SynergyNet: Exploring the potential of a multi-touch classroom for teaching and learning

Prof Steve Higgins
School of Education
Durham University
s.e.higgins@durham.ac.uk

Durham University

T·L·R·P Technology Enhanced Learning

E·S·R·C Economic & Social Research Council

EPSRC

The UK's TLRP – TEL Programme

- Teaching and Learning Research Programme
- Technology Enhanced Learning £12M
- Phase 2: 2008-2012
- One of eight projects

SynergyNet: Supporting Collaborative Learning in an Immersive Environment

HapTEL: Haptic Technology Enhanced Learning
Ensemble: Semantic Technologies for the Enhancement of Case-Based Learning
MiGen: Intelligent Support for Mathematical Generalisation
Inter-Life: Interoperability and Transition
A **Learning Design Support Environment** (LDSE) for Teachers and Lecturers
Echoes 2: Improving Children's Social Interaction through Exploratory Learning in a Multimodal Environment
Personal Inquiry (PI): Designing for Evidence-based Enquiry across Formal and Informal Settings of Learning

The SynergyNet Team

Education & Psychology

John Adams

Joe Elliott

Steve Higgins

Andrew Joyce-Gibbons

Emma Mercier

Richard Remedios

Marina Stíbric

Computer Science

Iyad Alagha

Liz Burd (PI)

Andrew Hatch

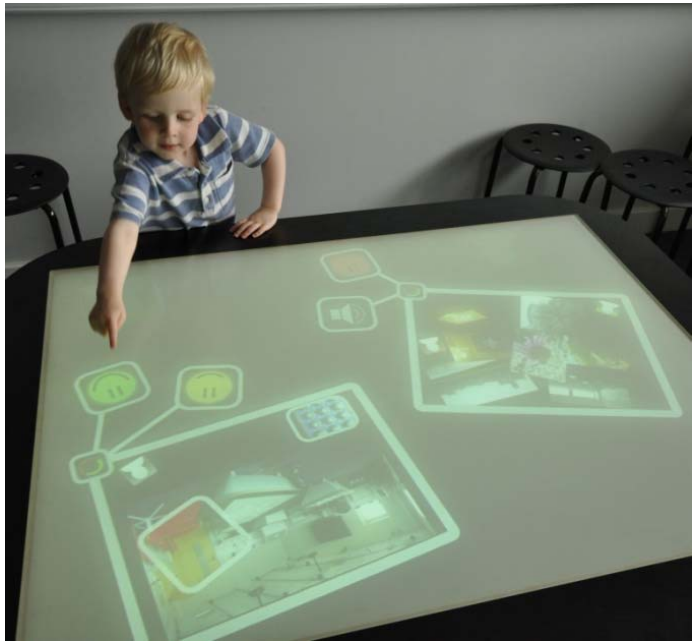
Phyo Kyaw

Linxiao Ma

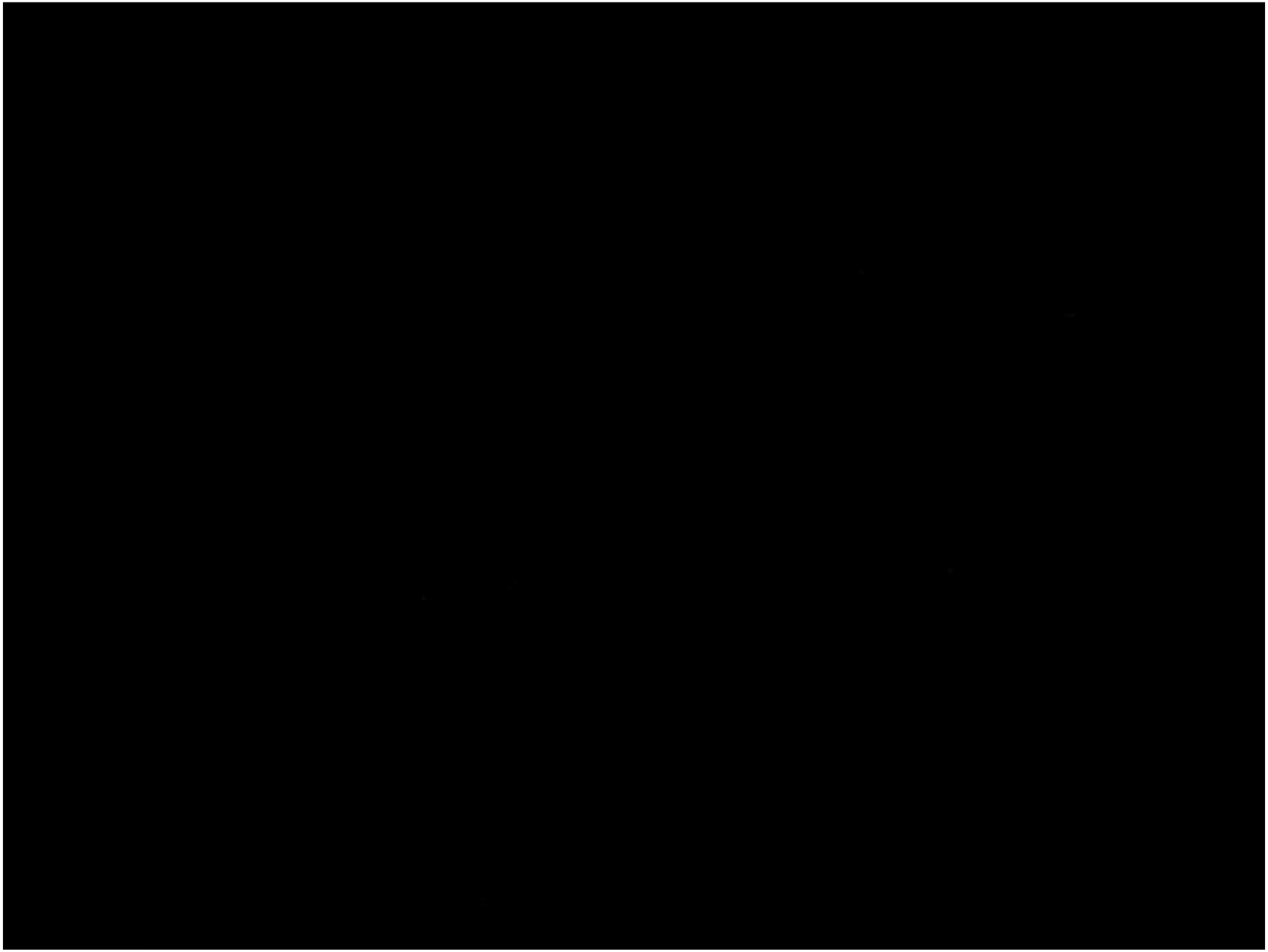
Malcolm Munro

Seamus Smith

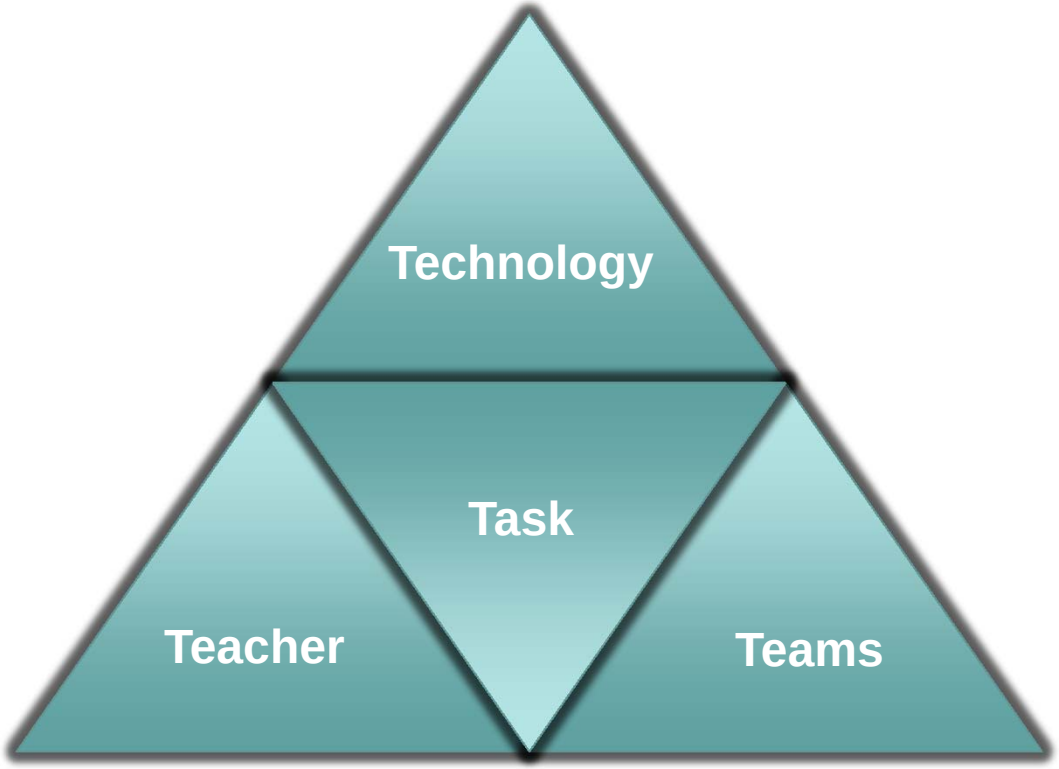
What are the pedagogical problems multi-touch can solve?



