

# Digital learning @ home

The newsletter of the Porous Learning Project funded by the Teaching Learning and Research Initiative

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We wish to thank and acknowledge the students, parents/caregivers and schools for their time and contribution to the research project. We wish you all the best for Christmas and the New Year!

## About the research project

The aim of the project is to understand how students and their families access digital learning outside school and how this might relate to literacy learning. We want to know what barriers might exist to literacy learning outside school, and what strategies families have devised to overcome these.

The study seeks to identify patterns of digital use by students outside school and also to find out what support and guidance schools need to give to students and families including what guidance and support parents receive from schools.

The research team interviewed 40 students and their parents/caregivers about their digital learning outside school. These



families were from six Manaiakalani schools in the Tāmaki area. After the summer holidays, researchers re-interviewed 30 of these students and families to find out about literacy learning over summer.

## Meet the project team



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## How we analysed the data

Students learning at school can be thought of in two ways. Some students are doing well at school because they have high test scores. Other students are doing well at school because they are making a lot of progress. We used the interviews to understand the sorts of activities that contributed to both test scores (high achievement) and to gains over time (high progress).

## What we discovered

### Time Online

- High achieving students tended to spend at least one hour online daily.
- Low achieving students tended to spend less than one hour online daily.

### Learning tip

- Negotiate and discuss the length of time your child needs to spend doing online learning if they are engaged in high quality learning activities (focused tasks that promote learning). Time spent online is not as important as engaged learning.

### Nature of Learning Tasks

- High achieving, high progress students were likely to be completing set learning activities, such as going to their 'Home Learning' tab on their class site.
- High achieving students were likely to take the initiative to go beyond what they have been asked to do.
- Low achieving, low progress students tended to be solely 'catching up' or 'finishing off' school learning activities.

### Learning tips

- Contact the school to find out how your child can access the Tamaki Learning

### Network outside school.

- For your child to raise the quality of their learning, they need guidance on how to go beyond the set learning activities e.g., by taking the initiative, finding out more, writing and blogging about their learning.

### Strategies for digital learning

- High progress students had many strategies for independent learning online, such as online collaboration (learning with other people), searching online for guidance and asking for help about how to do this.
- Most students had limited independent strategies for learning online and tended to stop when faced with difficulties.

### Learning tip

- Advise and encourage your child to use independent online learning strategies. They may need advice and encouragement to collaborate with peers and teachers through online discussion or search online for guidance or to independently manage distractions.

### Parental Involvement

- Parents of high progress students gave specific support to their child for learning activities.
- Parents are conscientious about acting on school advice to monitor children's digital use.

- Parents oversee learning tasks e.g., 'Home Learning' tab if these are set.
- Parents would like specific advice from schools about their child's learning activities during the year and over summer.

### Learning tips

- Encourage effective sharing by getting your child to show you their learning and discussing your child's learning with them in your best language.
- Support learning with discussions about how to refine searches to find high quality information, discussing how to judge the quality of sites and asking questions to extend your child's thinking.

### Nature of Reading

- Within the school year, high achieving and high progress students tended to engage in and value independent reading.
- Students' reading activities included following online interests and recreational offline reading.

### Learning tips

- Encourage your child to engage in online and offline reading of current topical events, fiction or non-fiction and student blogs.
- Discuss the sorts of reading your child likes, and help them to find lots of things to read.