THE RELATIONSHIP BETWEEN PARENTAL ENGAGEMENT, DIGITAL HOME-SCHOOL LINKS AND PUPIL ACHIEVEMENT

Dr. Christina Preston

Professor of Education Innovation

Karen Cameron and Joanna Wilde

Senior Researchers

September 2014

groupcall
www.groupcall.com

THE RELATIONSHIP BETWEEN PARENTAL ENGAGEMENT, DIGITAL HOME-SCHOOL LINKS AND PUPIL ACHIEVEMENT

Research summary

The MirandaNet Fellowship[1] founded in 1992 is an international community of professional educators in all phases who research the value of digital products from the point of view of the teacher and the learner. In view of this reputation, the Groupcall development team invited the MirandaNet Fellows to consider the evidence that shows how teachers can harness the power of the latest digital technologies in order to save time in administrative tasks, increase achievement through parental engagement and reduce bullying.

Groupcall was founded by Sir Bob Geldof who had the vision to see that the latest communication technologies would enhance learning for all, but particularly the disadvantaged. At the UNICEF Education for All Campaign launch in 2008, Sir Bob quoted Epictetus, "Only the educated are free"[2]. The family of products that Fellows are reviewing work seamlessly with the school MIS systems: the new service, BATline, that is designed to combat bullying as well as the award-winning Groupcall suite of products including: Messenger, Emerge, Xporter and IDaaS that integrate well with MIS systems.

A key purpose of this research project was to provide evidence for teachers of the impact for Pupil Premium and OFSTED reports. Firstly, the Fellows explored the existing research about how digital communications help to bridge the gap between home and school. The findings about the most significant impact on learning achievement were dependent on good relationships between teachers, parents and pupils. In particular, the confidence of parents in the school increased when they were receiving regular communications on their smartphones. The impact of the products depended on teachers working within the home context. Four categories were established as relevant:

- the socio-economic status of the family;
- the parents' awareness about the impact of the media;
- the style of parenting that is prevalent;
- the availability of home–school digital links.

For example, before the introduction of these messages, many disadvantaged parents who had not enjoyed school themselves felt they were only asked to attend school when their children had misbehaved, but with regular messages they had a more rounded view of school activities. Additionally it was also found that fathers who came in for technical sessions could often be persuaded to talk about parenting with teachers they had learnt to trust whilst learning themselves.

Secondly, this study followed up with a survey to teachers in fifty-five schools nation-wide about whether technology saved them time in tasks such as registration and whether they could inform parents quickly about a child's absence: approximately half the respondents were MirandaNet members. The key findings show how teachers' attitudes to digital administration and support have changed positively over the last five years;

- two thirds of teachers who currently use pen and paper for registration would now consider using digital tools, a significant cultural change;
- half the teachers use devices given to them by the school that now seems to be the usual professional practice. They were mainly iPads and mini-iPads. The iPad is the most desired amongst those who do not have a device.

---

[1] The MirandaNet Fellowship (www.mirandanet.ac.uk) is a professional community of educators who are committed to enhancing learning using digital technologies. There are nearly one thousand members in more than eighty countries. As co-researchers, they work in partnership with governments and companies in research, development and dissemination projects designed to share new findings about the role of digital technologies in teaching and learning with professionals around the world.

[2] "From a truancy point of view, as a country we really need high levels of education or we are going to fall behind. If kids aren't in school, what's going to happen? Lying out there right now is some kid who could, conceivably, be a genius, but we won't know because he's either in bed, in a bowling alley, drinking or taking some drug or another. This system helps keeps kids in school. Fact."

Phone: 0044 208 686 8768 or 0044 7801336048
E-Mail: christina@mirandanet.ac.uk or enquiries@mirandanet.ac.uk
Web: www.mirandanet.ac.uk and www.worldecitizens.net

- registration products in use varied significantly in quality and reliability and teachers were interested in how schools leaders can distinguish between the good and the bad: word of mouth, professional organizations' recommendations and awards like the 'BETT' show and the 'Education Show' were considered to be valuable.
- teachers were concerned about the lack of time for the increased complexities of their job. Indeed one third of teachers would welcome the opportunity to save time with digital administration because they are given no planning and preparation time in their working day. Of the others the majority only have two hours for planning and preparation. Several teachers expressed the concern that this situation would worsen.
- a clear trend was that about 20% of the teachers in this sample would value extra time to: improve their subject knowledge; join CPD programmes; and, to engage in personal research and study.

Some of the teachers' surveyed provided deeper insights into the ways in which instant communication with parents helped to raise achievement. Three selected comments indicate that better technology has created a significant culture change and that some of these contacts would not otherwise be feasible in a teachers' busy day:

- a child arrived at school having had sporadic schooling to date. The child had been a looked-after child and when arriving at school was at least two full levels behind their peer group. We met the parents and explained our assessments. We then put in place a range of interventions and invited the parents to attend those sessions. Support materials were placed on the Internet and a partnership between home and school established. Within one term the child had gained 2 sub levels and was losing the gap with peers. By the end of the year this child had reached the same level as their peers. The impact of intervention was only this powerful due to home-school partnership;
- lack of work from a student. Texted home. Student returned that same day to apologise and catch up. Student had received a text from home;
- through weekly email updates to parents we were able to motivate the student to complete task and to a high standard. In this way, parents and teacher were working together and updating each other on a weekly basis.

Overall the teachers' comments suggested that in their practice there was evidence that:
- parental engagement improves pupil achievement;
- sharing information with parents regularly improves relationships with teachers, therefore instilling parents with trust in the school.

In effect the research has confirmed Bob Geldof's intuitive understanding that truancy was a serious problem when he decided to invest in Groupcall.

 "From a truancy point of view, as a country we really need high levels of education or we are going to fall behind. If kids aren't in school, what's going to happen? Lying out there right now is some kid who could, conceivably, be a genius, but we won't know because he's either in bed, in a bowling alley, drinking or taking some drug or another. This system helps keeps kids in school. Fact."

However since he expressed these concerns the improved technologies developed by Groupcall and other companies have created a significant culture change in relationships with parents that would not otherwise be feasible in a teachers' busy day. Even better, thanks to the vision of developers like Groupcall, increasing involvement with parents through a regular news stream about attendance, achievement is becoming the norm in teachers' practice. Finally the new product alerting teachers and parents to incipient bullying is another means of keeping children safe so that they can concentrate on learning.

Dr Christina Preston, Professor of Education Innovation, MirandaNet Fellowship.

Phone: 0044 208 686 8768 or 0044 7801336048
E-Mail: christina@mirandanet.ac.uk or enquiries@mirandanet.ac.uk
Web: www.mirandanet.ac.uk and www.worldecitizens.net

Introduction

This report records the findings of research into digital administration products undertaken by the MirandaNet Fellowship: a professional community of educators who are committed to enhancing learning using digital technologies. There are nearly one thousand members in more than eighty countries. As co-researchers, they work in partnership with governments and companies in research, development and dissemination projects designed to share new findings about the role of digital technologies in teaching and learning with other professionals around the world.

The research was commissioned by Groupcall, a company founded by Sir Bob Geldof. He had the vision to see how digital technologies might enhance learning for all, but especially for the disadvantaged. As one of the inaugural founders of the company Groupcall, Sir Bob aims, through a series of projects, to support the development of digital products that engage children and their parents more enthusiastically into learning activities both in school and out.

Groupcall have a reputation for innovation and have already won awards for the effectiveness of their *Messenger* system. This software gives schools the ability to send text messages (SMS), emails and automated voice calls to the mobile phones and landlines of parents, staff and key contacts. Using the automated Google translation facility provides the ability to automatically send text and email messages in any one of the eighty languages, which is clearly an advantage to engage parents who do not speak English. *Messenger* allows recipients of messages to respond to the school and allows a school to keep a full audit trail of all communications. Most importantly, from the research point of view, *Messenger* fully integrates with all major UK Management Information Systems (MIS) and accesses student, staff and attendance data in real-time, providing a complete solution for instant messaging to parents and the school's wider community.

This information about pupils' attendance, behaviours and achievements can instantly be stored and shared. This means that staff and parents can use the data to build a picture that can be used to support pupils appropriately, depending on their identified needs. Pupils out of class can quickly be redirected; inappropriate behaviours targeted to help the pupil improve; parents can be contacted quickly if there is a problematic absence; and, additionally, they can praise their child for their achievements almost instantaneously which is a boost to pupils' self-esteem.

Other Groupcall services that integrate well into MIS systems are:
- **Xporter** provides authorities with an automated solution to securely collect data from schools or other institutions, and securely deliver to a chosen location or system. Xporter can also be used for automatic provisioning of 3rd party systems. The solution is currently installed in over fifteen thousand UK schools.
- **Emerge** is the powerful yet intuitive app which enables schools to have an up-to-the-minute copy of their MIS data instantly and securely available in the palm of their hands for access anytime, anywhere. Registration can be taken and student information, such as timetables, can be accessed wherever you are without the need to rely on a desktop PC. Users can access information when and wherever it is needed, including in an emergency situation where the school system may be down or access to the school is restricted, thus ensuring staff and student safety is paramount at all times.
- **BATline** (Bully Action Team) is a new cost-effective service that provides schools with a dedicated incoming text number allowing any learner, parent or stakeholder to report any type of bullying or incident to the relevant person/people within the school. Although the new service is called BATline, it can also be used for any communication purpose.
- **IDaaS** (Identity-as-a-Service) is an Identity Management, Single Sign-on, Directory and Application Provisioning solution. In most schools the Management Information System (MIS) holds the golden

Phone: 0044 208 686 8768 or 0044 7801336048
E-Mail: christina@mirandanet.ac.uk or enquiries@mirandanet.ac.uk
Web: www.mirandanet.ac.uk and www.worldecitizens.net

record for the latest information about students, teaching & support staff and the different groups that they belong to e.g. year, class and special interest groups. Schools have to maintain their MIS's with this information. IDaaS avoids the need to duplicate this effort for many other systems – Microsoft's Office 365, Google Apps, learning platforms, cashless catering, behavioural management, attendance, biometrics and so on.

Overall the Groupcall suite is designed to make administrative tasks easier and time efficient and also to reinforce the premise that where parents are engaged in their child's education, pupils achieve significantly better progress. In addition, to truancy issues with the bullying alert BATline, parents can enjoy peace of mind, knowing their child is safe: as Sir Bob Geldof said himself, "I know that my kids are in school".

The research aims

Groupcall chose to do some research in partnership with educators to establish what has been already achieved in improving achievement and to explore the findings further to ensure that existing innovations were used to the full and that emerging needs were satisfied.

This Groupcall research was designed to:
- gather evidence that schools are able to justify their expenditure of these devices in terms of results in achievement by helping parents and teachers to make the most of digital home-school links;
- provide evidence of impact for Pupil Premium and OFSTED reports that teachers can use;
- gather ideas for innovative technical solutions to the challenges posed in schools where children and teachers are no longer to be found in the same classrooms at the same time.

The following literature review summaries key themes emerging from an extensive study of the research in this area. These themes were used to pose questions to frame the rest of the study.

Literature Review

The key themes that emerged as the most significant in the literature in relationships between teachers, parents and pupils are the impact of:

- socio-economic status;
- media awareness;
- styles of parenting;
- home–school digital links.

Some key evidence about these themes follows:

Socio-economic status

Reviewing the literature has shown that parental engagement has a positive effect on pupil achievement in most cases. But the level of engagement is dependent on how much parents are away working and what their workload and working hours might be. A clear link has been established between socio-economic status and the extent of parental engagement. In terms of workload Holloway and Pilmott-Wilson (2013) found that:

> *Mothers' support for educational restructuring that includes communication with parents is widespread, but motivations for, and experiences of involvement vary significantly between higher, middle and low income schools. In essence, senior management teams need to be sensitive to the fact that parental involvement increases mothers'*

Phone: 0044 208 686 8768 or 0044 7801336048
E-Mail: christina@mirandanet.ac.uk or enquiries@mirandanet.ac.uk
Web: www.mirandanet.ac.uk and www.worldecitizens.net

workloads, adding the existing demands of paid labour, domestic work and their own education/training. In addition, there is a risk of widening social inequality as middle-class children potentially benefit more than their working class counterparts.

Further, Koshy et al. (2013) discovered that parents of high ability children living in relative poverty felt less supported in their ability to engage with their children's education.

Parents did not perceive their wider family or the wider community as supportive, nor did they expect them to be. Peer groups were seen as threats to their children's well-being and advancement. Schools were highly rated for relationships but offered no specific support to these parents.

In short, parents need to have the time, energy, skills and a supported relationship with schools in order to engage appropriately in their children's education.

Media awareness

A key concern for parents has been identified as a fear of the digital bullying of their children. Awareness has risen as a result of media coverage in this area; specifically because, as children grow older, this aspect of their digital lives becomes more difficult to monitor and control. In his recent article 'Tackling the Terror of Digital Bullying' Royston (2014) recognises the importance of parental engagement in tackling the difficult problem of bullying:

Schools regularly say that, across the board, parental engagement is rapidly improving [when digital tools are in place]. Whether schools are reaching parents to inform them about school trips, truancy issues, school dinners or parents' evenings, modern technology means messages are being received and consequently are being acted upon. Updates and information on bullying policies and incidents should be no exception. The more parents are being informed about what goes on after they leave the school gates in the morning, the more they can help. [The suggestions for parents to combat this threat include:]

- *stay aware of and involved with what your child is doing;*

- *be careful about the use of personal information;*

- *enforce consequences if a child cyberbullies;*

- *provide support if a child is cyberbullied;*

- *practice how to speak up to stop cyberbullying;*

- *teach kids to get adult help anytime they see unsafe behaviour on the Internet.*

This valuable advice would provide a basis for a parental programme and the opportunity to create a basis for the regular digital communication that can keep parents informed.

Parenting styles

Sometimes parenting classes have been advocated for those who themselves had little guidance in their childhood. Goodall's model (2013), for example, highlights six elements of effective parental engagement:

Phone: 0044 208 686 8768 or 0044 7801336048
E-Mail: christina@mirandanet.ac.uk or enquiries@mirandanet.ac.uk
Web: www.mirandanet.ac.uk and www.worldecitizens.net

Authoritative parenting (which underpins the other five elements) and the need to begin engagement early, to take an active (rather than passive or reactive) interest in the child's learning, to continue this interest throughout the child's life, to have high educational aspirations and to stay engaged. Discussion about these styles might also be included as an aspect of a parenting course if the parents and carers could be persuaded to come into school. This could, perhaps, be linked with an offer of training in the digital tools available to their children and themselves through the school.

