



Softcat

**Your #1
priority:**

The Value of 1-2-1 Programmes

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**Smarter
technology
for all**

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Thanks to Softcat !



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What is the **value** of a 1-2-1 programme?

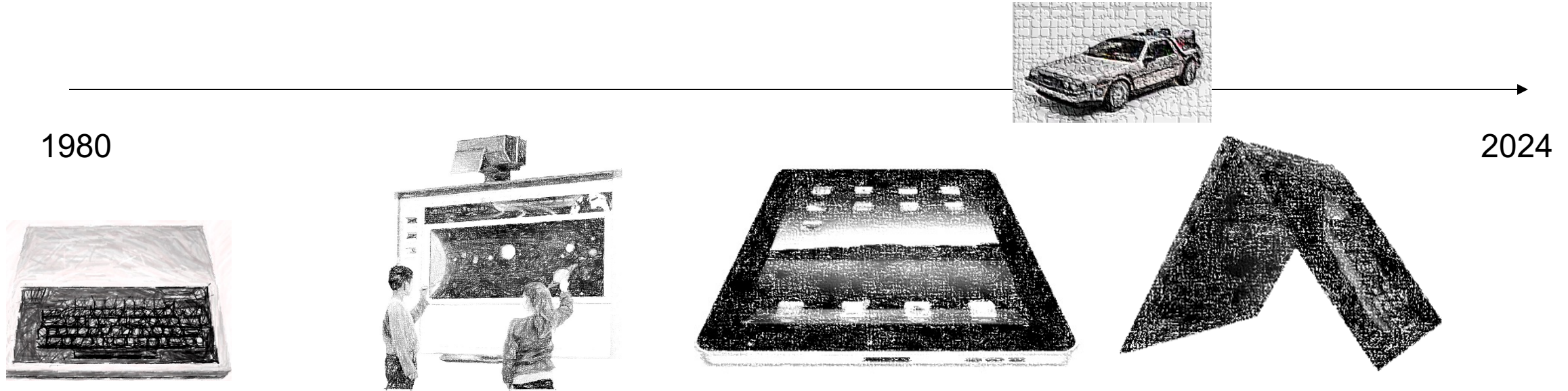
Exam Conditions

You have 25 minutes to answer the following question and you are not permitted to use a calculator

Does technology truly impact outcomes for learners? Discuss

The image shows the front cover of an AQA GCSE English Language specimen paper. The title is 'GCSE English Language 8700/2 Paper 2 Writers' viewpoints and perspectives'. It specifies 'Specimen 2014', 'Time (TBC)', and '1 hour 45 minutes'. It lists materials for the paper and provides instructions for candidates, including writing in the spaces provided and not using a calculator or dictionary. At the bottom, there are fields for 'Centre number', 'Candidate number', 'Surname', 'Forename(s)', and 'Candidate signature'.

