



Parent Involvement Goes Online:

Towards a new ecology of school-home-world connectivity

Presentation for the Australian Research in Education Conference
Nov 27th to Dec 2nd, 2021

Schools & Homes Networking Digitally: Research Program

ARC Discovery Project **Parent involvement goes online:
New ecologies of school-home relations (2021 - 2023)**

- Sue Nichols (UniSA)
- Karen Dooley (QUT)
- Michelle Neumann (Griffith)
 - Hannah Soong (UniSA)
 - Nadia Selim (UniSA, RA)
- Narelle Robertson (UniSA, PhD candidate)

Pilot studies

**Principals' experiences
with digital
connectivity**
(Chris Dolan)

**Education in
Lockdown: Analysis of
media texts (2020)**

In this presentation

- Home-school connection: beyond the traditional view (Hannah Soong)
- Conceptualising the learning ecology (Sue Nichols)
- Mapping the literature (Nadia Selim)
- Methodology (Karen Dooley)
- How Do You Connect: Work in progress (Michelle Neumann)

Traditional view of 'home-school connection'

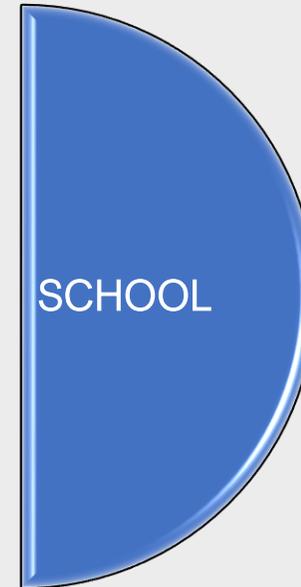


Parent-teacher
meetings

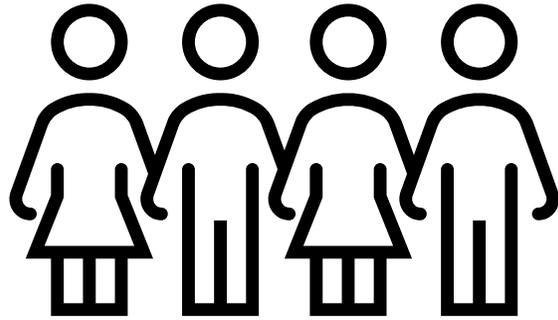
Reports

Diaries

Letters



Child as a participant



SCHOOL



HOME

The child, who belongs to both domains, does not fit easily into this framework. Rather [the model] positions the child as the subject of communication rather than a participant (Nichols & Read 2002, p. 51)

Sociology of Families, Intersectionality

Seldom addressed ... is the possibility that the school's transmission process is ... support[ing] the **culture and political interests of particular groups in society** – groups that, in fact, effectively organize themselves into institutional networks **on the basis of commonly shared class, racial and gender attributes** ... (Stanton-Salazar 2001, p. 15)

Cultural disconnections often times become ways in which minority families find themselves trapped in .. (Machado-Casas et al. 2018 p. 193).

The discursive construction of parental support in schools is shaped by class-based assumptions of parenting (Ball, 2005). **Education policies tend to treat all families alike.** (Blackmore & Hutchinson 2010, p. 507)

Multiple Spaces of Learning, Mediascapes

Studies that look at literacy practices in out-of-school settings such as play centres, youth clubs and other 'liminal' spaces have theorised the way **children's cultural spaces often lie in-between more settled material entities such as home and school.**

(Pahl & Kelly 2005, p. 91)

For Appadurai, 'mediascapes' refers to both to the global distribution of media and the images/ideologies conveyed through media. These mediascapes ... **often inflected daily routines** to the extent that they became **established practices ... which permeated family life..** (Marsh 2006, p. 23-25).

Conceptual resources for researching learning ecologies

- Actor network theory
- The cyborg
- Networked capital

Actor network theory

- Networks – dynamic connections through which ideas, practices and materials can circulate (Latour, 1986)
- Individuals and organizations are both agents (actors) and networks (Law 2003).
- Multiple dimensions of networking - social, digital, financial, textual and spatial.
- Look for ‘network effects’ in local spaces and practices (Clark 2001 p. 5).