- Multi-touch tables
  - Direct touch, shared control, joint attention
  - Early years – guided interaction, bridging between experiences, plan, do, review; sharing experiences
  - Primary school– embedding effective collaboration and group ‘orchestration’ by teacher



Technology, Teams, Tasks & Teachers



Technology & Teams

- Study 1: multi-touch vs. paper
  - More joint attention with MTT
  - More quickly developed a joint problem space

Higgins, S., Mercier, E., Burd, L. & Joyce-Gibbons A. (2012). Multi-touch tables and classroom collaboration *British Journal of Educational Technology* 43 (6), 1041–1054.
http://dx.doi.org/10.1111/j.1467-8535.2011.01259.x

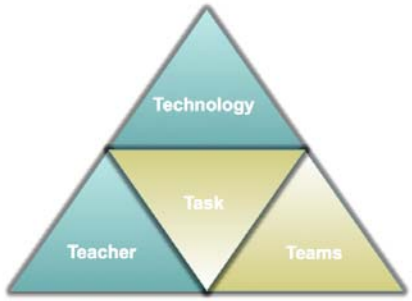
Technology & Teams

- Study 2: Room Orientation

  - More talk in centered room
  - More correct answers in traditional room
  - No difference in off-topic talk

Mercier & Higgins (2012) The Impact of Classroom Configuration on Collaborative Learning. Paper presented at AERA, Vancouver, British Columbia, Canada, April 2013.

Teams & Tasks



- Emergent Roles:
  - Comparison between maths and history mysteries
  - Same groups, technology, task structure
  - Leaders change between tasks
  - More leadership moves during maths than history

Mercier, E.M. Higgins, S.E. & da Costa, L. Different Leaders: Emergent Organizational and Intellectual Leadership in Collaborative Learning Groups (under review). IJCSCL

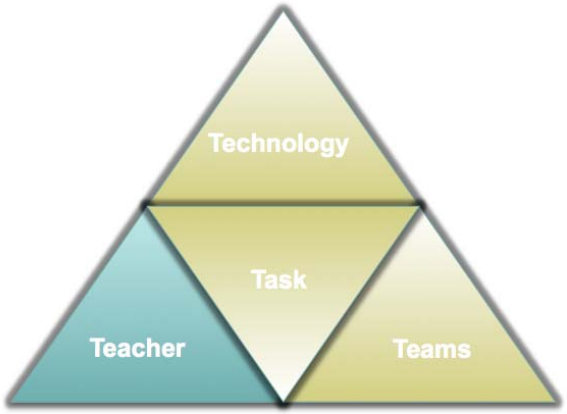
Technology & Teachers

Durham University

Mercier, E. McNaughton, J., Higgins, S.E. & Burd, L. (2012) Orchestrating Learning in the Multi-touch Classroom: Developing Appropriate Tools. In M. Evans (chair) Interactive Surfaces and Spaces: A Learning Sciences Agenda. ICLS2012

Technology, Teams & Tasks

- NumberNet:
  - Within and between group math learning
  - Innovation and practice



Target: 150

100+50

200-50

Mercier, E. M. & Higgins, S. E., (2013) Collaborative learning with multi-touch technology: Developing adaptive expertise, *Learning and Instruction* 25, 13–23.
http://dx.doi.org/10.1016/j.learninstruc.2012.10.004

SynergyNet Classroom

In use….

Adaptive expertise

- Experts flexibly approach novel problems and can apply a range of solutions (Hatano & Inagaki,1986)
- Beyond routine expertise (Salomon & Perkins, 1989)
- Or a different form of expertise? (Schwartz, Bransford, & Sears, 2005)
- Flexibility <u>and</u> adaptivity (Verschaffel, Luwen, Torbeyens &Van Dooren, 2009: p 337)
-

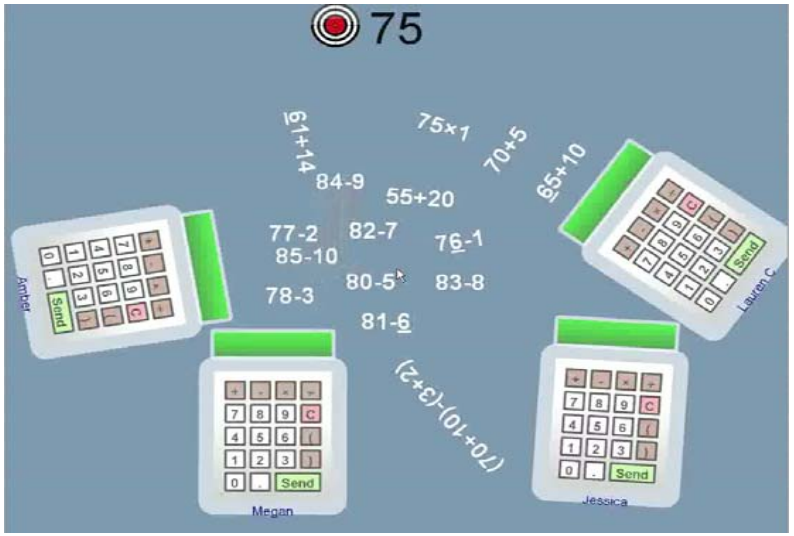
Situated expertise

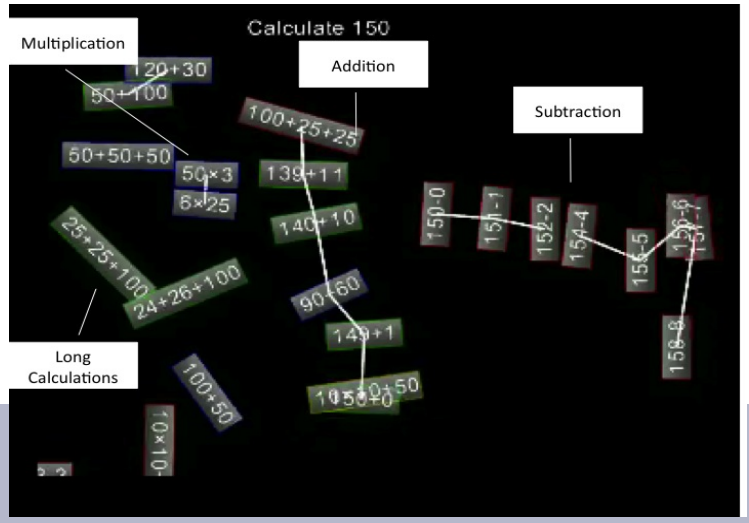
- The importance of **dialogue** between learners, which introduces more instances of **surprise, perplexity and disco-ordination**, and supports students in **making links** to their **own** areas of expertise, and those areas in which they are **just developing** expertise (Hatano, 1988)

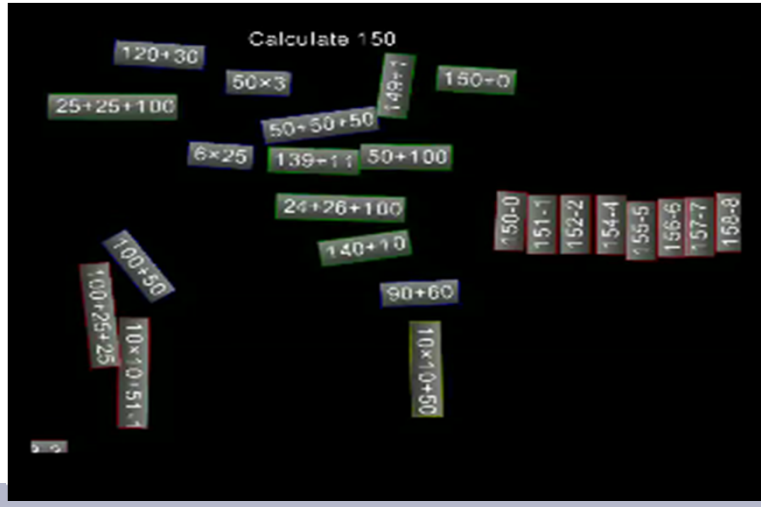
Developing adaptive expertise?