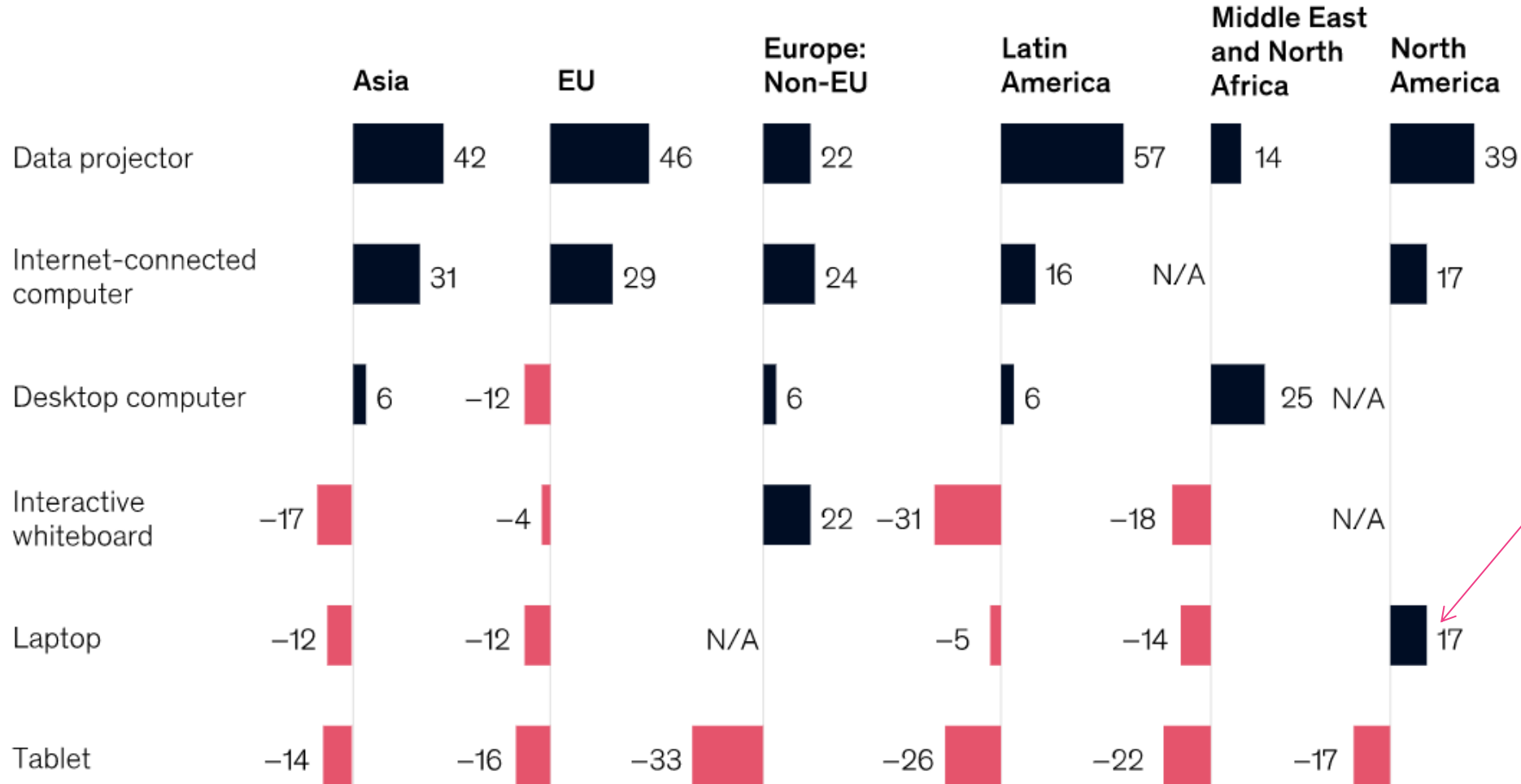
Mis-tech or missed opportunity?



Great Teacher + the right Technology + Parental engagement = Success

Devices and Student Outcomes – Historical

OECD 2018 – PISA – Programme for International Student Assessment



In 2018, >80% students with a device in NA. 1:1 early adoption

Reading, Maths, English scores >17 points or 5 months learning

¹ Controlling for student socioeconomic status, type of school (public, private), and location (urban, rural); statistically significant at 95% confidence level. Results not shown if not statistically significant.
Source: OECD PISA 2018

Evidence?

Coronavirus: All schools in England closing from Friday

However, education secretary Gavin Williamson says they will remain open for vulnerable children and those of key workers

By Dave Speck
18 March 2020 - 17:26

Share this



The rates of mental health problems increase as children get older. Almost two in 10 students aged 11 to 16 has an identifiable **mental health condition** – which rises to around one in five among 17 to 22 year olds.

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Evidence

The biggest ever **proof of concept** March 2020 and beyond



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Pastoral Support

There is emerging research which shows that, just as in the classroom, the presence of **stable, caring relationships** influences student's ability to engage with online learning.

Engagement

A growing body of research demonstrates that effective online learning also occurs where the course of study fosters **collaborative learning** among pupils, and where learners feel supported, not just instructionally but with co-curricular engagement and other supports.

