Disseminating digital innovation in school – leading second-order educational change

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## Sample

154 primary-school teachers who, at different times over a 5-year period, participated in a training course designed to implement an innovative technology-supported teaching method, Write To Learn, across an entire city. A total of 92 teachers (60%) from ten schools returned the questionnaire.

## Implications For Educators About

## Implications For Stakeholders About

Researchers

# Abstract

Using digital technology effectively in schools requires profound changes in traditional teaching and learning activities. Pedagogical innovations often start small-scale and developing good ideas into shared practice across schools is challenging in many ways, especially if the innovation requires second-order change, i.e. challenges to fundamental beliefs about teaching and learning. This study investigates how a validated pedagogical method requiring integrated Information and Communication Technology (ICT) use and second-order change can be disseminated and sustained over time. We surveyed 92 primary school teachers who at different times over a 5-year period participated in a training course designed to implement an innovative technology-supported teaching method, Write To Learn, across an entire city. We found that organized teacher development programs can drive second-order change, but this requires considerable, active, and sustained effort from leaders at both school and district level. Additional factors include immediate and extended social systems and handling diversity among teachers. The results are useful for both practitioners and researchers since they contribute to a deeper understanding of the opportunities and challenges involved in disseminating effective ICT-based methods that requires profound changes of thinking about teaching and learning to guide the transformation of teaching practice.

# Outcome

"Organized teacher development programs can drive second-order change, but this requires considerable, active, and sustained effort from leaders at both school and district level. Additional factors include immediate and extended social systems and handling diversity among teachers." (Authors, abstract)