NumberNet

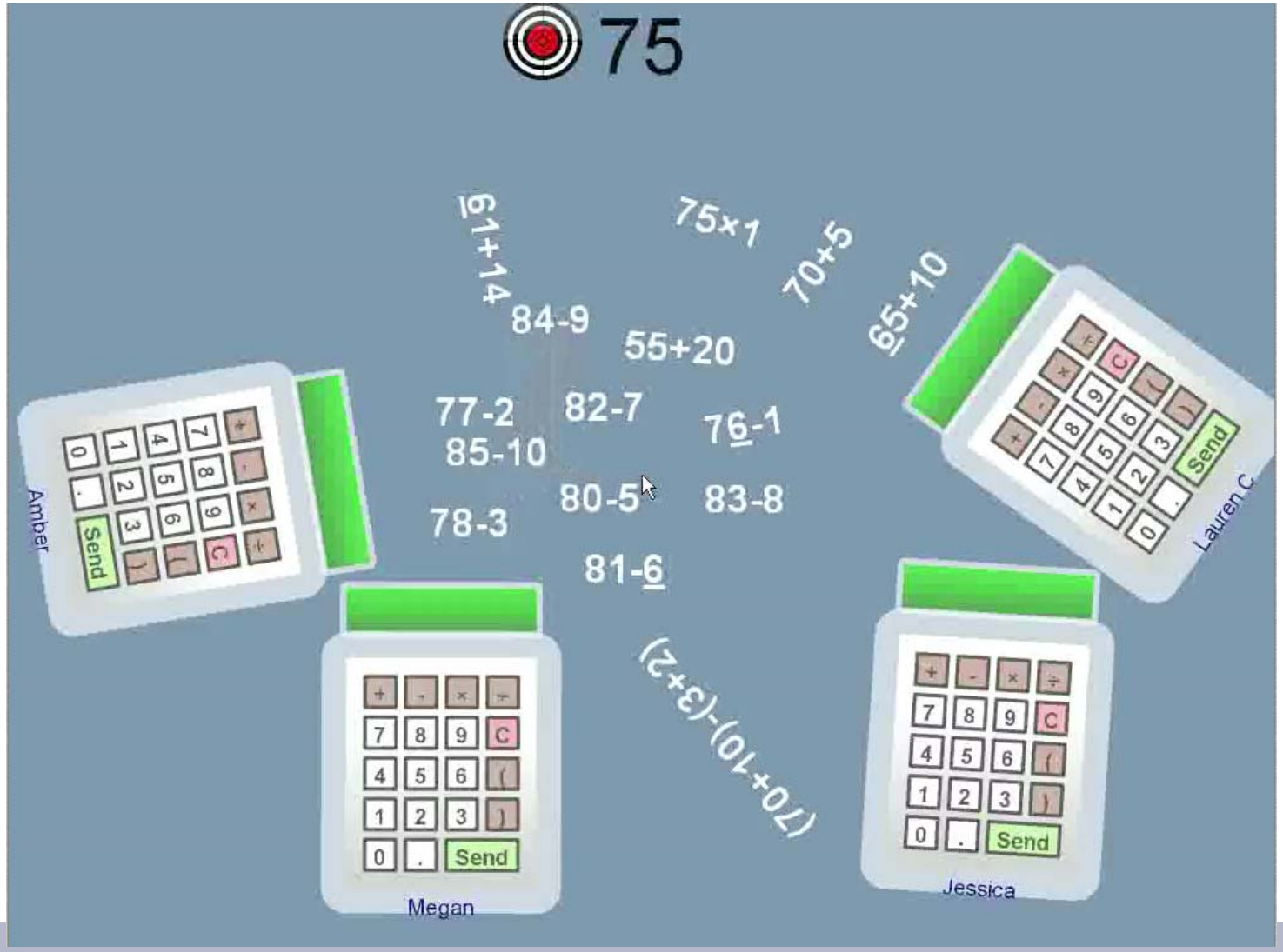
- ‘Make up some questions’ task
- Add to each of the other groups’ attempts (3x)
- Organise the correct expressions



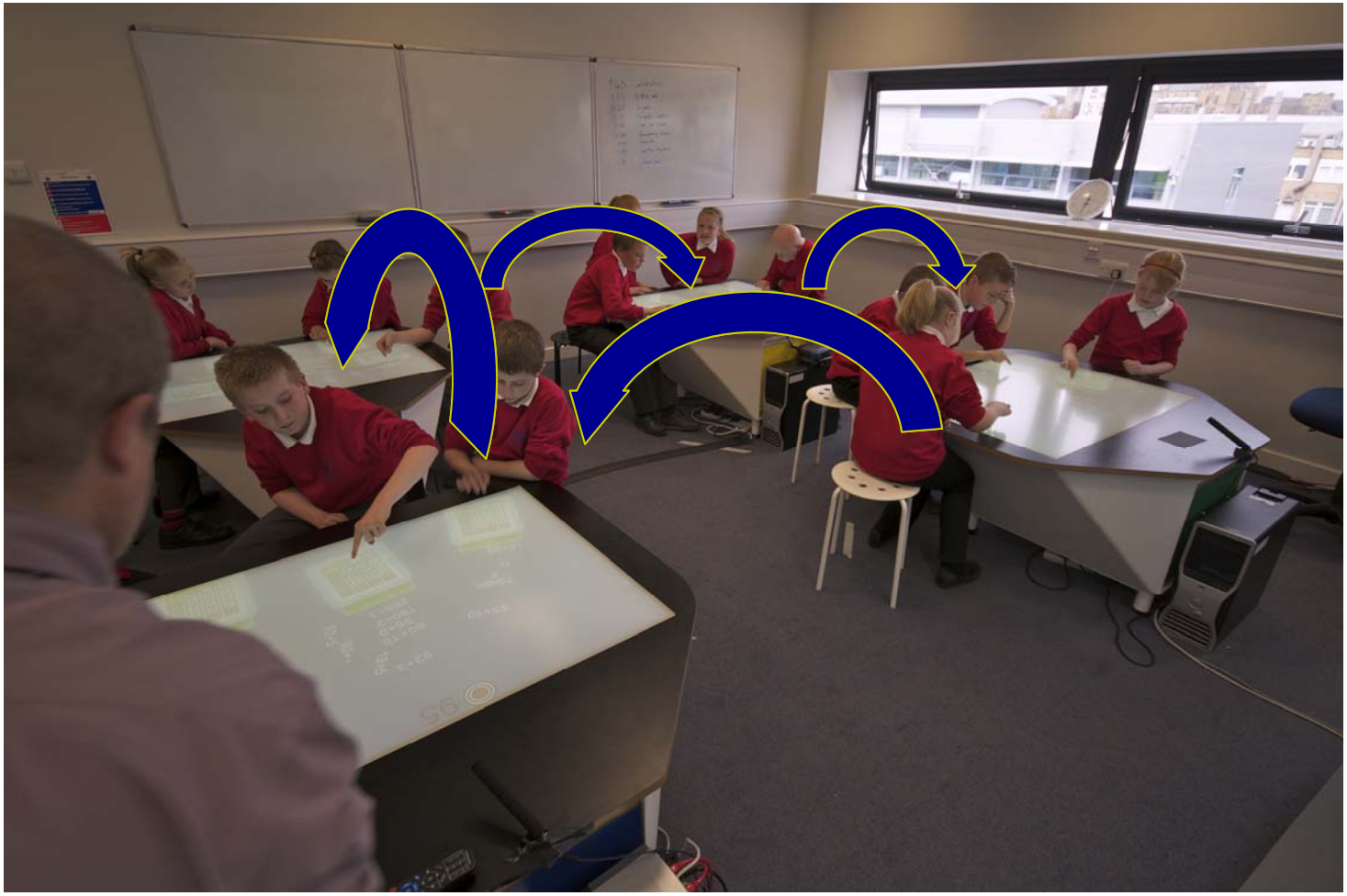




NumberNet


75
61+14
75×1
70+5
65+10
84-9
55+20
77-2
82-7
76-1
85-10
80-5
83-8
78-3
81-6
(70+10)-(3+2)
Amber
Megan
Jessica
Lauren C
Send