The cyborg

- A cyborg is a cybernetic organism, a **hybrid of machine and organism**. It is a creature of social reality as well as a creature of fiction. (Haraway, 1985, p. 291)
- The metaphor of the cyborg ... encapsulate[s] existence in this digital world—not as something new, exotic or other, but as something quite **ordinary, mundane and integrated**. (May-Chahal et al 2014, p. 598)
- [I]nterconnections between mediated and unmediated communication [create] an ontology of childhood in a digital world that is **neither online nor offline, but both**. (May-Chahal et al 2014, p. 598)



<https://www.businessinsider.com.au/neil-harbisson-is-our-cyborg-future-2015-9>

Networked capital

Networks are only useful to the extent that they enable access to certain goods or forms of value.

Information

Knowledge

Practices

Opportunities

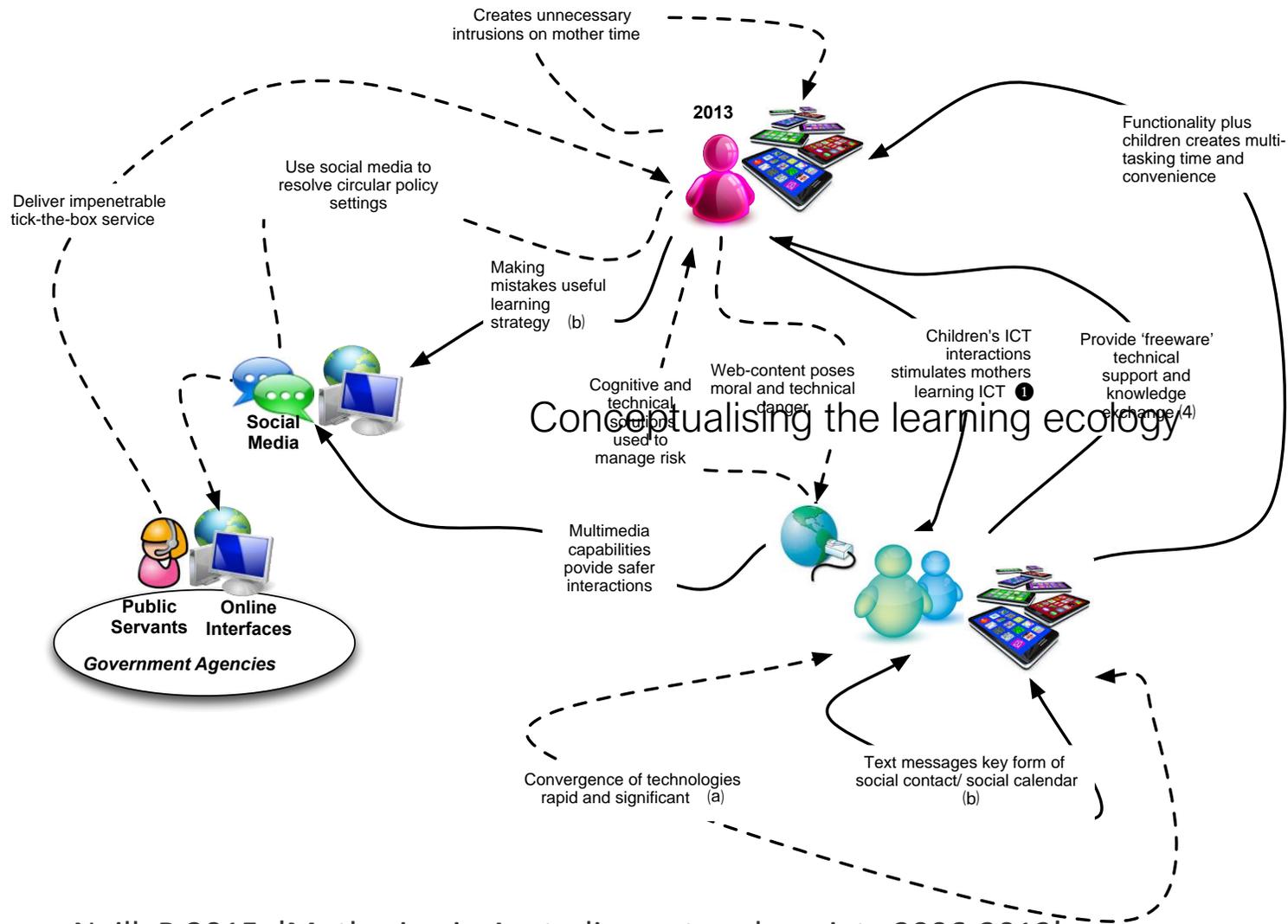
Reputation

Resources

Texts

What circulates through networks?

