Beyond device deployment

Embedding connected learning across a trust

Dr Fiona Aubrey-Smith & Sarah Hand

#CSTConf26

CST Annual Conference 26

This session's Big Question

What is the **impact**

of a **pedagogy-first** approach

to the use of digital tools in schools?



Cut screen time in class ‘for sake of pupil health’

Experts blame devices for stunting development

Ben Clatworthy Whitehall Editor

Screen time in classrooms should be slashed amid fears it is fuelling a “crisis” in pupils’ speech and language development, ministers have been told.

Leading clinicians have written to Lucy Powell, the education secretary, to warn they are witnessing a “crisis unfold with children presenting earlier and more severely” with physical and developmental health issues, including language and eyesight problems.

The letter, which was also sent to Yvette Cooper, the health secretary, was signed by 150 clinicians including Dr Louise Milne, consultant paediatrician at Portsmouth Hospitals University Trust, and Dr Sanjiv Nichani, a senior consultant paediatrician and co-founder of the children’s intensive care unit at Leicester Children’s Hospital.

Experts said that the use of tablets, laptops, interactive whiteboards and headphones “exploded” during the pandemic and had “never been rolled back”. Recent research found that many pupils spent longer on screens in the classroom than they were recommended to spend across an entire day.

The experts wrote: “A generation is being taught on devices and platforms that have never been subject to systematic, child-focused testing for their cumulative impact on children’s eyes, ears or speech, and we are the clinicians who will spend the rest of our careers treating the consequences.”

Almost one million pupils are now using device-learning in every lesson at school, while a further 2.6 million use screens every day as part of the curriculum. Schools in England are collectively spending about £900m a year on “educational technology”, much of it incorporating artificial intelligence, despite no government oversight.

“No drug, food product, or toy is given to millions of children without a single safety check,” the clinicians wrote. “Yet, astonishingly, education technology devices and platforms currently used by millions of pupils in schools and for homework every day of the week face no equivalent child-focused health scrutiny.

“As a country, we need to wake up to this now, and start rolling back screen use in schools before the damage compounds further.”

The letter has been signed by GPs, ophthalmologists, audiologists, paediatricians, physiotherapists and speech and language therapists.

They said they were especially concerned about the use of one-to-one devices in early years education. “Language acquisition depends on rich, responsive, face-to-face interaction that screens, however well designed, cannot replicate,” they write.

The clinicians were supported by

Continued on page 4

Screens in class damaging children’s speech and eyesight, doctors warn

More than 150 clinicians urge Lucy Powell to act after analysis shows nearly one million pupils spend almost every lesson on devices



Use of laptops, tablets and interactive whiteboards accelerated rapidly during lockdown



Cameron Henderson
Show biography

Published 13 October 2026 7:15am BST

Screen time in schools should be scaled back because it is harming children’s

Home Latest Puzzles Search More

Recommended

The best headphones for kids, tested by children (and parent-approved)

My under-10s tried pairs on trains, planes and long car journeys

Share Save



screentime

A chair allows us to **organise** our tools and resources for a task



A chair provides **access** to....

A chair allows us to travel to **people** and **places**

Too much sitting in Chairs leads to isolation, obesity and depression

(is *sitting* **addictive**?)



If there is a Chair, we **default** to sitting in it

(even if we don't *need* to)

A Chair often brings a sense of **comfort** and **psychological safety**

Is it about

“the chair”?

chair time

screen time

Is it about

“the screen”?

Maturing the ‘Screentime’ narrative

Stare

Passive. Engagement triggered by the lives or thinking of *other* people
Stare & Submit.

Passive or low demand consumption (e.g. watching TV or video shorts, low effort games, reactions on messaging, social sites and news feeds, like-chasing and auto-play, attention-seeking apps and notifications, context-free photo / video making.

These tend to be the emphasis of negative ‘screentime’ discussions.



Scaffold

Active. Productivity based actions and tasks which require deliberate (cognitive) effort.
Receive & React.

Interactions which require deliberate cognitive effort (e.g. productivity, retrieval practice, accessibility for inclusion, research as part of a project, creating documents to represent ideas or demonstrate knowledge, creating multimodal artefacts, sourcing a video to learn a new skill, sharing and improving material).

These tend to be associated with ‘work’ (productive tasks).



Stretch

Metacognitive. Projects and actions with sustained cognitive and metacognitive demand.
Empower & Enact.

High cognitive and metacognitive challenge (e.g. collaborative creation projects that span multiple sessions, improving a tangible artefact over multiple interactions, discussion that meaningfully extends thinking beyond what is possible in isolation or individually).

These tend to be associated with higher order thinking.

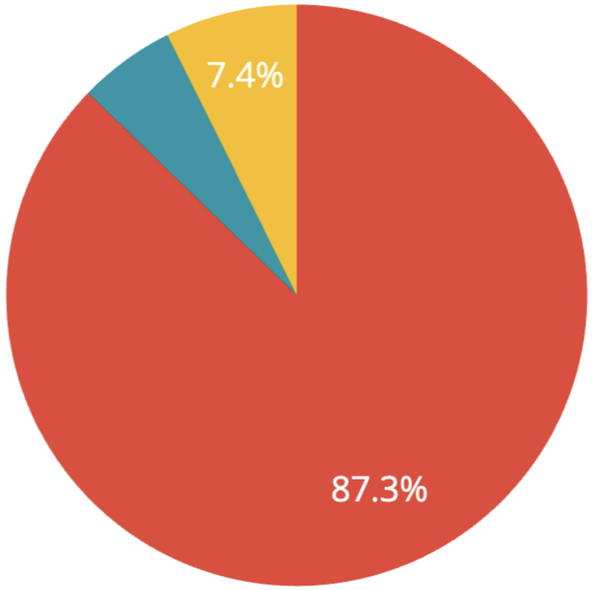


What do we do at work/school?

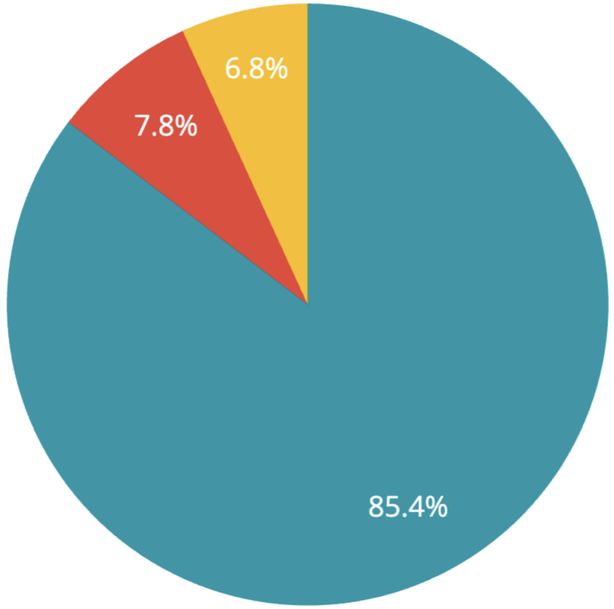
What do we do at home?

Adult self-reported insights

At Home



At Work



- **STARE (Passive)**

Engagement triggered by the lives or thinking of other people.

- **SCAFFOLD (Active)**

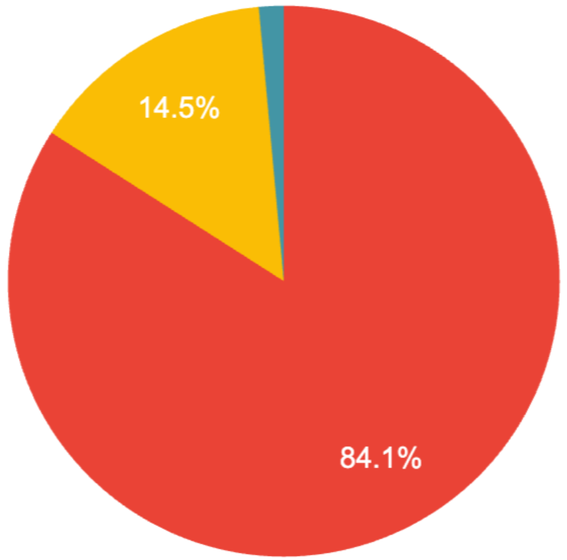
Productivity-based actions and tasks requiring deliberate cognitive effort.

- **STRETCH (Metacognitive)**

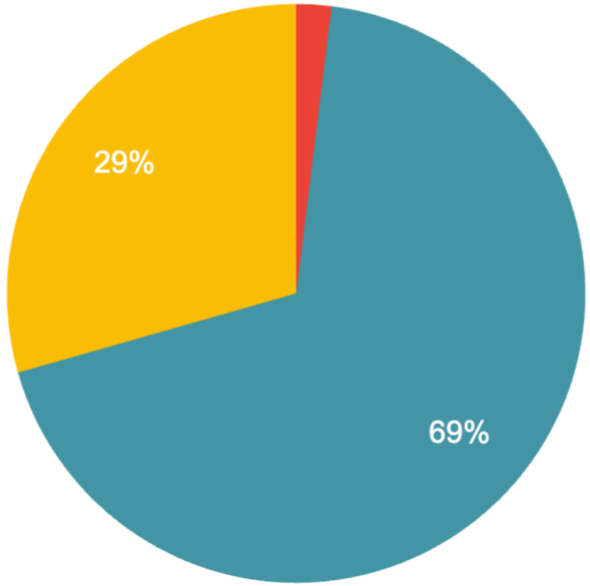
Projects with sustained cognitive and metacognitive demand (Empower & Enact).

Children attending contemporary blended classrooms (1:1) – triangulated data

At Home



At School



- **STARE (Passive)**

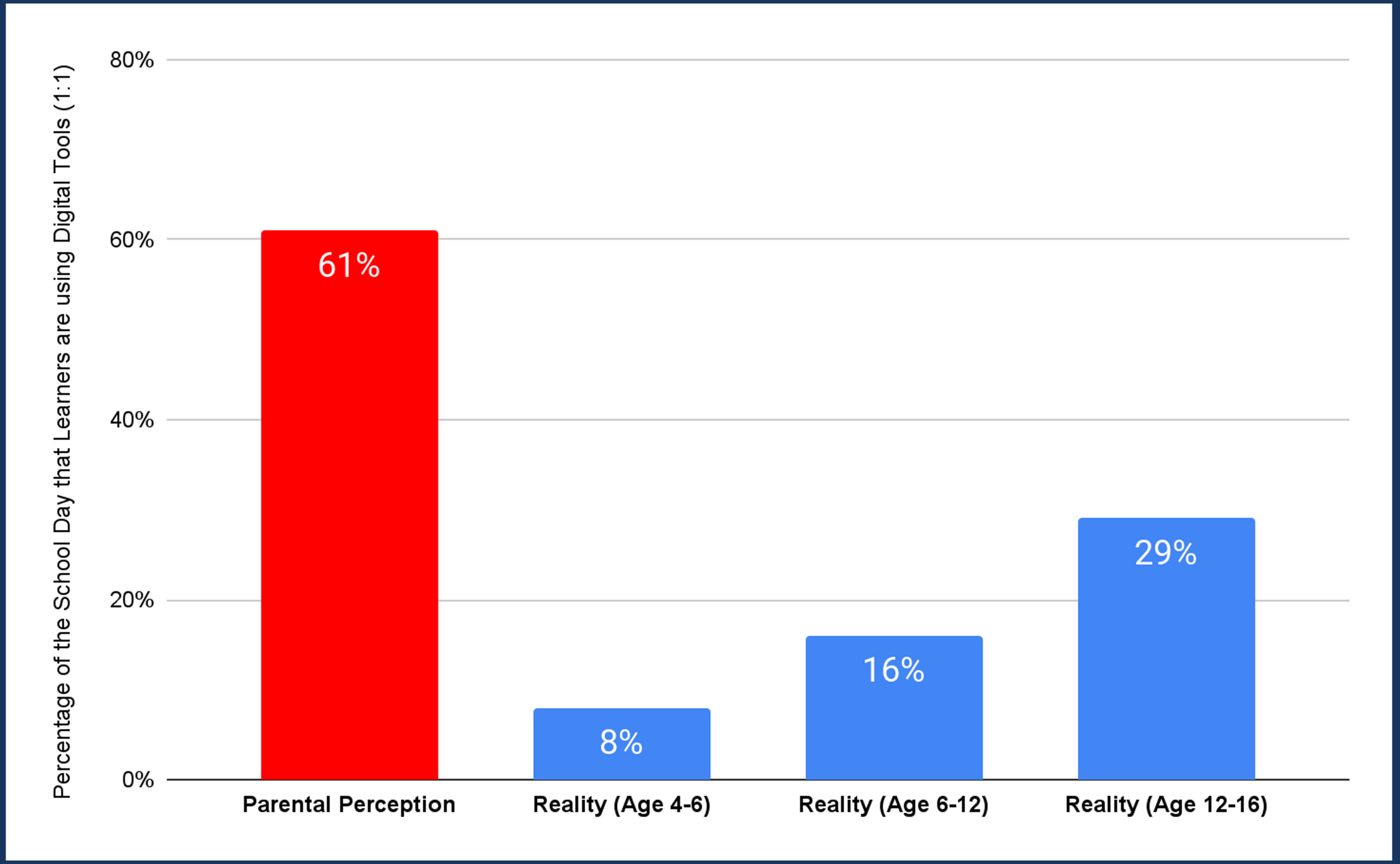
Engagement triggered by the lives or thinking of other people.

- **SCAFFOLD (Active)**

Productivity-based actions and tasks requiring deliberate cognitive effort.

- **STRETCH (Metacognitive)**

Projects with sustained cognitive and metacognitive demand (Empower & Enact).


Percentage of the School Day that Learners are using Digital Tools (1:1)
80%
60%
40%
20%
0%
61%
8%
16%
29%
Parental Perception
Reality (Age 4-6)
Reality (Age 6-12)
Reality (Age 12-16)

Device rules at School

93%

Device rules at Home

31%

The 4 Questions which determine impact in schools

01 For you, what is the purpose and role of a school?

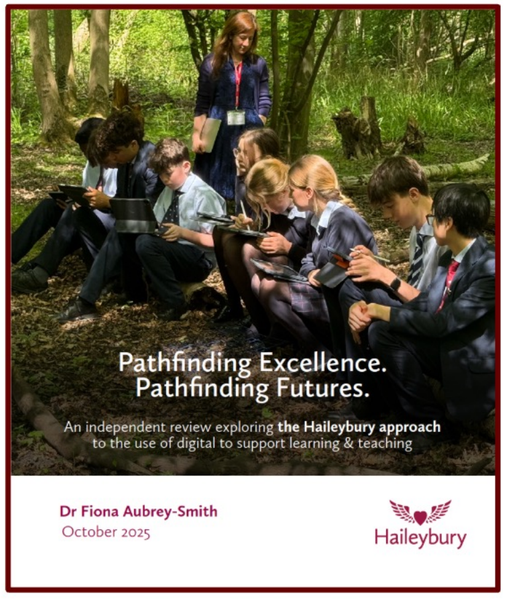
02 What kinds of knowledge (and whose knowledge), should be valued and utilised?

