

제2차 NYPI Lunch Bag Seminar

Digital disturbances in school: Experiences with restrictions on students use of mobile phone

일시 2018. 5. 4(금) 11:30 - 13:00

장소 한국청소년정책연구원 7층 대회의실

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Digital disturbances in school

- Experiences with restrictions on students use of mobile phone

Associate Professor Yvonne Fritze & Professor Yngve Nordkvelle

Background

Part of a larger project concerning:

- How the use of new media affects conditions for upbringing and socialization
- How people interact to customize media technologies
- Dilemmas concerning media freedoms and prohibitions

Increased digital disturbances in school in recent years

Problems with disturbances in the two schools that participate in the project

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Research question

- How do students, teachers and parents experience the introduction of stricter rules for using mobile phones in school?

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Previous research on digital disturbances in school

- Disturbances has increased as a result of technological developments (Krumsvik 2013, 2016).
- A wide range of disturbances from «innocent distractions» to bullying (Beckman 2013; Kofoed 2013; Hansen, Henningsen & Kofoed 2013; Staksrud 2013)

Previous research on banning

- Schools in UK report that pupil behaviour is better and bullying is down since mobiles were banned from schools (Barham & Moss, 2012).
- A Norwegian research report has concluded that students spend too much time using social media at school when compared to more conventional learning activities (Slettholm, Svarstad & Færaas, 2014).
- A study published by London School of Economics (Beland & Murphy, 2015) suggests that there are differences in student's ability to concentrate.

Data and method

The method used is threefold:

- Literature studies
- Qualitative interviews

Twelve focus group interviews - five with students, five with teachers and two with parents representatives.

Two individual interviews with the principals.

- Survey

303 students responded

Theoretical considerations

- Niklas Luhmann's communication theories
- We also relate to basic beliefs about technology, school and society and changing positions for youth / students, parents and teachers (Prensky 2001; Thuen 2008; Haugsbakk 2010; Biesta 2006).

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Findings

Teachers

- Supportive of the restrictions
- Experienced full support from parents
- Few students disagree openly
- Positive effects of the restrictions
 - important distractions removed
 - students more focused on learning activities
 - more social activity and open communication in the school yard
 - decreased numbers of conflicts and cases of bullying
 - make it easier to focus on digital Bildung
- No negative effect on the development of students' digital competence

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Findings

Students use the mobile phone for teaching purposes in a very small scale, and they do not miss it.

- Students in 8th grade are more positive than students in 9th and 10th grade.
- Most of students in 8th grade recommend that the school continues the ban, while a few students in 9th and 10th grade disagree.
- Students have both positive and negative attitudes towards the ban:
 - positive: more social and outdoor activities, release of stress regarding checking updates
 - negative: (I) can't listen to music, can't send messages to parents or get messages before after school, can't communicate, can't show photo
 - in contrast to the teachers: they don't know any cases of bullying, when it takes time to get started it's about the long walk from the football field

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Positive and negative attitudes are at different levels

- While positive attitudes are on the system level the negative are on an individual level

Individual	resistance
collective	compliance

- "Resistance collective"
- A few students are strongly for or against

Findings

- Parents
- Strong consensus among the interviews about the desirability of a strong regime regarding the use of mobile phones in the school.
- Parents explain they use their own mobile phones extensively for work, as well as for leisure and private interests.
- Parents supported strongly the decision made by the schools
- Parents express worries about the amount of screen-time spent by their children
- Parents important for rector's decisions
- Parents praise the idea that some hours are "mobile free" because the remaining hours are hard to regulate
- Parents identify a vacuum - a lack of digital Bildung - in both adults and adolescents.

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Discussion

- Interference from mobile phones threatens the education system
- Ambivalence between prohibition and freedom
- Bullying - a disorder that themes exclusions

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Rhetorical negotiations of education

telos/purpose	individual freedom
goal directedness	self-dependence
teaching	learning

Concluding remarks

- Parents, teachers and students point to many positive results
- Limitations mark a difference between teaching communication and non-professional communication
- Disturbances can provide space for bullying

Short introduction to Yvonne Fritze and Yngve Nordkvelle

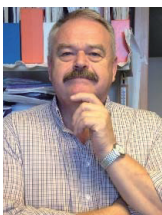
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Yvonne Fritze & Yngve Troye Nordkvelle

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Yvonne Fritze (born 1962) (yvonne.fritze@inn.no) is an associate professor of education at Lillehammer University College since 2003, and has recently been vice-rector for research. Trained as a MA in media studies at the Copenhagen University in Denmark she holds a Ph.D. in distance education from the University of Southern Denmark. She has published on issues like distance education, use of visual materials in teaching, on-line dating as well as e-publishing. She is co-editor on Seminar.net (<http://seminar.net>), an international e-journal about Media, technology and lifelong learning.



Yngve Troye Nordkvelle (born 1955) (Yngve.nordkvelle@inn.no) is a professor of education at Lillehammer University College since 1999, and has published on issues like global and international education, distance education, on-line dating as well as e-publishing. He has directed the programme for teaching and learning at the College since 2004. He was active in organizing the 4th world conference on Digital Storytelling in Lillehammer in 2011. He is the chief editor of Seminar.net (<http://seminar.net>), an international e-journal about Media, technology and lifelong learning.

The authors have 373 publications (papers, books, conference presentations) registered on the Norwegian register for academic contributions, with a number of co-publications in English (see below). While most of their focus has been on students in higher education and lifelong learning, a number of works about youth and their media use has developed in the recent years. Gaming behaviour, internet dating, social media and addiction has been a growing concern and focus. The most recent publication deals with Norwegian lower secondary schools who have introduced strong regulation of student use of mobile phones while at school. The topic of the seminar will be about this piece of research. We will explain how we developed a participatory action research design for the project and elicit the political context that makes resistance against digital tools in education a sensitive issue in Norway. Both researchers live in Lillehammer town, which hosted the Winter Olympic Games in 1994, are married and have two children each. We live in old fashioned logg houses and enjoy skiing during long winters.

YVONNE FRITZE AND YNGVE NORDKVELLE: ENGLISH LANGUAGE PUBLICATIONS

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발 행 2018년 5월 4일

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