MEDIA & ICT CONSUMPTION TRENDS

"TABLETS IN SECONDARY EDUCATION IS NOT EVIDENT"

Flemish secondary schools are starting to integrate technology in the classroom. A survey study by iMinds-MICT, in cooperation with research groups iMinds-ITEC and iMinds-SMIT, conducted within the iMinds-project EduTablet reveals that 46% of the 648 pupils have used a tablet computer at school at least once. However, the implementation of tablets in the classroom is not always self-evident, and teachers often struggle with the shift from a traditional to a more technology-enhanced classroom.

Supply and demand

We questioned pupils and teachers from so-called 'tablet schools' about their expectations and experiences with tablet use in the classroom. By tablet schools we mean schools that integrate tablets in their educational approach; some even opt for a radical approach and ban paper and pencil. Our results indicate that most teachers and pupils share common needs and requirements with regard to educational applications on tablets. Applications should include both theoretical content and exercises, should allow individual trajectories for pupils (differentiation), and should enhance face-to-face interaction in the classroom. The availability of a teacher platform that keeps track of pupils' progress is repeatedly mentioned as invaluable.

The research team screened 338 educational applications available in Flanders and found a strong contradiction between the reported needs of educational stakeholders and the available apps. Only 20% of the applications offered both theoretical content and exercises, while 45% of the applications offered only theoretical content. While teachers expected the applications to enhance differentiation and interaction in the classroom, 78% of the screened applications showed no adaptivity (i.e., flexible trajectories dependent on the learner's progress) and 86% of the applications did not facilitate interaction in the classroom.

Mind the 'app gap'

The results identified an important app gap, both with regard to the available content and technical functionalities. The available content is often not adapted to the Flemish curriculum (and language), and if so, not adapted to the technological environment. By using traditional textbook content in technological environments (so-called 'book behind glass'), the educational field misses out on important opportunities. With regard to the technical functionalities, it is obvious that most educational applications are not developed to be used in a formal educational context. Most often, there is no teacher platform, there are no implementation guidelines, and nothing is known about the learning impact.

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> **More often than not, educational apps are not adapted to the Flemish curriculum or language**

> **Teachers struggle with the shift from a traditional to a more technology-enhanced classroom**

BESCHIKBAARHEID VAN LEERSTOF (N = 338)

"Slechts 16% van de applicaties laten leraren toe om eigen leerstof toe te voegen"

84% 7% 9%

LEERSTOF AANWEZIG IN APPLICATIE   LEERSTOF TOEVOEGEN IS MOGELIJK   COMBINATIE VAN BEIDEN

FOR MORE INFORMATION

about iMinds-MICT's expertise in media and Internet consumption, please contact

Lieven De Marez (Lieven.DeMarez@UGent.be)
Tom Evens (Tom.Evens@UGent.be)
Bart Vanhaelewyn (Bart.Vanhaelewyn@UGent.be)

MEDIA & ICT CONSUMPTION TRENDS

Media & ICT Consumption Trends is a partnership between iMinds Research Center Media & ICT (iMinds-MICT) and digital research institute iMinds. The project seeks to provide an overview of academic research in Flemish media and internet consumption, and links insights into transforming audiences to the current challenges for the Flemish media industries. It therefore combines results from original user-driven innovation research with conclusions from international studies and technology trends reports.

Series Editors: Tom Evens, Bart Vanhaelewyn and Lieven De Marez

Hungry for more insights? Check out the other issues in this series at **http://www.mict.be**

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(2015-4) **Wanted: more audio-visual content for libraries**
(2015-5) **Provide flexible identity management in popular apps**
(2015-6) **Digital learning games should put fun first**
(2015-7) **Willingness to pay for news apps remains low**
(2015-8) **Tablets in secondary education is not evident**

Research Center **Media & ICT (iMinds-MICT)** is affiliated to Ghent University, part of the Flemish digital research center and business incubator iMinds, and forms, together with SMIT and CUO, the research department iMinds-Digital Society. The context and focus of MICT's research is today's digital society and innovation economy, and more specifically the changes and challenges that are imposed by that environment for each of its stakeholders: industry, policy makers and, not the least, end-users.

iMinds is Flanders' digital research center and business incubator, established by the Flemish government in 2004. Building on the expertise of our 850+ top researchers located at 5 Flemish universities, it introduces digital innovation in 6 key markets including Media, ICT and Smart Cities. iMinds collaborates with research partners to convert digital knowhow into real-life products and services that change people's lives for the better. Key asset is an agile, open research mind set and proven methodology.