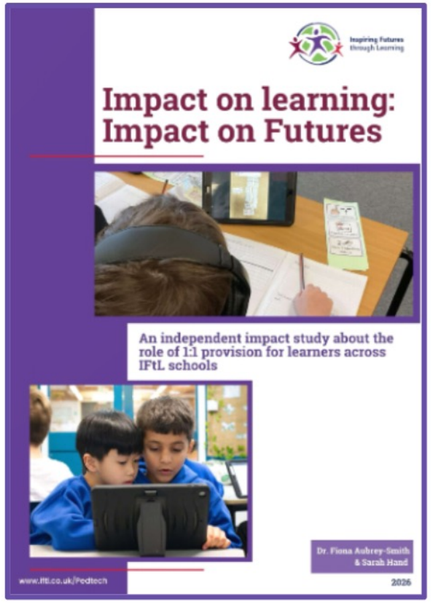
03 What is the role of the contemporary teacher - the human being?

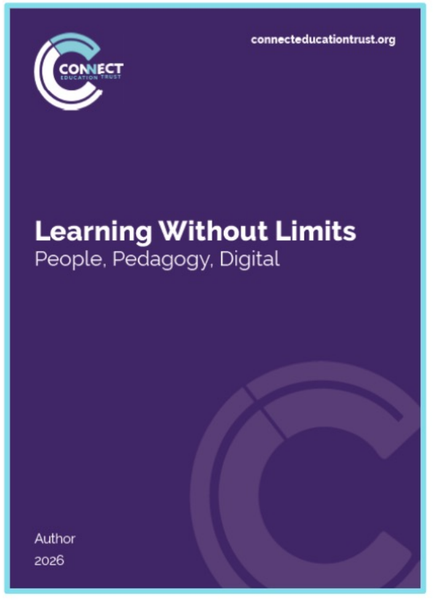
04 What does it mean ‘to be a learner’ in 2026 and beyond?

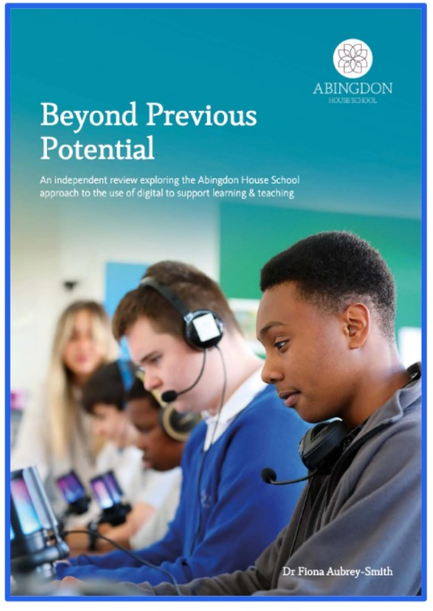
Impact is relative to how you answer these questions

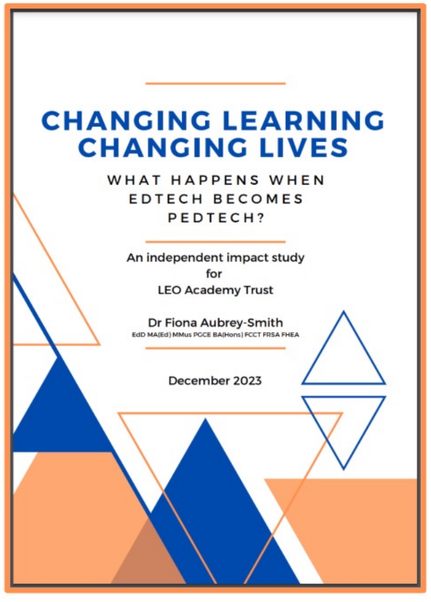

Midlothian Council
Equipped for Learning
An independent review of impact (2021-2026)
CONNECTED
PROTECTED
INCLUDED

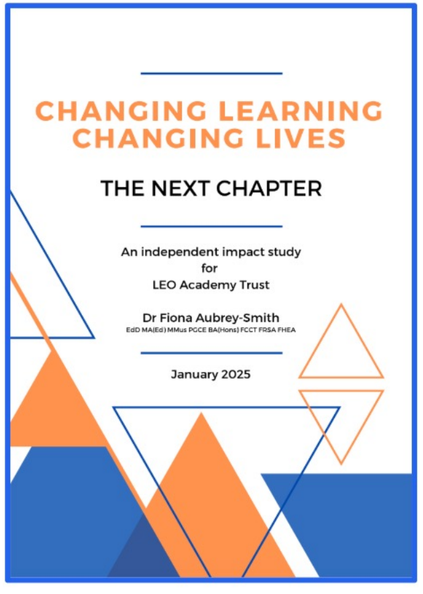

Pathfinding Excellence.
Pathfinding Futures.
An independent review exploring the Haileybury approach to the use of digital to support learning & teaching
Dr Fiona Aubrey-Smith
October 2025
Haileybury


Inspiring Futures through Learning
Impact on learning:
Impact on Futures
An independent impact study about the role of 1:1 provision for learners across IFtL schools
Dr. Fiona Aubrey-Smith & Sarah Hand
2026


CONNECT EDUCATION TRUST
connecteducationtrust.org
Learning Without Limits
People, Pedagogy, Digital
Author
2026


ABINGDON HOUSE SCHOOL
Beyond Previous Potential
An independent review exploring the Abingdon House School approach to the use of digital to support learning & teaching
Dr Fiona Aubrey-Smith

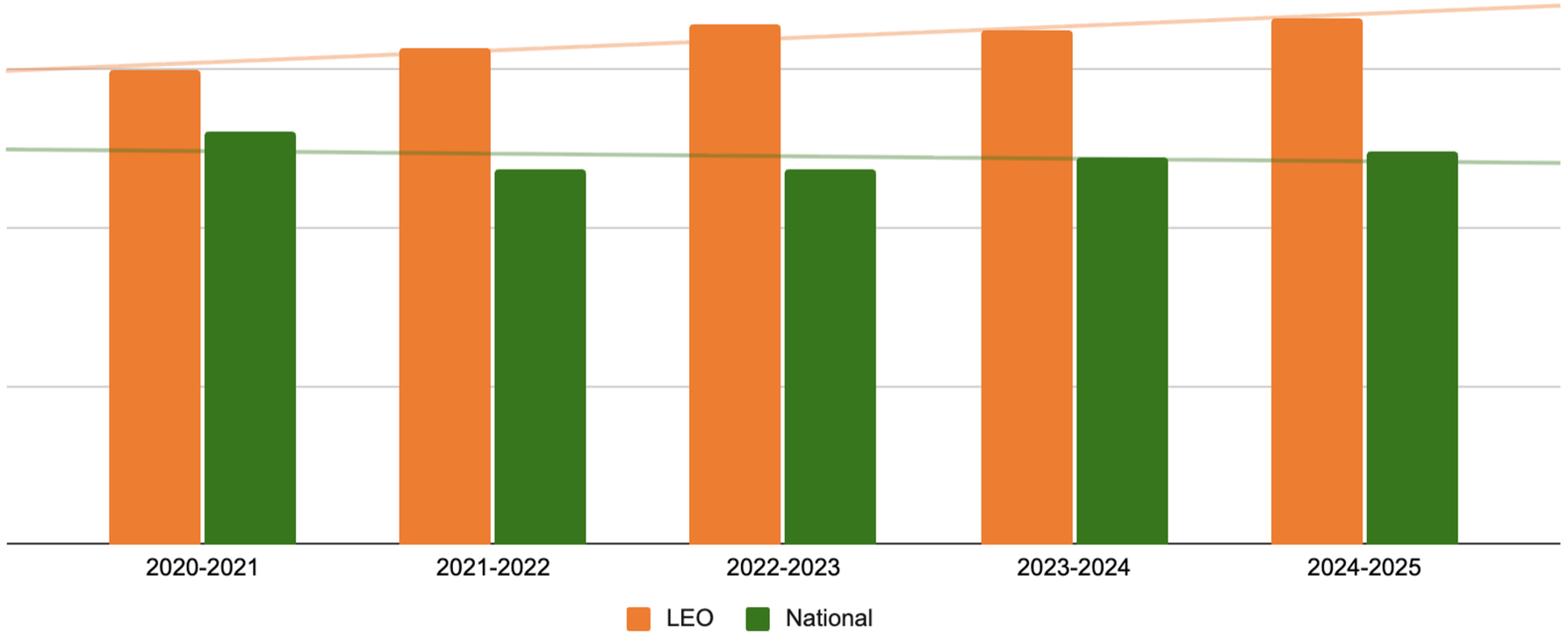

CHANGING LEARNING CHANGING LIVES
WHAT HAPPENS WHEN EDTECH BECOMES PEDTECH?
An independent impact study for LEO Academy Trust
Dr Fiona Aubrey-Smith
EdD MA(Ed) MMus PGCE BA(Hons) FCCT FRSA FHEA
December 2023

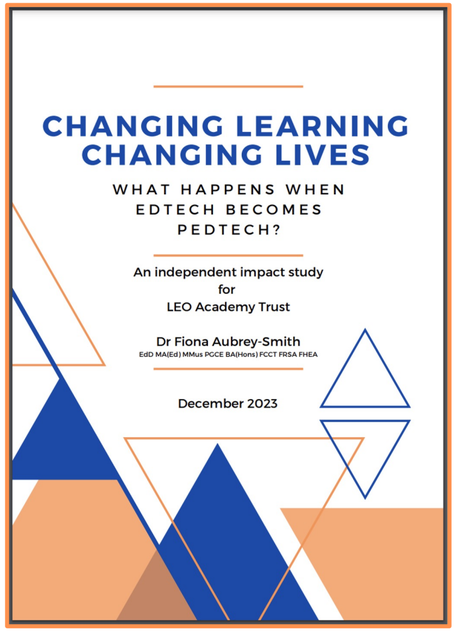

CHANGING LEARNING CHANGING LIVES
THE NEXT CHAPTER
An independent impact study for LEO Academy Trust
Dr Fiona Aubrey-Smith
EdD MA(Ed) MMus PGCE BA(Hons) FCCT FRSA FHEA
January 2025


A SMALL SCHOOL WITH BIG IDEAS
KEELHAM PRIMARY SCHOOL
Funded by UK Government
PROJECT DELIVERED AND SUPPORTED BY Elementary Technology
An interim study of the impact of implementing digital technology throughout Keelham Primary School
An independent research project by Dr Fiona Aubrey-Smith

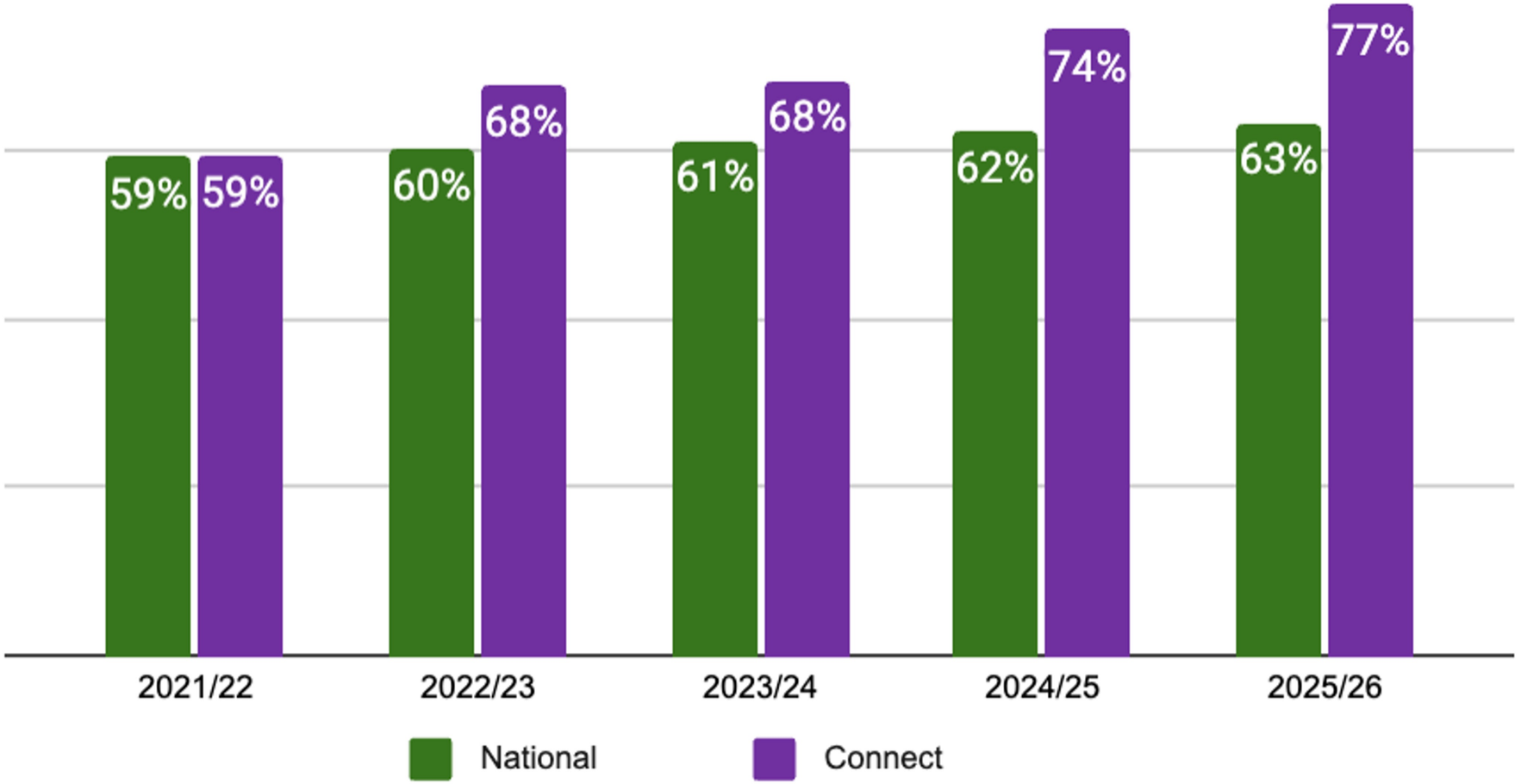

An independent review about
The Learning Naturally Method
at Beddington Infants' School
DR FIONA AUBREY-SMITH
EDD MA(ED) MMUS PGCE BA(HONS) FCCT FRSA FHEA
September 2025

