

'Engaging' students with education: promoting inclusivity through technology

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The Context

(Staff and student digital capabilities)



The ENGAGE programme at the Northampton Saints Foundation works with students aged between 10-18 in alternative education provision to increase confidence and boost self esteem.



The Challenge:

- The current Student Passport used to document development is in paper format limiting opportunities for students to fully and confidently express their thoughts and feelings

The Aim:

- To support staff and students to have the digital capabilities to effectively engage with the Passport in a digital format.



Theoretical Framework: Universal Design for Learning (UDL)

(Cast, 2018)

Engagement



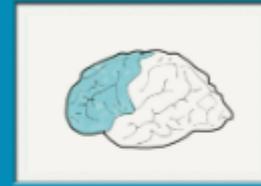
Offer options and supports to stimulate motivation and sustained enthusiasm for learning

Representation



Present information in different ways to support access and understanding

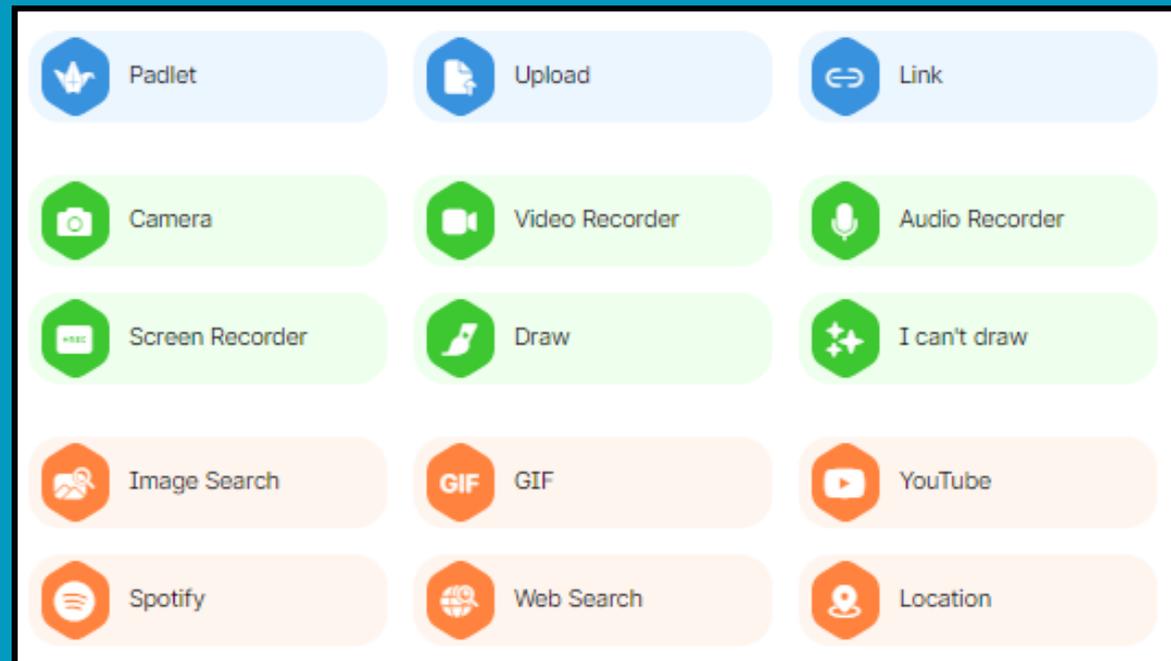
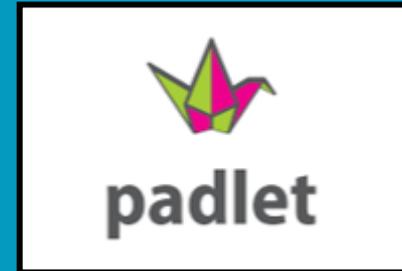
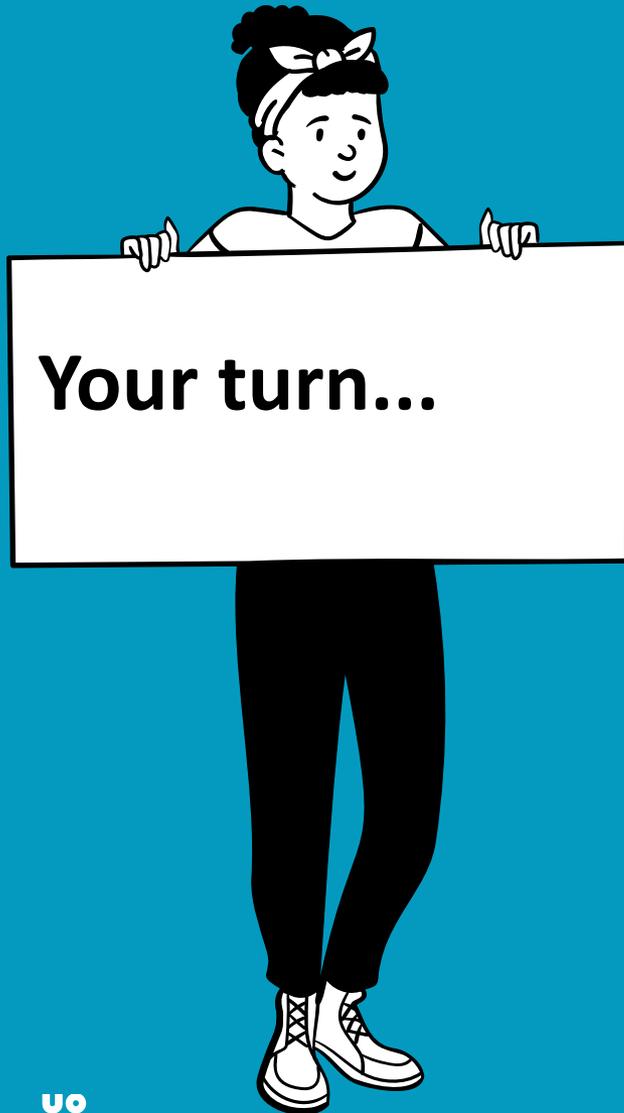
Action & expression