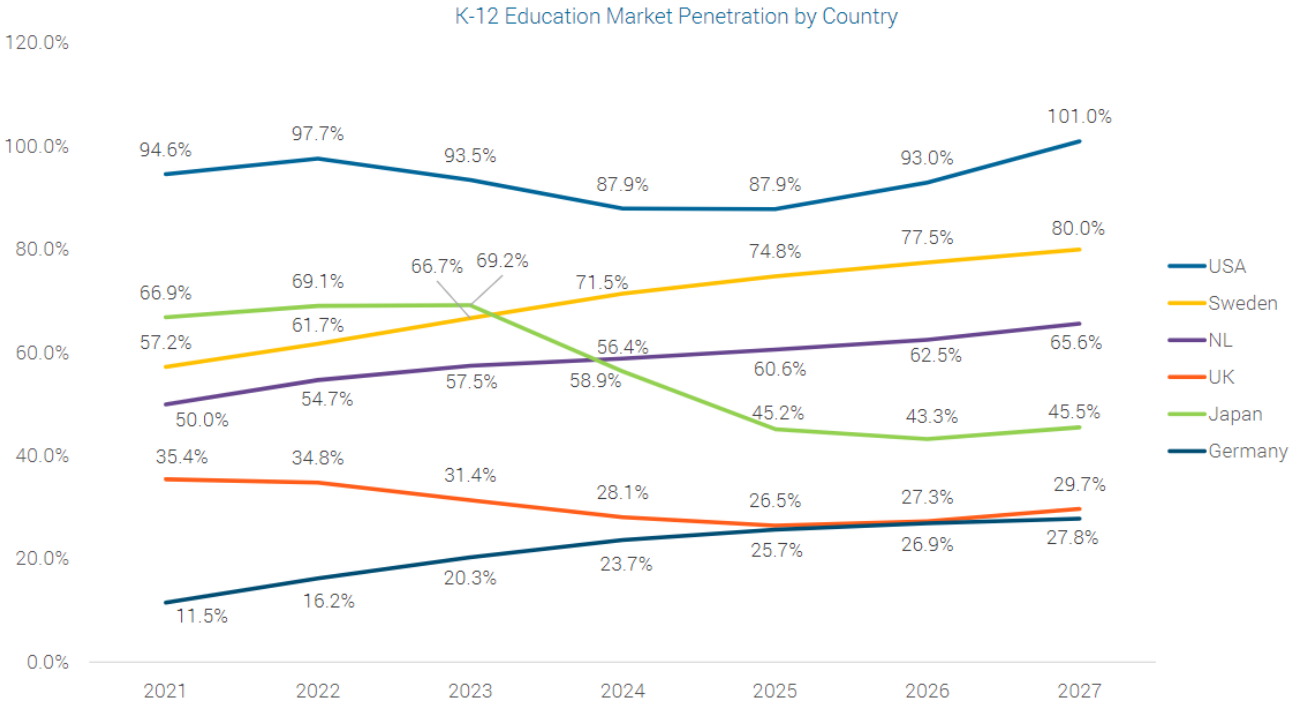
Ease workload

“using systems that support teachers with lesson planning, marking and data analysis

BESA & APPG Lessons from lockdown, 2021

Student Devices – global trends

The Rate of Mobile PC Adoption Continues To Differ Between Markets



“Every child has the right to an education and we believe that means an education supported and enhanced by technology. This as a vital aspect of an education system in the digital age which was clearly demonstrated by the pandemic.

“This is a hugely ambitious programme of work that will build on efforts to tackle digital inclusion during the pandemic. These early talks with Scottish councils are a positive step towards delivering this commitment.”

What is the new Digital Strategy for Schools to 2027?

The Department of Education has published a new Digital Strategy for Schools. The purpose of this new Strategy is to ensure that young people in our schools, can benefit as much as possible from digital technologies. It aims to support you to develop a range of digital skills that will help you in school and in your daily life. The Strategy's work will start this year and continue to 2027.

The vision of the new Digital Strategy is that digital technology can help to make education better for all young people in schools across Ireland. The new Strategy aims to support all pupils and students to develop digital skills and benefit from the potential of digital technology, while also staying safe and well when online.

Pillar 1 Supporting the embedding of digital technologies in teaching, learning and assessment

This pillar focuses on ensuring that digital technologies are embedded into teaching, learning and assessment in our schools in a way that helps you to learn. It also aims to support teachers in effectively using technology to support your learning and to support you in developing a range of digital skills.

Pillar 2 Digital Technology Infrastructure

This pillar is about the technology itself: the devices that we use, the apps and programmes that help you with your learning and the broadband connectivity in your school. It talks about how to support schools in buying and maintaining digital devices and other technology-related items.

Pillar 3 Looking to the future: policy, research and digital leadership

There are always a lot of new developments in digital technologies, such as new programmes and apps. There are new and faster devices and of course, new opportunities and challenges that arise when you are using the internet and digital technologies. This pillar of the Strategy is about changes in digital technologies in the future. It will help the Department of Education and schools to include technology in the way they work with some other strategies and policies that are important in education.



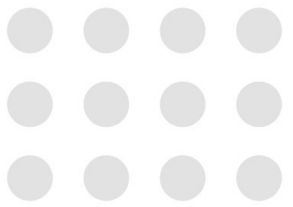
EdTech and Social and emotional learning

Research tells us that digital learning and multimedia tools can support the development of social and emotional learning skills. Teachers and student support staff in schools can take advantage of digital tools that students are interested in using – such as tablets, smartboards, and computers – to build safe, supportive learning environments in which they teach and reinforce key SEL concepts.