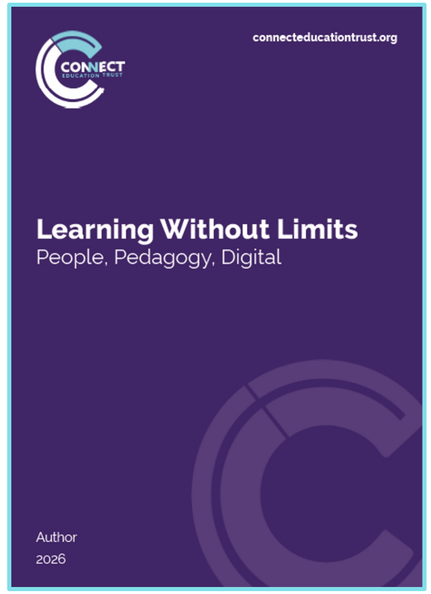
Outperformance gap (LEO - National)



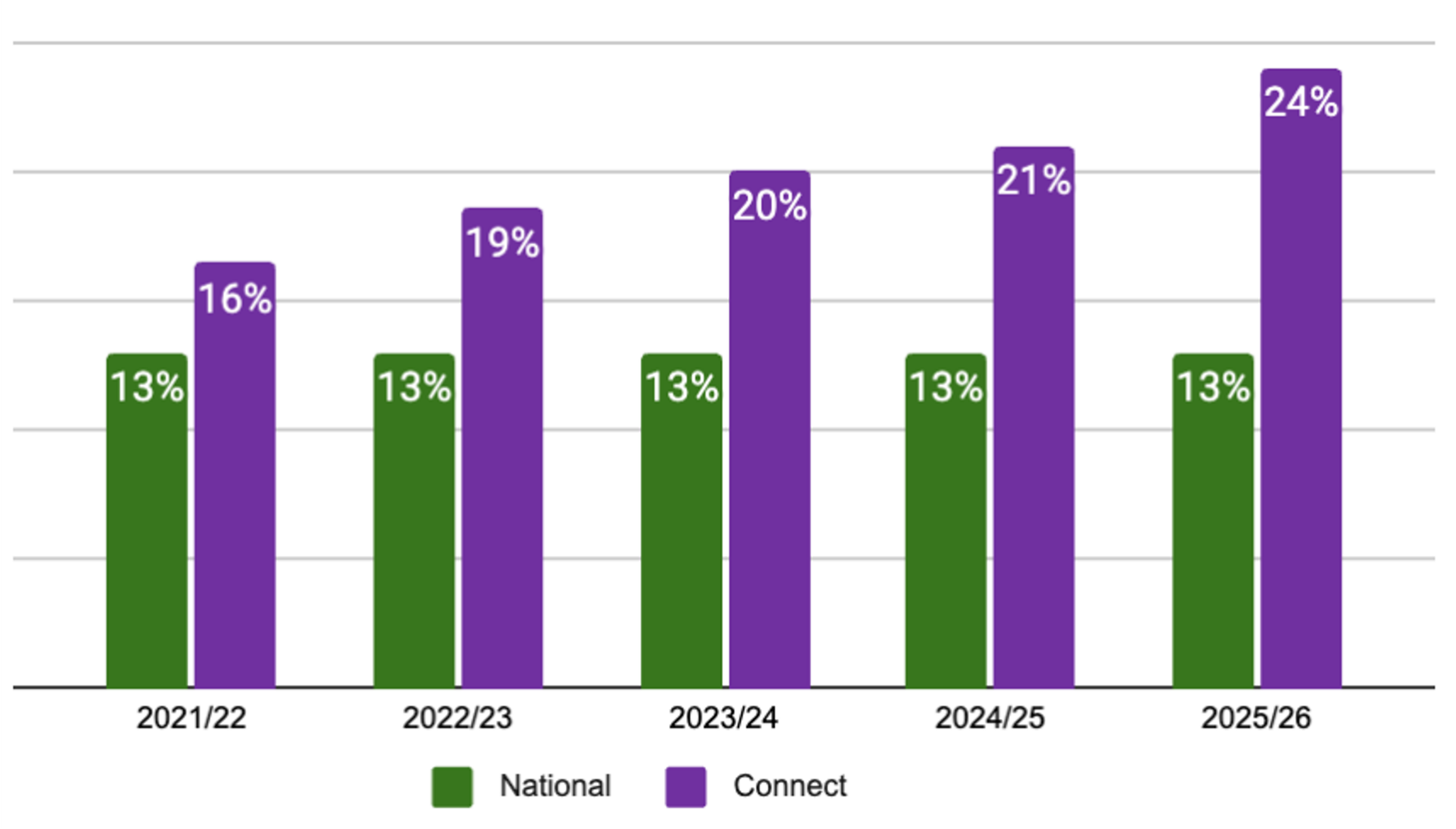


Outperformance gap (National - Connect)





Greater Depth Reading, Writing & Maths (combined)



60%

Children speaking English as an additional language (EAL)

55%

Children categorised as disadvantaged

If this happened nationally...

There are:

693,629

Children in Year 6 in primary schools across England.

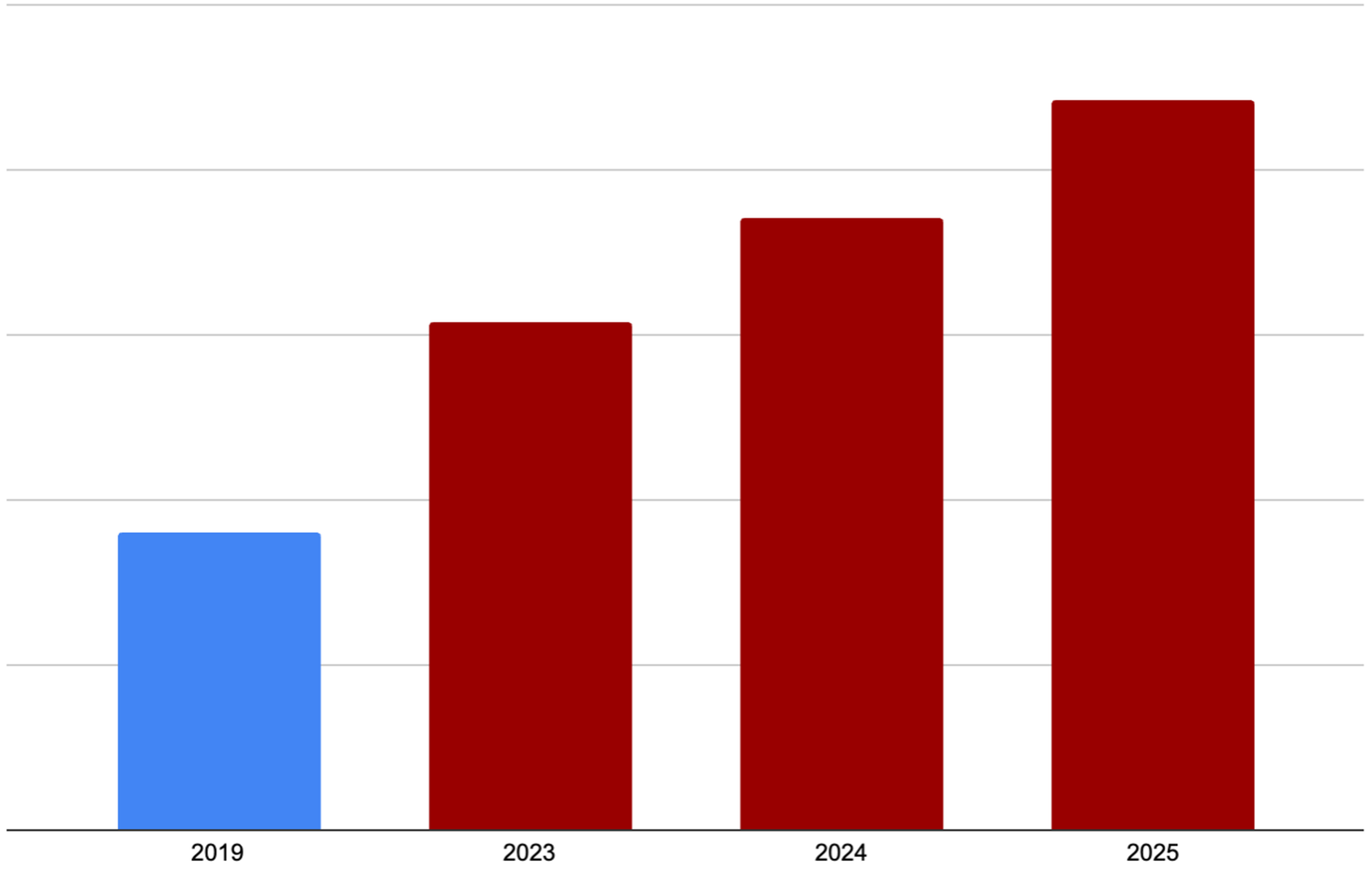
Source: DfE (2025)

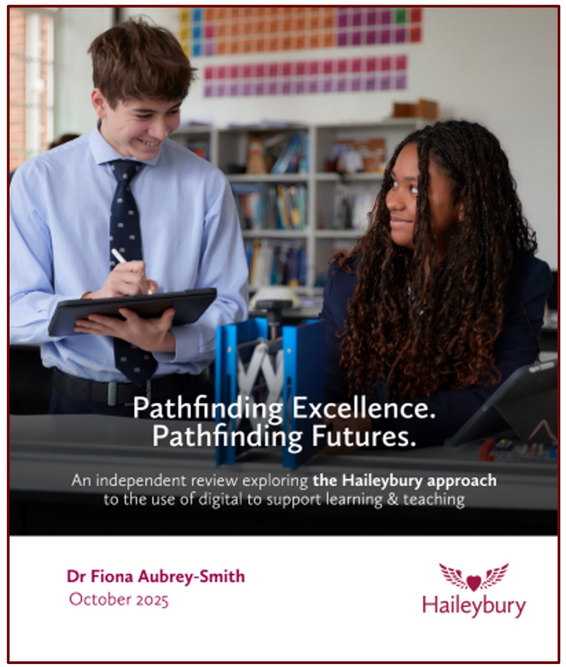
Therefore,

+90,172

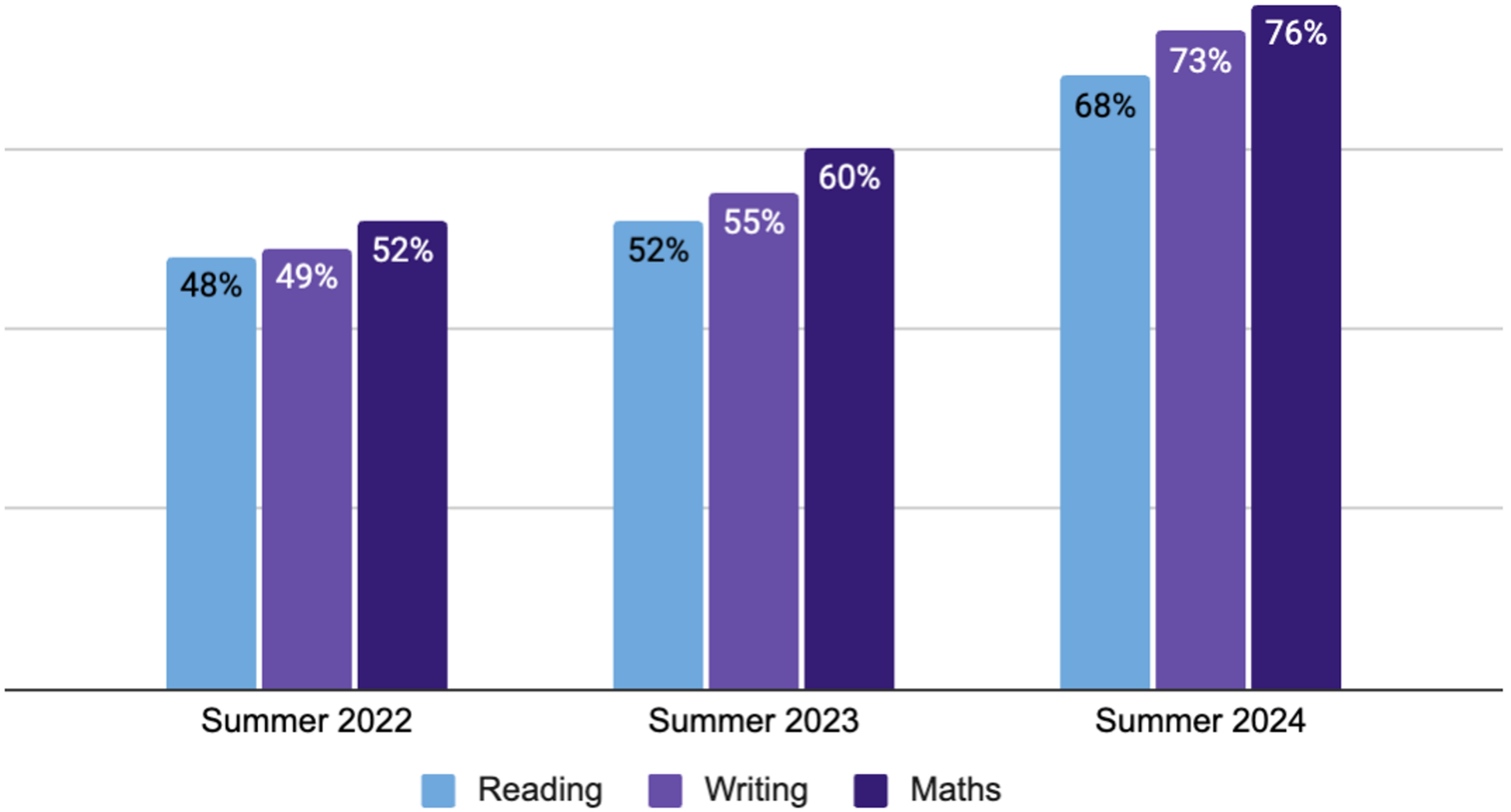
more children would reach **Greater Depth Standard** in **Reading, Writing and Maths combined**

