DEVELOPING IN DIGITAL WORLDS

Te Tipu i te Ao Matihiko

Findings from whānau in
Māori medium kura

Phase One
2015-2017

Kia Ata Mai Educational Trust

THE UNIVERSITY OF AUCKLAND
Te Whare Wānanga o Tāmaki Makaurau
NEW ZEALAND
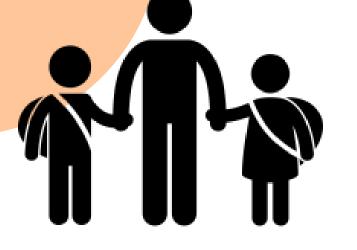
EDUCATION AND
SOCIAL WORK
WOOLF FISHER
RESEARCH CENTRE

Project Overview

- Developing in Digital Worlds is a four-year project conducted by the University of Auckland's Faculty of Education and Social Work and Kia Ata Mai Educational Trust, with funding from the Ministry of Business, Innovation and Employment

- This is the first study in the world to identify links between teaching, family participation and game-based learning in order to promote educational outcomes and equity

- The project focuses on children aged 4-17 years to test how to promote cognitive and social development in the '21st Century' digital world

Study Aims

- How does participation in the digital world influence the cognitive and social development of tamariki?

- What skills, knowledge and capabilities do tamariki need to manage, engage, and benefit from participating in the digital world?

- How can whānau, educators, and society effectively support involvement of tamariki in the digital world?

WHĀNAU QUESTIONNAIRE

32 whānau participated
3 kura
10 whānau had children in years 3-4
22 whānau had children in years 5-10

How Digital Technologies Affect Tamariki

- Most whānau indicated that the internet made no difference to the social skills of their tamaiti, perhaps because they reported setting firm boundaries, including restricting internet access at home and monitoring use

- Some whānau reported positive effects on communication

"she believes everything she sees"; "they argue when I ask them to hop off"

"keeping in contact with whānau via video call"; "becoming more interactive with peers"

- Other whānau said that using the internet could have negative effects

Skills Needed for Online Contexts

- Some whānau of the younger tamariki (Years 3-4) believed that a good upbringing would equip tamariki for online contexts

"she needs an awareness of cyber safety"

"he does not realise how far-reaching the internet is"

- Most whānau thought that tamariki needed specific skills for online contexts. They emphasized the difference between "real" and "virtual" worlds, regulating behaviour and discerning bias

Support that Whānau Can Give

- The most common forms of guidance whānau gave were monitoring and discussion, with the teaching of strategies being less common

- For the younger tamariki, discussions tended to be cyber-safety based

"only allowing her to use sites that we approve"; "discussing the reality of the content"

- For older tamariki (Years 5-10), parents gave demonstrations and discussions focused on correct and appropriate behaviour online

- Whānau of the younger age group often restricted access, while whānau of older tamariki moved toward general overseeing

"I explain how people are affected by bad kōrero"

"He often sees what we post and we discuss as a whānau what is posted"

"I ask her to show us and teach us what she's doing"

- Some whānau used modelling as a strategy to support their tamaiti

- There was a small focus on teaching technical skills, e.g. "reading strategies; decoding words"

How Often Tamariki Need Support

- Whānau differed in how often they thought tamariki might need support but probably underestimated what is needed (between 23-50% believed "hardly ever")

Years 3-4

Not Sure
Daily/Weekly/Monthly
Hardly Ever

Years 5-10

Not Sure
Hardly Ever
Daily/Weekly/Monthly

- A large proportion of whānau believed the social skills development of their tamaiti in online contexts was more adequately supported than their thinking skills

[We would like] "the opportunity to practice the critical thinking process. If teachers could email or write tasks..."

- Ways that whānau could be supported included requests for more training opportunities at school, prescribed guidelines and practice opportunities at home

Perceptions of Influence on Family Activities

- Most whānau agreed that digital learning has influenced activites they do with their tamariki

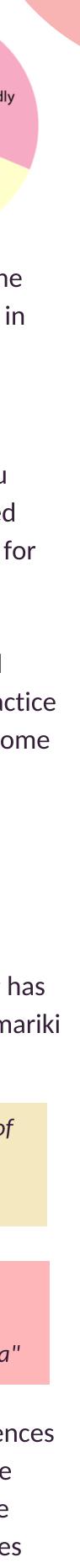- Positive influences included incorporating technology into whānau events

"he initiates things of interest to us as a whānau"

"she communicates with family faster through social media"

"we don't go anywhere without a digital device"

- Negative influences included a large amount of time spent on devices

More Information

If you have any queries, you are most welcome to contact the project manager, Angela McNicholl, at a.mcnicholl@auckland.ac.nz or 09 923 8978, or email the principal investigator Professor Stuart McNaughton on s.mcnaughton@auckland.ac.nz

Visit the Developing in Digital Worlds website to find out more:

developingindigitalworlds.blogs.auckland.ac.nz

Ngā mihi mō nga hua kua puta mai.
Thank you to all those who contributed to this research.

Kia Ata Mai Educational Trust

THE UNIVERSITY OF
AUCKLAND
Te Whare Wānanga o Tāmaki Makaurau
NEW ZEALAND

**EDUCATION AND
SOCIAL WORK**
WOOLF FISHER
RESEARCH CENTRE