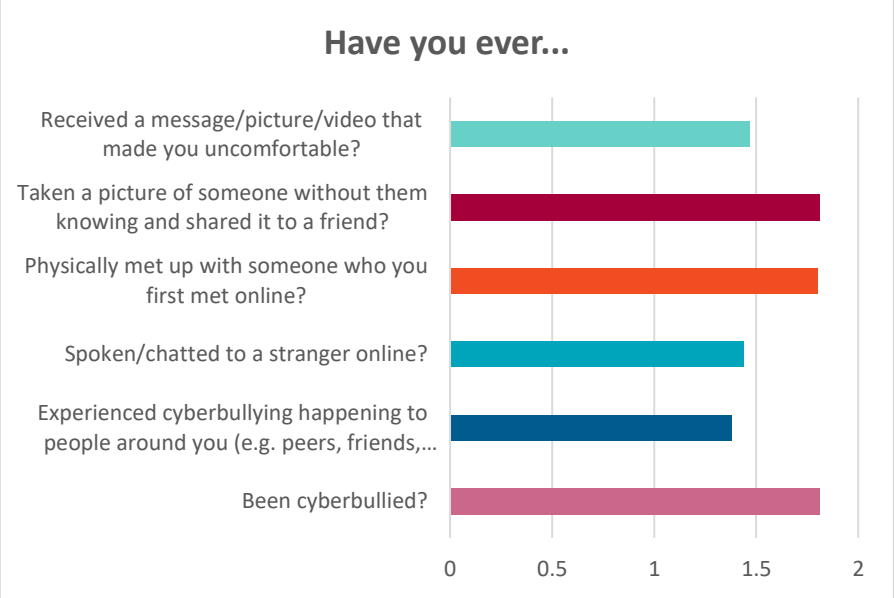

Q22. Do you have any other comments /feedback that you would like to mention?

- I think that we should be allowed to have phones with us in school.
- I would like schools to let us use our smartphones.
- Again, and I cannot stress this enough, the problem with the education in our country is about how incentivize doing well in school. create competition that encourages getting good grades, make teachers treat good students with more respect and dignity.
- I really enjoyed your presentation and I think it was very educational. I believe the use of mobile devices as educational tools should be encouraged in secondary schools, as the many benefits far outweigh the few dangers. All these dangers can be avoided after listening to a talk like yours.

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- People seem to think cyber bullying happens a lot more than it does. We've had too many talks on cyber bullying and not enough on topics like sex education and consent.
- In my opinion I think that it's important and potentially useful for secondary schools to introduce the usage of tablets and laptops specifically into the everyday curriculum because I feel that it would benefit the future generations of students who are considering careers in IT and programming by sparking their interest at an early age.
- The school should introduce IPads because the amount of books I have in sixth year is seriously hurting my back and most days I can't bring all my homework and study home with me. If we had IPads it would be much easier as all our books would be on the same device.
- If you are being cyberbullied, always screenshot the messages for evidence so you can back yourself up.

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3.5 Resources for Students, Parents and Teachers

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4 REFERENCES

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