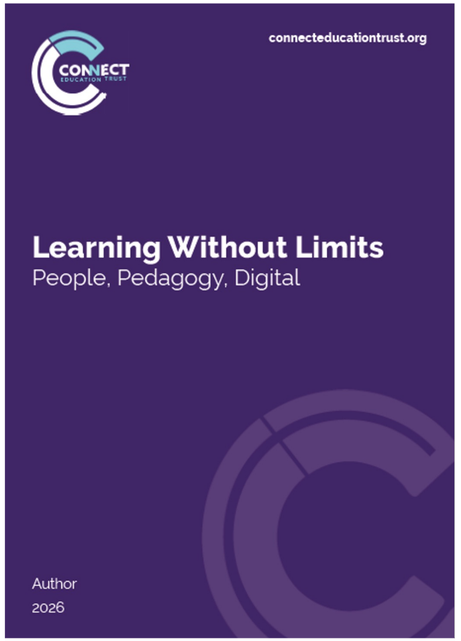
Secondary & Sixth Form - highest grades



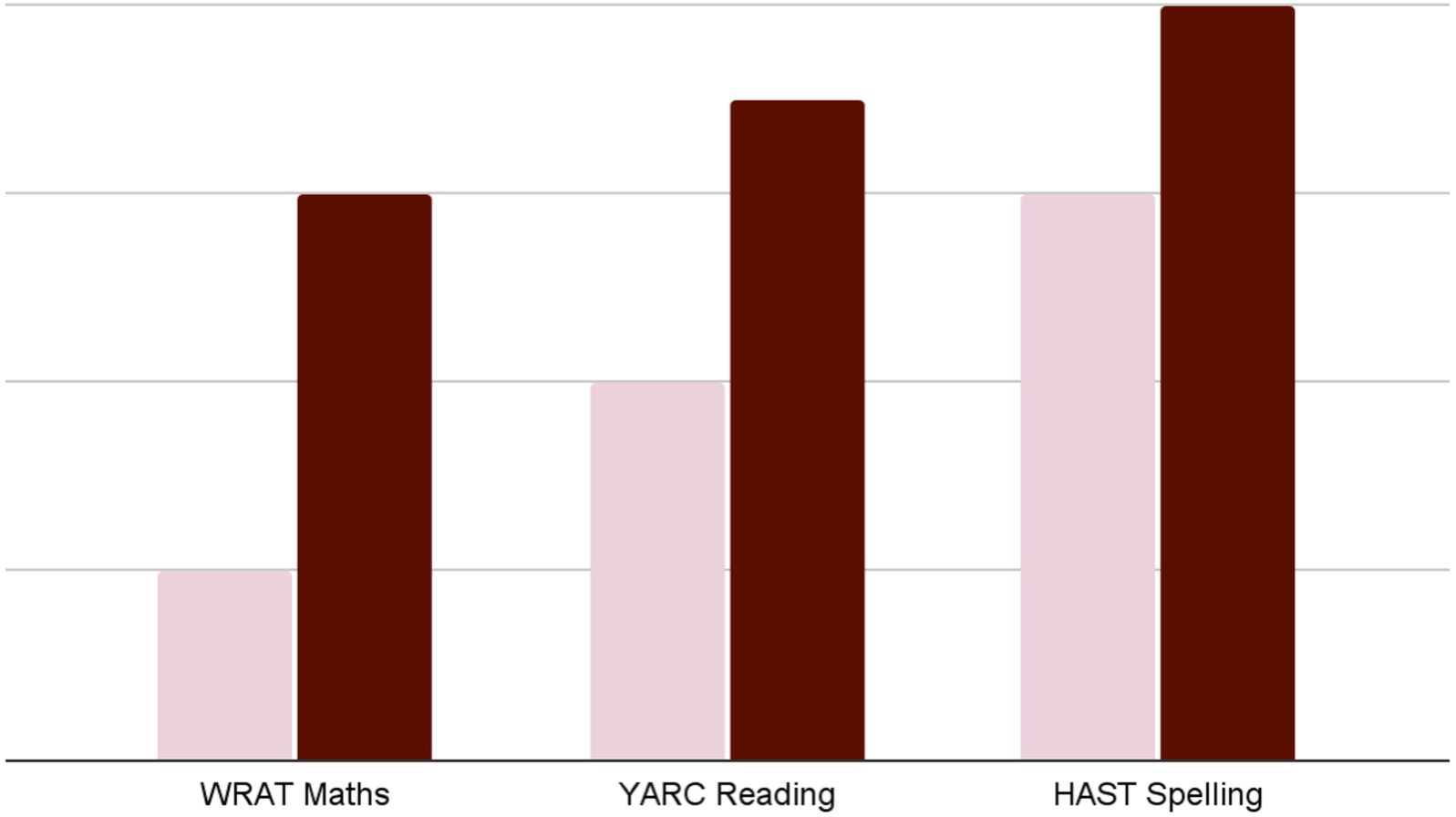


Secondary SEMH School Attainment Measures

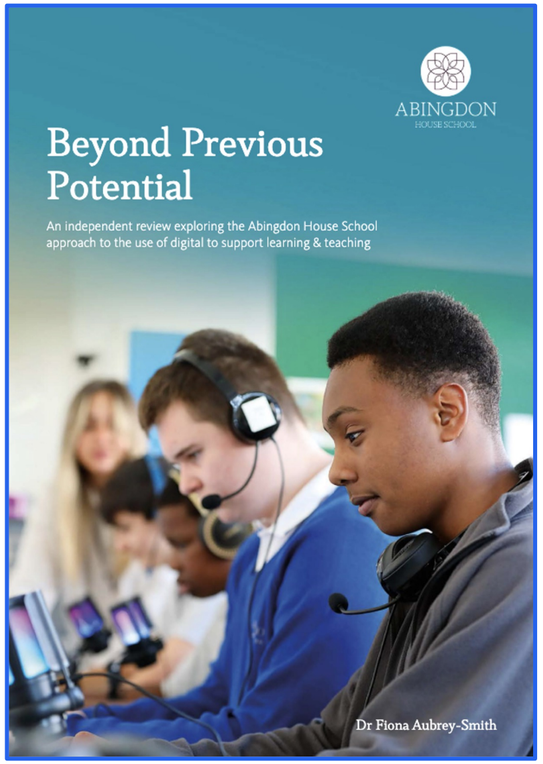




Special School Progression in RWM



ABINGDON
HOUSE SCHOOL



Impact

Is about a lot more than attainment

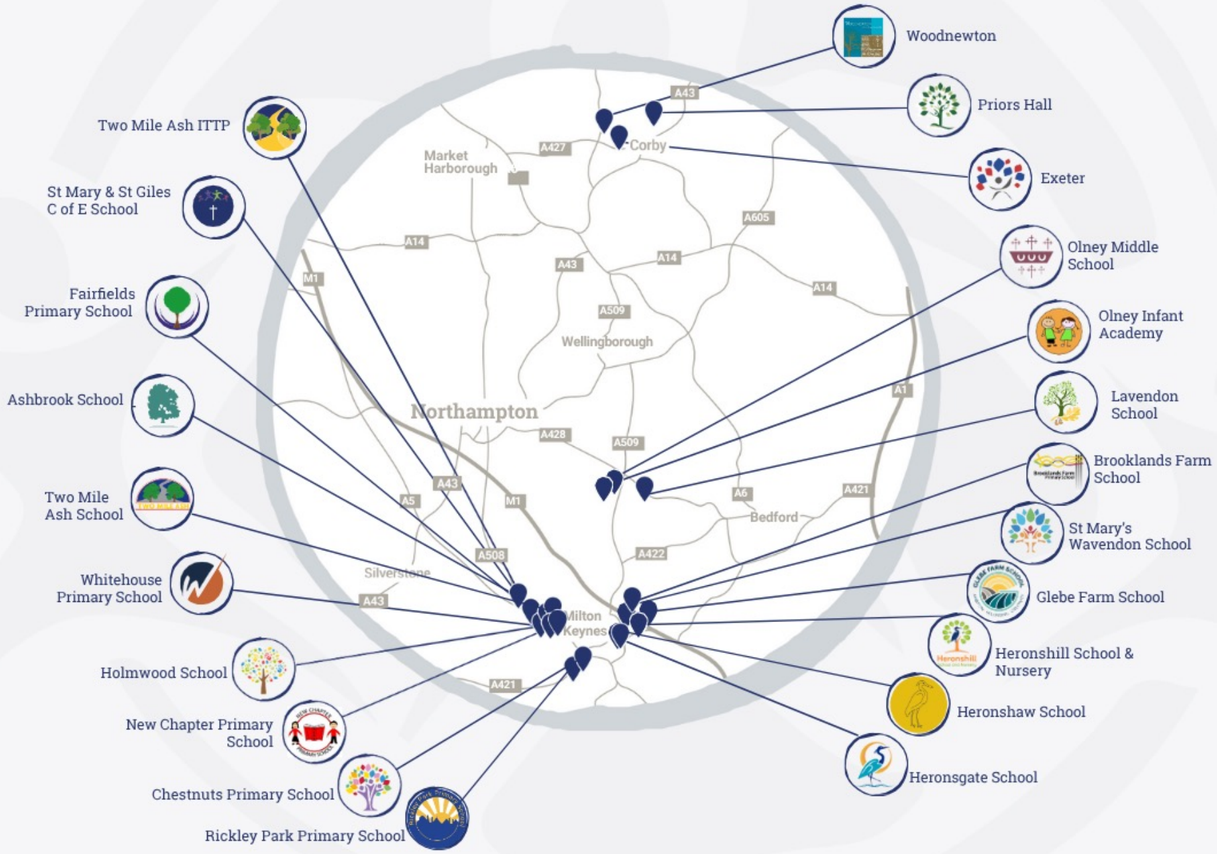
- Dignity in Learning, Care, Trust, Support
- Meaningful curriculum (hidden, co-, extra-)
- Qualifications and Achievements
- Staff satisfaction / Recruitment & Retention
- Inclusive Practice and Belonging
- Life Skills & Employability
- Social, Emotional and Behaviour
- Attainment & Progress
- Quality of Teaching and Provision
- Community Cohesion and Partnerships
- School relevance and meaning
- Pupil & Family retention
- Motivation to Learn & Learner Identity
- Active Citizenship & Responsibilities
- Attendance - both Body & Mind
- Capacity for Learning, Effective use of time

Our vision:

To Inspire the futures **of us all** through learning **together**

Inspiring Futures through Learning

Our IFtL Family



Ambitious Learners · Rewarding Experiences · Skilled Professionals · Expert Governance · Firm Foundations · Community Champions · A safe place to be

IFtL in Numbers

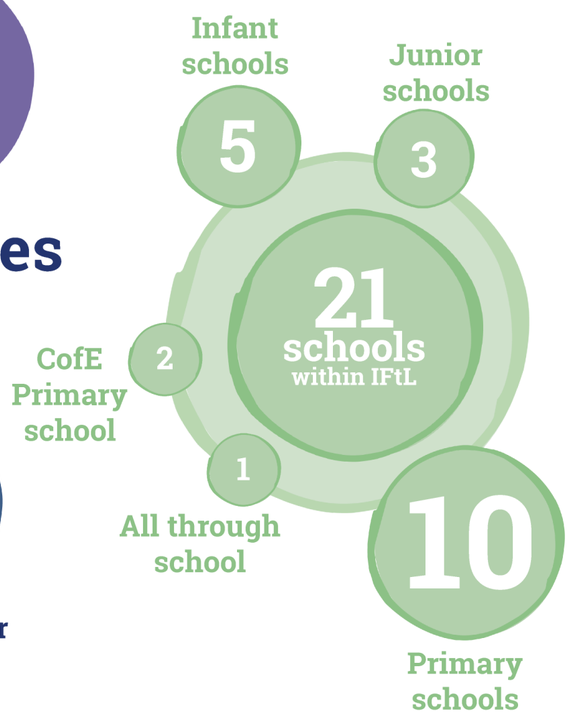
over 1350

colleagues

across the IFtL Trust

over 700

Initial Teacher Training Graduates



over 9500

pupils

Across all IFtL schools

over 120

Serving Governors and Trustees across the trust

Ambitious Learners | Rewarding Experiences | Skilled Professionals | Expert Governance | Firm Foundations | Community Champions | A safe place to be!

Inspiring Futures through Learning

Vision for the Future Focused Project

*Through investing in immersive learning technologies, IFtL will **unlock opportunities** for our learners to find out more about the world and **increase equity in learning**. We will **increase accessibility** to learning, **strengthen engagement** for every child and family and provide a **wealth of digital skills**. We will enable teachers to focus on teaching and learning by **streamlining administrative processes** to reduce burden on teachers.*

Are we leading a digital implementation project or designing better **conditions for learning**?

Inspiring Futures through Learning

Strategies for implementation

- **Distributed Leadership** – a Future Ambassador in every school
- **Digital Literacy** training through a ‘train the trainer’ approach
- Close to practice **research groups** to identify best strategies, create knowledge and share it through reflective practice
- PedTech leads associated with **T&L leadership roles** to understand impact and best bet strategies for impact
- Training and developing **all groups** – Heads, Future Ambassadors, PedTech Leads, SENDCo, Maths Leads
- Clear, straight forward models

Inspiring Futures
through Learning

"We are walking the walk – using these [digital] tools to help our learning, our thinking, and our work together. It makes it so much clearer about how they can be used with our children in ways that we already know will make an impact"
IFtL Leader



How do we do things round here and how do we want to do things?

What do we want for our learners?

What do we believe about learning and teaching that influences this?

So what is our pedagogy?

What are our system-wide values and beliefs about how learning is supported?

