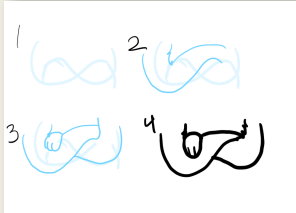
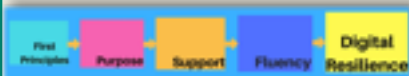


## Aim of the Project

This Action Research project follows on from the FAB1 'Unfolding the Arms' project (2015 emCETT) in which we researched teacher resistance to using technology in their practice.



The research identified a model of digital resistance:-



This Action Research project, FAB2 'Opening the Arms', was used to evaluate the effectiveness of this model of digital resilience, to identify further measures that can be taken to improve digital resilience and influence digital strategies.

## Literature Review

- InTuition Issue 23 Get Your Students Thinking, not just clicking (2016) Geoff Petty
- Coffield, F., & Costa, C. (2014). *Beyond bulimic learning: Improving teaching in further education*. Harnessing the potential power of feedback
- Frank Coffield and Carol Borrill (1983) *Entrée and Exit*
- Coffield, F., & Learning and Skills Network (Great Britain). (2010). *Yes, but what has Semmelweis to do with my professional development as a tutor?* London: LSN.
- Kline, N. (2009). *More time to think: A way of being in the world*. Pool-in-Wharfedale, Fisher King Pub.
- Brookfield, S. (1995). *Becoming a critically reflective teacher*. San Francisco: Jossey-Bass.
- Freire, P. (1970). *Pedagogy of the oppressed*. New York: Herder and Herder.

## Participant Voices

**Ms. P** 'I noticed that one of the requirements to study this course was that the student must have basic ICT skills, a requirement I chose to ignore'

*In the beginning, I was informed that I would not lose any work, but that work can be stored in a cloud, "a cloud, what cloud? I couldn't see any clouds!" but with the support I have been encouraged to explore and now I have a much better understanding of where my work is and don't have to re-write it'*

**Mr. T** 'This has been a momentous occasion for me with digital resilience, quite surprised at myself due to the fact that I was dreading the very thought of it'

*'My first thought was, "Help, I can't do this" After playing around, the next thought was "How". My mind started to take me back to when I first started recording the top 20 on a Sunday tea time with the radio and my Decca tape recorder and a mike!! Adding my DJ voice over the top of Kid Jenson, Peter Powell or Mike Read'*

*'I figured all the Technical stuff out myself by playing around, so my thought process hasn't really changed in this ever changing world of technology. The feelings of dread started to lift when I realised I had a whole spectrum of support'*

## Methodology

- ETHICS: Ethical consent forms were created, permission was granted from the college, participants were fully informed on what participation would involve, what questions would be asked and what the data would be used for. It was made clear that participants could withdraw at any time.
- Teaching for a social purpose four cornerstones philosophy has influenced our methodology – equality of thinking, Freire – teacher learning from student.

The Four Cornerstones



- Tutor observations and reflections Qualitative Data: Critical Incident Questionnaire (CIQ) a way of bringing out student voices.

## Recommendations

- Avoid resorting to 1:1 tuition when learners struggle, they keep coming back as see you as a digital guru.
- Avoid introducing technologies half way through the course.
- Avoid packing too many different tech platforms into a day, spread it out.
- Avoid being a digital magpie, test it yourself, don't embed it in the programme and then dispense with it later.
- Gather more data from other courses.

## Strengths & Challenge

- Challenge: The cohort was quite small due to timescale and participants only attending college every 6 weeks on a blended course.
- Challenge: To ensure that it was systematic and rigorous.
- Challenge: Potential for bias due to duality of researcher/course tutor.
- Strength: Action Research leads to value-based knowledge construction, which supports curriculum development
- Strength: Practitioner led.

## Findings

- Explicitly teach the FAB Model of Digital Resilience, to provide a framework and vocabulary for students to articulate their needs and have permission to be at whatever stage they were.
- Establish a Digital Strategy for Teacher Education programmes.
- Introduce a pre-course 'hackfest' for digital exploration
- Limit introducing new tech mid-year
- Ration 'Digital Nurse' (Longdon, Monaghan, Mycroft 2015) 1:1 sessions, to limit dependency.
- Run regular rhizomatic 'pop-up' sessions, on and off-line in negotiation with students.

### PRINCIPLES:

- Use active language
- Go the long way round
- Use own device
- Challenge untrue limiting assumptions