



Are the findings the same for all teachers?

The dynamic within different educational establishments is quite unique. So we can have things like, you know, national objectives and national strategies and so on. But then that is filtered and is altered as it comes down the line. So, a local authority or a MAT may have a take on how something will be operated or put into practice and then the individual headteachers and governing bodies will have their take. And then it comes down to maybe in a big school, the science department might use something differently than the maths department and then it comes down to that individual teacher.

Sometimes it's about our own understanding of technology, our own understanding of teaching and learning and then obviously our own understanding of how those two things come together.

And how something fits with their classroom dynamic of pedagogy and how they work and how they interact with their classes.

So no, it's not the same for all teachers. There may be functional things that we can ask all teachers to do. For instance, take a register. Maybe putting homework up on a school portal. So there will be that element of it that will be the same for all teachers. But when it comes to the professional choices that teachers make about their own practice in their own classrooms, then technology is just another tool and they may choose to use say a book as opposed to using a PDF on the screen, it's simple things like that.

Different subjects have different demands, different schools have different priorities and different tech can be used in different ways. [The same]. If we take one thing, something as simple as Microsoft Word that can be used across the curriculum in all ages, we can use it for a communication aid up to somebody's thesis for PhD, in different ways. So no, it's not going to be the same. But it's all these filters that make what actually happens between the teacher and the student, that's what defines it really.