Inspiring Futures
through Learning

A listening journey to understand impact





Ambitious Learners | Rewarding Experiences | Skilled Professionals | Expert Governance | Firm Foundations | Community Champions | A safe place to be

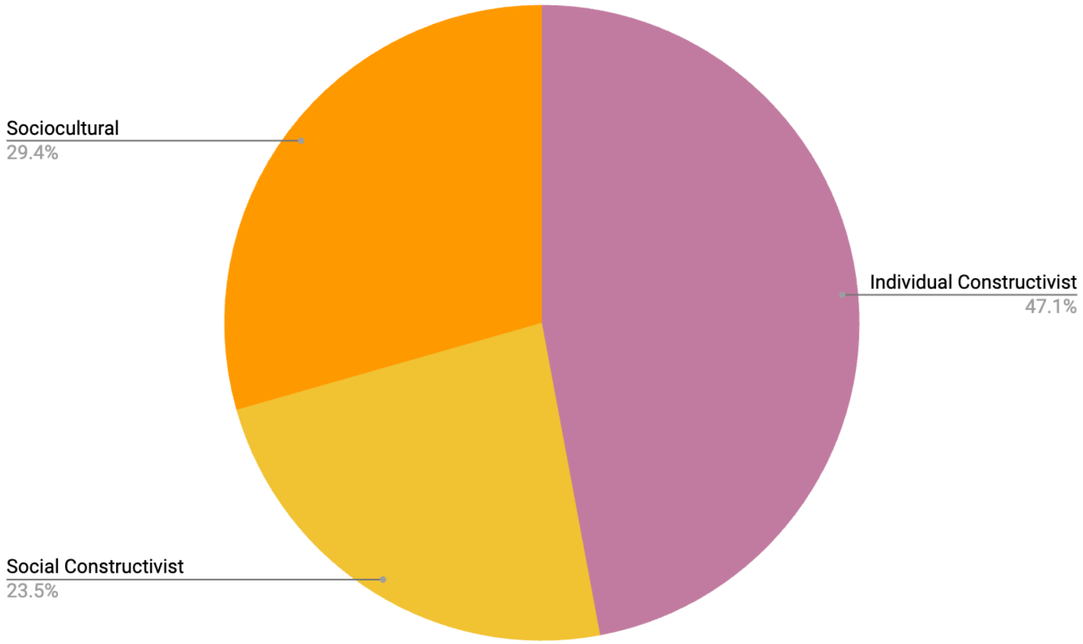
The research project in numbers

53 colleagues in research team	150 classroom observations	42 interviews with colleagues	120 learning walks and interviews with children
64 focus groups	3979 voices heard through surveys	48 classroom based timed tasks and case studies	92 documents

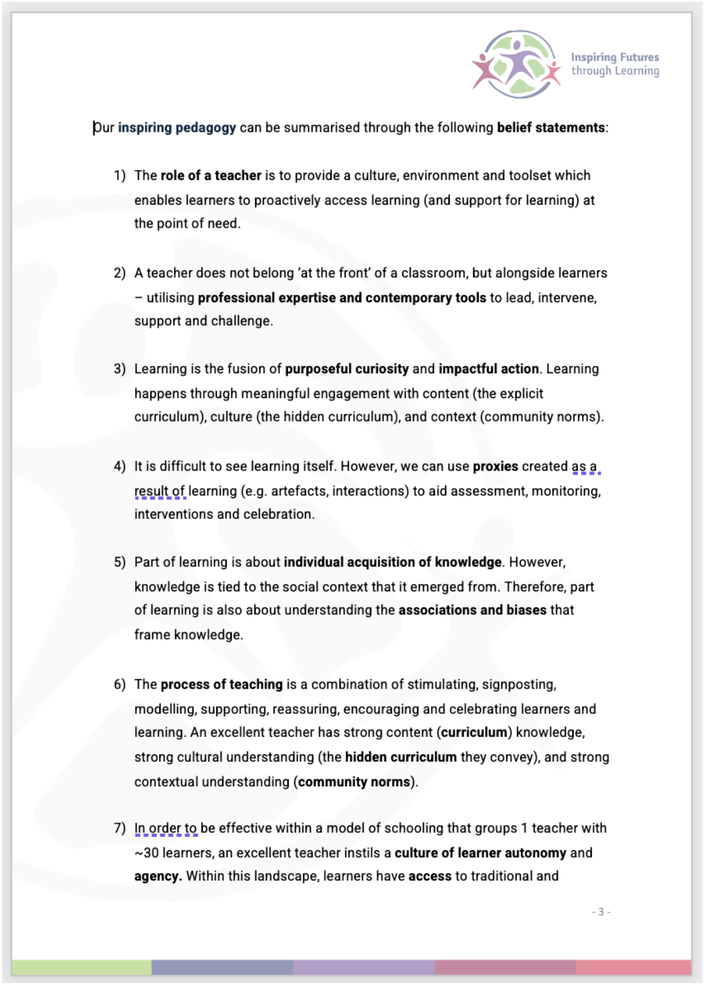
Methodology

Thematic analysis	Discourse analysis	Centering Theory	BERA ethical guidance
Triangulation of children, teachers and leaders reduces confirmation bias	In-situ gathering of learner voices and perceptions	All schools hosted and participated in school visits	Schools and colleagues research through hub model

IFtL's Pedagogy



- *Figure 4: Proportion of IFtL's 20 schools where a majority of teaching and leadership staff align with a particular theory of pedagogy*



Our **inspiring pedagogy** can be summarised through the following **belief statements**:

1) The **role of a teacher** is to provide a culture, environment and toolset which enables learners to proactively access learning (and support for learning) at the point of need.

2) A teacher does not belong 'at the front' of a classroom, but alongside learners – utilising **professional expertise and contemporary tools** to lead, intervene, support and challenge.

3) Learning is the fusion of **purposeful curiosity** and **impactful action**. Learning happens through meaningful engagement with content (the explicit curriculum), culture (the hidden curriculum), and context (community norms).

4) It is difficult to see learning itself. However, we can use **proxies** created as a result of learning (e.g. artefacts, interactions) to aid assessment, monitoring, interventions and celebration.

5) Part of learning is about **individual acquisition of knowledge**. However, knowledge is tied to the social context that it emerged from. Therefore, part of learning is also about understanding the **associations and biases** that frame knowledge.

6) The **process of teaching** is a combination of stimulating, signposting, modelling, supporting, reassuring, encouraging and celebrating learners and learning. An excellent teacher has strong content (**curriculum**) knowledge, strong cultural understanding (the **hidden curriculum** they convey), and strong contextual understanding (**community norms**).

7) In order to be effective within a model of schooling that groups 1 teacher with ~30 learners, an excellent teacher instils a **culture of learner autonomy** and **agency.** Within this landscape, learners have **access** to traditional and

- 3 -

THE IFtL PEDTECH FRAMEWORK

PedTech begins and ends with the learner.

Inspiring Futures through Learning

A human-centred, values-led and pedagogy-first approach to deciding whether, where and how digital can make a meaningful difference.

1 LEARNER

Who is at the centre?

What does the learner need to live, learn and thrive?

2 VALUES & BELIEFS

What is important and possible?

What do we value about learning, childhood and the experiences learners (children and young people) need?

3 AMPLIFIERS & BRAKES

What strengthens this, and what gets in the way?

AMPLIFIERS
What enables or enhances?

BRAKES
What limits or creates barriers?

4 DIGITAL

Where could digital make a meaningful difference?

AMPLIFY what we value
REDUCE brakes or barriers
ENABLE something valuable
PROTECT what learners need

5 IMPACT FOR THE LEARNER

What is meaningfully different?

Learning • Agency • Inclusion
Belonging • Dignity • Connection
Accessibility • Wellbeing
Relationships • Cognition

Evidence of impact deepens our understanding of the learner and informs the next decision.

AMPLIFY WHAT MATTERS

Reduce what gets in the way • Enable what is valuable • Protect what learners need

Ambitious Learners | Rewarding Experiences | Skilled Professionals | Expert Governance | Firm Foundations | Community Champions | A safe place to be

Inspiring Futures through Learning

OUR INSPIRING PEDAGOGY

Creating the conditions in which every learner can flourish

Lenses for reflection—not a checklist for teaching.

AGENCY & AUTONOMY

I can take an active role in my learning.

How are learners becoming more able to move their own learning forwards?

RESPONSIVE TEACHING

My learning is noticed and my teacher responds.

What is the learning telling us—and how should we respond?

RICH & BALANCED LEARNING

I experience different ways to learn, think and grow.

knowledge • curiosity • action • reflection • pace • learner thinking • individual • collaborative • digital • analogue • physical • sedentary • indoor • outdoor

What experience will best serve this learning and this learner?

THE LEARNER

Agentic • Curious • Included • Connected • Reflective

Learning is a human, active and lifelong process.

HUMAN CONNECTION

My teacher knows when their expertise and attention matter most.

When will human expertise make the greatest difference?

ACCESS & INCLUSION

I have what I need to participate and succeed.

What might create a barrier—how can we design it out?

COMMUNITY & COLLECTIVE CAPACITY

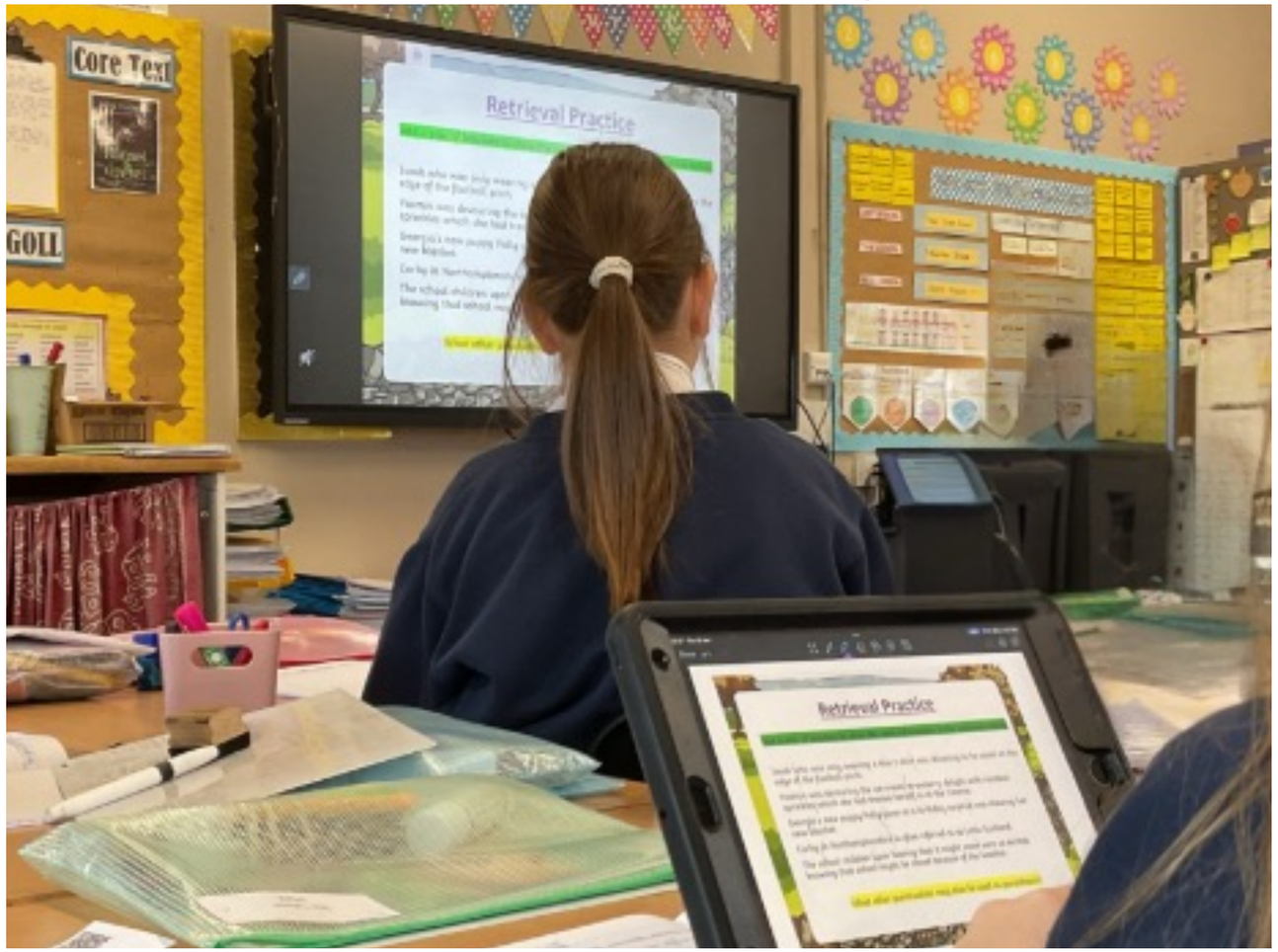
We learn with, through and because of others.

How are we increasing everyone's capacity to contribute to learning?

Inspiring Futures through Learning

Framing & Approach

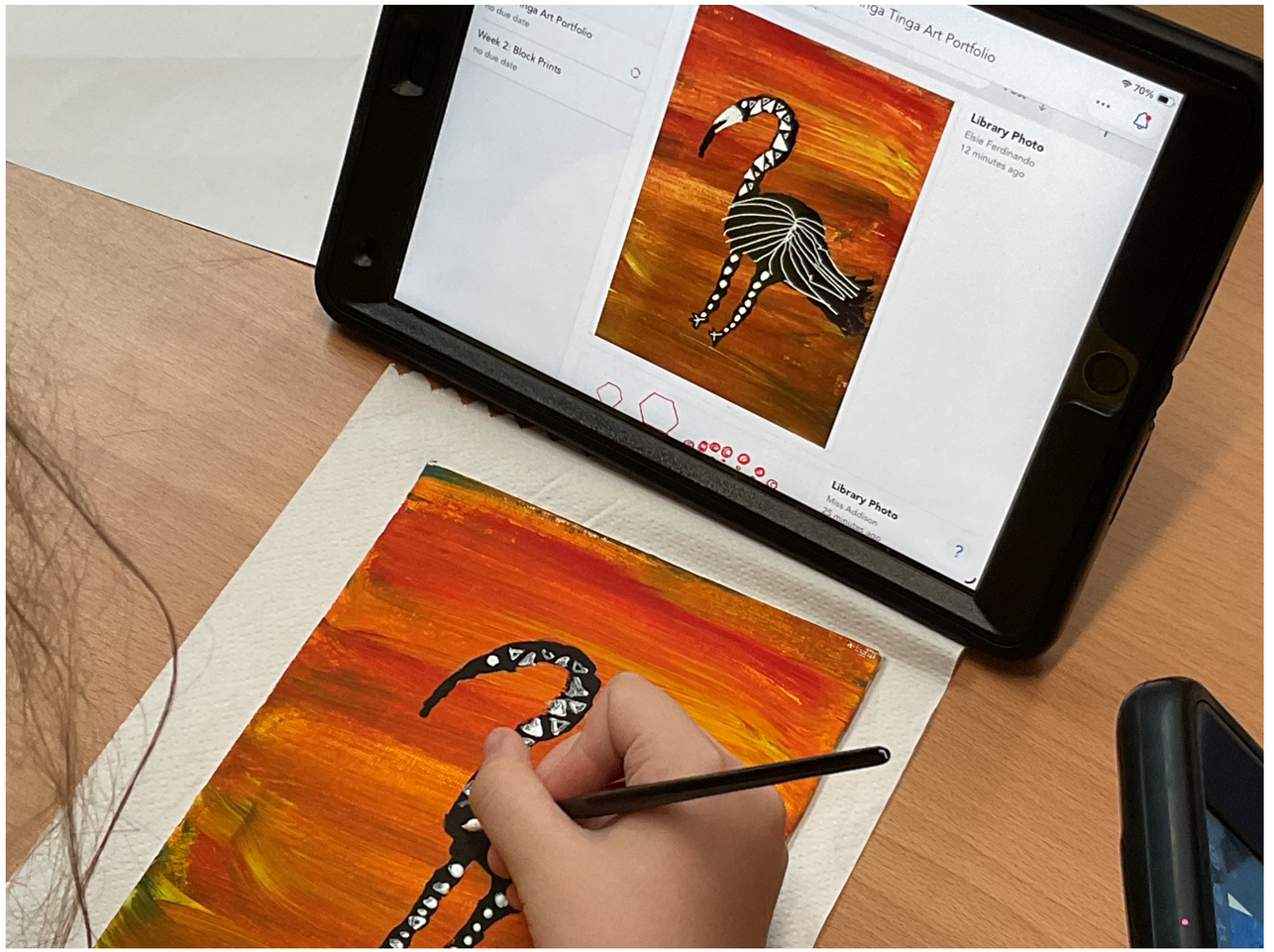
Learning Toolkit
(any lesson, resources & tools)