- Empathy, Self-awareness, self regulation
- Communication – Student Voice
- Digital Citizenship

Considerations for 1:1 Programmes

Summary of Lenovo components



Web Filtering/Safeguarding

Hundreds of thousands of new webpages are created every day and many are inappropriate for students to view, whether it is on purpose or accidental. Today, modern web filtering uses advanced artificial intelligence to categorize and filter harmful content from students' eyes.

On top of that Lenovo NetFilter+ adds real-time keystroke analysis, which alerts teachers or administrators for any sign of digital dangers like cyberbullying, violence, radicalisation and self-harm.

Schools Face Many Challenges

As device usage continues to increase, keeping students safer online has become a key responsibility for educators.

49%

of parents says their child (age 5 to 11) has encountered inappropriate videos on YouTube

85%

of educators are worried about cyberbullying and other online threats

59%

of kids have reportedly been bullied or harassed online

88%

of schools are concerned about mental health, self-harm, and suicide

\$2,000,000

Is the average amount stolen from school districts in phishing attacks

Pages Categorized

808947506

Total Categorizations

Last 24 Hours

952

Extreme

Last 24 Hours

3139

Hate Speech

Last 24 Hours

10160

Occult

Last 24 Hours

3718

Substance Abuse

Last 24 Hours

81139

Gambling

Last 24 Hours

14926

Alcohol

Last 24 Hours

30085

Weapons

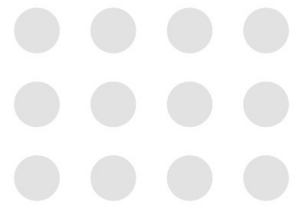
Last 24 Hours

3690

Age Restriction

Last 24 Hours

Why Classroom Management?



Are they distracted?

Do they understand
the assignment?

What distance learning tools do I have?

Is the technology safe?

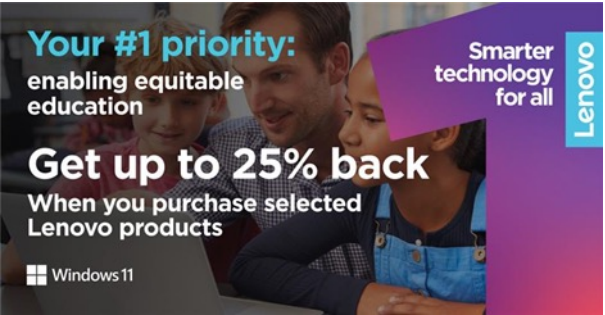
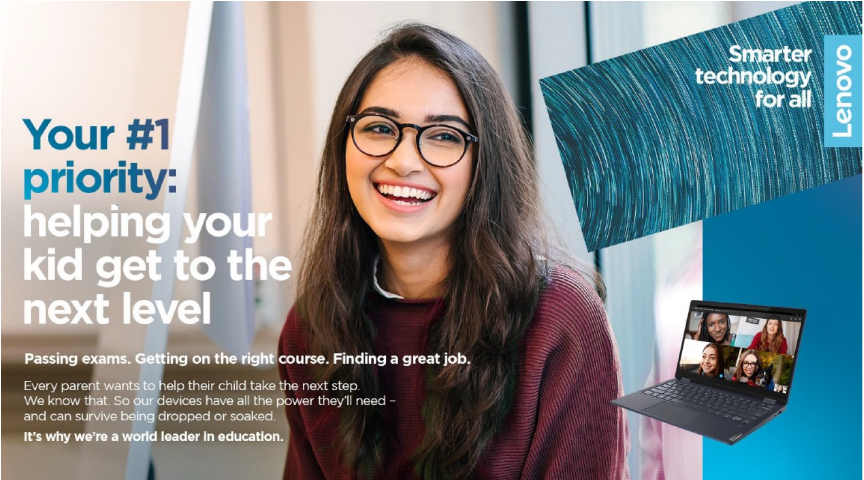
Can I support mixed devices?

Are they on track?

How do I
manage set up?