NumberNet



Teacher control

- From iPad (web interface)
- Timing/rotate tables
- Freeze the action
- Disable keys ‘on the fly’
- Get feedback on correct and incorrect expressions (by group, by individual, by target number)
- Show/hide correct/incorrect expressions
- Show/hide totals (competitive)
- Project tables on the IWB

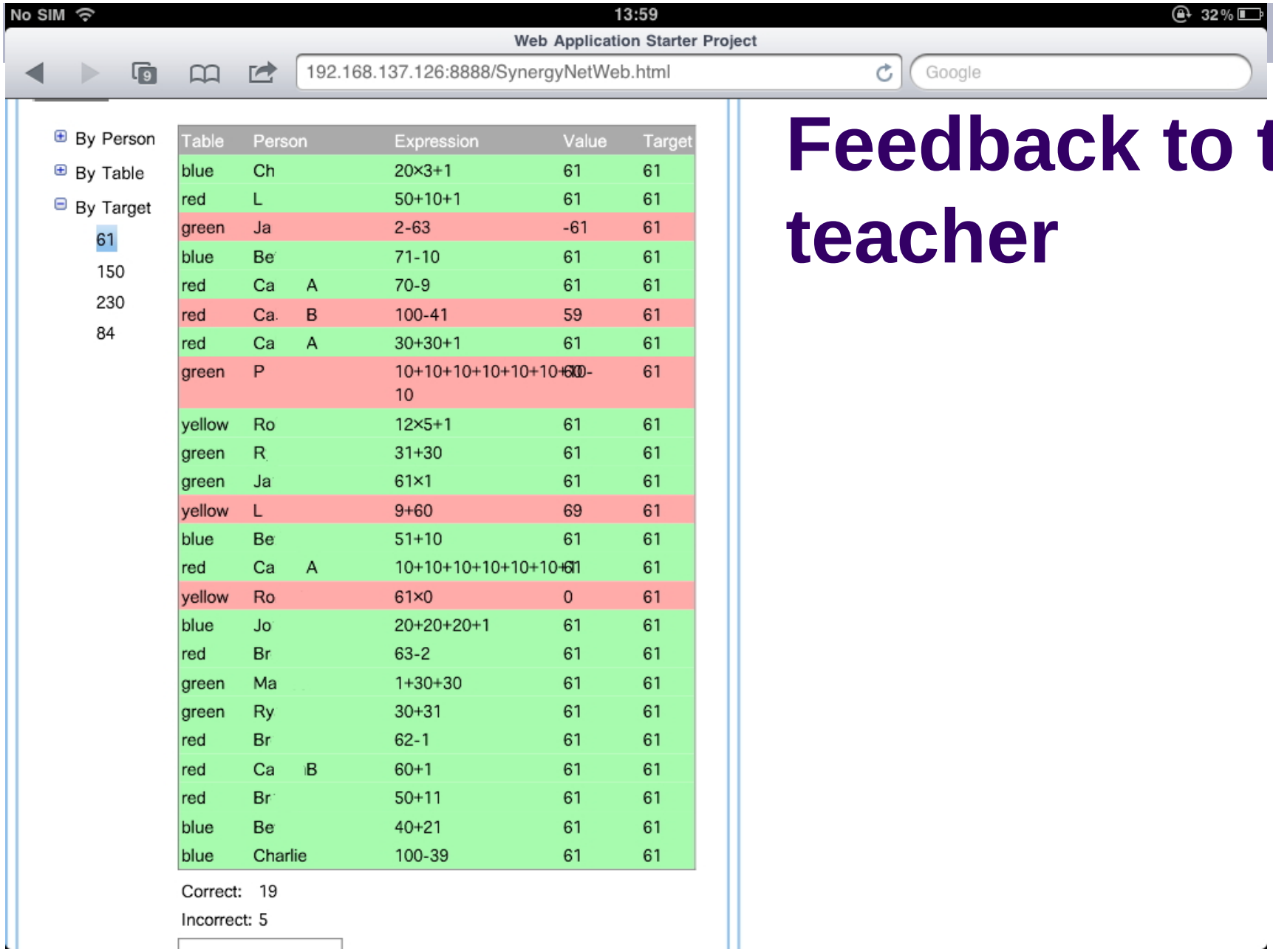
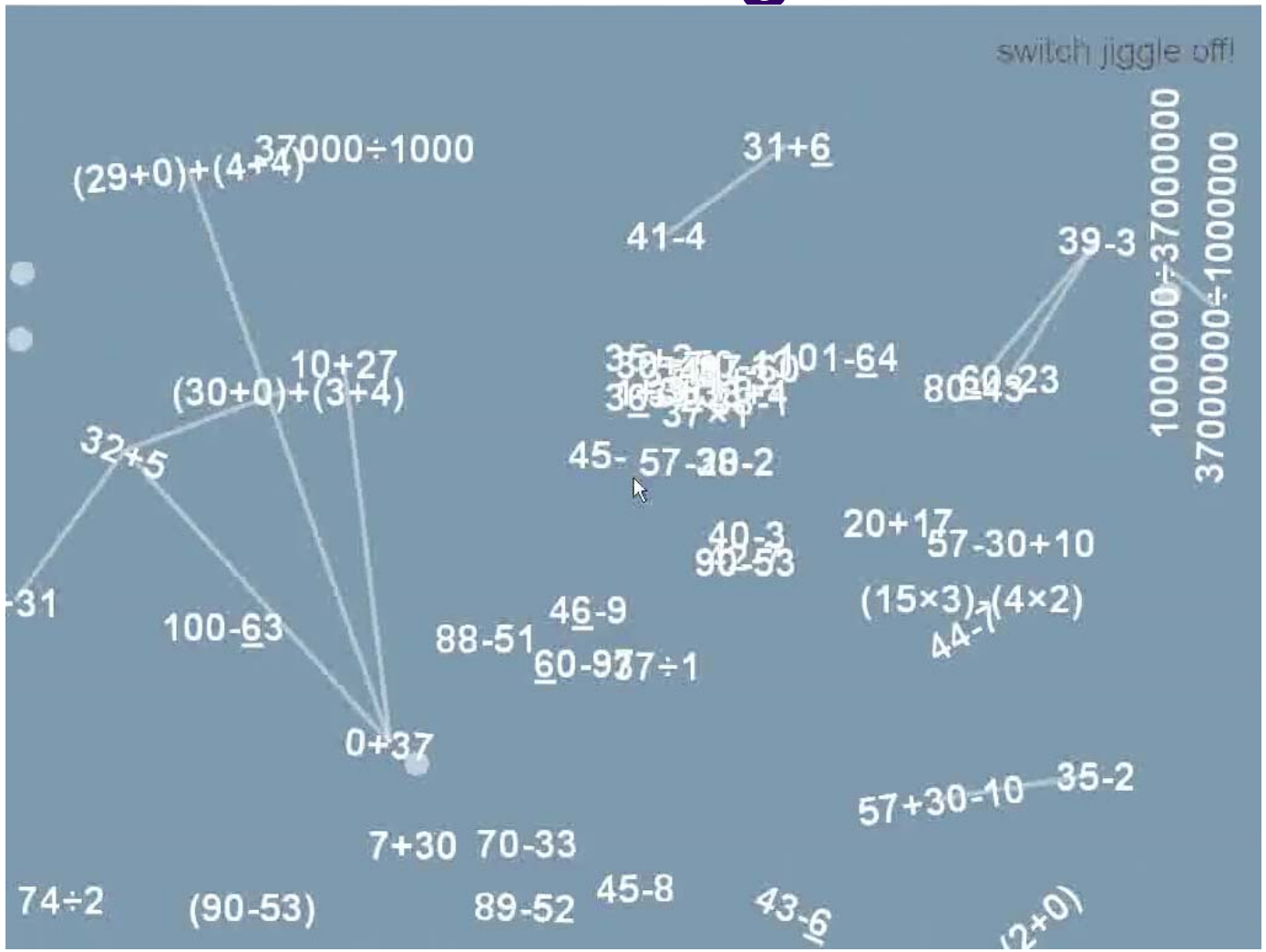


Table	Person		Expression	Value	Target
blue	Ch		20×3+1	61	61
red	L		50+10+1	61	61
green	Ja		2-63	-61	61
blue	Be		71-10	61	61
red	Ca	A	70-9	61	61
red	Ca	B	100-41	59	61
red	Ca	A	30+30+1	61	61
green	P		10+10+10+10+10+10+60-10	60	61
yellow	Ro		12×5+1	61	61
green	R		31+30	61	61
green	Ja		61×1	61	61
yellow	L		9+60	69	61
blue	Be		51+10	61	61
red	Ca	A	10+10+10+10+10+10+61	61	61
yellow	Ro		61×0	0	61
blue	Jo		20+20+20+1	61	61
red	Br		63-2	61	61
green	Ma		1+30+30	61	61
green	Ry		30+31	61	61
red	Br		62-1	61	61
red	Ca	B	60+1	61	61
red	Br		50+11	61	61
blue	Be		40+21	61	61
blue	Charlie		100-39	61	61

