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Technology and Patterns of Communication in Classrooms How do patterns of communication vary when teachers utilise different levels of learning technologies?

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Main aim of the study

- To observe, document, analyse and compare the patterns of communication in classrooms with varying degrees of technology integration and identify the impacts on opportunities for learning.

Background/Significance of the study

A recent study by John Hattie (2008) showed that despite all the variables affecting student learning by far the most powerful are those relating to classroom interaction.

Although technology is used increasingly in classrooms there has been little research into how this affects the interaction and therefore opportunities for student learning.

Teachers seeking to provide multimodal learning opportunities through the use of technology need to be aware of the impact technology can have on patterns of communication. This study aims to contribute to filling this gap in the research literature.

Theoretical/conceptual framework

Qualitative, video analysis and narrative inquiry based research.

This study is embedded in a constructivist epistemology with an interpretivist perspective recognising that meaning is made through interpretation of observations.

The analysis of the patterns of communication and the impact this has on student learning is situated in sociocultural and social semiotic theory as it examines both the verbal and non-verbal communication and it's role in the construction of meaning.

Proposed Research Design & Methods

<u>Primary Data Collection Method:</u>
Data collection through video observation of 18 lessons. 1 teacher camera, 1 focus group camera. Footage collected will be transcribed and analysed.

- Upper Primary Classrooms - years 5-7

- 3 Teachers

- 6 lessons observed in each classroom - 3 low tech, 3 high tech

<u>Additional data collection:</u>

- Video stimulated interviews using the video footage shown to the teachers
- Interviews with students
- Classroom artefacts