Offer options and supports to all so everyone can create, learn, and share



The Solution?



Evaluation Phase 1 (staff experiences)

Methods:

Participatory Action Research

Focus group of Northampton Saints

Foundation members of staff

Initial Findings (themes):

- Technology
- Student Engagement
- Communication and Support



Theme 1: Technology

'The pens did help because they like drawing and they liked, obviously, writing their own comments with the pens and stuff like that, so the pens did help basically'

'It was a bit difficult to start with because we had to kind of learn and get used to like how we use it, what gets set-up, and what we can do on it and find ways around that technical difficulties'



Theme 2: Student Engagement

'There's like being as like a breath of fresh air for the kids as well as like, because when it used to come to doing the passport is like got to that stage where the kids would be moaning and not wanting to do it. But now because there's technology involved, they're just genuinely more open minded to partake.'

'I just thought that it would be better if they had things on it already that they, were complete like steps rather than create whatever they want themselves, cause when you give them that chance they be like, 'oh, I don't wanna do it'. But as if you had stuff on it already for them to complete, they will go 'Oh yeah, actually that looks interesting. I'll do it.'



Theme 3: Communication and Support

'I think the communication's been quite good and quite quick, like between us, like when we've asked over the changes you've actually been quite nice and respondent. [...] It's been quite easy and open conversation. It's been nice.'



Recommendations

Structure

'Maybe like a story template. Like a very brief basic story template of like what their name is, how old they are? Like what their favourite thing to do is? their favourite colour, favourite food.'

- Getting to Know Me
- Current Me
- Finding
- Future Me



Phase 2 (staff and student experiences)

- Refined Student e-Passport
- Student e-Passport rolled out to other Hubs in the franchise

Changes made...

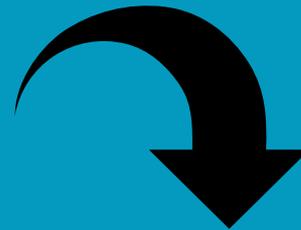
- Structured activities
- Resources for staff
- Resources for students
- Staff training across franchise
- Post 16 provision



Phase 2 Padlets



Passport



e-Passport



Under 16s

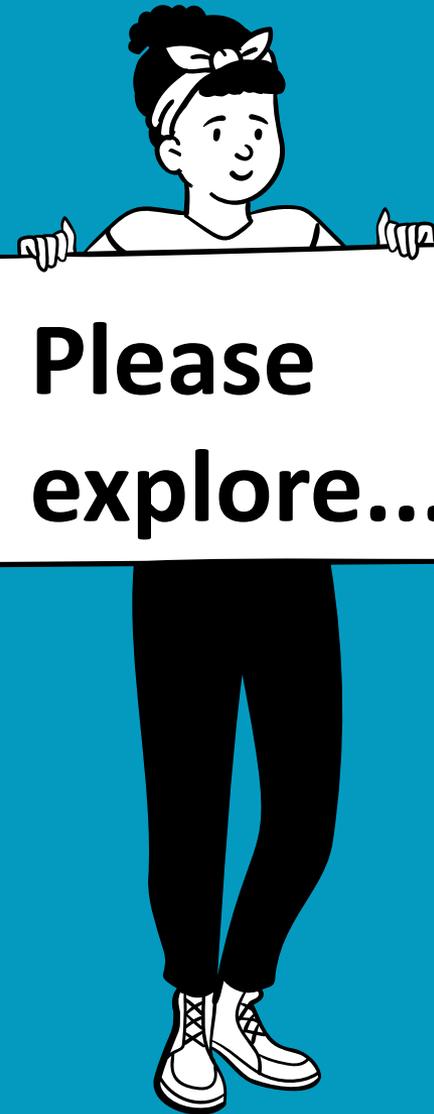


padlet

16+



padlet



**Please
explore...**

Interim feedback

- Staff found the range of resources useful
- Staff training was well received
- Students are engaging with the padlet
- Watch this space...!



Thank you
Any questions?

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