However, parental engagement can be problematic and needs careful management. Posey - Maddox (2013) found that although parents brought new resources and educational opportunities to the school, yet their engagement through the parent-teacher organization (PTO) and the school's reliance on their contributions engendered tensions and exacerbated existing status positions among parents. The findings highlight the limitations of positioning middle-class parental engagement as a key intervention strategy in urban education.

It would seem, then, that a crucial aspect would be to find a suitable scaffold for parental involvement that recognises differences between parental attitudes and develops the skills of parents and teachers in order that parents can engage with their children's education in a positive and non-reactionary way. Relationships need to be carefully developed with the senior management team.

The potential of home-school digital links

Many schools have installed Virtual Learning Environments (VLE). These learning platforms provide an e-learning education system based on the web that models conventional education by providing equivalent virtual access to classes, class content, tests, homework, grades, assessments, and other external resources such as academic or museum website links). It can also provide a social space like Facebook where students and teachers can interact through threaded discussions or chat. It typically uses Web 2.0 tools for 2-way interaction and includes a content management system.

Roushas, Calabrese, Barton and Drake (2009) used a multi-media case-based environment to help pre-service science teachers to explore and reflect on themes of parental engagement in high-poverty urban school settings. The schools were introducing a VLE called PARENTS that included home links and encouraged parental involvement.

> *The major theme that emerges [for the pre-service science teachers] is that while students sometimes struggled with the technical difficulties of the prototype software version of PARENTS and had some issues around system navigations, they also valued (and felt challenged by) how the learning environment scaffolded their thinking by: asking them to view parents in new and different ways; structuring their thinking around parents through semi-structured evidence-based reasoning, reflection and keeping notes; and making ideas and experiences concrete through real life examples (video and text).*

In 2009, Younie and Leask who are both MirandaNet Fellows, researched into the use of Virtual Learning Environments (VLEs). Overall, they found that the use of VLEs could extend the pupils' learning day and engage parents in their children's learning. The researchers were looking in particular for the value of the VLE for out of class contact in a secondary school when there was school closure:

> *During the week of the school move, one student, having difficulty with some science work, booked a video-conference with a non-science teacher at school. While parents hovered in the background, the conference started with the 'social niceties' such as "How are you, Sir?" and then moved on to the difficulties, yet interspersed with an occasional pleasantry. These exchanges had a positive outcome when back in school,*

as pleasantries continued to be exchanged in the school corridors and playground demonstrating an increase in trust and confidence in that teacher….

In a primary school where pupils would suggest the uploading of class work of which they were proud, improved both teacher - pupil and teacher - parent relationships, especially when the parents were invited to be involved at each step of the innovations' implementation….

The initial approach was to address the number one priority in the school improvement plan which was to increase the engagement of parents in their children's learning. To that end they immediately set up a parental secure area with log in. The parents' area has forums where they can ask questions and the school can also consult with them and share policy. As this is a secure area, 100% of parents have given permission for photos and videos to be visible. This means that parents can see their children in the process of learning, and also, by sharing this within the family, they have a starting point for discussion with the children, about their learning. For example, class assemblies are videoed and uploaded, as are photos from class work and extended school clubs which run from 7.30am and until 6.00pm.

This study is the first that showed how important the extension of VLEs into the home could be in order to engage parents in their children's learning. But Leask and Younie also identified barriers to home uptake:

The interoperability with the Managed Information System (MIS) is not yet available. This is a barrier since any managed aspect needs to feed back into the system if it is to become a total learning platform and that is what the school requires.

This barrier of linking the schools' management systems to the VLE is one of the issues the Groupcall development team have addressed.

Research literature findings

Overall, the desktop review revealed evidence that communication between parents, teachers and children could have a significant influence on pupils' achievements. A number of points emerged about how the relationship between parents, teachers and children should be conducted to ensure the best results in pupil achievement. For example, it can be inferred from the literature that a professional development programme for teachers on the topic of parental engagement is more about the quality of the relationship being forged than the content of a course. Teachers would need to be sensitive about the socio-economic circumstances of the parents, such as their workload, as it might understandably impede engagement. Teachers might also need to manage parents who were too intrusive amongst other parents or in school matters.

A clear strategy emerged from the literature: firstly professional development programmes for teachers about parental engagement should challenge stereotypes; secondly, they should also raise awareness of the impact on parents of their socio-economic status; and, finally, cover the issues that parents were concerned about reported through the media. Teachers might also want to think more about the parenting styles they observed and also about how to handle parents who intruded inappropriately on school life when they were invited to become engaged.

Phone: 0044 208 686 8768 or 0044 7801336048
E-Mail: christina@mirandanet.ac.uk or enquiries@mirandanet.ac.uk
Web: www.mirandanet.ac.uk and www.worldecitizens.net

As far as programmes about parenting are concerned, parents in disadvantaged areas are not always comfortable coming back to school but they might be tempted to join a class in which they learnt about how to use the software and mobile devices – particularly the fathers.

This under-confidence amongst parents about using technology has an advantage because it could be a bridge to improving their willingness to engage with the school on technical issues. Once the technical issues are addressed, teachers can then work with them on other more emotive issues. This technical class could also be a focus for their concerns about their child's digital footprint and a means of obtaining information and advice about managing their child's achievement. The sense of community in a face-to-face class could be reinforced by the use of the virtual learning environment where one has been installed.

A technical concern that was raised in the literature in 2005 about the lack of seamless links between the school's Virtual Learning Environment (VLE) and home links had already been addressed by Groupcall because their Emerge app has surmounted this obstacle. Now, all data, suitably encrypted, can be collated while access by mobile ensures that data is available anytime, anywhere. If Internet access is limited, the data can still be collected and uploaded once wireless access is once more available. Emerge also works in off-line mode.

Key findings emerged from the literature review that related to the characteristics of the suite of Groupcall products. These covered the proven value of digital tools in increasing parental engagement and improving pupil achievement. What also emerged was the value of:

- continuing professional development programmes targeted at teachers who want to raise pupil achievement through parental engagement:
- programmes in parenting run by schools to share ideas about raising pupils' achievement with the home.

The survey

Because Groupcall are developing new products in registration and the prevention of bullying a small quantitative survey was then emailed to selected schools across the UK and to MirandaNet members who did not use Groupcall for registration purposes. The survey aimed to find out trends expressed by these professionals e.g.

- what their attitudes were to registering their pupils;
- what technologies they used;
- how they would use time saved by digital registration; and,
- how important they considered parental engagement to be in achievement.

Critical incident techniques were also used to draw on the teachers' experience of the connection between parental engagement and pupil achievement. Alongside the questionnaire, the teachers were also asked to spend more time describing and analysing an incident in which they had observed the results of parental engagement. Nearly all the teachers took the trouble to answer this longer question:

'In a couple of paragraphs, can you describe an incident where parental engagement has had an impact on a student's learning achievement or well-being?'

Phone: 0044 208 686 8768 or 0044 7801336048
E-Mail: christina@mirandanet.ac.uk or enquiries@mirandanet.ac.uk
Web: www.mirandanet.ac.uk and www.worldecitizens.net

Survey findings

The quantitative survey

There were fifty-five teacher respondents. A high percentage were from the UK but because of the international remit in the MirandaNet Fellowship members also replied from Corfu, Egypt, Germany, Pakistan and Russia where they shared an interest in parental engagement and pupil achievement.

The results of the quantitative study outlined a cameo picture of how teachers undertake registration today and what improvements they would value. The findings are grouped under the question headings.

How do you currently take registration?
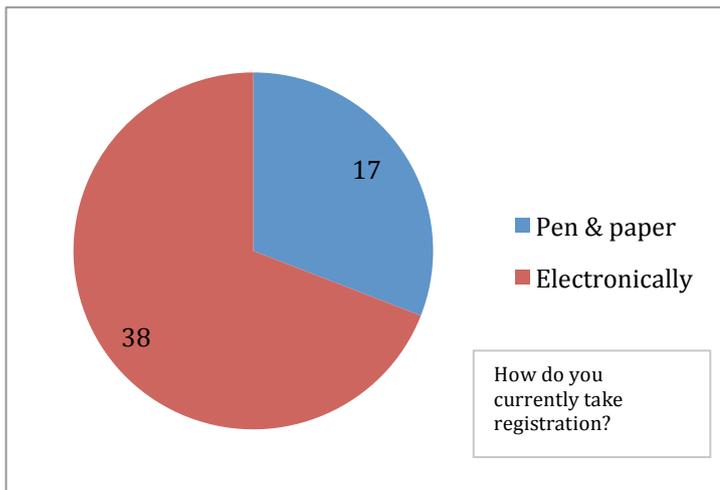
Digital technologies are already found in schools for registration, as approximately two thirds of the respondents used an electronic method whereas one third used pen and paper.

If registration is paper-based, would you consider using or prefer to use an electronic device?
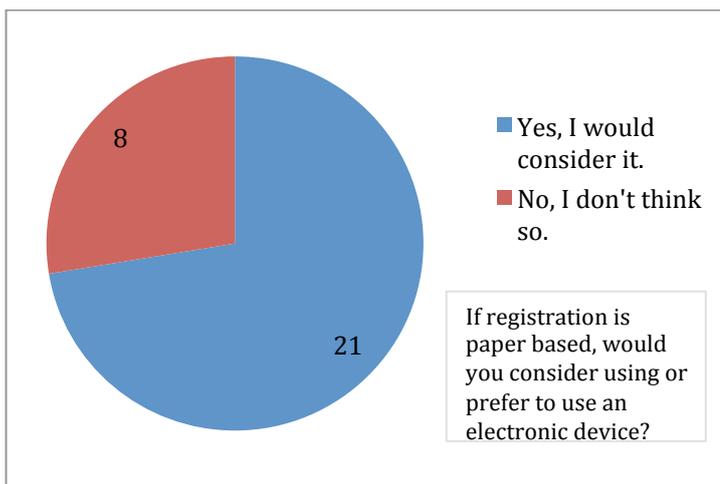
Out of twenty-two respondents who currently use pen and paper for registration, two thirds would consider using a digital device.

Phone: 0044 208 686 8768 or 0044 7801336048
E-Mail: christina@mirandanet.ac.uk or enquiries@mirandanet.ac.uk
Web: www.mirandanet.ac.uk and www.worldecitizens.net

If you are taking registration electronically, what software are you using?
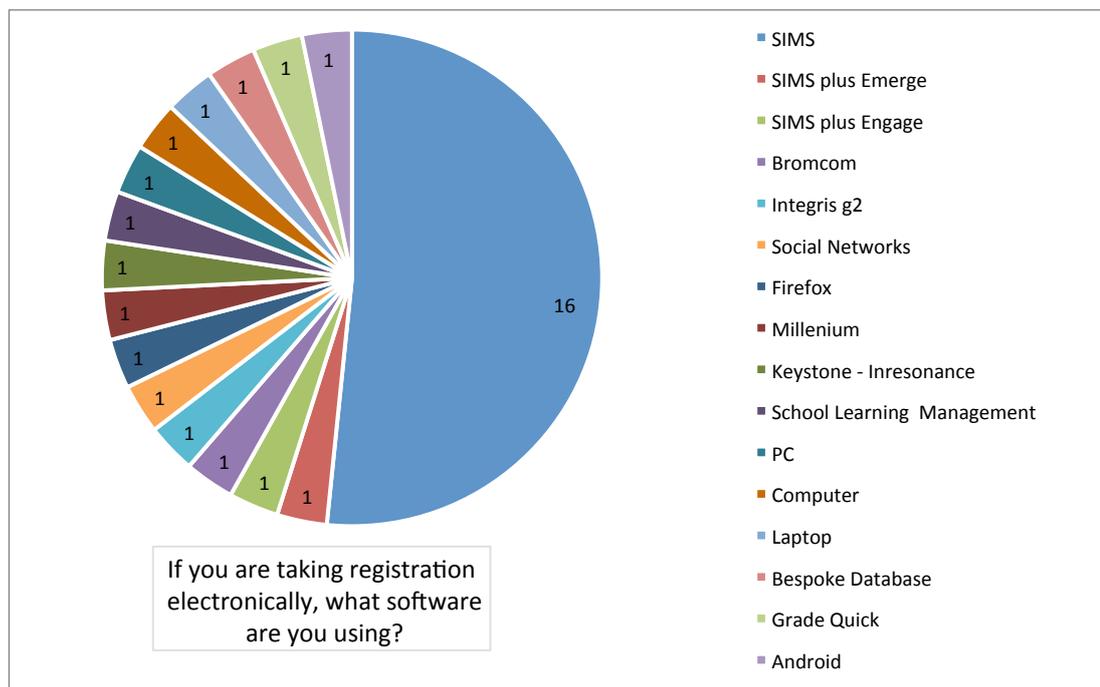
SIMS was the product most widely stipulated by more than half of the respondents, as shown in the pie chart below. A wide ran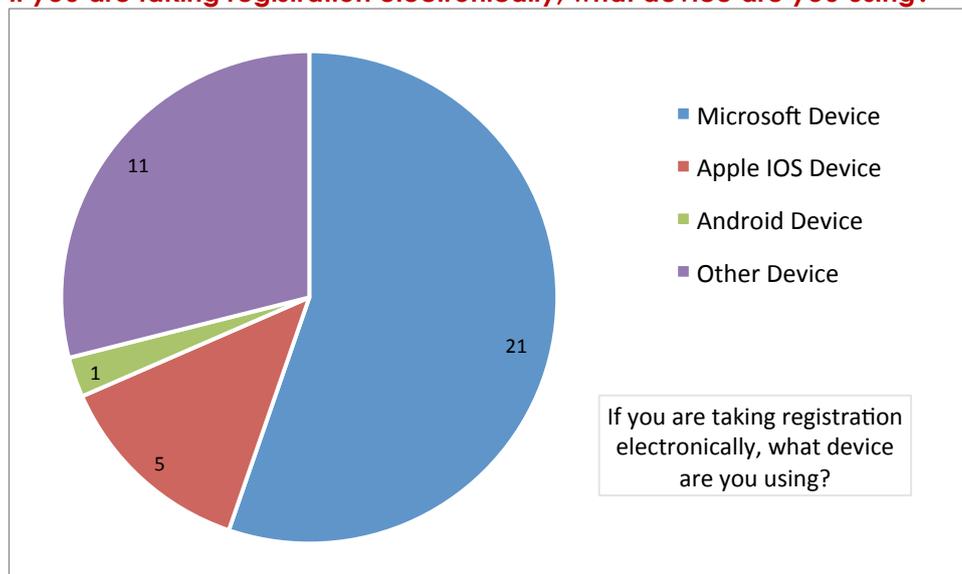ge of other products were also cited. However, on closer inspection it appeared that not all the respondents understood the question as some of the products cited were not registration tools at all, e.g. Firefox, Android / PC/ Laptop.