Feedback to the teacher

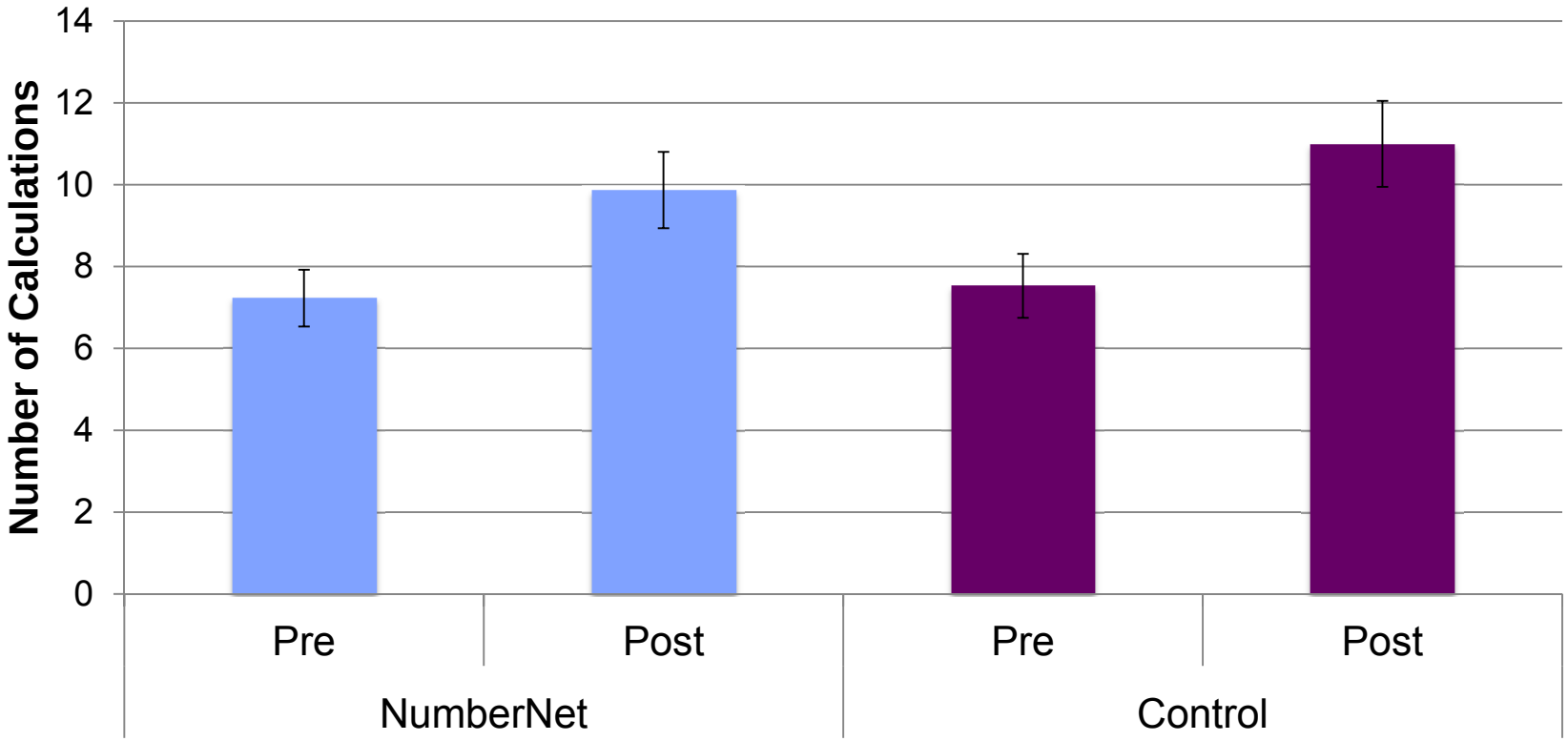
NumberNet: making connections



NumberNet Study 1

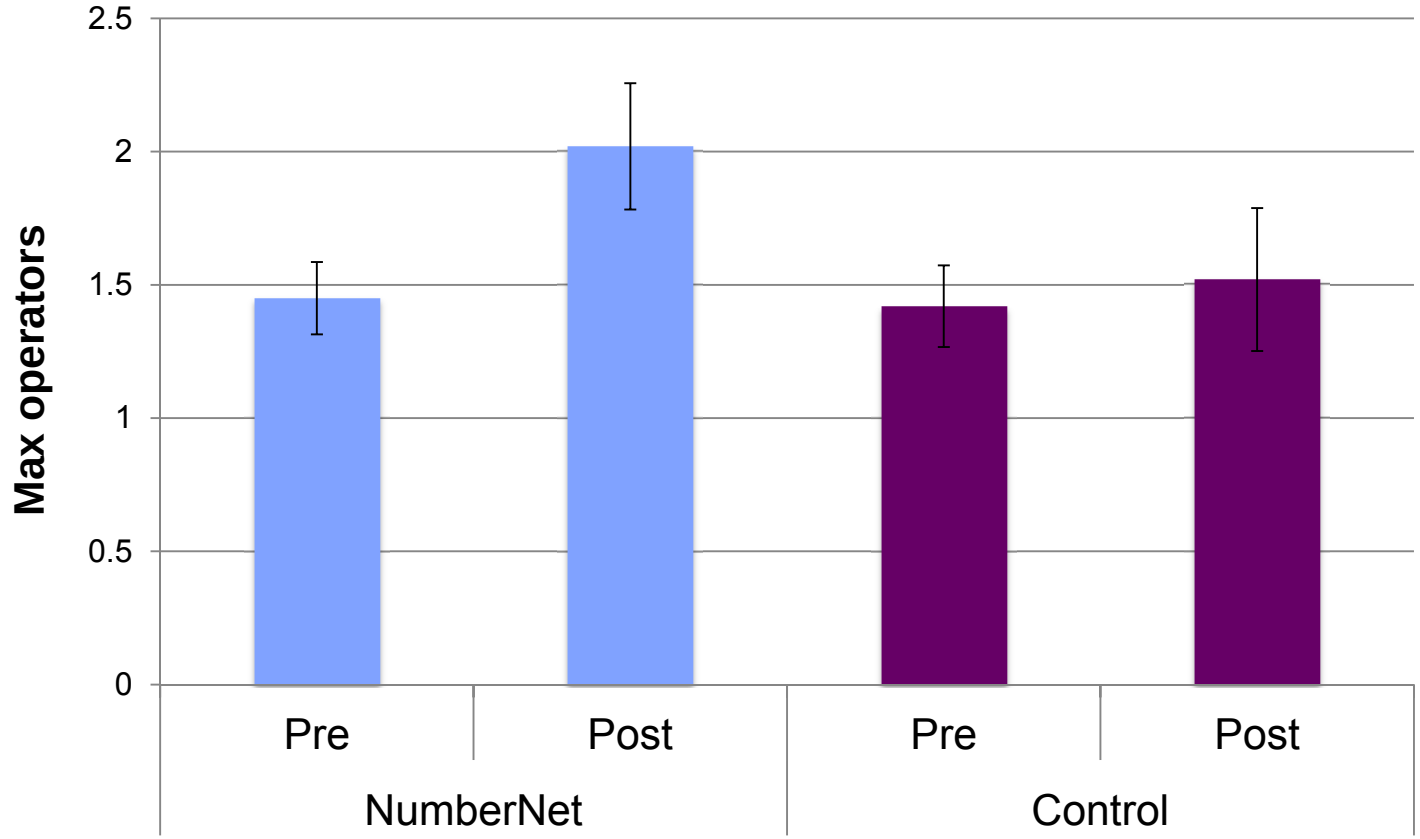
- Matched groups experimental design (N=86)
- Same time on number tasks in both conditions (NumberNet or Classroom)
- Used most simple version of NumberNet
- Paper-based pre/post test (dependent measures):
  - Number of correct calculations
  - Number of unique strings
  - Maximum operators in a single calculation