Inspiring Futures through Learning

Framing & Approach

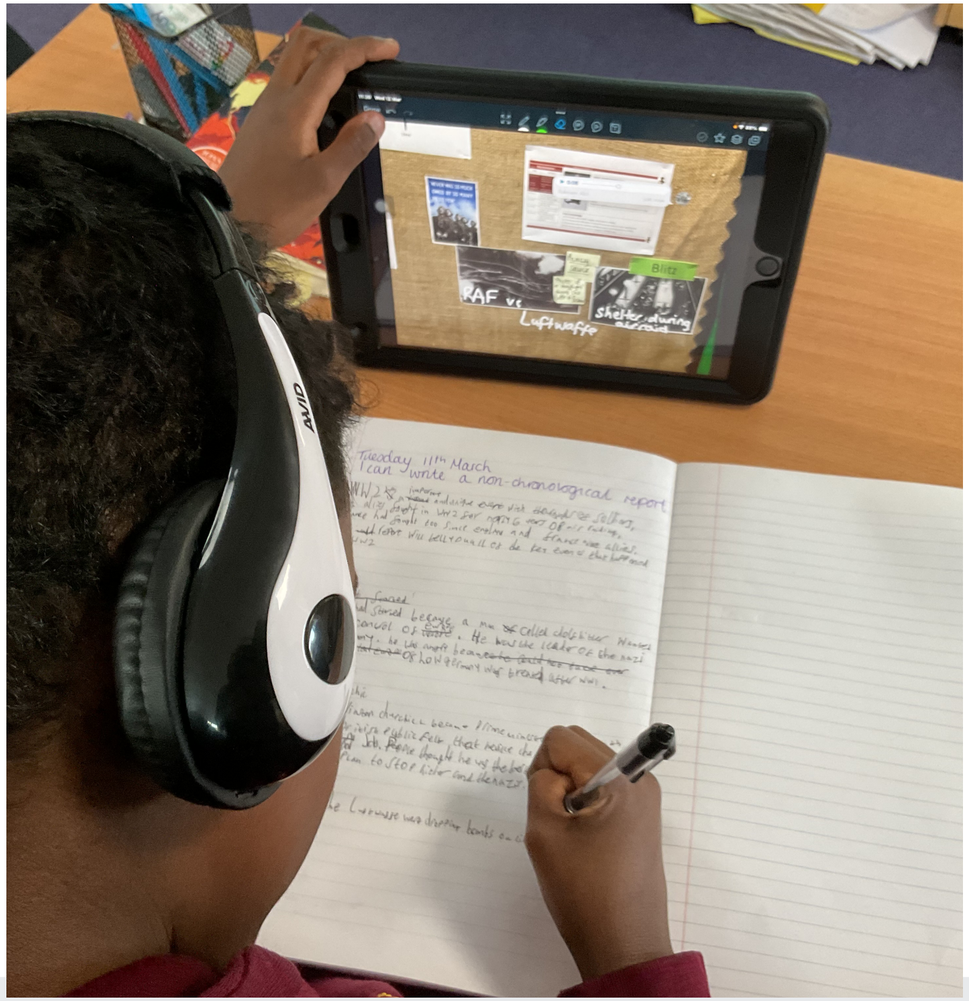
Blended resourcing
(digital, books, objects, paper)



Inspiring Futures through Learning

Framing & Approach

Adaptations & Dignity
(stretch, support, access, EAL)



Inspiring Futures through Learning

Framing & Approach

Every classroom
Every child
Every day

Digital is for supporting learning for all learners

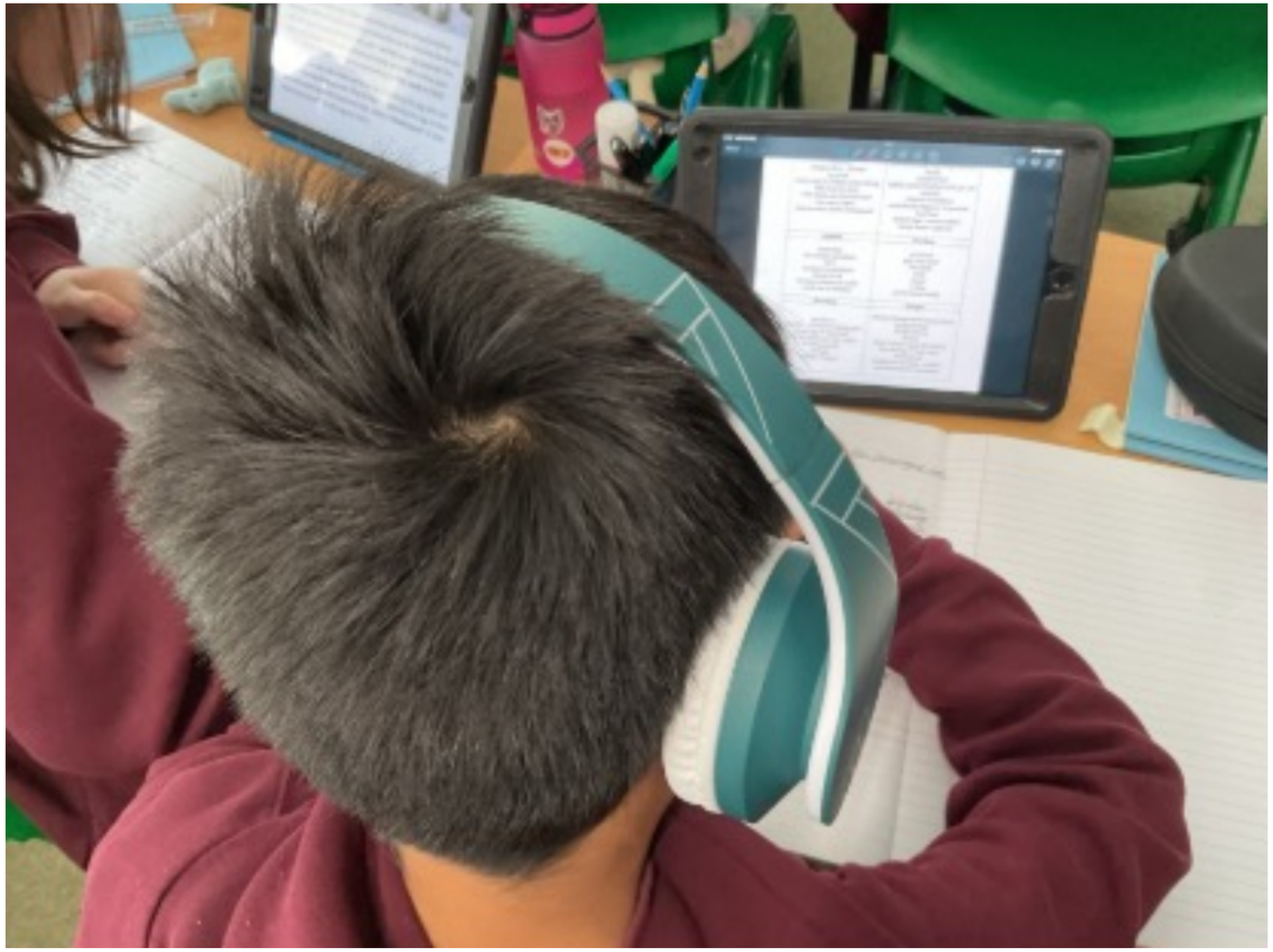
*not just as a reward or to ‘engage’
*not just ‘to incorporate tech’
*not just for some (e.g. SEND)



Inspiring Futures through Learning

Framing & Approach

Accessibility (sound & stylus)
(audio, dictate, search, settings)



What might change if you ask:

‘What do we want to make possible for learners’

and not

‘What can the technology do’?

Inspiring Futures through Learning

OUR INSPIRING PEDAGOGY

Creating the conditions in which every learner can flourish

Lenses for reflection—not a checklist for teaching.

AGENCY & AUTONOMY

I can take an active role in my learning.

How are learners becoming more able to move their own learning forwards?

RESPONSIVE TEACHING

My learning is noticed and my teacher responds.

What is the learning telling us—and how should we respond?

RICH & BALANCED LEARNING

I experience different ways to learn, think and grow.

knowledge • curiosity • action • reflection • pace • learner thinking • individual • collaborative • digital • analogue • physical • sedentary • indoor • outdoor

What experience will best serve this learning and this learner?

THE LEARNER

Agentic • Curious • Included • Connected • Reflective

Learning is a human, active and lifelong process.

HUMAN CONNECTION

My teacher knows when their expertise and attention matter most.

When will human expertise make the greatest difference?

ACCESS & INCLUSION

I have what I need to participate and succeed.

What might create a barrier—how can we design it out?

COMMUNITY & COLLECTIVE CAPACITY

We learn with, through and because of others.

How are we increasing everyone's capacity to contribute to learning?

Our Inspiring Strategies

On-demand help and support

Rewind the teacher

Accessibility as standard

Whole class, real time formative assessment

Digital Literacy

Agency

Changing role of the teacher

Unbuckling writing

Hybrid learning

Rich and balanced curriculum

Learner Capacity

Belonging & Identity

Teacher capacity

Cognition

Reassurance & Regulation

Accessibility

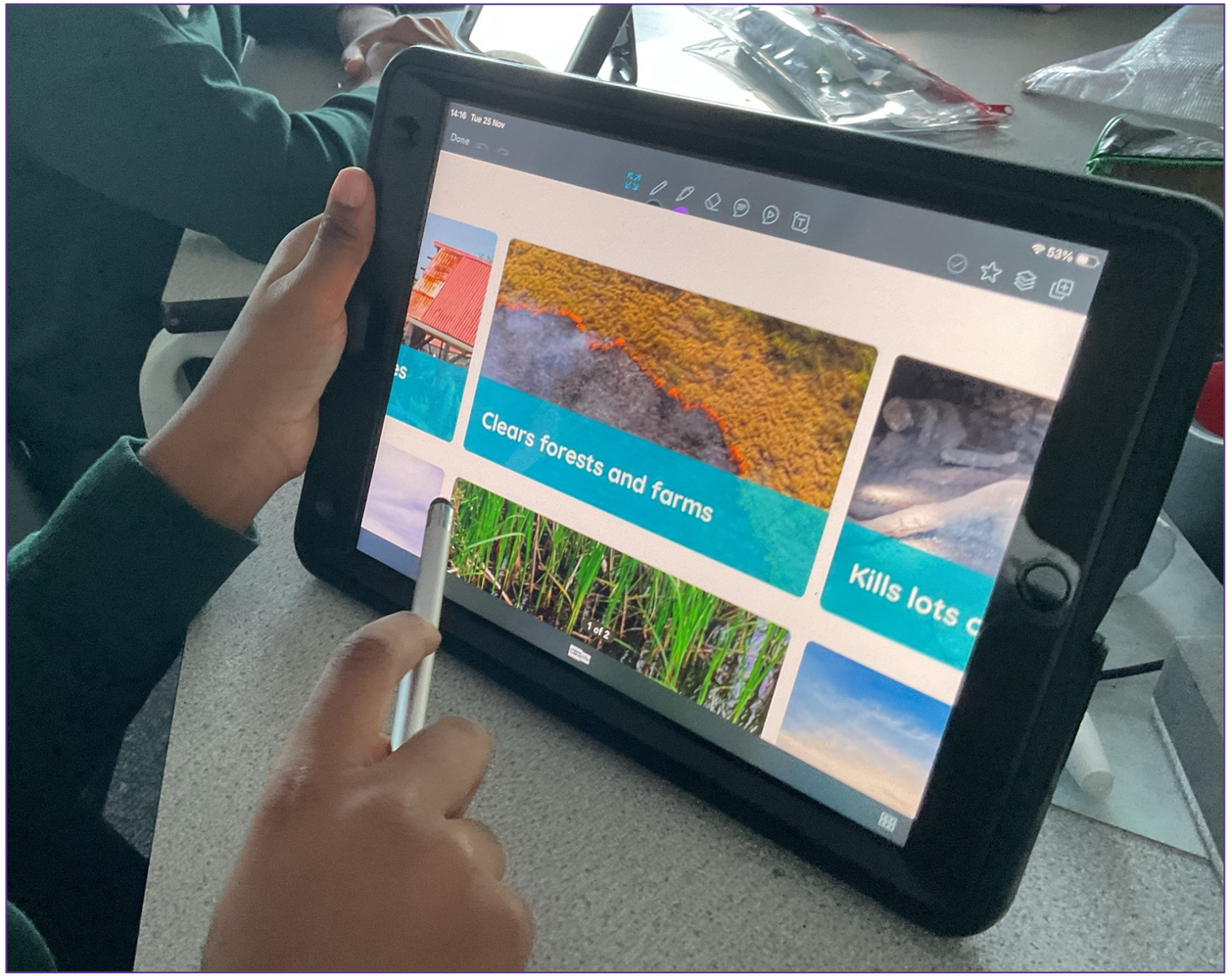
Outcomes and Wellbeing

Inspiring Futures through Learning

Accessibility as standard

*"When the child has the resource on their iPad, **the power of learning is returned to them** – they can follow, annotate, go back, use accessibility tools – the **ownership is back in their hands** where it should be"*





On-demand Help and Support – ‘Rewind the Teacher’