**If you are taking registration electronically, what device are you using?**

Out of the thirty-eight respondents, Microsoft devices seem to be in most common usage although there was also a wide spread of Android and Apple devices.

Phone: 0044 208 686 8768 or 0044 7801336048
E-Mail: christina@mirandanet.ac.uk or enquiries@mirandanet.ac.uk
Web: www.mirandanet.ac.uk and www.worldecitizens.net

How many minutes do your free periods total each week?

Amongst those fifty three teachers who were specific:

- fourteen out had no preparation and planning time during the school day;
- ten had the statutory two hours which primary school teachers are allocated in the UK. (There were ten primary schools represented in this question that suggests that this is their allocation as well).
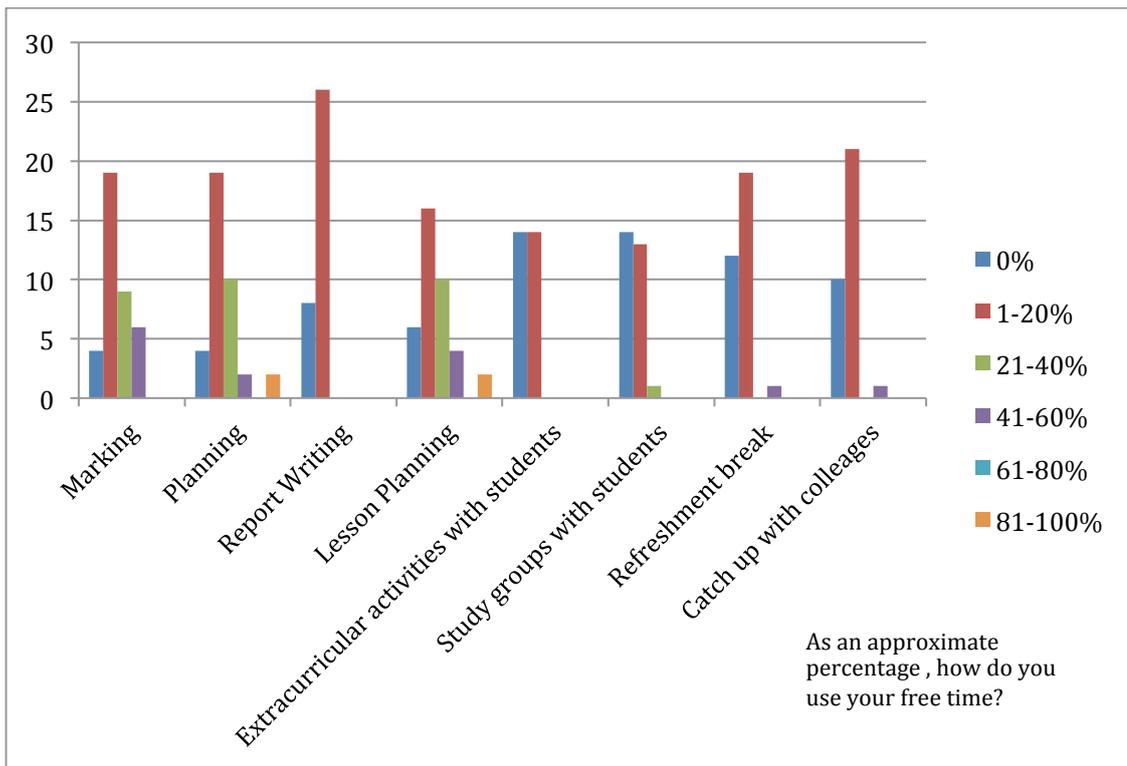
The remaining results varied. Those who were in leadership roles tended to answer for the teachers they worked with, which shows up in the next question when the respondents were asked what they did in the time when they were not teaching.

How many minutes do your free periods total each week?
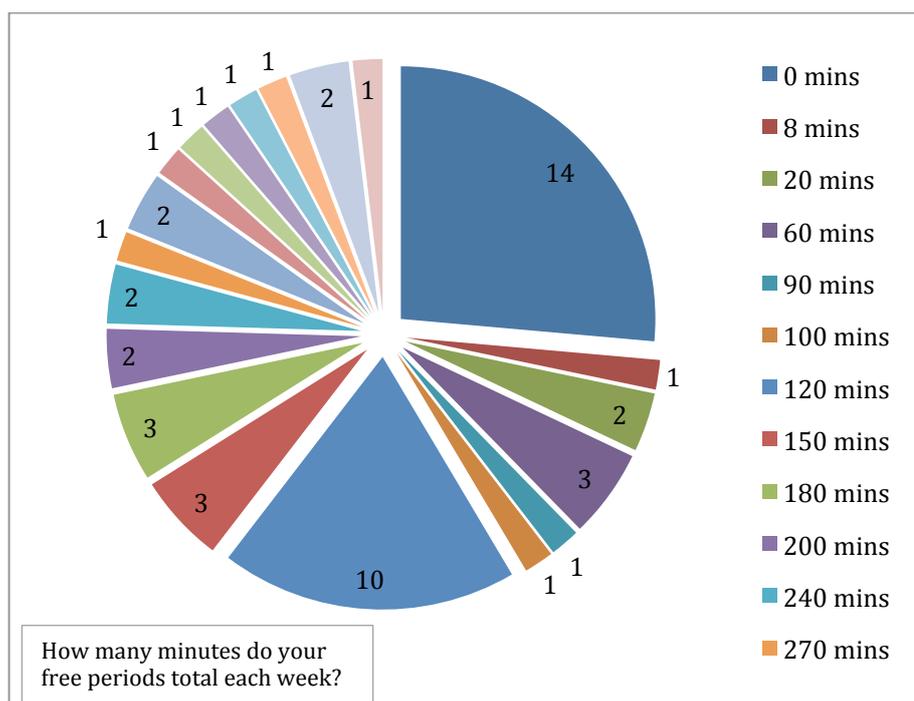
As an approximate percentage, how do you use your free time?

As the columnar chart on the next page shows, most of the respondents spend their preparation and planning time writing reports, followed in time commitment by marking and planning in general. However, several teachers were adamant that they did not really have 'free time'.

'Catching up with colleagues' and 'refreshment breaks' denote times when informal exchanges will be taking place. This kind of activity was clarified in the 'Other' section by comments from respondents listing the wide range of tasks that they were required to carry out in this time, e.g.: pastoral and parental contact, administration tasks including ICT issues, ordering, photocopying, CPD and research.

Phone: 0044 208 686 8768 or 0044 7801336048
E-Mail: christina@mirandanet.ac.uk or enquiries@mirandanet.ac.uk
Web: www.mirandanet.ac.uk and www.worldecitizens.net

As an approximate percentage , how do you use your free time?

If you could save on average 4 hours per week, what would you use this 'bonus' time to do?

How would you use 'bonus' time?
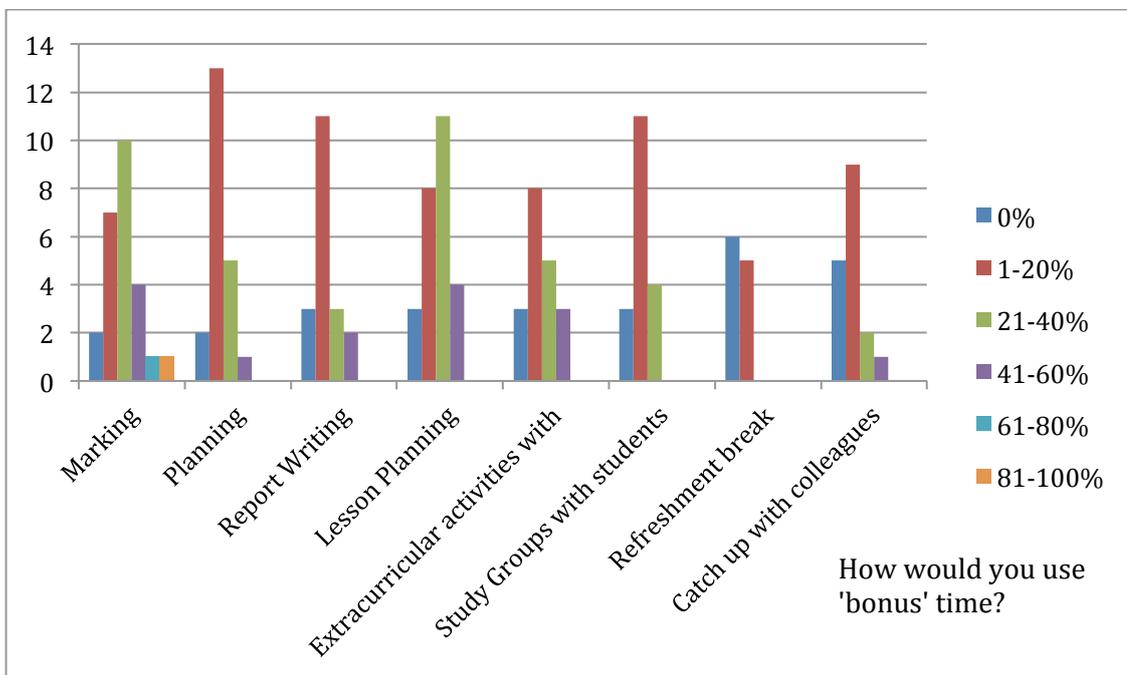
Only 25% of respondents answered this question, but they indicated that any time that was released would be used up doing the tasks they struggle to complete within the time currently allotted such as: data analysis, leadership and head teacher duties, fundraising, meeting more parents and interviewing more pupils, technical & ordering tasks and whole school ICT development. Other teachers would improve their

Phone: 0044 208 686 8768 or 0044 7801336048
E-Mail: christina@mirandanet.ac.uk or enquiries@mirandanet.ac.uk
Web: www.mirandanet.ac.uk and www.worldecitizens.net

subject knowledge, do workshops, research, CPD and study. One teacher expressed an expectation that the workload will only double up again, while another hopeful teacher thought they might go home early.

Does your school provide you with a mobile device to work with?
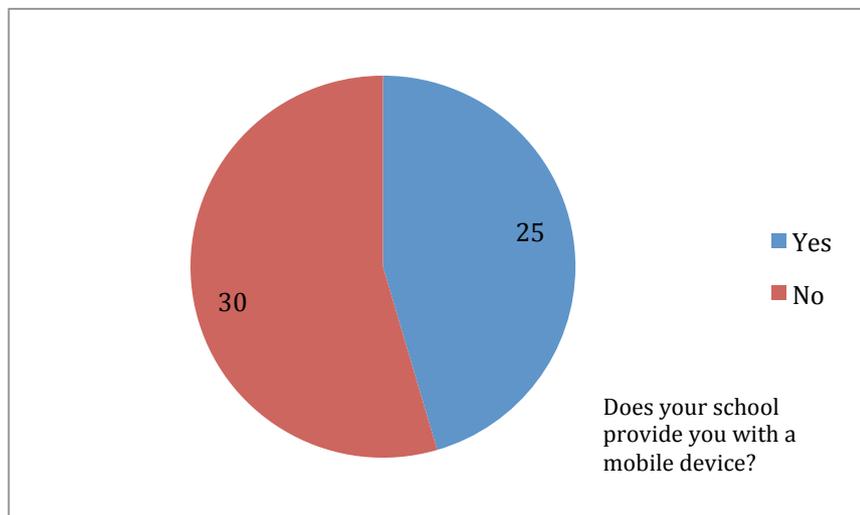
Almost 50% of respondents are provided with a device and the range of devices they own is covered in the next question.

What is the make and model of your device?
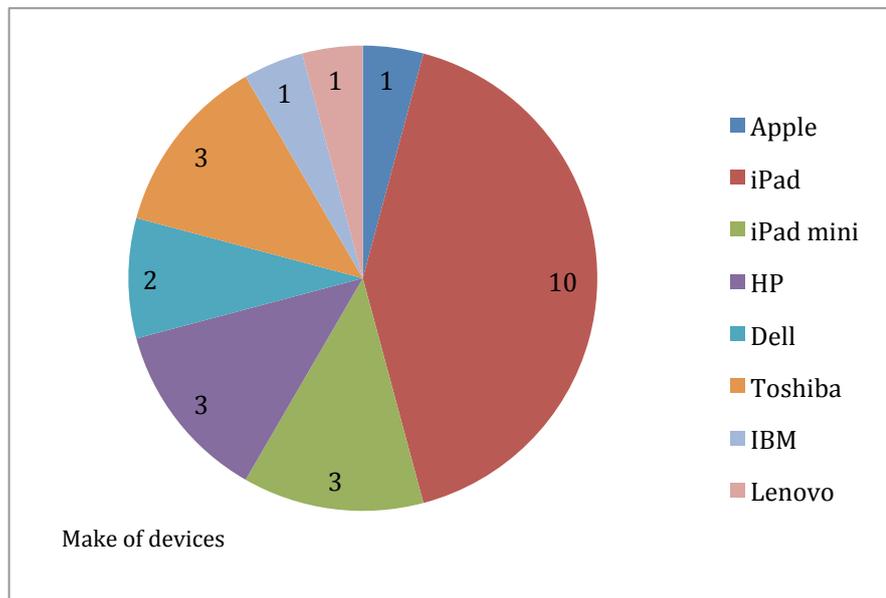
The devices varied widely: iPad or iPad mini were the most common. The quality of the data varied as the teachers were not always specific, in a few cases, for example, the use of 'Apple' as the name for a device with no clarification.

If you had a choice, what model would you choose?

What device would you like to have?

iPad was the most desired device. However, there were three respondents who were happy with their HP/ Toshiba and Lenovo devices and didn't want to change.