Number of Correct Calculations



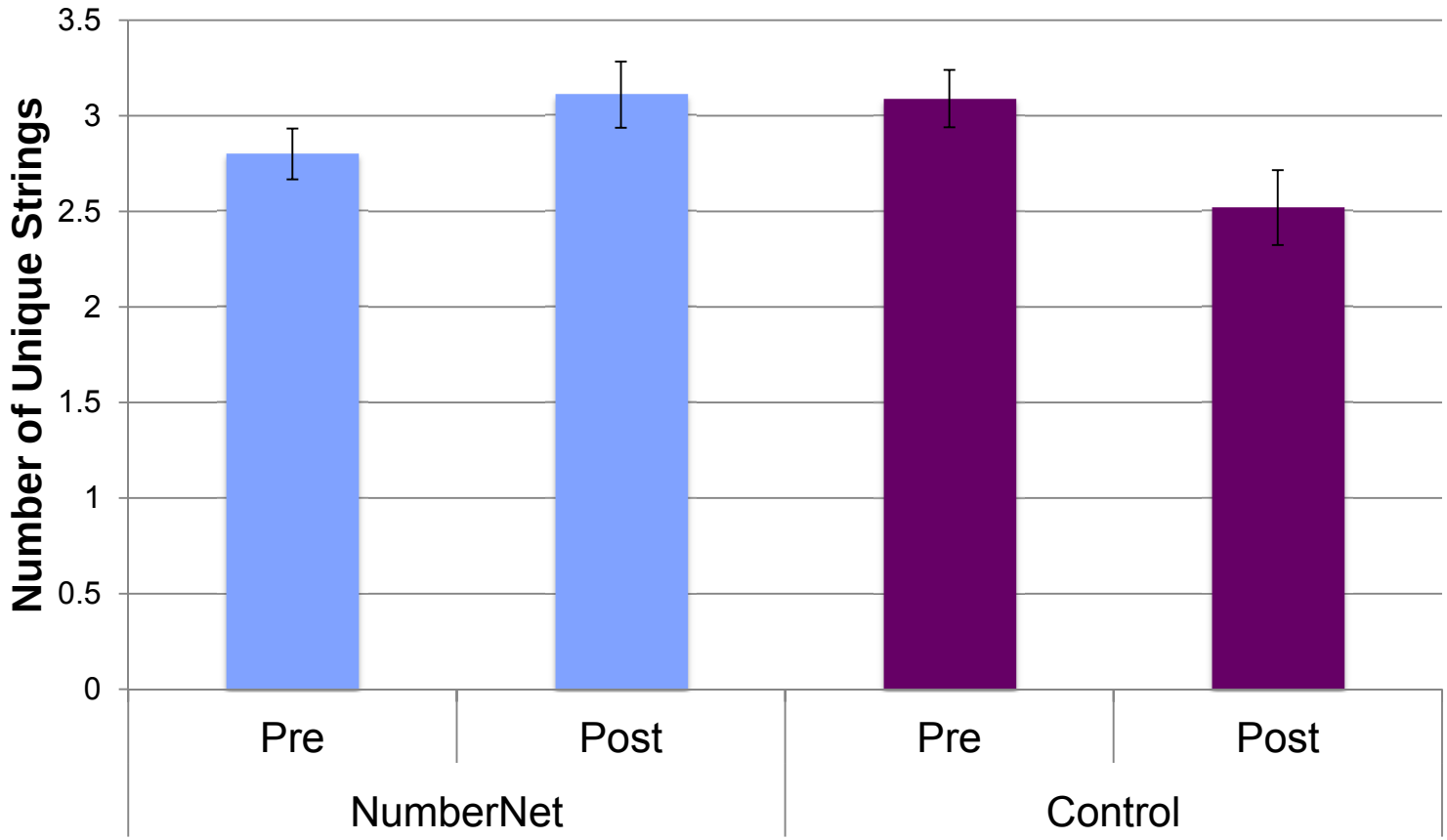
$F(1, 84) = 31.01$ $p < .001$, $\eta^2 = .27$

Maximum operators in a single calculation



$F(1, 84) = 2.036$, $p = .157$, $\eta^2 = .024$,

Unique strings



$F(1, 84) = .186$, $p = .667$, $\eta^2 = .002$

Experimental analysis

Both groups improved in terms of number correct

Effect of time **significant** for correct calculations, $F(1, 84) = 31.01$ $p < .001$, $\eta^2 = .27$ **and** maximum number of operators in a calculation, $F(1, 84) = 4.469$, $p = .037$, $\eta^2 = .051$. Not significant for unique strings, $F(1, 84) = .858$, $p = .357$, $\eta^2 = .01$.

Time by condition interaction was **not significant** for correct calculations, $F(1, 84) = .186$, $p = .667$, $\eta^2 = .002$ **nor** for maximum number of operators in a single calculation, $F(1, 84) = 2.036$, $p = .157$, $\eta^2 = .024$

NumberNet activity developed more creative solutions – adaptive expertise?

Time by condition effect was significant for number of unique strings, $F(1, 84) = 11.63$, $p = .001$, $\eta^2 = .122$, ES 0.74: Lipsey and Wilson,2001: p 207.

Exploratory video analysis

- Case studies of one group's interaction to gain an understanding of whether using NumberNet has any effect on the students' mathematical flexibility when compared with practice on the more traditional activity

Interaction analysis

- Groups learn from other group members (e.g. agreeing not to duplicate and suggesting corrections)
- Groups learn from other groups (using ideas)
- Groups learn from identifying patterns in solutions (their own and others)

Initial group strategy & competition

(1.42-2.00)

Chelsea: is any of you doing 30 add 31?

Adam: I'm doing all the take aways!

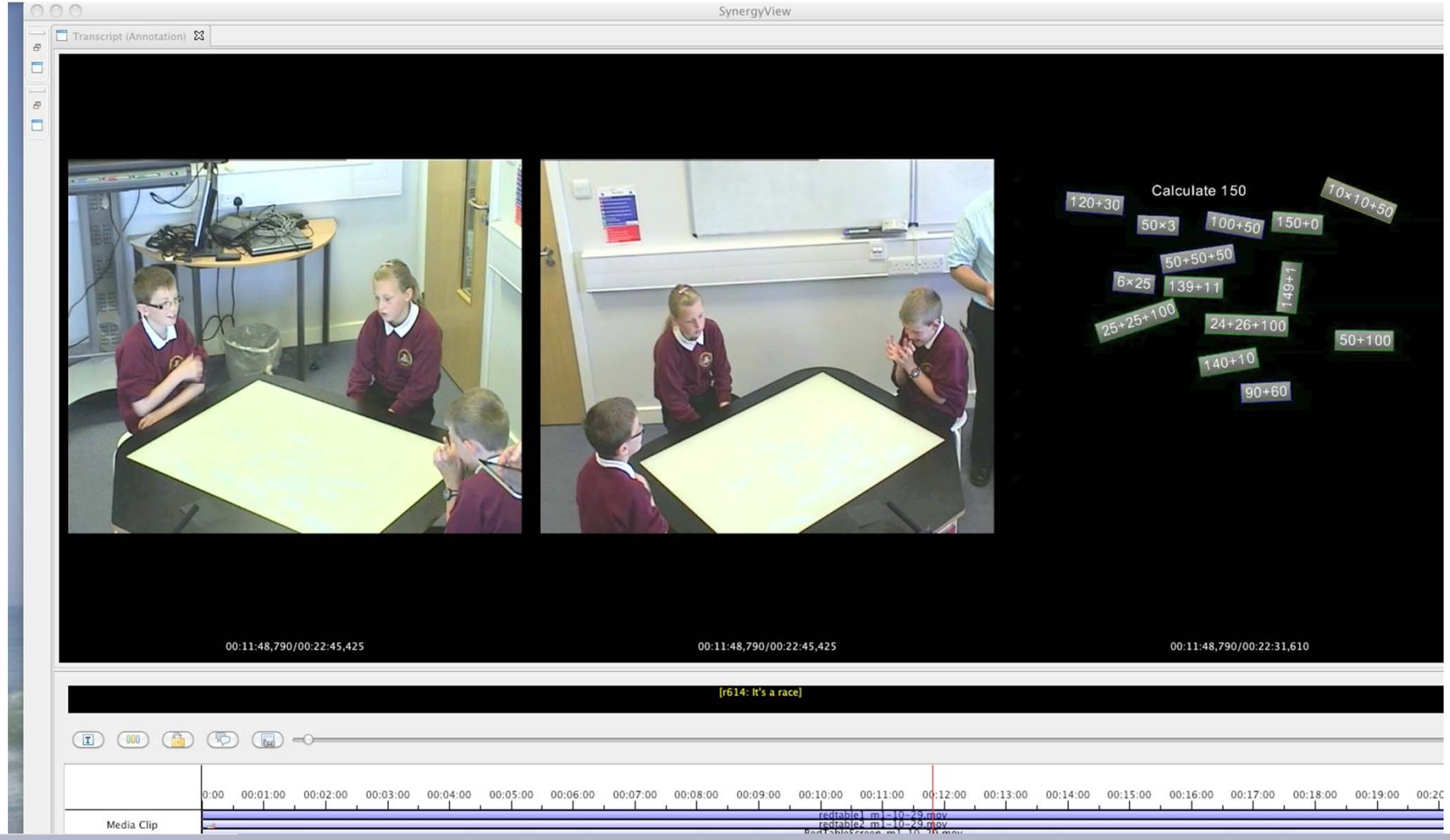
Jack: I'm doing take aways as well

Chelsea: I'll do add

Adam: I'm doing take aways

Jack: Ahh Adam, I've done 100 take away 39, beat that!