Agency and Autonomy

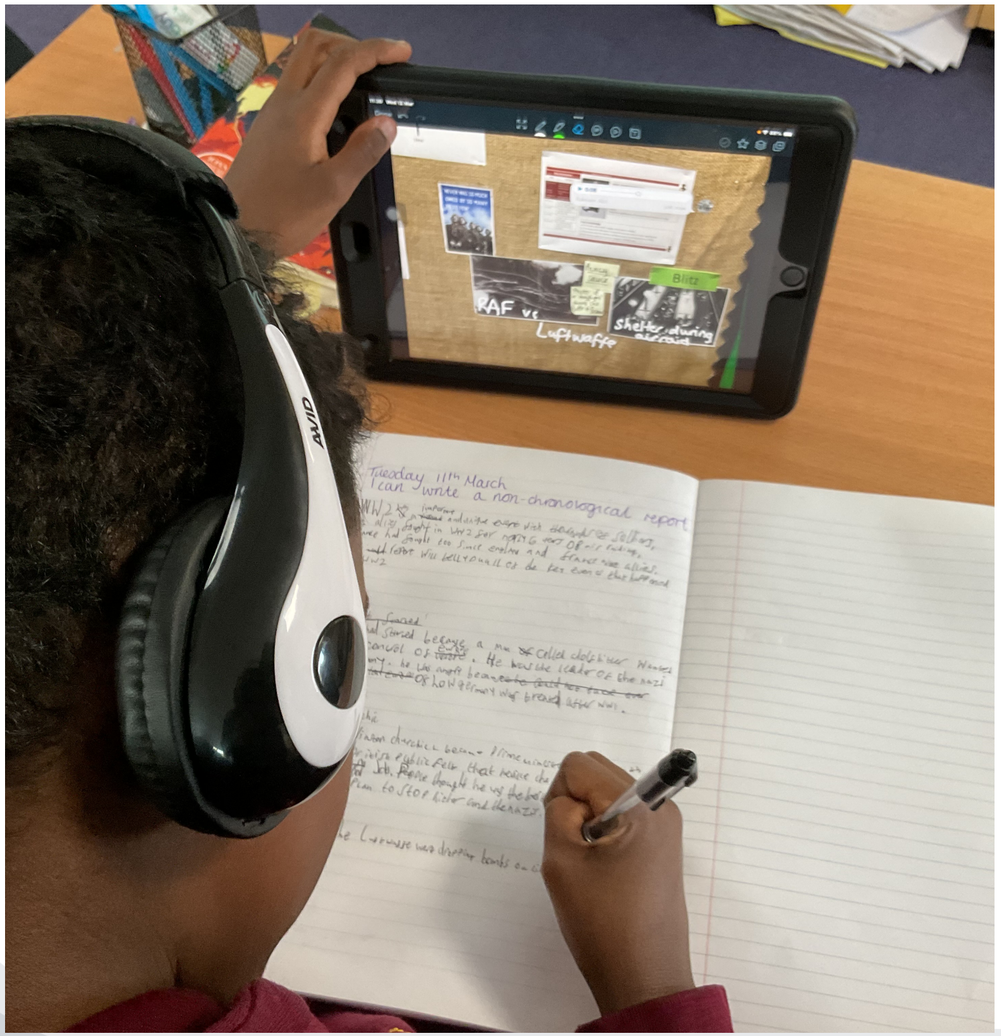




*My teacher doesn’t talk to us as much about what to do next, he can focus on **how to help us get better** because our iPad helps with the stuff about what to do next*

On-demand Help and Support & Accessibility

Agency and Autonomy



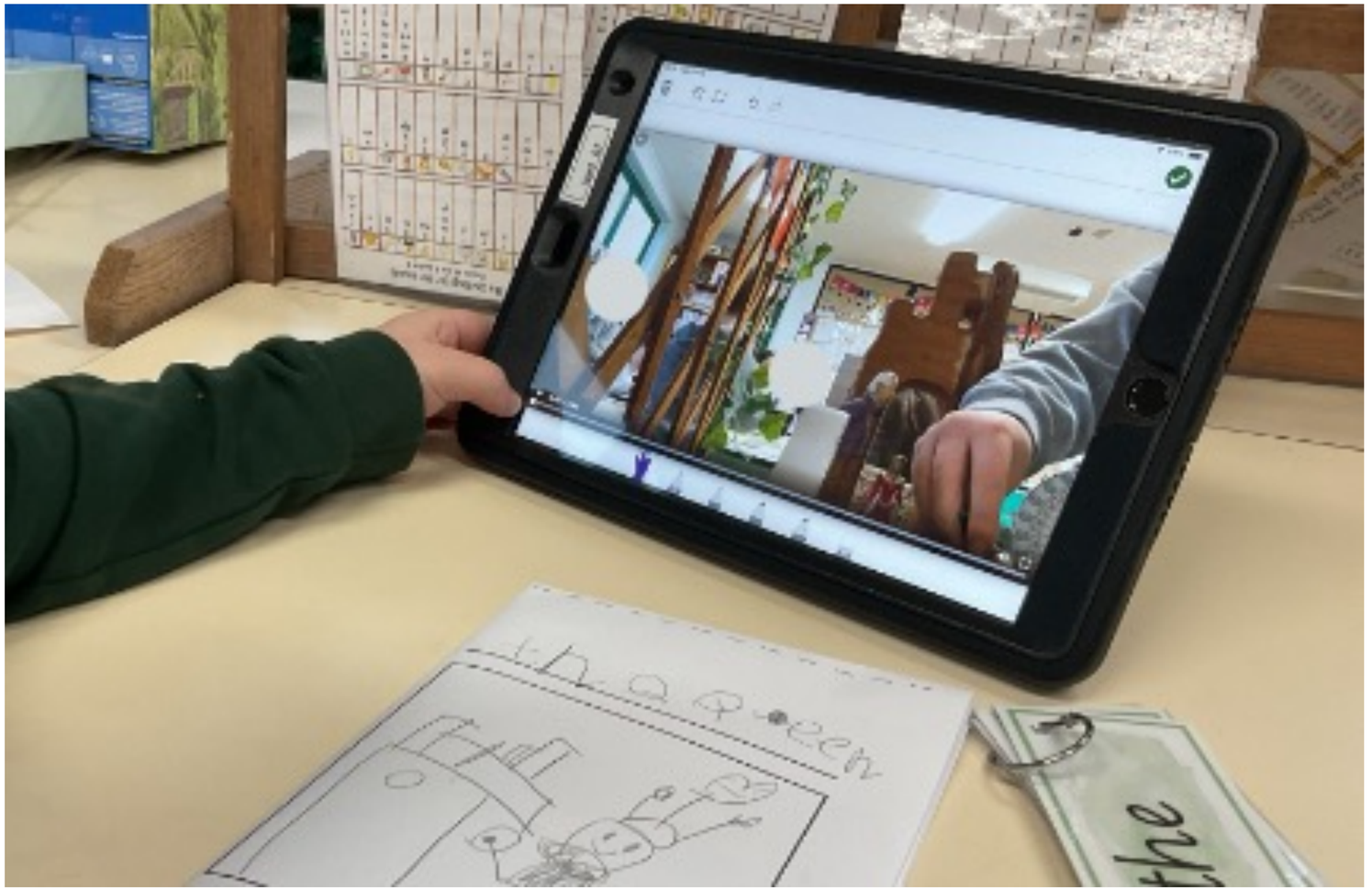
*"My brain can **focus on the content** – it's not being put off by the writing. I can do that part later when I have organised my thoughts"*



Digital culture isn't created by digital tools.
It is created in the thousands of
small **human choices** we make around it.

Who makes the choices?
Where does the power sit?

Agency

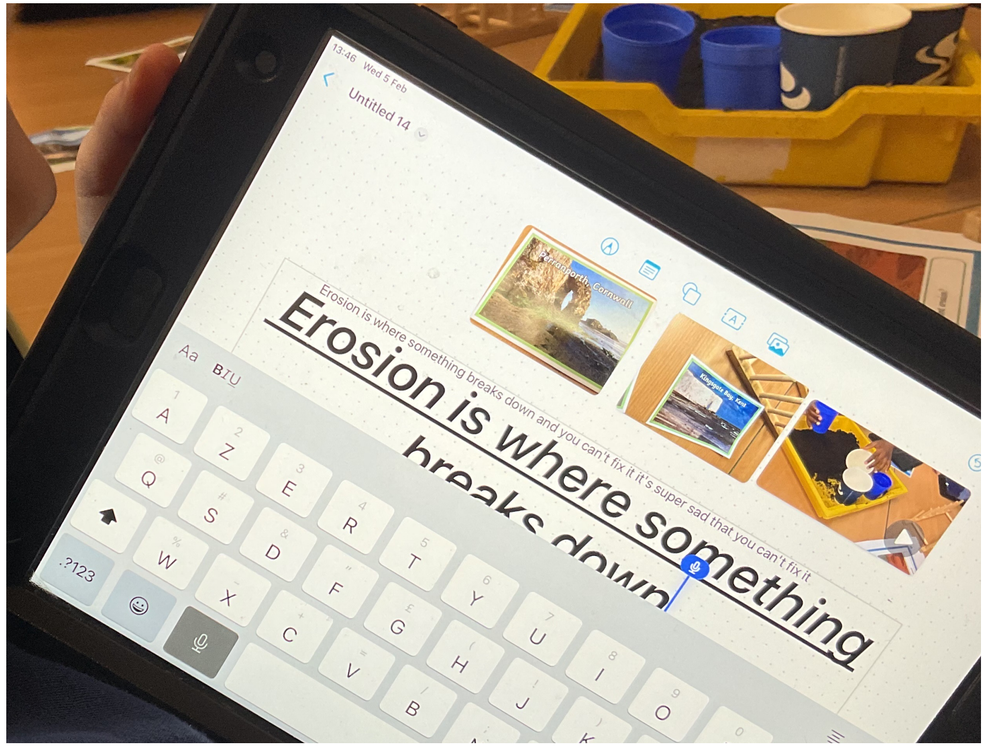


"Me and my friend made up a story in the castle. We videoed our story so we could remember it. Then I wanted to make it a story book so I played the video and did my writing. It ***helped me remember****"*

To what extent are ‘we’ the bottlenecks for learner agency?

Unbuckling writing





"I wouldn't write the same sentence yet as I just dictated because the words are really hard to spell. I can talk them but not write them yet. I will write them when I know them.
This lets me use better words [vocabulary] now"

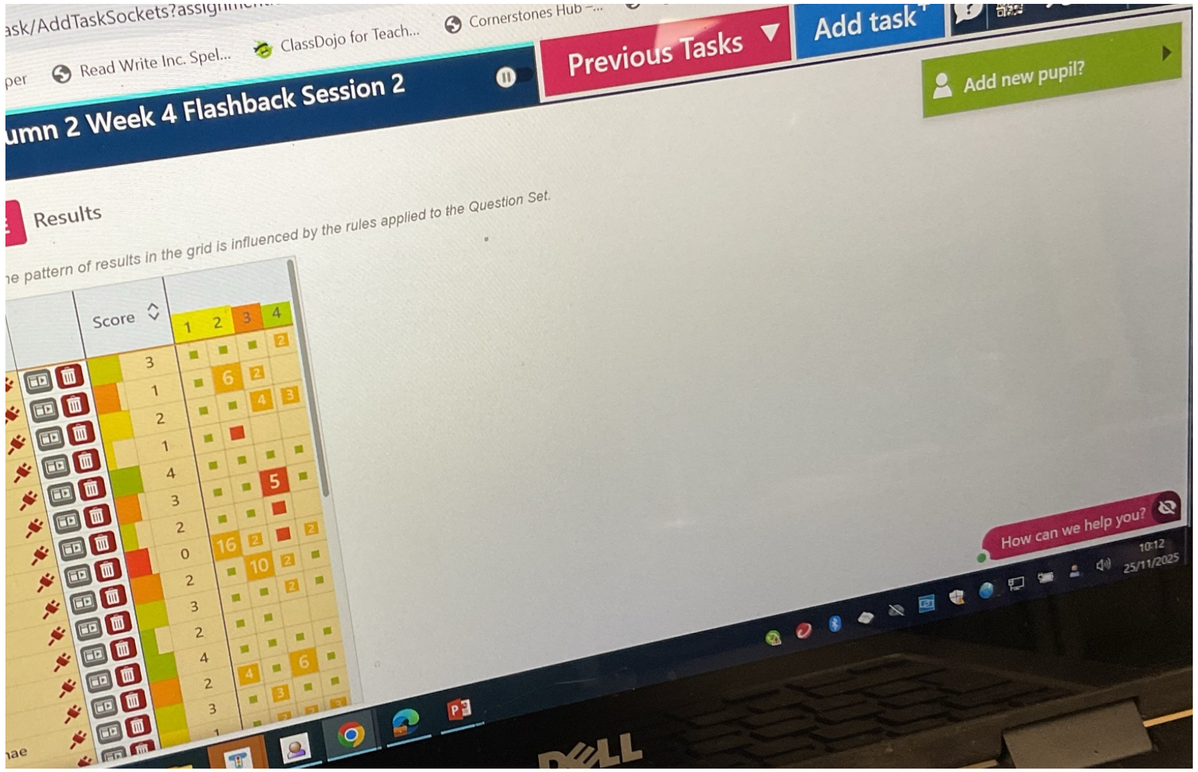
Access & Inclusion

Real-time, Whole-class Formative Assessment

Responsive Teaching

*"It's **my learning**, so I want to do it. But I don't want everyone seeing if I'm right or I'm wrong all the time. Like sometimes that's OK but mostly it just needs to be me and [teacher name] that see my answers, right? Why would the whole class need to know if I got question 4 right?"*

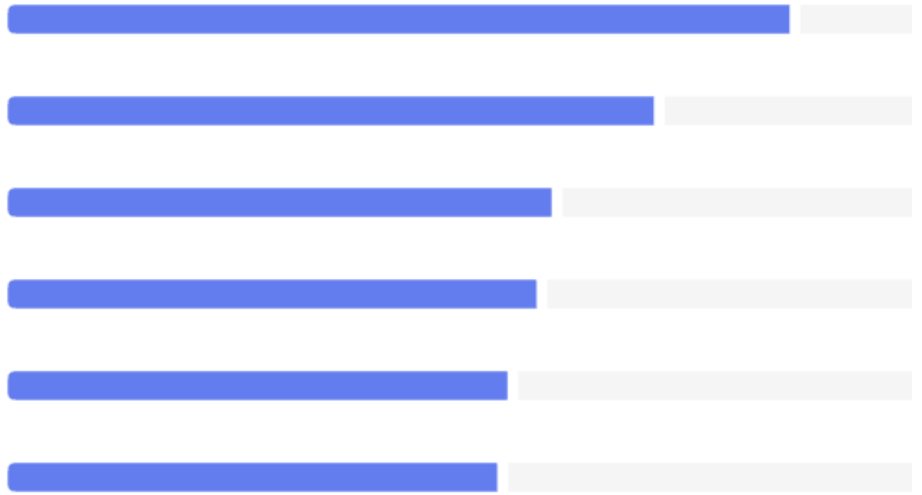
"Why does the teacher only want answers from some children, not from all of us?"



Real-time, Whole-class Formative Assessment

15. If a teacher asks your class to answer some questions in a lesson, **how** would you prefer to answer?
Drag and Drop these to show which you would prefer **most** (at the top), and which you don't really like doing (at the bottom).