The critical incident

The findings from the literature survey were mirrored in the teachers' longer answers to the critical incident question: 'Can you, in a couple of paragra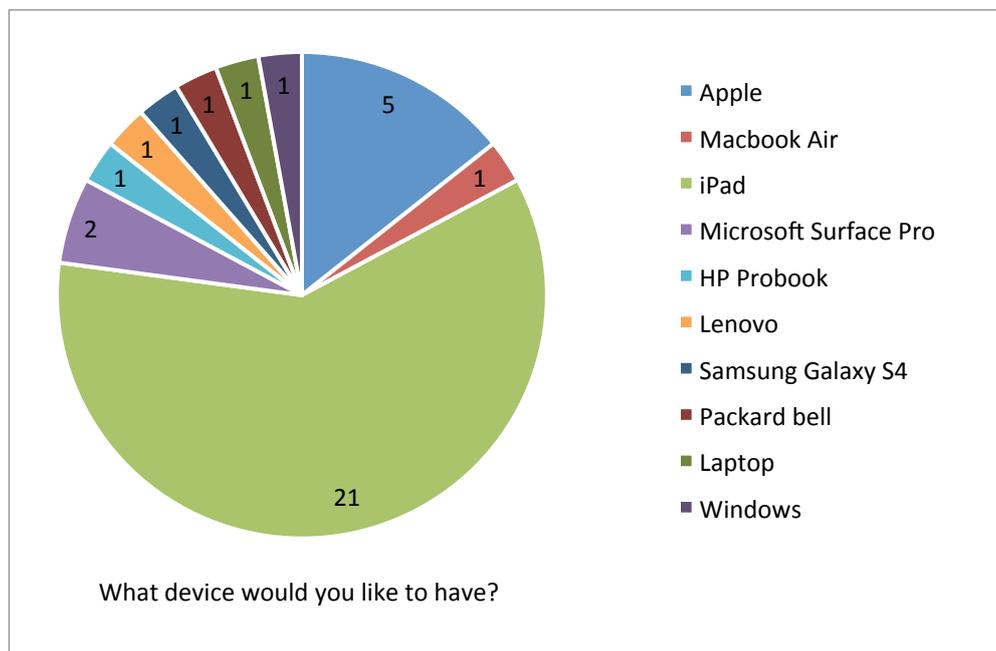phs, describe an incident where parental engagement has had an impact on a student's learning achievement or well-being?'

Nearly all the respondents answered this in some depth. Parental engagement was seen to be a positive influence on pupil achievement. The methods used to encourage this engagement stemmed from communication at various levels. These ranged from phone calls to parent meetings at school as can be seen from some selected quotes:

- providing parents information on what students have been studying in school so that conversations and learning can be extended outside of the classroom
- working in an area of deprivation the divide between those with parental support and those without should be huge. However by innovative intervention and a strategic focus on progress we have made huge inroads into closing the gap. This will never take the place of real parental support but it goes some way towards it
- actually, just today I phoned about 8 parents with regards to the lack of work from their children (year 11 GCSE ICT). They all agreed to talk to their respective children and agreed for me to keep them after school to do catch up work with them. This took over 2 hours of my time on the phone. A couple of them will be coming to meet with me to show them what is expected from their daughters to achieve a high grade. Will phone some more parents tomorrow.
- we have worked with parents in early years showing them how to read with their child and engage them. This has improved the child's language development.
- we now use Facebook and Twitter to engage to engage with parents as well as face-to-face opportunities. Social networking allows us to share messages with a wide audience, for example

Phone: 0044 208 686 8768 or 0044 7801336048
E-Mail: christina@mirandanet.ac.uk or enquiries@mirandanet.ac.uk
Web: www.mirandanet.ac.uk and www.worldecitizens.net

homework tasks. By keeping parents fully involved through these methods we have noticed a positive impact on returns from pupils, increases in progress and improvement in parent happiness.

- our parents help regularly in school. We have many examples of this including making Chinese dragons, cooking school lunches everyday and making wall hangings.
- support for extra tuition provided outside of school hours by school staff e.g. doing homework and pre-teaching preparation at home and ensuring children turn up at sessions.
- a parent complained that the student was not getting enough homework and that I was not giving enough feedback to the student for the marking or giving the marks. When the whole system was in electronic form via the internet it was clear that the student was getting ample feedback and homework. Sometimes parents cause so much more trouble by not checking up first before they wade in with criticism so digital records are a great help. In some cases parental involvement is essential to helping the student get on with the work and giving them more motivation to getting the work done effectively. It is not good when a parent says I can't do computers so what good would I be in helping them?
- getting regular information means that parents became aware of the new taught concepts and have an idea of time constrains and expectations of the institution for their child's learning. In particular they focused their child towards Chemistry topics during revision at home.
- contacted parents re persistent non-homework and poor attitude. Parent very supportive. Worked with student on a 1:1 and used strategies suggested by parents, student's attitude improved and now have an excellent relationship - student now seeks clarification without prompting and is enjoying subject more.
- parental engagement is key to success at school. The most obvious example is visiting parents when a boy's attendance drops below a certain threshold in order to secure a rapid and sustained improvement. Another example is holding a parental workshop on how to support your son during revision for GCSEs.
- yes parental engagement has a very important impact on students' learning achievement. One of my low ability learners was facing many issues in his learning process but with the help of differentiated instruction and planning for him and his parental engagement in his learning process showed a clear learning curve at the end of session.
- I had a disorganised pupil who also came to school tired. On investigation the spent too long on computer playing games in the evening. Engagement with parents and feedback has put an improvement strategy in place - less playing computer games and earlier bedtime - improved punctuality and quality of homework.
- parental engagement helps children to make progress in many cases as they gain a better understanding of how the children learn and children enjoy learning with their parents. Of the children I have taught who do not have parental engagement out of school, I have found that their attainment is often lower.
- through weekly email updates to parents we were able to motivate the student to complete task and to a high standard. Parents and teacher were working together and updating each other on a weekly basis.
- through weekly email updates to parents we were able to motivate the student to complete task and to a high standard. Parents and teachers were working together and updating each other on a weekly basis.
- a child arrived at school having had sporadic schooling to date. The child was a looked after child and when arriving at school was at least two full levels behind their peer group. As a school we met with the parents and explained our assessments. We put in place a range of interventions and invited the parents to attend those sessions. Support materials were sent home and a partnership between home and school established. Within one term the child had gained 2 sub levels and was losing the gap with peers. By the end of the year this child had reached the same level as their peers. The impact of intervention was only this powerful due to home school partnership.
- lack of work from a student. Contacted home. Student returned that same day to apologise and catch up. Student had received a text from home.

Phone: 0044 208 686 8768 or 0044 7801336048
E-Mail: christina@mirandanet.ac.uk or enquiries@mirandanet.ac.uk
Web: www.mirandanet.ac.uk and www.worldecitizens.net

Where there appeared to be most positive engagement there had been communication and support from the school to the parent and their child. This balanced on the sharing of information and methods to support the parent in understanding what was required and how they could help their child to learn.

The responses clearly show much engagement with parents was taking place, although the teachers appeared to have had varied experiences. But all were of the opinion that appropriate parental engagement was a positive influence on student learning.

Discussion

The quantitative analysis

The quantitative analysis provides an interesting overview of how electronic registration is perceived by teachers. But from this, some qualitative observations were also made about the teachers' perception of their professional role and the extent to which they were prepared to use digital tools.

The graphs show that the devices owned by teachers varied widely with the iPad or iPad mini being most common, the large majority provided by the school. However, as noted, some teachers revealed their lack of knowledge in this area because they were not always specific: for example, the use of 'Apple' as the name for a device with no clarification.

The advance of digital tools is indicated by the fact that more than 50% already use electronic methods of registration. The software used, however, is varied with some form of SIMs being most common. However, 25% were not keen to use any digital tools, which reflects attitudes to technology and its uptake amongst some teachers: there will always be some in any profession who are resistant to the adoption of digital technologies.

One of the ways to approach this, is to use action research so that the teacher decides themselves how digital tools might assist them, how they manage a classroom project and come to a conclusion about the best route forward that is shared with other professionals (Daly, Pachler and Pelletier 2009 a/b; Pachler, Preston, Cuthell, Allen and Pinheiro-Torres 2011).

The wording of the question, *how many minutes do your free periods total each week?,* seemed to irritate some respondents on the basis that teachers do not have 'free time': they have to use the slivers of time that do appear for preparation and planning, as well as other administrative duties. At the top of their list was planning and preparation time that was largely used for lesson planning, marking, administrative and pastoral tasks. Administration tasks included a mixed bag of tasks, such as: sorting out ICT issues, ordering stock, photocopying, personal professional development and research. Clearly these two topics, personal professional development and research just had to be fitted in around other more mundane tasks.

Critical incident analysis

Most of the teachers engaged in answering this more in depth question. A selection of responses about achievement indicate the variety of professional experience and the level of dedication:

Overall, teachers' replies emphasised communication as a three-way structure where parent, teachers and pupils communicate about difficulties that might be about behaviour or uncertainty about homework issues as well as achievement. This engagement was also used to help parents restructure their own day and their child's day to include time together, as well as stricter control of study and bedtime routines.

With this kind of support from the school regarding what is expected, what is lacking and how to approach the topic, parents are then able to engage with their children positively. In turn, this has a positive effect on their relationship with the school, the child's motivation and therefore, the child's achievement.

Phone: 0044 208 686 8768 or 0044 7801336048
E-Mail: christina@mirandanet.ac.uk or enquiries@mirandanet.ac.uk
Web: www.mirandanet.ac.uk and www.worldecitizens.net

The teachers had also found it helpful to discuss current topics in the media with parents and to jointly develop ways in which a parent could support their child in their learning. Parents also came into school for community learning sessions, to help in the classroom or to see work the students had completed. This enabled them to understand what was required of the child and how they could best support them. For parents, deeper understanding of the work their child is doing increases their respect for that work. The result is a more meaningful conversation between parent and child, improved relationships and higher achievement.

Good communication was mainly occurring as a result of parents' evenings and reviews, as well as phone conversations but not yet in courses for parents as such. Mobile technology came into play on three occasions, in particular where a phone call resulted in a text to a child who then apologised. The use of social networking such as Facebook and Twitter made parents aware of topics and homework and instigated conversations about those topics within the home.

Overall, the teachers' experience suggested that where parents took responsibility for their children's learning and supported the school, they were also able to raise their child's aspirations and motivate them. This resulted in improved achievement.

Conclusions

The results indicate that improvements in achievement results when parents and teachers to make the most of digital home-school links. Parents are far more mobile than they used to be and many schools encourage outside activities not the least sports. With new mobile technology, the impact of quick and convenient communication with the home can clearly be increased when parents can access information on the move. Parental, pupil and teacher relationships should be carefully scaffolded and the professional knowledge underpinning engagement should be built into professional development programmes and resources for teachers who are concerned with improving pupil achievement. Where these relationships and training are respectfully and sensitively managed, parental engagement can only have a beneficial effect on pupil achievement, success and safety. The appearance of the Emerge app for mobile devices is, therefore, important in the continued drive to enhance the learning experience and the BATline will improve the safety of vulnerable children who will have the confidence to continue with their learning.

A key way in which to involve parents in embracing the potential of home-school digital links might be to increase their technical competence through establishing a group for technical training. This group might also provide a supportive community where teachers and parents might also want to share and build techniques for improving pupil achievement.

Nevertheless, it will be important to ensure that another 'digital divide' does not develop along with the assumption that 'everyone has a smart phone these days. Careful funding and investment by governments, companies and motivated individuals like Sir Bob Geldof will be essential in ensuring that the disadvantaged also benefit from these technological innovations.

Publishing for other teachers

The value for the professional of research into digital products cannot be understated. This is the reason why the MirandaNet Fellowship[3] website where this research report will be published received at least 6,000

---

[3] www.mirandanet.ac.uk

Phone: 0044 208 686 8768 or 0044 7801336048
E-Mail: christina@mirandanet.ac.uk or enquiries@mirandanet.ac.uk
Web: www.mirandanet.ac.uk and www.worldecitizens.net

unique visitors a month who often return and read up to 11 pages. The readership is growing at 12% a year. In order to increase the dissemination amongst the profession MirandaNet are also in partnership with two other global publishing gateways:

- the **Learning Designer** [4] project that provides teachers with a template for publication that is based on many years of classroom investigation by Professor Diana Laurillard and her team at the London Knowledge Lab;

- the **MESH Guides**[5] project led by Professor Marilyn Leask at the University of Bedfordshire where teachers can contribute their case studies to pathways that are used to reach professional judgments on the current evidence in the same way that the doctors use the Cochrane review.

---

[4] Learning Designer   https://sites.google.com/a/lkl.ac.uk/ldse/.

[5] MESH http://www.meshguides.org/

Phone: 0044 208 686 8768 or 0044 7801336048
E-Mail: christina@mirandanet.ac.uk or enquiries@mirandanet.ac.uk
Web: www.mirandanet.ac.uk and www.worldecitizens.net

References

Daly, C., Pachler N. and Pelletier, C. (2009) Continuing professional development in ICT for teachers: A literature review, Becta. http://eprints.ioe.ac.uk/3183/ last accessed 230514

Daly, C., Pachler, N. and Pelletier, C. (2009) Continuing Professional Development in ICT for teachers. http://eprints.ioe.ac.uk/3184/ last accessed 2305

Goodall, J. (2013) Parental engagement to support children's learning: a six point model. School Leadership & Management. April 2013, 33(2): 133 - 150.

Holloway, S. and Pimlott-Wilson, H. (2013) Parental involvement in children's learning: Mothers' fourth shift, social class and the growth of state intervention in family life. Canadian Geographer. Autumn 2013, 57(3): 327 - 336.

Pachler, N., Preston, C., Cuthell, J., Allen, A. and Torres, P. (2011) The ICT CPD Landscape in England Becta. http://dera.ioe.ac.uk/1769/ last accessed 230514

Posey-Maddox, L.E. (2013). Professionalizing the PTO: Race, Class, and Shifting Norms of Parent Engagement in a City Public School. American Journal of Education. 119, 235-260.

Roushias, C. Calabrese Barton, A. and Drake, C. (2009) The design and development of a multimedia case-based environment on parental engagement. Educational Media International. Mar 2009, 46(1): 37 - 52.

Royston, L (2014) Tackling the Terror of Digital Bullying. ICT for Education. Mar2014, 63:4-5. http://www.ictforeducation.co.uk/uploads/docs/61f56ad43b.pdf last accessed 19/5/2014

Younie, S. and Leask, M. (2009) Use of Learning Platforms to Support Continuing Professional Development in HEIs and Schools. Coventry: Becta.