Between group learning



Jack: Who done... Who's green? Jiminy… That's quite smart! *[the calculations have a colour border indicating the table where they were created, so Jack is asking which is the green table, and so who was responsible for the calculation*]

Adam: Oh look at that! 10 times 10 that equals 100, add 50! Now that's clever, whoever did that! I'm doing that…

Once the teacher turns on the number pads, Jack goes on to adapt the calculations he has seen, creating the calculations 10*10+51-1, and drawing Adam's attention to it:

Jack: Haha! Adam, look at the size of that!

Adam: Oh yes, did it... 1... 5...

Jack: 'Cause 10 times 10 is 100, add 51 is 151 and take away 1 is 150... bingo!

Adam: Bingo!

Group competition and correction

Chelsea: Yes!! *[arms raised in triumph]*

Jack: You've done a big one as well?

Jack: *[after looking at Chelsea's calculation]* That's wrong! It's 150, not 151! You've done add 1, delete it. We're going to get one wrong! Delete it! Cancel it!

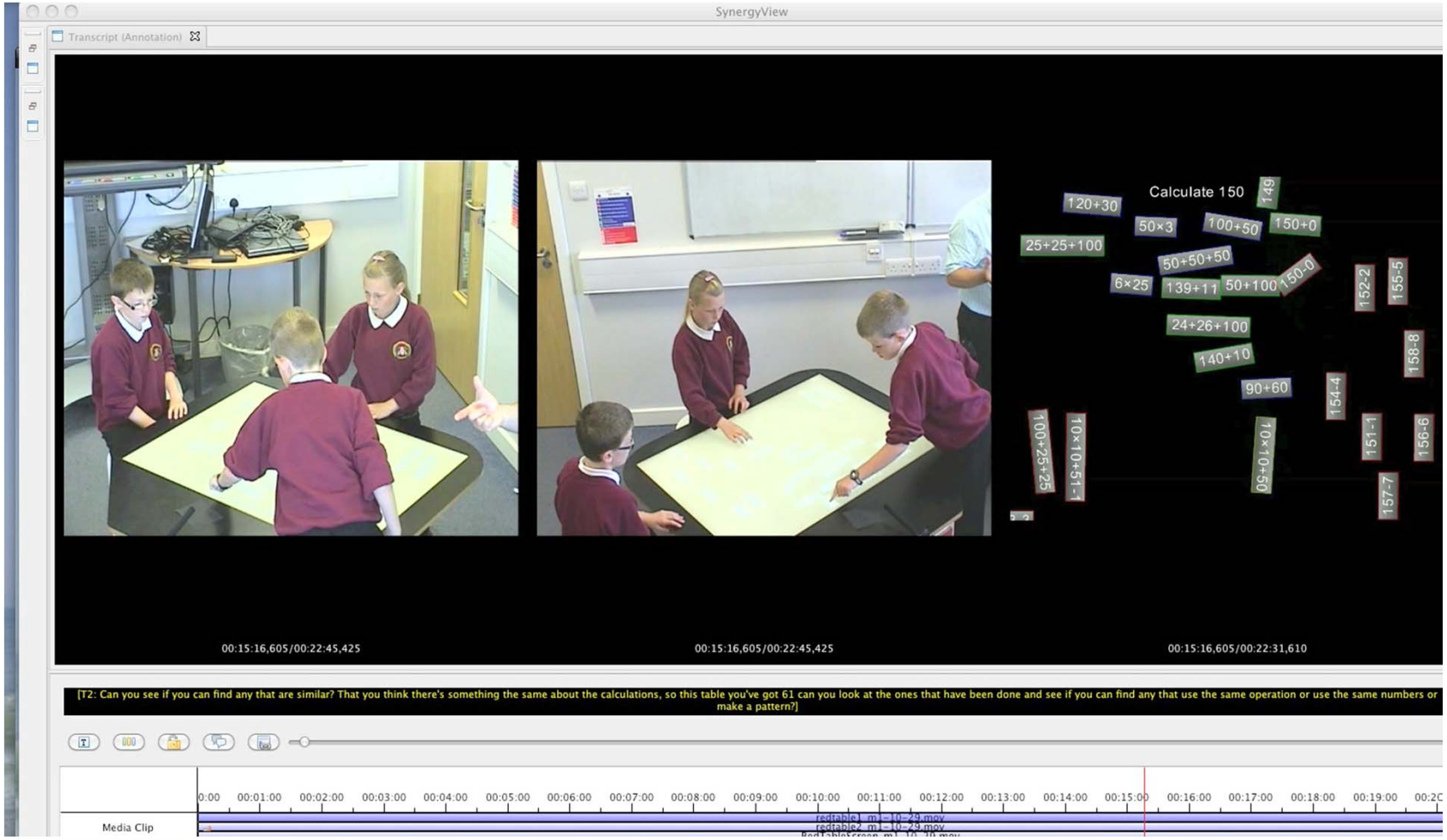
Teacher: Right, I'm going to stop you again.

[Chelsea pulls the calculation back onto her number pad, deleting the +1 and trying to send it back to the table, as Jack and Adam cheer her on]

Jack: Hurry, hurry! Go on, quickly!

Adam: Yes! Get in! Last second!