Characteristics of networked ecologies



- Multiple actors
- Multiple kinds of connections
- Integration of human and non-human entities and processes
- Simultaneity rather than linearity
- Place-based and translocal

Neill, B 2015, 'Mothering in Australian network society 2006-2013'

Mapping the literature

- A structured process is being used to scope the literature on digitally mediated parent involvement (DMPI)
- Only peer-reviewed journal articles are being reviewed.
- Records are being kept of all the search queries and returned hits.



Search period:
26/09/2021 and 08/10/2021

Search structure

parent* / father / mother
AND
engage* / involve* / participat*
AND
online / digital* / virtual*

2011-
2021

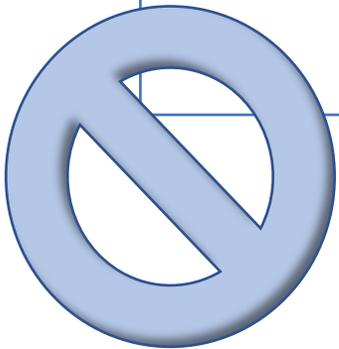
parent*
AND
engage*
AND
Online

parent*
AND
involve*
AND
Online

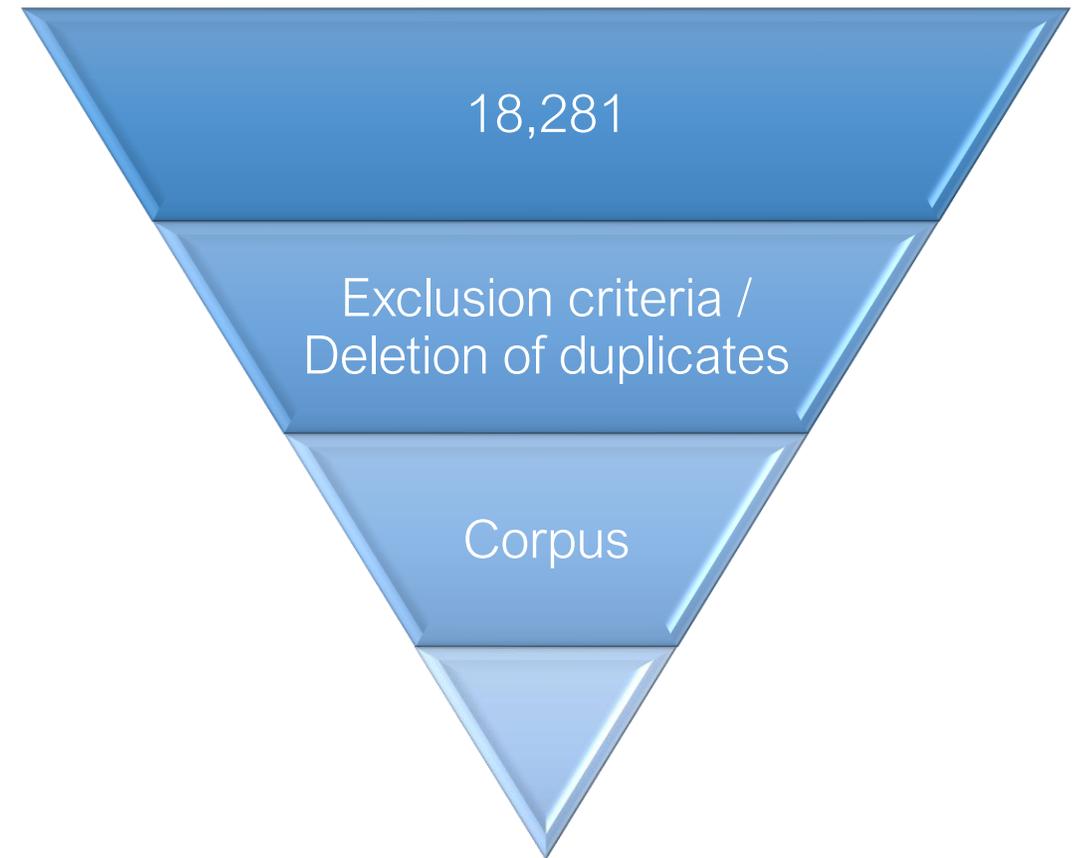
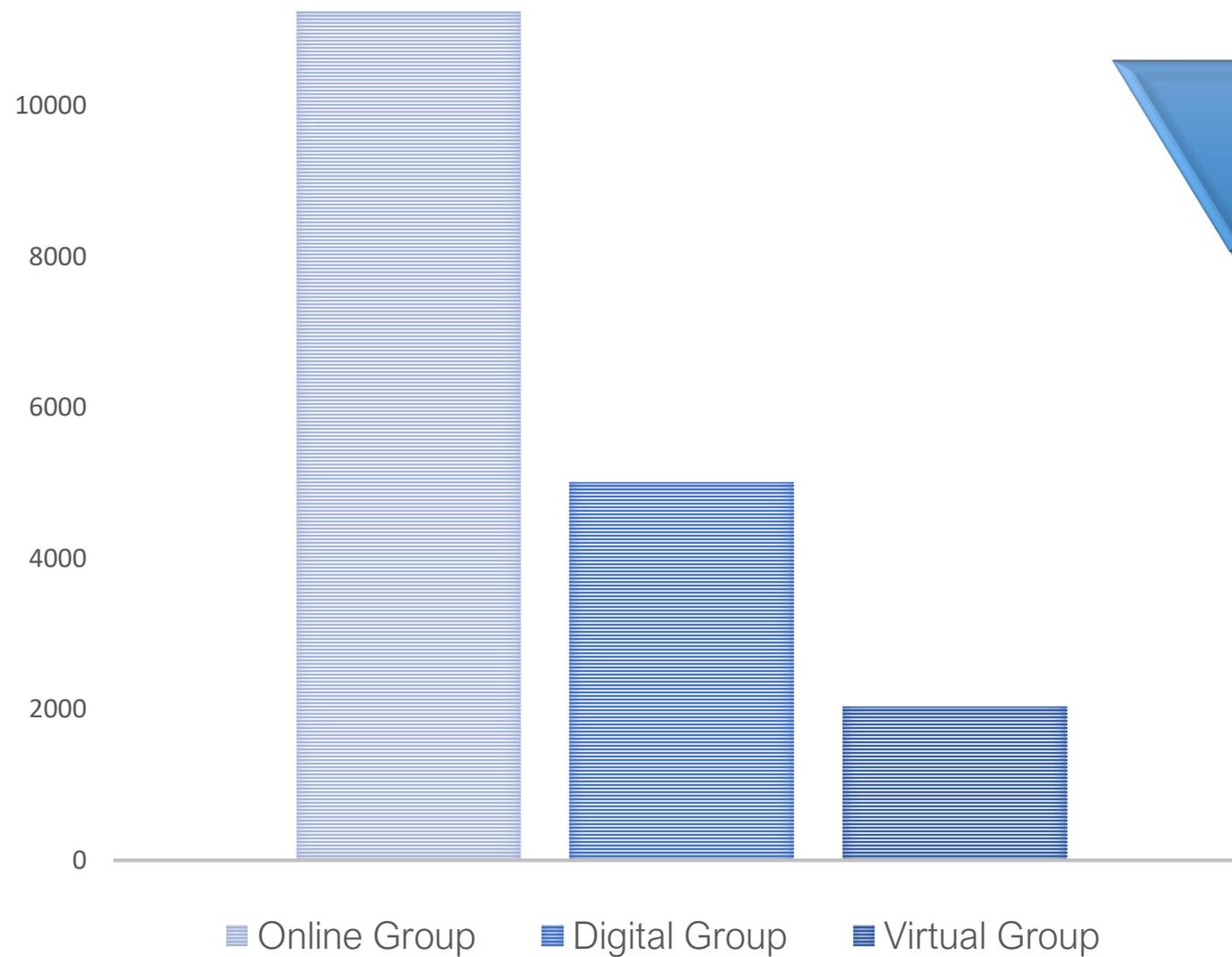
parent*
AND
participat*
AND
Online