Phone: 0044 208 686 8768 or 0044 7801336048
E-Mail: christina@mirandanet.ac.uk or enquiries@mirandanet.ac.uk
Web: www.mirandanet.ac.uk and www.worldecitizens.net

Further Research Publications

Abstracts are included where they are available.

Ainsa, T. (2013) Early childhood pre-service teachers' response to mobile technology: creative projects, analysis, and reflection on learning experiences. *Education.* **Winter 2013, 134(2): 161-166**
"The article discusses a study which investigated the level of interest in the use of mobile technology for teaching and learning. Responses of 70 early childhood pre-service teachers who were invited to learn more about learning with mobile devices were analyzed. It is noted that some pre-teachers showed enough interest in understanding what it's like to teach using mobile devices."

Arpaci, I. (2014), A comparative study of the effects of cultural differences on the adoption of mobile learning. British Journal of Educational Technology. Doi: 10.1111/bjet.12160.
"The objective of this paper is to understand the impact of cultural differences on mobile learning adoption through identifying key adoption characteristics in Canada and Turkey, which have markedly different cultural backgrounds. A multi-group analysis was employed to test the hypothesised relationships based on the data collected by means of survey questionnaires from 190 and 163 undergraduate students in Turkey and Canada respectively. The results indicated that there is a strong relationship between culture and adoption behaviour and there are major differences in patterns between the adoption behaviours of the two countries. Implications of these findings are discussed."

Barlow, A. and Humphrey, N. (2012) A natural variation study of engagement and confidence among parents of learners with special educational needs and disabilities (SEND). *European Journal of Special Needs Education.* **Nov 2012, 27(4): 447 - 467.**
"Parents' involvement in their children's education is known to be an important predictor of a range of adaptive outcomes. For learners with special educational needs and disabilities (SEND), lack of parental engagement and confidence has been highlighted as a problematic issue. Given this, the objectives of the current study were to: (i) determine the amount of variation in parental engagement and confidence in parents of pupils with SEND that exists between (school effects) and within (pupil effects) schools and (ii) to identify the characteristics at school and pupil levels that explain significant variation in parental engagement and confidence. A cross sectional, natural variation design was implemented, utilising survey data from 2123 parents of children with SEND attending 373 schools across 10 Local Authorities in England. Hierarchical linear modelling of the study data demonstrated that most of the variation in parental engagement and confidence was located at the pupil level (89.7%), with the rest attributable to differences between schools (10.3%). In relation to the former, pupils' ethnic origin, socio-economic status, SEND provision and primary need, bullying and their wider participation in school were all statistically significant predictors of the response variable, in sum accounting for more than 20% of pupil level variation. In relation to the latter, school achievement and the proportion of pupils at the School Action phase of SEND provision (albeit marginally, at the $p < 0.10$ level) each predicted variation at the school level, in combination accounting for more than 80% of school-level variation. These implications of these findings are discussed, and methodological limitations are noted."

Broadhurst, K. Holt, K. and Doherty, P. (2012) Accomplishing parental engagement in child protection practice: A qualitative analysis of parent-professional interaction in pre-proceedings work under the Public Law Outline. *Qualitative Social Work.* **Sep 2012, 11(5): 517 - 534.**
"The topic of parental engagement in the context of child protection is of significant international interest, given much documented problems of achieving effective 'partnerships' where professional agencies raise serious concerns about children. This article reports the findings of a qualitative study of interaction between professionals and parents in the quasi-judicial setting of pre-proceedings meetings in England. Recent legislative changes in England and Wales have aimed to improve the prospects for effective partnership work with parents through a revised pre-proceedings process. Through detailed examination of parent-professional interaction using methods of applied discourse studies, the study highlights the constraints that institutional requirements create in terms of the differential rights and obligations of parents and professionals. Inevitably, that talk is asymmetrically organised in favour of the local authority, leads to resistance on the part of parents. The study highlights problems of engaging parents who display both active and passive forms of resistance, as they seek to challenge or reject organizational goals. The study concludes with broader observations about the likely limits of legislative efforts that seek to 're-order' the complex relationships between parents and professionals in child protection work."

Cattanach, J. (2013) Support parents to improve student learning. *Phi DElta Kappan.* **Mar 2013, 94(6): 20-25.**
"The article discusses U.S. Hispanic immigrant parents' participation in the education of their children and efforts schools undertake to support it, such as the education program by the Texas-based educational nonprofit organization The Concilio to instruct parents on U.S. school systems. Topics include immigrant parents and families' relationships with teachers and schools to support their children's education, Hispanic family values and strategies to capitalize on them to improve parental engagement, as well as comments by Tara Dunn, the education director of The Concilio. Also discussed are the Student and Family Engagement outreach program at Texas' Irving Independent School District (ISD) and its bilingual education."

Cavanagh, S. (2012) Parental engagement proves no easy goal. *Education Week.* **April 2012, 31(27): 1- 17.**
"The article discusses the topic of parental engagement in education according to the U.S.'s No Child Left Behind Act (NCLB), requiring that schools receiving Title I aid allocate funding for family-engagement activities. U.S. President Barack Obama and his administration propose a federal mandate to increase funds for parental involvement, leading to student achievement and student engagement."

Chen-Chung, Liu. Yi-Ching, Hong. (2007)Providing hearing-impaired students with learning care after classes through smart phones and the GPRS network. *British Journal of Educational Technology.* **Jul 2007, 38(4): 727-741.**
"Although computers and network technology have been widely utilised to assist students learn, few technical supports have been developed to help hearing-impaired students learn in Taiwan. A significant challenge for teachers is to provide after-class learning care and assistance to hearing-impaired students that sustain their motivation to participate in continuous learning activities. However, lacking an effective communication channel, teachers cannot easily provide after-class learning care or instruction to sustain student motivation. This study developed a learning support system to provide after-class learning care through smart phones and the General Packet Radio Service (GPRS) network. Student reactions identified effective strategies regarding student–teacher interaction while teachers utilised the wireless network and handheld devices to provide learning support. Questionnaire results demonstrated that most students and

Phone: 0044 208 686 8768 or 0044 7801336048
E-Mail: christina@mirandanet.ac.uk or enquiries@mirandanet.ac.uk
Web: www.mirandanet.ac.uk and www.worldecitizens.net

their parents considered student–teacher interaction and strategies through GPRS and smart phones effective in improving student learning at home." [ABSTRACT FROM AUTHOR]

Chen, J. et.al. (2012) Parental engagement in early childhood education at home. *Reading Psychology.* **Nov/Dec 2012, 33(6): 497 - 524.**

"This study uses data from the 2003 National Assessment of Adult Literacy to identify relationships between parents' demographic/socioeconomic backgrounds and their self-reported frequencies of engaging in early childhood education activities. It also examines race/ethnicity-related disparities in the frequency of reading to children and using interactive reading techniques after controlling for household income, nativity and parents' prose literacy skills. Regression analyses show that White parents are more likely than Black and Hispanic parents to report reading to their children frequently, while Black parents are more likely than White parents to report teaching the alphabet and pointing out words to children."

Chen, S. et al (2013) Parental migration and children's academic engagement: The case of China. *International Review of Education / Internationale Zeitschrift fur Erziehungswissenschaft.* **Dec 2013, 59(6): 693 - 722.**

"In the context of China's increasing rural-urban migration, few studies have investigated how parental migration affects children's experience in school. The high cost of schooling, taken together with the institutional barriers in destination cities, have compelled many rural parents in China to migrate without their children, leaving them in the care of their spouses, grandparents, relatives or other caregivers. Still other parents migrate with their children, many of whom then attend urban migrant schools in their destination city. Understanding the academic engagement of children of migrant workers is particularly salient because the poor qualities of migrant schools, a lack of parental support, and exposure to competing alternatives to schooling may render both migrant children in the cities and left-behind children in the rural villages vulnerable to disengagement, and ultimately school dropout. Using data collected in 2008 in the urban Haidian and Changping districts of Beijing and rural Henan and Shaanxi provinces, the authors of this paper investigate the association between parental migration status and two measures of academic engagement, academic aspirations and the odds of liking school, by comparing migrant children attending migrant schools and left-behind children with their rural counterparts who do not have migrant parents. The authors' findings show that migrant children attending migrant schools have lower academic engagement compared to rural children of non-migrant parents. The correlation between academic engagement and parental migration status can be accounted for in part by the support children receive from family and teachers. The association between certain measures of family and school support and academic engagement also varies by parental migration status: for example, high teacher turnover rates significantly reduce migrant children's odds of liking schools, but do not affect children of non-migrant parents."

Phone: 0044 208 686 8768 or 0044 7801336048
E-Mail: christina@mirandanet.ac.uk or enquiries@mirandanet.ac.uk
Web: www.mirandanet.ac.uk and www.worldecitizens.net

Covell, K. Howe, R. B. and Polegato, J. L. (2011) Children's human rights education as a counter to social disadvantage: a case study from England. *Educational Research.* **Jun 2011, 53(2): 193 - 206.**
"Background: Children's rights education in schools has many social and educational benefits. Among them are a deeper understanding of rights and social responsibility, an improved school climate and greater school engagement and achievement.

Purpose: The purpose of this study was to assess whether children's rights education has the power to improve educational outcomes for socially disadvantaged children in particular. Sample: A sample of three primary schools was included in the study. These were drawn from a wider sample of English schools participating in the Hampshire Education Local Authority's Rights, Respect and Responsibility initiative (RRR). Design and methods: Building on a longitudinal study, we compared Year 6 children in three schools that varied in the degree to which they had implemented RRR: one in a disadvantaged area that has fully implemented RRR (School 1); one in a disadvantaged area that is now beginning to implement RRR (School 2); and another in a relatively advantaged area that has partially implemented RRR (School 3). We assessed levels of school engagement, optimism, self-concept, parental involvement, school problems, education and career aspirations, and participation in school and community.

Results: Compared with their peers in the other two schools, students attending School 1 reported significantly higher levels of school engagement, fewer social problems, greater optimism and higher self-concepts.

Conclusions: The findings reported here, together with previous data, suggest that fully implemented children's human rights education, among its other benefits, may be one means of narrowing the gap between socially disadvantaged children and their more advantaged peers."

Cullen, S. M. et. al. (2011) Supporting fathers to engage with their children's learning and education: an under-developed aspect of the Parent Support Adviser pilot. *British Educational Research Journal.* **Jun 2011, 37(3): 485 - 500.**
"The Parent Support Adviser (PSA) role, piloted in 2006-2008 in 20 local authorities (LAs) in England, offered preventative and early intervention support to families where there were concerns about children's school attendance or behaviour. Overall, this was a highly successful initiative in terms of supporting parental engagement with their children's schools. However, this article presents evidence drawn from 162 interviews (with PSAs, their line managers and coordinators in 12 case study LAs) showing that there was one key area in the PSA pilot that was less successful-the engagement of fathers. The article examines views about how to engage fathers and of the barriers explaining the overall absence of fathers from the PSA project. It highlights the dissonance between policy and practitioner guidance, on the one hand, and practice, on the other, with regard to the relative failure to engage fathers with this important initiative."

Dessoff, A. (2009) Parental engagement pays off. *District Administration.* **May 2009, 45(5): 16 - 20.**
"The article discusses how parental participation in education can improve academic achievement. The author notes research that indicates parent participation can improve student attendance and test scores but comments that aggressive advocacy by parents has made some administrators reluctant to engage parents. He comments on policies detailing parental and community involvement in school administration and notes attempts by schools to engage families despite cultural differences."

Dumas, J. et.al. Effects of monetary incentives on engagement in the PACE parenting program. *Journal of Clinical Child & Adolescent Psychology.* **May/ Jun 2010, 39(3): 302 - 313.**

"This study evaluated parental engagement in an 8-week parenting program offered through daycare centers that were randomly assigned to a monetary incentive or non-incentive condition. Of an initial sample of 1,050 parents who rated their intent to enroll in the program, 610 went on to enroll—319 in the incentive and 291 in the non-incentive condition. Results showed that intent to enroll predicted enrollment irrespective of condition. Further, parents did not enroll in greater numbers, attend more sessions, or participate more actively in the incentive condition. Incentives encouraged some parents, often younger and socioeconomically disadvantaged, to enroll but had no effect on their attendance. Of importance, these results could not be accounted for by between-condition differences in child and family or in daycare characteristics."

Fashola, O. S. (2013) Evaluation of an extended school day program for African American males in the context of single gender schooling and school-wide reform: A case for extending the school day for African American males. *Peabody Journal of Education.* **2013, 88(4): 488 - 517.**

"This article presents the results of the 2nd-year evaluation of an after-school program designed for an extended school day program serving African American middle school students in the city of Baltimore, Maryland (ACCESS-West). This study describes the effects of school-wide reform especially as it relates to single-gender schools, educating African American males, and extending the school day. The ACCESS-West program goals included improving academic achievement, improving student attitude toward school, decreasing chronic truancy and absenteeism, and increasing parental engagement and involvement. Second-year results reveal that three of the four goals were met but that the interplay between school-wide reform and implementing the extended-day program had mixed effects on the program. Staffing and administrational changes and high percentages of special needs students adversely affected the program and results. Dedication, commitment, and implementation positively contributed to the outcomes of the 2nd-year results. The results contribute to the growing body of literature and research that continues to investigate the effects of single-gender schools on minority males. The results suggest that the schools need a number of years to establish their areas of staffing, administration, curriculum, and student enrollment before the results they can expect positive results. These results also suggest that providing African American males with an extended-day program that is flexible, yet structured, can provide positive results academically, behaviorally, and with the challenges of parental engagement and involvement."

Fege, A. F. (2006) Getting Ruby a quality public education: Forty-two years of building the demand for quality public schools through parental and public involvement. *Harvard Educational Review.* **Winter 2006, 76(4): 570 - 586.**

"In this article, Arnold Fege identifies parental and public engagement as critical to sustaining equity in public education. He traces the history of this engagement from the integration of schools after Brown v. Board of Education in 1954 and the implementation in 1965 of the Elementary and Secondary Education Act through the provisions of No Child Left Behind (NCLB). He finds that while NCLB gives parents access to data, it does not foster use of that information to mobilize the public to get involved in school improvement. Fege concludes with historical lessons applicable to the reauthorization of NCLB, emphasizing enforcement of provisions for both parental and community-based involvement in decision making, resource allocation, and assurance of quality and equity."