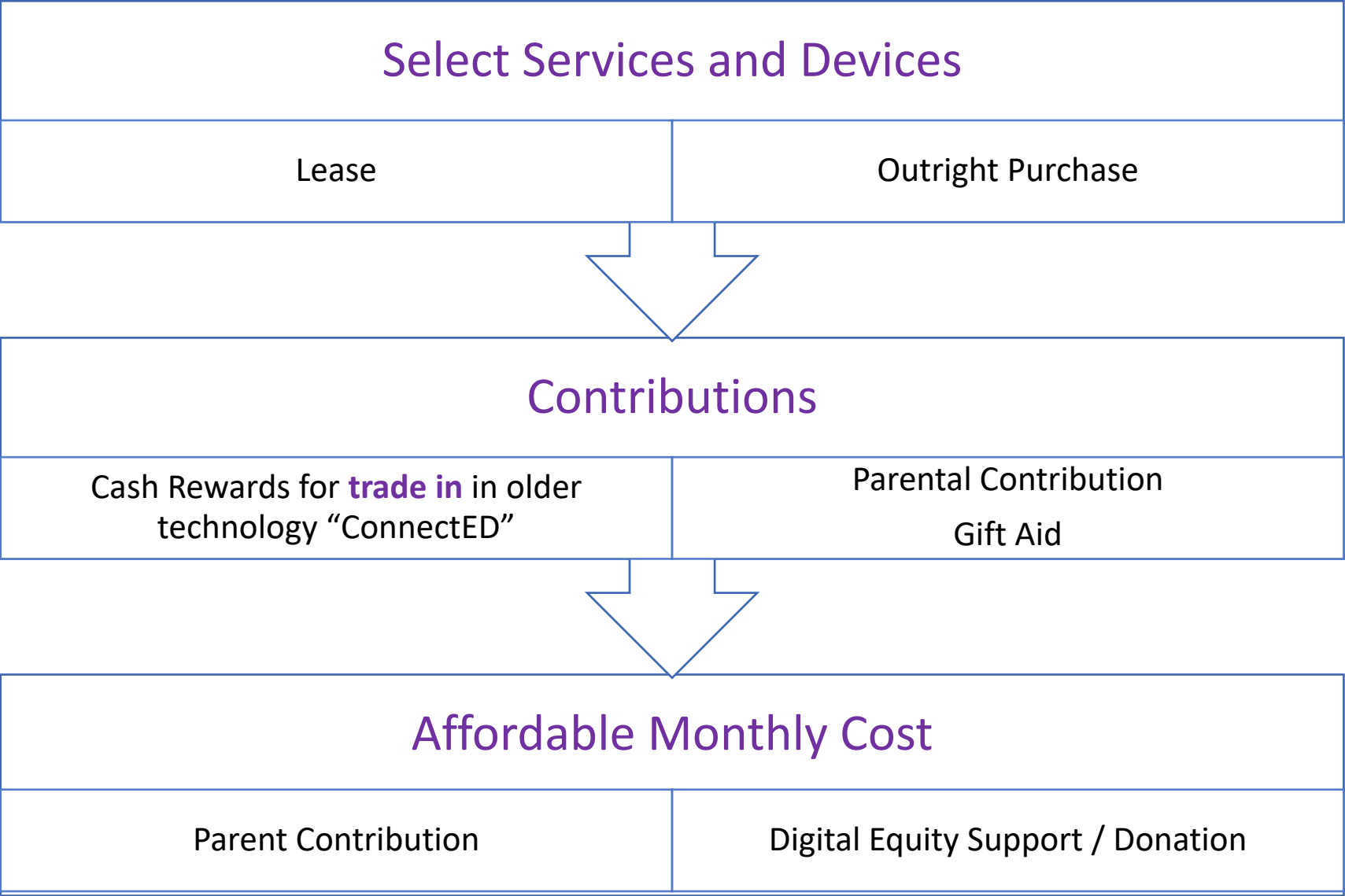
Lenovo DaaS for Education Components



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Finance Considerations



6-9 Months set up time for Parental Contribution

Several experts support Lenovo and Softcat with programmes that manager Parental and charitable donations



Summary

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Conclusions

Outcomes

- Inclusion
- Pastoral and **SEL** Benefits of 1:1 programmes correlate with increased academic achievement
- **Transferable Skills** : Communication and collaboration enhanced with 1:1 programmes

Considerations

- Professional Development and **digital coaching** for parents and students is a key component
- The **voice of the student** and parent in planning 1:1
- What rewards/incentives are available? What contribution will the parents need to make?
- This is “**as a service**” support and training are critical components
- Provide more robust **security** for students off-site
- Inclusion: How does the programme support Digital Equity
- Where to get more advice?

References

- <https://digitalwellnesslab.org/articles/building-social-emotional-skills-with-technology-how-to-use-sel-to-cultivate-digital-wellness/>
- <https://www.damianhinds.com/sites/www.damianhinds.com/files/2021-03/EdTech%20APPG%20Lessons%20from%20Lockdown%20Report.pdf>
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- <https://www.gov.ie/en/publication/69fb88-digital-strategy-for-schools/>
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