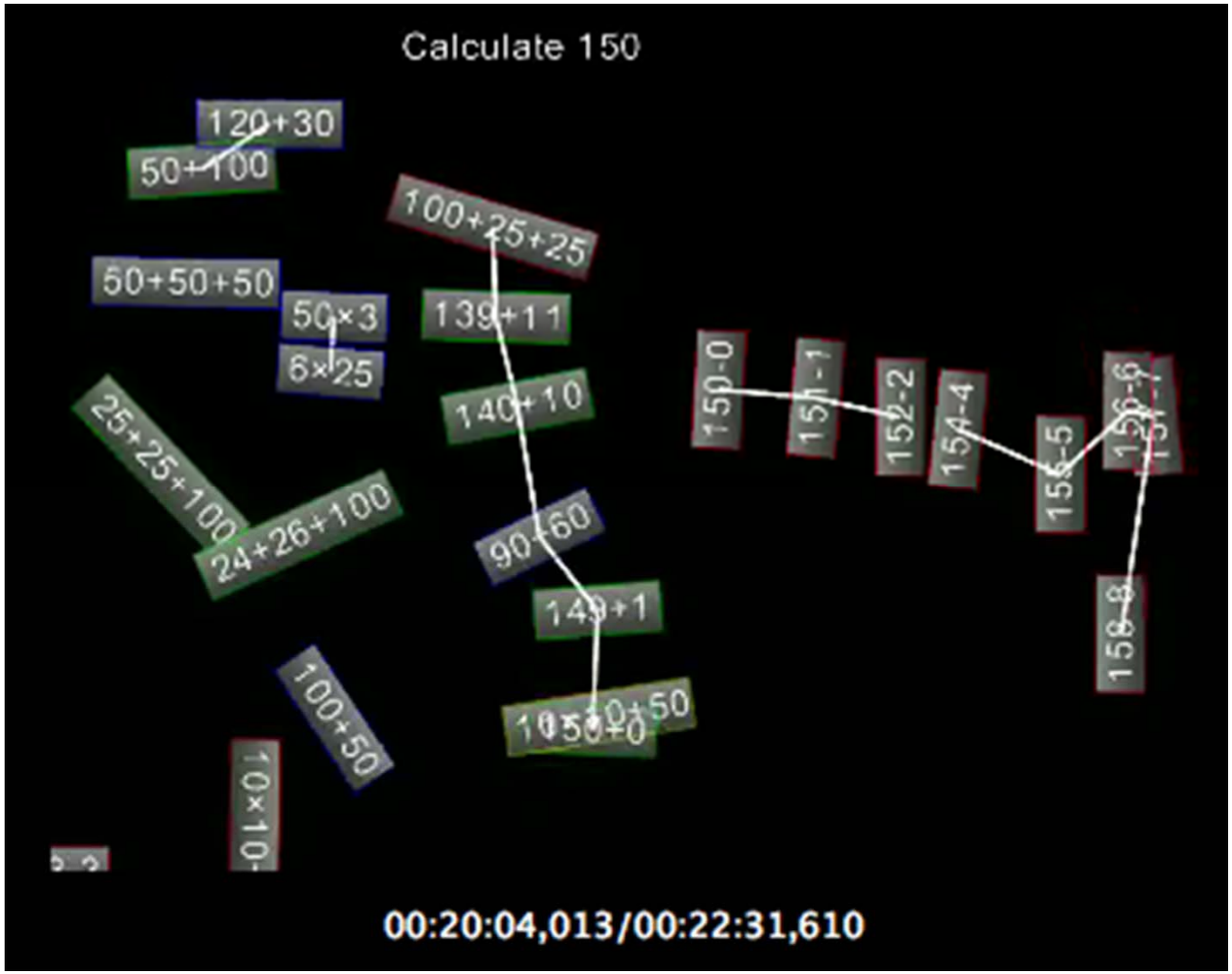
Connecting ideas and finding patterns



Durham University

Finding patterns

(15:20)



Conclusions

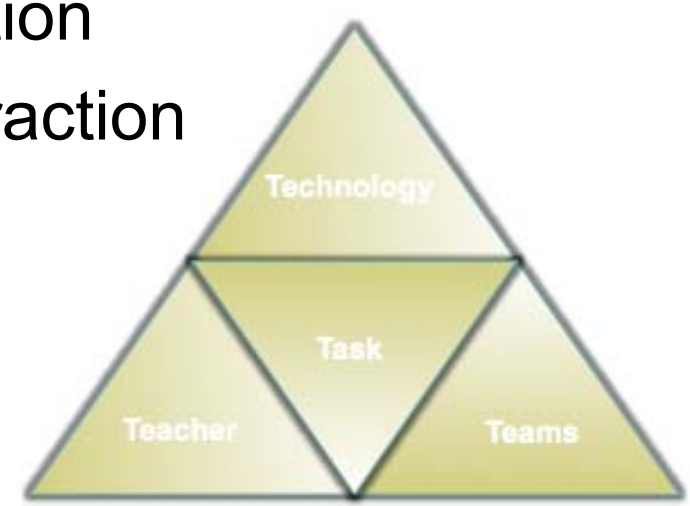
- Both conditions support routine expertise
- NumberNet allows within and between group learning
- NumberNet appears to support adaptive expertise
  - Flexibility supported by the task design
  - Adaptivity by pupils' understanding of the goals

SynergyNet: what we've learned:

- Multi-touch supports joint attention and collaborative interaction (joint control)
- Teacher intervention at whole-class level
  - Leads groups to move to a higher level of reasoning (SOLO)
- Teacher orchestration
  - Teachers like to be able to manage the student tables, and project the student tables to the IWB
    - Dislike having to use table at front of room
    - Dislike having to carry iPad
    - Experimented with Kinect motion sensor.

Summary

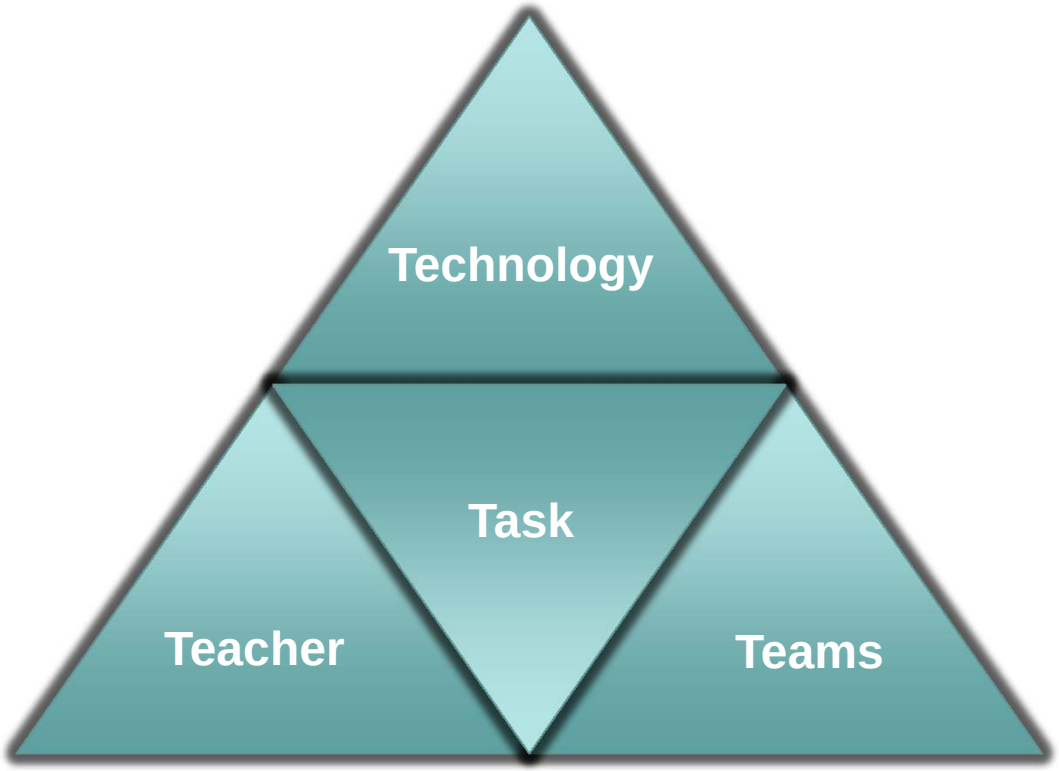
- Multi-touch supports joint attention
- Room orientation changes interaction
- Content area influences emergent roles
- Access to teacher controls an issue
- We can support Within and Between Group Learning
- Teacher intervention and whole class influence on learning



The questions we're still asking:

- How does whole-class discussion influence the reasoning of the group?
  - Uptake of new ideas?
  - Students read signals that they need to progress?
  - Support for uptake of ideas between groups?
- What sort of tasks take advantage of the between-group interaction?

Relational understanding of CSCL



You Tube demonstrations

http://www.youtube.com/watch?v=G4BhQtcjE3g&list=PL3A2C3D35C1883FD4

SynergyNet's publications

Journal articles

Mercier, E. M. & Higgins, S. E., (2013) Collaborative learning with multi-touch technology: Developing adaptive expertise, *Learning and Instruction* 25, 13–23. http://dx.doi.org/10.1016/j.learninstruc.2012.10.004

Higgins, S., Mercier, E., Burd, L. & Joyce-Gibbons A. (2011) Multi-touch tables and classroom collaboration *British Journal of Educational Technology* http://dx.doi.org/10.1111/j.1467-8535.2011.01259.x

Higgins, S., Mercier, M. Burd, E. & Hatch, A. (2011) Multi-touch tables and the relationship with collaborative classroom pedagogies: A synthetic review *International Journal of Computer Supported Collaborative Learning* 6.4 pp. 515-538 http://dx.doi.org/10.1007/s11412-011-9131-y

Mercier, E. M. & Higgins, S.E. (In press) Creating Joint Representations of Collaborative Problem Solving with Multi-touch Technology *Journal of Computer Assisted Learning*

Mercier, E., Higgins, S. and Da Costa. L (Being revised) "Different Leaders: Emergent Organizational and Intellectual Leadership in Children's Collaborative Learning Groups" *International Journal of Computer Supported Collaborative Learning*

Published Conference papers

Hatch, A., Higgins, S., Joyce-Gibbons, A. & Mercier, E. (2011) NumberNet: Using Multi-touch Technology to Support Within and Between Group Mathematics Learning. In H. Spada, G. Stahl, N. Miyake & N. Law (Eds.) (2011) *Connecting Computer-Supported Collaborative Learning to Policy and Practice: CSCL2011 Conference Proceedings. Volume I — Long Papers*. International Society of the Learning Sciences pp 176-183.

Alagha, I., Burd, E., Higgins, S. & Mercier, E. (2011) SynergyNet Exploring Design and Pedagogy in a Multi-Touch Classroom. In H. Spada, G. Stahl, N. Miyake & N. Law (Eds.) (2011*) Connecting Computer-Supported Collaborative Learning to Policy and Practice: CSCL2011 Conference Proceedings. Volume III — Community Events Proceedings*. International Society of the Learning Sciences pp 1081-2.

Durham University