Phone: 0044 208 686 8768 or 0044 7801336048
E-Mail: christina@mirandanet.ac.uk or enquiries@mirandanet.ac.uk
Web: www.mirandanet.ac.uk and www.worldecitizens.net

Feiler, **Anthony; Greenhough, Pamela; Winter, Jan; Salway, Leida; Scanlan, Mary. Educational Review. Nov 2006, 58 (4):451-469. DOI: 10.1080/00131910600971933**
"In this paper we report some of the literacy and numeracy actions developed on the Home School Knowledge Exchange (HKSE) project and examine these in relation to the **engagement** of participants. The exchanges of knowledge included two-way processes where aspects of children's out-of-school worlds informed teaching and learning in the classroom as well as the more usual sharing of knowledge about school with children's families. We comment on patterns of **parental engagement** and on the development of actions that built not only on **parental** knowledge but also on the agency of the child. A key implication of this work is that 'one size does not fit all'—more successful actions include different family members at different times and in different ways. Although the positive potential of home–school knowledge exchange for **engagement** is discussed, the difficulties and complexities of this field are recognized and explored."

Finn, J. D. (1998) Parental engagement that makes a difference. *Educational Leadership.* **May 1998, 55(8): 20 - 24.**
"Reports on the effect which parents' involvement at school and home can have on the academic achievement of students. Need of increased parental participation in schools; how and to what extend parental engagement behaviors' impact on student learning; importance of the home environment to students; types of parental involvement at home; in-depth look at parental involvement at school."

Goodall, J. (2013) Parental engagement to support children's learning: a six point model. *School Leadership & Management.* **April 2013, 33(2): 133 - 150.**
"The purpose of this article is to provide a model for effective parental engagement with children's learning. The model arises from a comprehensive review of the literature on parental involvement and engagement. The model highlights six elements of effective parental engagement: authoritative parenting (which underpins the other five elements), and the need to begin engagement early, to take an active (rather than passive or reactive) interest in the child's learning, to continue this interest throughout the child's life, to have high educational aspirations and to stay engaged. Implications for schools are discussed."

Goodall, J. (2013) Parental belief and parental engagement: how do they interact? *Journal of Beliefs & Values in Religion & Education.* **Apr 2013, 34(1): 87-99.**
"Previous literature has shown the importance of parental engagement for children's outcomes; a largely separate body of literature has shown that there are clear effects on children's outcomes related to parental religion. This article is a literature review of these two fields, with the aim of relating them to each other. The article suggests two possible explanations, behavioural and economic, for the differences in outcomes related to differences in parental engagement arising from differences in religion, but incorporating knowledge from the field of parental engagement. Finally, it sets out a research agenda for the future."

Holloway, S. and Pimlott-Wilson, H. (2013) Parental involvement in children's learning: Mothers' fourth shift, social class and the growth of state intervention in family life. *Canadian Geographer.* **Autumn 2013, 57(3): 327 - 336.**
"Nation states across the global North are restructuring their education systems. This process has changed the relationship between school and home, with an increasing onus being placed on parents to involve themselves in their children's education. The article explores what mothers with different social class positions think about state attempts to enroll them in the education of their primary-aged children (ages 4-11), and

Phone: 0044 208 686 8768 or 0044 7801336048
E-Mail: christina@mirandanet.ac.uk or enquiries@mirandanet.ac.uk
Web: www.mirandanet.ac.uk and www.worldecitizens.net

considers their experience of school curriculum events designed to encourage and guide their help for children's learning within the home. Mothers' support for this form of educational restructuring is widespread, but motivations for, and experiences of, involvement vary significantly between higher-, middle- and low-income schools. This matters as parental involvement not only increases mothers' workloads-adding a fourth shift to the existing demands of paid labour, domestic work, and their own education/training-but also risks widening social inequality as middle-class children potentially benefit more than their working class counterparts..."

Hui-Chun Chu (2014) Potential Negative Effects of Mobile Learning on Students' Learning Achievement and Cognitive Load--A Format Assessment Perspective. *Journal of Educational Technology & Society.* **2014, 17(1): 332-344.**

"Owing to the advancement of mobile and wireless communication technologies, an increasing number of mobile learning studies have been conducted in recent years. In a mobile learning environment, students are able to learn indoors and outdoors with access to online resources at any time. However, whether or not new learning scenarios that combine both real-world contexts and digital-world resources are beneficial to the students has been questioned. Moreover, it is also interesting to probe whether the existing e-learning strategies are effective when situated in those mobile learning scenarios. In this study, an in-field activity on an indigenous culture course of an elementary school with a formative assessment-based learning strategy was conducted to investigate the possible negative effects of mobile learning by analyzing the students' cognitive load and learning achievement. It is interesting to find that, without proper treatment, the performance of students using those existing online learning strategies, known to be "effective," might be disappointing or may even negatively affect the students' learning achievements. Furthermore, the negative effects could be due to the heavy cognitive load caused by an improper learning design. Such findings offer good references for those who intend to design and conduct mobile learning activities."

Jianbiao Chen (2014) Mobile learning based on augmented reality. *Journal of Chemical and Pharmaceutical Research.* **2014, 6(3): 874-879.**

"The conception mobile has become the main theme of human society's technological development and innovation in the future, in this context; mobile learning which makes education and mobile together will naturally become an important research field of modern pedagogy. Mobile learning theory and applied research have foundations; more and more people began to focus on mobile learning. But compared with the achievements of the mobile technology in other fields, the field of education is still a relatively weak link. Focus on the concepts of mobile learning, this paper combined mobile device technology and mobile learning theory and explains how to design and implement mobile learning systems in the mobile terminal device."

Knollmann, M. and Wild, E. (2007) Quality of parental support and students' emotions during homework: Moderating effects of students' motivational orientations. *European Journal of Psychology of Education - EJPE (Instituto Superior de Psicologia Aplicada).* **Mar 2007, 22(1): 63-76.**

"Two studies investigated the relationship between parental support, students' motivational orientations, and students' emotions during homework. It was assumed that intrinsically motivated students would feel better when parents provided much learning autonomy, while extrinsically motivated students would experience more positive affect when directive parental support was given. In study I, students (N= 181) reported their emotions after having read two vignettes (autonomy-supportive vs. directive parental support). In study II,

Phone: 0044 208 686 8768 or 0044 7801336048
E-Mail: christina@mirandanet.ac.uk or enquiries@mirandanet.ac.uk
Web: www.mirandanet.ac.uk and www.worldecitizens.net

38 students reported their motivation, the perceived quality of parental support, and their emotions after each of 21 homework sessions. Results of extreme group comparisons (intrinsic vs. extrinsic motivation) partly supported the assumed Aptitude-Treatment-Interaction: Even when students' academic self-concept was controlled, extrinsically motivated students tended to report more negative affect than intrinsically motivated students under autonomy-supportive conditions; for directive parental support, the reverse trend was discovered. Consequences for homework interventions are discussed." [ABSTRACT FROM AUTHOR]

Koshy, V. et.al. (2013) Exploring the views of parents of high ability children living in relative poverty. *Educational Research.* **Sep 2013, 55(93):304 - 320.**

"Background: This study is located in the general context of recent research on family life in England, 'gifted and talented' education policy and the significance of parental engagement. There is strong evidence that parental involvement has a significant and positive effect on children's development and achievement. Although a great deal of work has been done on identifying general patterns of good practice, there is a gap in the literature regarding the support needs of parents of gifted and talented children from lower socio-economic backgrounds. Purpose: The aim of this UK-based study was to explore what support such parents had received and what support they felt they needed to better promote their children's development and achievement. Sample: An opportunity sample of 21 parents with youngsters aged 14–16 identified as 'gifted and talented' by their schools, as part of UK government policy, took part in the study. The students attended a university-based intervention programme, which was designed to raise the students' aspirations and achievement. The students were from schools within areas of relative social deprivation and, most qualified for free school meals. Design and Methods: In-depth semi-structured interviews were carried out to capture the authentic voice of the parents. Data was analysed using both pre-determined and emerging codes. Results: Sixteen of 21 of the parents had good, supportive relationships with their children and 15 of 21 had high aspirations for them. However, 18 of 21 of the parents felt unable to engage with their child's learning in the home. They also felt inadequate in their knowledge and experience to help their children with subject choices and advise on matters relating to Higher Education. Parents did not perceive their wider family or the wider community as supportive, nor did they expect them to be. Peer groups were seen as threats to their children's well-being and advancement. Schools were highly rated for relationships but offered no specific support to these parents. Conclusions: We conclude that although parental involvement is acknowledged in defining children's life chances, parents in our sample, nonetheless, seemed to be being forced to 'go it alone'. Within the limitations imposed by our small sample, we raise questions about the implications of the study." [ABSTRACT FROM PUBLISHER]

Kurani, D. et.al. (2009) Impact of parents' involvement and engagement in a learning readiness programme for children with severe and profound intellectual disability and complex needs in India. *Journal of Intellectual Disabilities.* **December 2009, 13 (4): 269-289.**

"Cognitive, social, motor and language skills are key factors that contribute to the quality of life for people with learning disabilities and for their carers. Development of these skills for children with severe learning disabilities who have other complex needs however remains a challenge. A pilot study was undertaken by the staff from The Jai Vakeel School for Children in Need of Special Care, Mumbai, with a view to examining the effects of training offered by parents of children with severe learning disabilities and complex needs on their emotional, social, language, cognitive and motor skill development. Using a Parental Involvement/Engagement Scale it was seen that children with lower parental involvement had less improvement in the above areas whilst children with higher parental involvement showed greater

Phone: 0044 208 686 8768 or 0044 7801336048
E-Mail: christina@mirandanet.ac.uk or enquiries@mirandanet.ac.uk
Web: www.mirandanet.ac.uk and www.worldecitizens.net

improvement. The findings are discussed in relation to the hypothesis that the pre-clinical condition of the child will affect the outcome of therapy."

Lewin, C. and Luckin, R. (2010) Technology to support parental engagement in elementary education: Lessons learned from the UK. *Computers & Education.* **Apr 2010, 54(3): 749 - 758.**
"This paper compares and contrasts two projects in order to better understand the complex issues surrounding the use of technology to support parental involvement with schools and their children's learning. The Becta-funded ICT Test Bed evaluation (2002–2006) had the intention of saturating schools (in three areas of social deprivation) with a range of technologies, including 23 elementary schools. The ESRC/EPSRC/DTI-funded Homework project (2003–2006) used participatory design methods to develop and evaluate technology to link home and school in an elementary school in the South East. Both projects shared a common theoretical foundation, that of socio-cultural theory. The theory influenced the evaluation methodology employed in both projects and in the Homework project it additionally influenced the design of the technology intervention. Findings suggest that technologies with readily accessible and interactive resources that are flexible can help develop parental engagement. However, simpler and less resource hungry solutions such as the use of websites and email can provide opportunities for quick wins. In relation to transporting technology between home and school, there are issues for both staff and parents. Without purposeful use, these challenges act as a barrier once they outweigh the novelty effect. We conclude that parental needs are complex and that engagement needs to be sensitively scaffolded rather than focusing on the technology. Participatory design offers an effective means of addressing this and should be the starting point. The technology should facilitate independence and mediate access to a shared space for collaborative activity. The content and guidance needs to be purposeful and relevant, offering a means to integrate learning across the learner's broader context, including school and home seamlessly." [Copyright &y& Elsevier]

MacFarlane, K. (2009) Navigating a treacherous game: conceptualising parental engagement in contemporary Queensland schooling. *British Journal of Education.* **Sep 2009, 30(5): 563 - 576.**
"Parent engagement in schooling has long been held as a vital component of the successful navigation of the schooling process and, consequently, governments often invite such engagement via policy implementation. However, at times, contestation arises about parent engagement, with some parents seemingly 'crossing the line' when attempting to be involved in their children's schooling. This paper investigates the possibility of parent engagement in schooling in Queensland, Australia, conceptualising it as a game of social and systemic practice. The author examines this notion using an example of contestation between parents at a regional government school and the education authority. Policy directives about parent engagement are explored, with the rhetoric of such policy applied to the example in question. The work of Bourdieu and Foucault is used to argue that the invitation to parents to engage is framed and thus often misrecognised, resulting in unintended conflicting relationships between parents and governing authorities."

Mendez, J. et.al. (2009) Parental engagement and barriers to participation in a community-based preventive intervention. *American Journal of Community Psychology.* **Sep 2009, 44(1/2): 1 - 14.**
"This study examined parent characteristics and barriers to participation in a community-based preventive intervention with a sample of 201 parents from low-income and predominantly ethnic minority backgrounds. Person-centered analyses revealed five subgroups of parents who demonstrated variability in their parent characteristics, which included psychological resources and level of parental involvement in

Phone: 0044 208 686 8768 or 0044 7801336048
E-Mail: christina@mirandanet.ac.uk or enquiries@mirandanet.ac.uk
Web: www.mirandanet.ac.uk and www.worldecitizens.net

education. Group membership was associated with differences in school involvement and use of the psycho-educational intervention at home, after accounting for the number of barriers to engagement. For the intervention attendance variable, greater number of barriers was associated with decreased attendance only for parents in the resilient subgroup and the psychologically distressed subgroup. Attendance remained constant across levels of barriers for the other three subgroups of parents. The results of the study inform theory and practice regarding how to tailor preventive interventions to accommodate subgroups of parents within populations that experience barriers to accessing mental health services."

Merz, J. (2014) Capturing a Wealth of Resources: A Review of Educational Technology and Mobile Learning Web Site. *Delta Kappa Gamma Bulletin.* **Winter2014, 80(2): 49-51.**
"This article continues a series of occasional book or Web site reviews contributed by members of the Bulletin's 2012-2014 Editorial Board. Dr. Merz provides a review of a site that provides extensive resources regarding educational Web tools and mobile applications."

Maher, D. (2013) Pre-service Primary Teachers' Use of iPads to Support Teaching: Implications for Teacher Education Educational Research for Social Change. April 2013, 2(1): 48-63 ersc.nmmu.ac.za
"Abstract: In this article the use of iPads in primary schools by a group of pre-service teachers completing their professional experience is reported on. The study was developed as part of the university's activities in the national Teaching Teachers for the Future (TTF) project. The study is a qualitative case study and the data gathering tools consist of participant journals, pre-service teacher focus groups, and staff interviews. Participants consist of 16 fourth-year Bachelor of Education (Primary) pre-service teachers completing a Maths Education subject, and two Maths lecturers at an Australian university. The results indicate that the teachers in the study used a variety of apps as well as inbuilt features of the iPad to support learning across a range of subjects. The teachers also used the iPad for self-reflective and assessment purposes. The implications of iPad use by pre-service teachers for teacher training in universities are discussed."