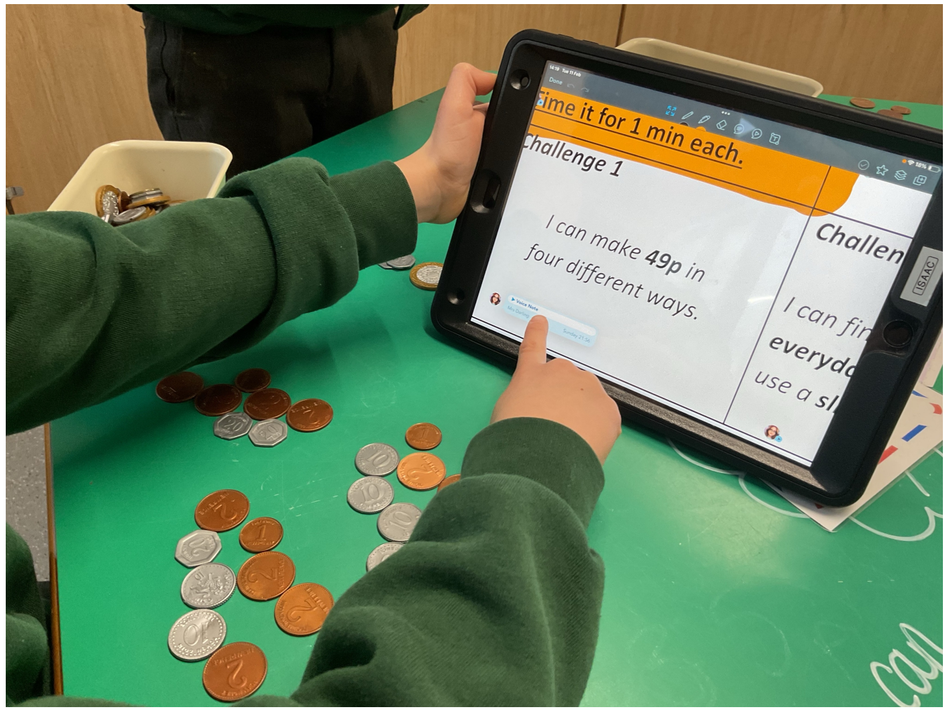
1	Pressing an answer on my iPad
2	Typing an answer on my iPad
3	Telling my teacher my answer by speaking out loud in front of the class
4	Writing on a wipeboard / whiteboard with a pen
5	Telling my talk-partner / telling the person next to me
6	Handwriting in my book / on a worksheet

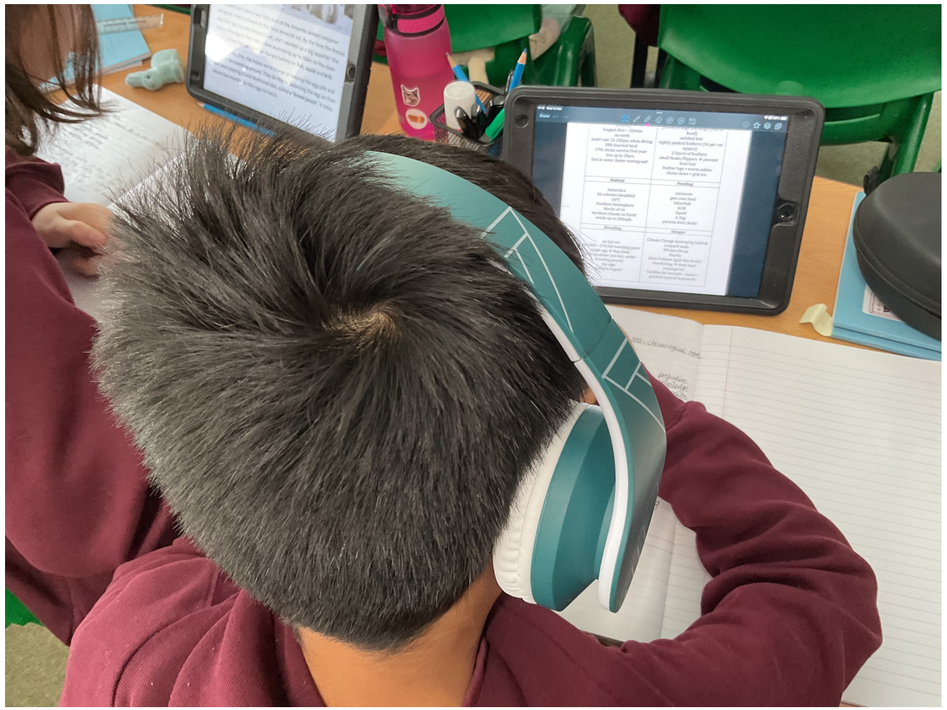


Is the difficulty I want a child to experience
the difficulty of the learning,
or an incidental difficulty in accessing it?

Where do I want purposeful challenge to sit?

Reassurance, regulation and wellbeing





”Some learners didn’t need ‘easier’ learning, they needed a pathway to the learning that gave them confidence and supported their regulation.
The digital tools made them confident and brave to have a go”
“My teacher comes to help me when I’m learning – they don’t have to stay at the front by the big board”

Successful digital culture wasn’t about having better iPad rules.
It was about having **clarity about how learning happens** here.

Our Inspiring Strategies

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Rewind the teacher

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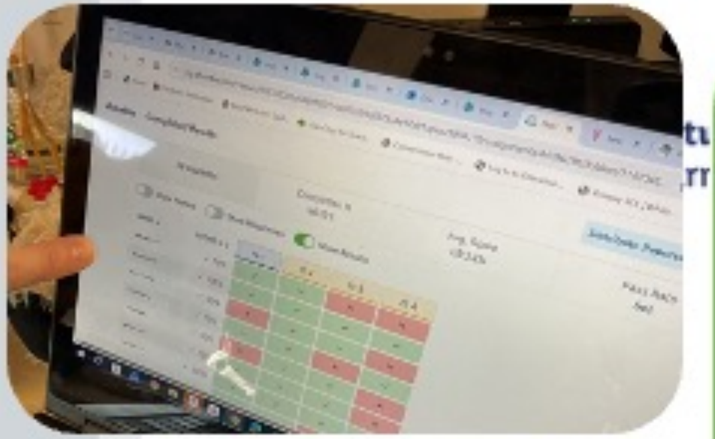
Reassurance & Regulation

Accessibility

Outcomes and Wellbeing

Inspiring Futures through Learning

IS9: Every child, every question: The Ask/Answer hand paradigm



Description:
All learners have the opportunity to demonstrate their understanding without fear of public failure and teachers can respond efficiently and with dignity to support learners' progress.



Supports learners by:
Providing tasks and feedback specific to their progress and attainment, removing the fear of public failure. Any recording barriers are removed allowing all learners to participate and feedback is swift so can be acted upon immediately.

Supports teachers by: Marking quizzes and providing bespoke information, freeing up time to focus on adaptation to meet the needs of the learners in the moment and in future lessons.

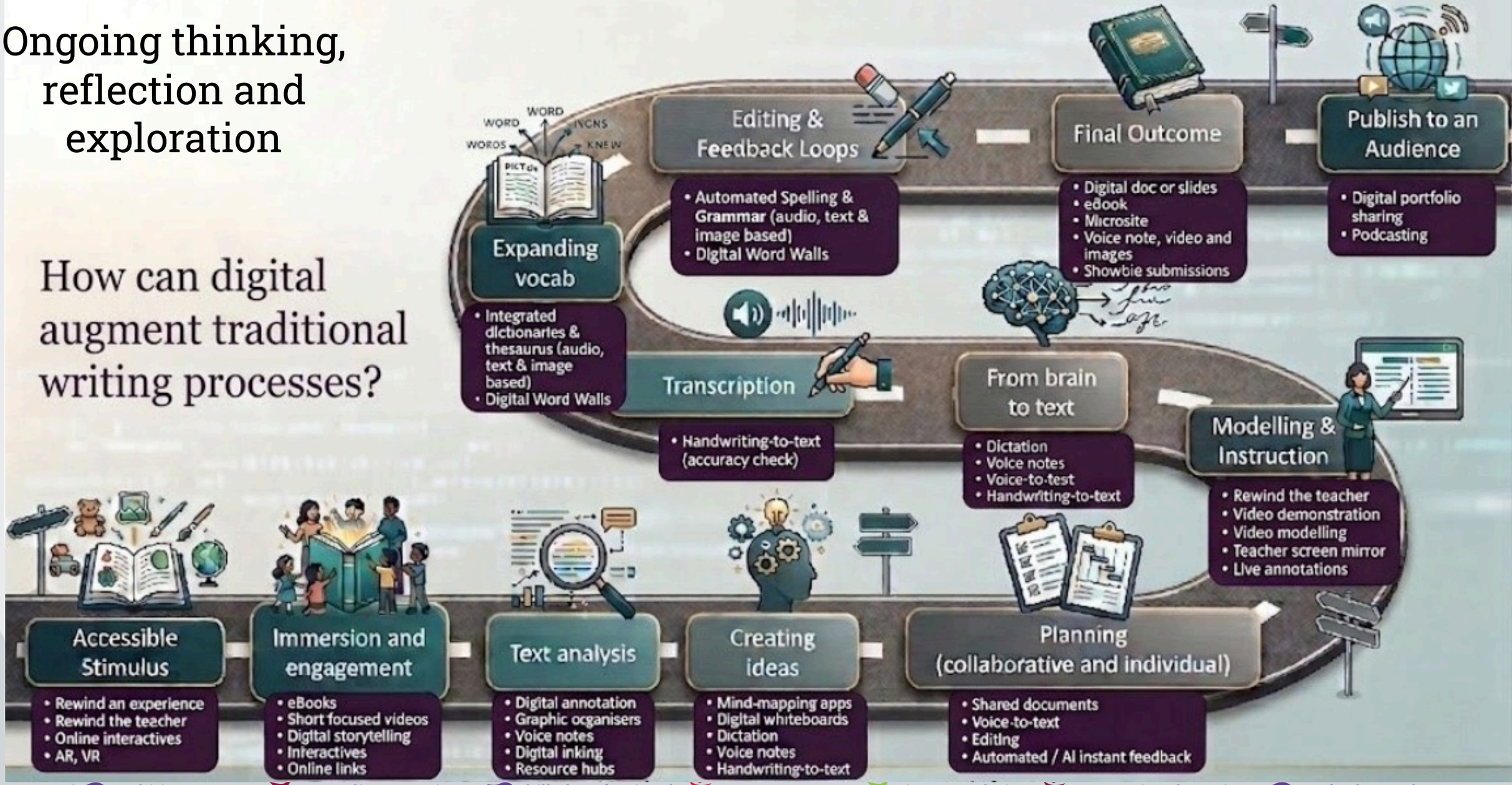
Excellence is seen through:

- Learning Behaviours and Attitudes: high levels of learner participation
- Inclusive by Design: Personalised learning opportunities leading to high levels of dignity in learning.
- Adaptive Practice: teachers analysing learners' responses and determining where additional support is required to progress and where additional challenge can be provided.

Contemporary Digital Tools:
Office forms,
Showbie assessments, LbQ, freeform, Apple Classroom, TTRS, OneMinuteMaths, MathsFrame

Ongoing thinking, reflection and exploration

How can digital augment traditional writing processes?



Inspiring Futures
through Learning

You can’t replace my teacher with a computer or AI or a robot and stuff – they don’t do joy. My teacher does joy and she smiles a lot!

Lal, aged 7



Classrooms that Get this Right…



Contemporary Learning Toolkit
(any lesson, resources & tools)

Blended resourcing
(digital, books, objects, paper)

Adaptations & Dignity
(stretch, support, access, EAL)

Accessibility (sound & stylus)
(audio, dictate, search, settings)

Digital is for supporting learning for all learners
*not as a reward or ‘to engage’ children
*not just for computing / digital skills
*not just for some (e.g. SEND)

But classrooms that find this tricky... (Get it Wrong?)

01 **Implement Tech rather than Support Pedagogy**
(more focus on tech, less focus on learning)

02 **Binary rather than Blended**
(e.g. laptop lessons, ‘get the laptops out today’)

03 **One size fits (who?)**
(same content or task - just distributed digitally)

04 **Engagement is used as justification**
(attention ≠ benefit)

05 **Classroom Management is analogue**
(outdated rules and norms define culture)

06 **It’s all about the Teacher, or the Organisation**
(rather than focused on learner access or support)

07 **The Why is about the Tech not the Pedagogy**
(‘why’ is this T&L strategy the right way to support learning?)

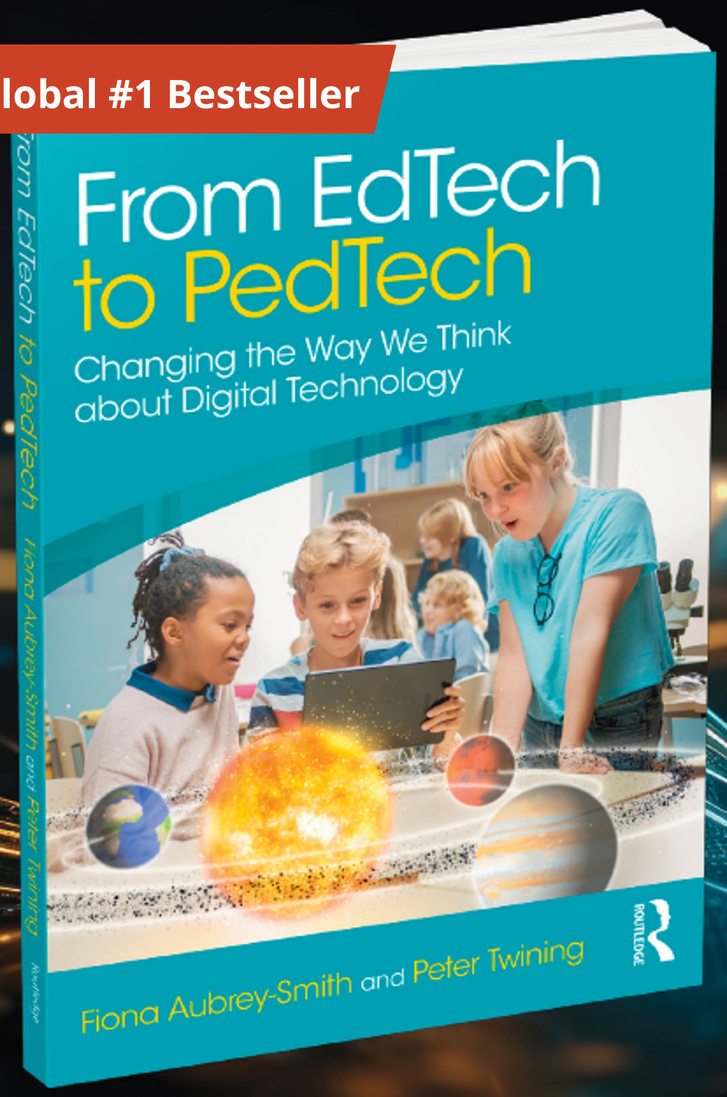
“If each of us are able to **choose** the tools

that help us to be the **human** being that we want to be,

then **both** the **tool and** the **human** become **more effective**”

Further reading

Global #1 Bestseller



Routledge
Taylor & Francis Group

https://routledge.pub/From-EdTech-to-PedTech

REVIEWS

"It should be read by every school."

– PROFESSOR SIR TIM BRIGHOUSE

"This is a brilliant book about rethinking digital technology in education."

– PROFESSOR YONG ZHAO

"A must-have resource."

– PROFESSOR DAME ALISON PEACOCK

"Who's driving the EdTech bus? After reading this book, you will become the driver."

– PROFESSOR JOHN HATTIE



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