Nadelson, L. (2013) Who is watching and who is playing: Parental engagement with children at a hands-on science center. *Journal of Educational Research.* **Nov 2013, 106(6): 478 - 484.**
"Family interactions are common phenomenon at visits to science centers and natural history museums. Through interactions the family can support each other as the members individually and collectively learn from their visits. Interaction is particularly important between child(ren) and parent, which may be facilitated by media provided to parents. The author's research focused on the value added of print resources or video resources designed to support parent interactions with their child(ren) during a visit to a science center. What the author found was a variety of need and expectations for the support media that limited the usefulness of what was provided to the visitors. During the research the author also observed some variations in how parents interacted with their child(ren) based on the configurations of the families. Implications and suggestions for future research are provided." [ABSTRACT FROM PUBLISHER]

Navaridas, F. Santiago, R. and Tourón, J. (2013) Opinions from teachers in the Fresno area of central California regarding the influence of mobile technology on their students' learning. *RELIEVE - Revista Electrónica de Investigación y Evaluación Educativa.* **Dec 2013, 19(2): 1-18.**
"This paper presents the most relevant results of a study in which opinions of the teachers in the area of Fresno (Central California, USA) about the effects of the integration of mobile devices into the teaching-learning process. Among other objectives, we looked at the influence of mobile learning over three very important learning factors: affective- emotional (motivation), ethic-social (social skills) and the cognitive

Phone: 0044 208 686 8768 or 0044 7801336048
E-Mail: christina@mirandanet.ac.uk or enquiries@mirandanet.ac.uk
Web: www.mirandanet.ac.uk and www.worldecitizens.net

one (cognitive skills). In order to carry out this study, a descriptive methodological approach was adopted, using the survey technique as the most adequate method to collect teachers' opinions in a relatively fast and precise way. Obtained results show a widespread agreement among teachers about the pedagogical potential of mobile devices as a tool to improve learning quality. In general terms, conclusions suggest an improvement in the students' interest on educational tasks, an increase during study activities, a better collaborative work, as well as an improvement of creativity and information acquisition."

Neuman, S. B. (2013) The American dream: Slipping away? *Educational Leadership.* **May 2013, 70(8): 18 - 22.**
"The article discusses the impact of economic inequality on education in the U.S., particularly focusing on the connection between children's socioeconomic status and their educational trajectories in the Philadelphia, Pennsylvania school system. It addresses the increasing severity of the income gap within the U.S., noting its effect on academic achievement, as well as commenting on the difficulty of upward social mobility. Other topics explored include differences in educational resources between social groups, parental engagement in their children's education, and economic integration of schools."

Olivos, E. M. and Mendoza, M. (2010) Immigration and educational inequality: Examining Latino immigrant parents' engagement in U.S. public schools. *Journal of Immigrant & Refugee Studies.* **Jul - Sep 2010, 8(3): 339 - 357.**
"More foreign-born people live in the United States now than ever before in the country's history. Immigrants from Latin America, primarily from Mexico, constitute the largest proportion of all immigrants. Schools are the main vehicle, sometimes the only one, to integrate immigrant families and their children into U.S. society. This article, argues, however that broader social inequities affecting Latino immigrants infiltrate the practices of the public school system, galvanizing educational inequality around (perceived) deficiencies of Latino families, including their immigration status, via subtle (and often not so subtle) exclusion of Latino parents from active participation in the schools. We argue that the constructs of language proficiency, socioeconomic status, immigration status, and race/ethnicity pose challenges to Latino children and parents in U.S. society and its schools. A convergence of these 4 constructs creates vulnerabilities that constrict the opportunities for many Latinos. This article proposes that limited parental and community engagement can be understood as consequences of social inequities which remain unaddressed in the institutional context of public education."

Pearson, C. and Thurston, M. (2006) Understanding mothers' engagement with ante-natal parent education services: A critical analysis of a local Sure Start service. *Children & Society.* **Nov 2006, 20(5): 348 - 359.**
"This article discusses the issue of engagement in antenatal parent education for women living in deprived areas. The article focuses on the findings of a local evaluation of a Sure Start parent education programme designed to improve parental engagement with antenatal services. The article discusses the re-orientation of this service, the impact on service users and the implications for professionals. Evidence suggests that this service has been beneficial for those involved and resulted in improved levels of engagement, with 9 per cent of eligible women attending prenatal sessions prior to the introduction of the Sure Start local parent education service and 34 per cent of eligible women attending after its introduction. Despite this, the service only reaches a small proportion of the eligible population. The article also discusses the issue of professional resistance from mainstream services as an unintended consequence of the introduction of the Sure Start local programme and considers the implications of this for effective delivery."

Phone: 0044 208 686 8768 or 0044 7801336048
E-Mail: christina@mirandanet.ac.uk or enquiries@mirandanet.ac.uk
Web: www.mirandanet.ac.uk and www.worldecitizens.net

Pereira, O. and Rodrigues, J. (2013) Survey and Analysis of Current Mobile Learning Applications and Technologies. *ACM Computing Survey.* **Nov 2013, 46(2): 27:1-27:35.**
"Distance learning, electronic learning, and mobile learning offer content, methods, and technologies that decrease the limitations of traditional education. Mobile learning (m-learning) is an extension of distance education, supported by mobile devices equipped with wireless technologies. It is an emerging learning model and process that requires new forms of teaching, learning, contents, and dynamics between actors. In order to ascertain the current state of knowledge and research, an extensive review of the literature in m-learning has been undertaken to identify and harness potential factors and gaps in implementation. This article provides a critical analysis of m-learning projects and related literature, presenting the findings of this aforementioned analysis. It seeks to facilitate the inquiry into the following question: "What is possible in m-learning using recent technologies?" The analysis will be divided into two main parts: applications from the recent online mobile stores and operating system standalone applications."

Posey-Maddox, L.E. (2013). Professionalizing the PTO: Race, Class, and Shifting Norms of Parent Engagement in a City Public School. *American Journal of Education.* **119, 235-260.**
"A growing number of parents-particularly middle- and upper-middle-class parents- are working to fill budgetary gaps through their fundraising, grant writing, and volunteerism in urban public schools. Yet little is known about how this may shape norms and practices related to parental engagement within particular schools. Drawing from a case study of an elementary school undergoing demographic shifts in its student population, this article examines the scope and consequences of middle-class parents' collective engagement. The research reveals that parents brought new resources and educational opportunities to the school, yet their engagement through the parent-teacher organization (PTO) and the school's reliance on their contributions engendered tensions and exacerbated existing status positions among parents. The findings highlight the limitations of positioning middle-class parental engagement as a key intervention strategy in urban education."

Regan, A. and Heary, C. (2013) Patterns of sedentary behaviours in Irish female adolescents. *Journal of Adolescence.* **Apr 2013, 36(2): 269 - 278.**
"Engagement in excessive sedentary behaviour represents a health risk for adolescents. The current study aimed to investigate patterns of sedentary behaviour amongst Irish female adolescents aged between 15 and 19 years old. 314 adolescents completed a questionnaire on their sedentary behaviour habits, health behaviours (physical activity, smoking, and alcohol use), enjoyment of sedentary behaviour, value on health, and sedentary facilitators in their home. Parents provided information on parental education, the child's weight and height, and parental sedentary behaviour habits. Cluster analysis found that five distinct sedentary clusters existed in this sample: Unproductive/Social Sedentary, Reading/Productive Behaviours, Mixed Sedentary Interests, Restricted Interests/High Television, and Academic Sedentary. The clusters differed on smoking and alcohol use, enjoyment of sedentary behaviour, and parental engagement in sedentary behaviour. The findings from this study support the use of a socio-ecological framework for investigating the development of sedentary behaviour patterns." [Copyright &y& Elsevier]

Roushias, C. Calabrese Barton, A. & Drake, C. (2009) The design and development of a multimedia case-based environment on parental engagement. *Educational Media International.* **Mar 2009, 46(1): 37 - 52.**
"The purpose of this paper is to present the rationale and principles that guided the design and development of PARENTS, a multimedia case-based environment. Following a development research approach, the tenets of constructivist learning, and the advantages of case-based instruction, we developed a multimedia program in which we utilized and incorporated the findings of the longitudinal

study Ecologies of Parental Engagement (EPE). EPE focused on parents in high-poverty urban communities and the roles they play in elementary schools that are active in implementing reform-based science education. The main purpose of the multimedia program PARENTS was to help pre-service science teachers to explore and reflect on themes of parental engagement in high-poverty urban school settings. In this paper, we present the design and conceptual framework behind the first prototype of PARENTS..."

"Focus and purpose of PARENTS: a multimedia case-based environment for pre-service teachers. PARENTS is a multimedia case-based learning environment. The main purpose of designing and developing the PARENTS environment was to help pre-service science teachers explore and reflect on themes of parental engagement in high-poverty urban school settings. More specifically, we aim to help pre-service teachers:

- identify issues, problems, and ideas that are embedded in the multimedia environment by having them pose their own questions or dilemmas;
- interpret those questions from multiple perspectives, using the various information resources provided in the product;
- form their initial conjectures around the issues they identified and explored;
- provide evidence and supporting information, gathered throughout their interaction with the environment, which will help them shape informed suggestions or solutions to their initial questions or problems as well as other "problematic situations" introduced by the system itself.
- Beginning with these goals, our challenge was to design and develop a product that could be integrated into a pre service science education course, and serve as both a starting point and a resource for exploration, reflection, and discussion of the aforementioned issues. We expected that implementing and testing a prototype version with a small number of pre service science teachers would provide valuable insights to our main research questions:
- How are pre service science teachers' beliefs and ideas about parental engagement in high-poverty urban school settings crafted, mediated, or expressed within a graduate course that draws upon the PARENTS multimedia environment?
- what are the (1) design features and functions, and/or (2) content parts of such an environment that frame/enable/enhance students' thinking about parental engagement in high-poverty urban school settings? How (in what ways) is this achieved/done and to what degree? How does each feature, function and/or content part contribute to students' thinking?

In this paper, we will discuss the design philosophy and the lessons we learned from working on this project. The details of the research method, analysis, and findings, are not addressed in this paper. Our prototyping approach has relied upon two complementary frameworks: (1) development research and (2) constructivist case-based environments. We describe each of these influential frameworks below, pointing out how they have framed our prototype....

The major theme that emerges across each of these areas is that while students sometimes struggled with the technical difficulties of the prototype version of PARENTS and some issues around system navigations, they also valued (and felt challenged by) how the learning environment scaffolded their thinking by: (1) asking them to view parents in new and different ways; (2) structuring their thinking around parents through semi-structured evidence-based reasoning, reflection, and keeping notes; and (3) making ideas and experiences concrete through real life examples (video and text). The nuances of this tension (theme) emerge in the presentation of each section below....

This developmental research study, being the first step of this process, showed that the current prototype exhibits a set of limitations that will be taken under consideration into the next phase of its development, where several improvements or modifications will be made. The prototype of PARENTS provides users with

Phone: 0044 208 686 8768 or 0044 7801336048
E-Mail: christina@mirandanet.ac.uk or enquiries@mirandanet.ac.uk
Web: www.mirandanet.ac.uk and www.worldecitizens.net

access to multiple perspectives through different parents' stories, cases grounded in each parent's story, contextual information in support of the stories (i.e., overview of school science program, parent program, etc.), and researcher commentaries. In addition, multiple data sources and data formats are used in each of these presentations. For example, parent portraits, cases, commentary on cases, and story points are presented in both text and video."

Royston, L (2014) Tackling the Terror of Digital Bullying. *ICT for Education.* **Mar2014, 63:4-5.**
http://www.ictforeducation.co.uk/uploads/docs/61f56ad43b.pdf *last accessed 19/5/2014*
Samadi, S. and Mahmoodizadeh, A. (2013) Parents' reports of their involvement in an Iranian parent-based early intervention programme for children with ASD. *Early Child Development & Care.* **Nov 2013, 183(11): 1720 - 1732.**
"Based on the findings of several preliminary studies on support and services for children with autism spectrum disorder (ASD) and their parents in Iran, an early intervention programme called Omid was established. This programme is based on the social model of disability. To promote the Omid resource kit, which is a component of the 'Omid Early Intervention Programme', a group of Iranian parents (N = 39) of children with ASD at the first stage of diagnosis were recruited to ascertain their thoughts on parental engagement in the intervention programme. Parents' thoughts about the resource kit, the parent workshop and the professional visit at home were collected through notes which the parents presented to the researchers. Thematic analysis of the notes and comments showed that parental engagement in the early intervention process through a resource kit was welcomed within a society in which service provision for ASD is sparse and support for children with ASD and their parents is lacking."

Selwyn, N. et.al. (2011) Providing a platform for parents? Exploring the nature of parental engagement with school learning platforms. *Journal of Computer Assisted Learning.* **Aug 2011, 27(4): 314 - 323.**
"The article examines the role of the School Learning Platforms in helping parents engage with their children's education in England. The authors mention that the Learning Platforms include the integrated use of virtual learning environments, management information systems, and communications. They present case studies to illustrate how these technologies are being received and used by parents. They also explore the use of digital technologies to improve school-parent relationships."

Shapka, J. and Law, D. (2013) Does one size fit all? Ethnic differences in parenting behaviours and motivations for adolescent engagement in cyberbullying. *Journal of Youth & Adolescence.* **May 2013, 42(5): 723 - 738.**
"Cyberbullying has become a growing concern for adolescents. This study examined differences in cyber-aggression for 518 Canadian adolescents of either East Asian or European descent (61 % female; M age = 15.24; SD = 1.68). Associations between parenting behaviors (parental control, parental solicitation, and child disclosure) and engagement in cyber-aggression, as well as motivations for engaging in cyber-aggression were explored. Adolescents completed self-report questionnaires about their engagement in cyberbullying, perceptions of their parents' behaviors about their online activities, their motivations for cyberbullying (reactive vs. proactive), as well as several other relevant psychosocial and demographic variables (e.g., sex, age, Canadian born, mother's education level, using a computer in a private place, and average amount of time spent online). Regression analyses showed that East Asian adolescents were less likely to engage in cyberbullying. In addition, higher levels of parental control and lower levels of parental solicitation were linked more closely with lowered reported levels of cyber-aggression for East Asian adolescents relative to their peers of European descent. In addition, East Asian adolescents were more likely

Phone: 0044 208 686 8768 or 0044 7801336048
E-Mail: christina@mirandanet.ac.uk or enquiries@mirandanet.ac.uk
Web: www.mirandanet.ac.uk and www.worldecitizens.net

to be motivated to engage in cyber-aggression for proactive reasons than reactive reasons, with the opposite found for adolescents of European descent. A significant 3-way interaction suggested that this pattern was more pronounced for East Asian males relative to East Asian females. Findings are discussed in terms of cultural differences based on the doctrines of Confucianism and Taoism." [ABSTRACT FROM AUTHOR]

Sheridan, S. M. et.al. (2011) A randomized trial examining the effects of parental engagement on early language and literacy: The Getting Ready intervention. *Journal of School Psychology.* **Jun 2011, 49(3): 361 - 383.**

"Language and literacy skills established during early childhood are critical for later school success. Parental engagement with children has been linked to a number of adaptive characteristics in preschoolers including language and literacy development, and family–school collaboration is an important contributor to school readiness. This study reports the results of a randomized trial of a parent engagement intervention designed to facilitate school readiness among disadvantaged preschool children, with a particular focus on language and literacy development. Participants included 217 children, 211 parents, and 29 Head Start teachers in 21 schools. Statistically significant differences in favor of the treatment group were observed between treatment and control participants in the rate of change over 2 academic years on teacher reports of children's language use (d =1.11), reading (d =1.25), and writing skills (d =0.93). Significant intervention effects on children's direct measures of expressive language were identified for a subgroup of cases where there were concerns about a child's development upon entry into preschool. Additionally, other child and family moderators revealed specific variables that influenced the treatment's effects." [Copyright &y& Elsevier]

Simons-Morto, B. G. and Crump, A. D. (2003) Association of parental involvement and social competence with school adjustment and engagement among sixth graders, *Journal of School Health.* **Mar 2003, 73(3): 121.**
"To identify factors associated with school adjustment and engagement, 1,267 sixth graders in four middle schools in one US school district were surveyed at the beginning (Time 1) of the school year, 1,081 (85.3%) of whom were surveyed again at the end (Time 2). School adjustment was higher for girls than boys at both Time 1 and Time 2 and the decline was less for girls than boys and Whites than Blacks. School engagement also declined significantly from Time 1 to Time 2, but no differences existed among subgroups. In multiple linear regression analyses, female gender, school engagement, social competence, parental involvement, and depressive Symptoms (negative association) assessed at Time 1 were associated with school adjustment assessed cross-sectionally at Time 1 and prospectively at Time 2. Social competence and parental involvement assessed at Time 1 were associated with school engagement assessed at Time 1 and Time 2. Findings confirm the decline in school adjustment and engagement during middle school and provide evidence that parental involvement and social competence may be protective against declines in these variables." (J Sch Health. 2003; 73(3):121-126)

Suki, N. M. (2013) Students' dependence on smart phones. The influence of social needs, social influences and convenience. *Campus - Wide Information Systems.* **2013, 30(2): 124-134.**
"Purpose – The purpose of this paper is to assess whether social needs, social influences and convenience of smart phones affects students' dependence on them. This research also examines whether students' dependence on smart phones influences their purchase behaviour. This investigation is conducted among

Phone: 0044 208 686 8768 or 0044 7801336048
E-Mail: christina@mirandanet.ac.uk or enquiries@mirandanet.ac.uk
Web: www.mirandanet.ac.uk and www.worldecitizens.net

the students in a public university in the Federal Territory of Labuan, Malaysia. Design/methodology/approach – The research used a multiple regression analysis in an attempt to achieve the objective. The construct validity was assessed by computing the principal axis factor with varimax rotations. In total, 200 completed and usable questionnaires were received from the respondents who comprised students from a public university in the Federal Territory of Labuan, Malaysia. A simple random sampling method was utilised where every unit in the population had an equal chance to be selected. Findings – Results via multiple regression analysis revealed that social needs and social influences significantly affect students' dependence on smart phones. The first was found to have the strongest effect. A strong relationship also existed between dependence on smart phones and students' purchase behaviour. Research limitations/implications – This study contributes significantly in confirming findings from similar research that could furnish statistical evidence in research findings to the smart phone provider in meeting customer needs to better create up-to-date smart phones with recent features through strategic, holistic marketing management and planning. Practical implications – This research should contribute significantly to academics and educational developers in encouraging the students' use of personal technologies such as smart phones and tablet PCs to enhance their learning process. On the smart phone provider side, the research findings could motivate them to continuously increase the smart phone functionality to be more relevant to students. The fact that dependence on smart phones contributes significantly in the students' purchase behaviour may lead to better insights that they depend on the smart phone, which causes them to feel insecure when it is not with them. Their positive experience with smart phones outweighs their negative experience, as their usage of smart phones is high. Originality/value – The research provides a unique perspective of students' dependence on smart phones, which is not much covered in the literature in the Malaysia context. The measurement produced can be used as a research tool for more exploratory and explanatory research regarding students' use of personal technologies such as smart phones and tablet PCs."

Szumski, G. and Karwowski, M. (2012) School achievement of children with intellectual disability: The role of socioeconomic status, placement and parents' engagement. *Research in Developmental Disabilities.* **Sep/Oct 2012, 33(5): 1615 - 1625.**
"The objective of this study was to describe the selected conditions for school achievement of students with mild intellectual disabilities from Polish elementary schools. Participants were 605 students with mild disabilities from integrative, regular, and special schools, and their parents (N =429). It was found that socioeconomic status (SES) was positively associated with child placement in integrative and regular schools rather than special schools, as well as with higher parental engagement in their children's studies. Parental engagement mediated the positive effects of SES and placement in regular and integrative schools on school achievement. The results are discussed in the context of inclusive education theory."
[Copyright &y& Elsevier]

Taylor, V. M. and Gulliford, A. (2011) Parental perspectives on nurture groups: the potential for engagement. *British Journal of Special Education.* **June 2011, 38(2): 73 - 82.**
"Nurture groups have been identified as supportive and potentially effective provision for young people with troubled patterns of social, emotional and behavioural development, and a specific literature has emerged in relation to understanding their functioning. The work outlined here derives from an exploratory study by Valerie Taylor, a senior educational psychologist in Staffordshire, and Anthea Gulliford, from the University of Nottingham, describing and analysing the relationship between nurture group working and children's behaviour as perceived by adults involved, using qualitative approaches. Drawing upon grounded theory

Phone: 0044 208 686 8768 or 0044 7801336048
E-Mail: christina@mirandanet.ac.uk or enquiries@mirandanet.ac.uk
Web: www.mirandanet.ac.uk and www.worldecitizens.net

methods, the investigation commenced with an exploration of the relationship between nurture group attendance and children's behaviour. The grounded theory which emerged encompassed a strong vein of data relating to what could be described as parental engagement. It is this strand which is explored here, and consideration is given to the potential for facilitation of the home-school dialogue in the nurture group context, with reference to commentaries regarding parental participation and home-school engagement."

Terriquez, V. (2012) Civic inequalities? Immigrant incorporation and Latina mothers' participation in their children's schools. *Sociological Perspectives.* **Winter 2012, 55(4): 663 - 682**.
"The article investigates the degree to which Latina mothers in the U.S. participate in school-based parental civic engagement, particularly noting assumptions about Latino school involvement. It comments on the differences between Latinas who have lived in the U.S. for more than a decade and more recent immigrants to the U.S., as well as notes the impact of English-speaking ability on civic engagement. Other topics explored include rates of engagement for Mexicans and Central Americans, immigrant incorporation into the community, and the racial and ethnic barriers to school involvement."

Torres, M. N. and Hurtado-Vivas, R. (2011) Playing Fair with Latino parents as parents, not teachers: beyond family literacy as assisting homework. *Journal of Latinos and Education.* **July 2011, 10 (3): 223-244.**
Family literacy has moved of late to the forefront of school reform, mostly because of the implementation of the No Child Left Behind policy. Family literacy has become a process of colonization: Standardization of the skill-based approach and Euro-American middle-class practices have become the norm for evaluating the involvement of all parents. In this article, the authors present evidence for how homework and other school family literacy practices are massively striking Latino families. The authors argue that Latino parents should not be delegated the school's responsibilities of teaching children academics. These enlarged responsibilities exasperate socioeconomic, linguistic, and schooling inequities rather than alleviate them. The call is for schools to broaden and value the multiple and rich Latino family literacy practices by creating an ecology of parental engagement that implies the adjustment of the whole system. [ABSTRACT FROM AUTHOR]

Younie, S. and Leask, M. (2009) Use of Learning Platforms to Support Continuing Professional Development in HEIs and Schools. Coventry: Becta.
Executive Summary: This report focuses on the following question:
What practice can be identified in HEIs and in schools about how learning platforms are being used to support ITT tutors and serving teachers as part of their CPD to use the LP, and use of the LP to support CPD in general?
The use of learning platforms (LPs) in schools and HEIs is currently focused on supporting the teaching and learning processes between HEI tutors and students and between teachers and pupils rather than the continuing professional development of the tutors and teachers themselves except through online programmes.
Evidence for the report is derived from case studies gathered from 12 institutions: six HEIs (ITTE HEI member institutions) and six schools (one infant, two middle and three secondary) using an agreed framework and interview schedule. (Annexes 2 to 5 provide more details about the methods.)
There are many examples in the case studies showing how the LP supports structured and unstructured independent study and collaborative learning for HEI students and school pupils. Practice in institutions is clearly building year on year, with the pedagogical use of LPs being particularly supported by informal and ongoing peer support and through knowledge sharing through professional networks.

Phone: 0044 208 686 8768 or 0044 7801336048
E-Mail: christina@mirandanet.ac.uk or enquiries@mirandanet.ac.uk
Web: www.mirandanet.ac.uk and www.worldecitizens.net

The role of the LP as an information repository is well established, as is its support for administration and communication between staff, pupils, and partners in other institutions, where access rights are permitted. Assessment practice and learning support using the LP is developing with different departments in the various institutions being at different stages.

With respect to barriers, interoperability problems between well-known management information systems and the LPs were reported as hindering development of practice. With respect to access rights, a key finding concerned limited access rights to HEI LPs by school mentors and to school LPs by HEI tutors, which is an issue surrounding the successful outworking of LPs.

There are major differences in levels of LP use between schools and HEIs, with practice more embedded in HEIs possibly because staff have access to dedicated staff offering formal and informal just-in-time support and training which supports the rapid building of a critical mass of staff users. Schools are at a much earlier stage of development and do not usually have access to these dedicated training and support units. The LP training resources that Local Authorities (LAs) in the sample offer to schools is not equal to that offered within universities.

In the examples that were reported in the school case studies where the LP was used for CPD, it tended to be for online skills-based development such as in the use of the LP.

Because of the lack of use of LPs for CPD and to understand the affordances and barriers to the use of the LP for CPD, we analysed the forms of CPD that teachers and HEI tutors traditionally experience (See Table 6.1). We drew on additional data from teachers as reported in the Becta-commissioned report by Leask and Preston (2009). Teachers and HEI tutors who are subject specialists in their areas normally have few people in their institutions who are similarly expert, so the CPD they described as most helpful for developing knowledge and understanding requires interactions with peers, experts, research and evidence available beyond the institution. Teachers expressed their frustration at being unable to access appropriate CPD in general (see Leask and Younie (2009) report to the Select Committee Inquiry) and CPD in the use of LPs; ICT CPD provision is currently devolved and dispersed.

Respondents raised issues of lack of connectivity between HEI, school and national professional association LPs and restrictions on access as inhibiting the use of LPs for CPD. The problem is this: given the plethora of school and HEI learning platforms and the fact that HEIs work with schools in different regions and LAs, if CPD materials are developed for one context, how can these be shared? This lack of interconnectivity means that many opportunities for knowledge sharing and informal CPD areas are lost. Interconnection between the LPs would enhance professional practice and allow CPD materials to be shared across all learning platforms. The NCSL LP for example, provides a 'central knowledge hub' or national LP for those interested in leadership and management.

The concept of a 'central knowledge hub' is that of the authors following their analysis of this data and other research (Becta, 2009, 'ICT Tools for Future Teachers' research), where teachers reported wanting online opportunities for professional development (CPD), peer challenge opportunities as well as RSS feeds from key sites such as professional/subject associations to the school LP.

The researchers looked at the forms of CPD used and proposed in the data and have used the term 'central knowledge hub' to explain the type of resource respondents were suggesting would be helpful (see table 6.1 for further details). This analysis was further supported by the Becta (2009) 'ICT Tools for Future Teachers' research, which found that innovative teachers and teachers reluctant to use ICT in their teaching wanted to use online networks for their CPD. Currently there is no national interconnected network for teachers or HEI tutors to join up with fellow practitioners for informal CPD networks and knowledge sharing. For example, how could one develop the opportunities learning platforms afford to

support CPD for music teachers across the country? How will subject associations with their resources for specialist CPD integrate with the variety of LPs to support subject-specific CPD?

Major findings are that teachers want and need CPD in relation to their knowledge, skills and understanding of LP uses both technically and pedagogically, but this support and training is patchy and not always available at the time of need in contrast to HEIs.

Yuen, C. and Cheung, A. (2014) School engagement and parental involvement: the case for cross-border students in Singapore. *Australian Educational Researcher (Springer Science & Business Media B.V.)* **March 2014, 41 (1): 89 - 107.**

Abstract: "The primary purpose of this paper is to examine the mutual relationship between school engagement of cross border students (CBS) from Malaysia in Singapore and parental involvement in education. The findings reveal that the nature of CBS engagement with schools is characterized by voluntary assimilation and is rewarded by the meritocratic system of Singapore."

Web Sites

http://www.tablet-academy.com/news/24/97/Flipped-Learning-The-Results.html
http://www.tablet-academy.com/about-us/flipping-the-classroom-research.html
http://www.open.ac.uk/personalpages/mike.sharples/write.htm

Phone: 0044 208 686 8768 or 0044 7801336048
E-Mail: christina@mirandanet.ac.uk or enquiries@mirandanet.ac.uk
Web: www.mirandanet.ac.uk and www.worldecitizens.net