Exclusions

- Journal articles published in languages other than English
 - Focused on health or medicine
 - Parent not a participant and parent involvement not a factor in the study
 - 'Online' only refers to an online survey which is not focused on DMPI
 - No empirical research reported
- Case studies with fewer than 3 participants



Returned results



■ Digital schooling

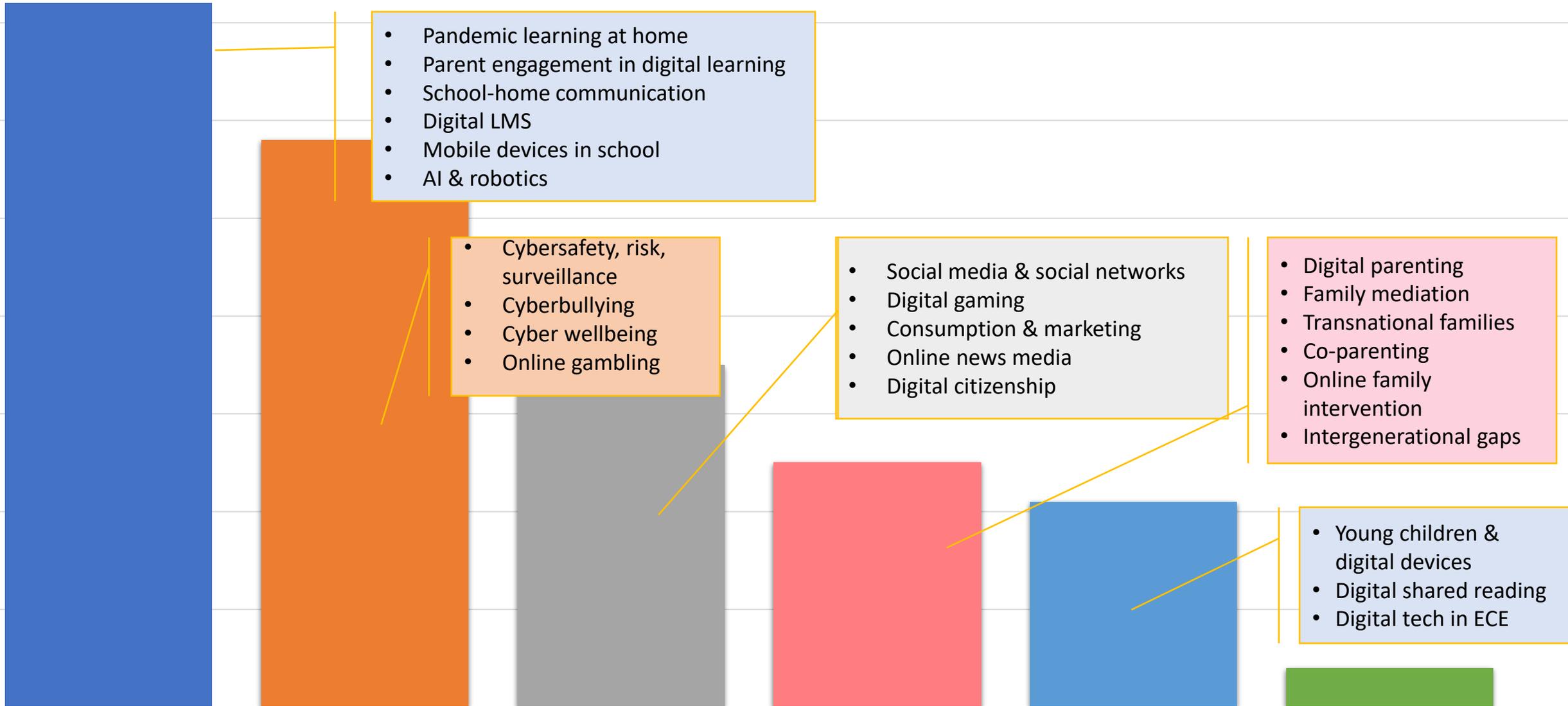
■ Digital risks

■ Digital culture

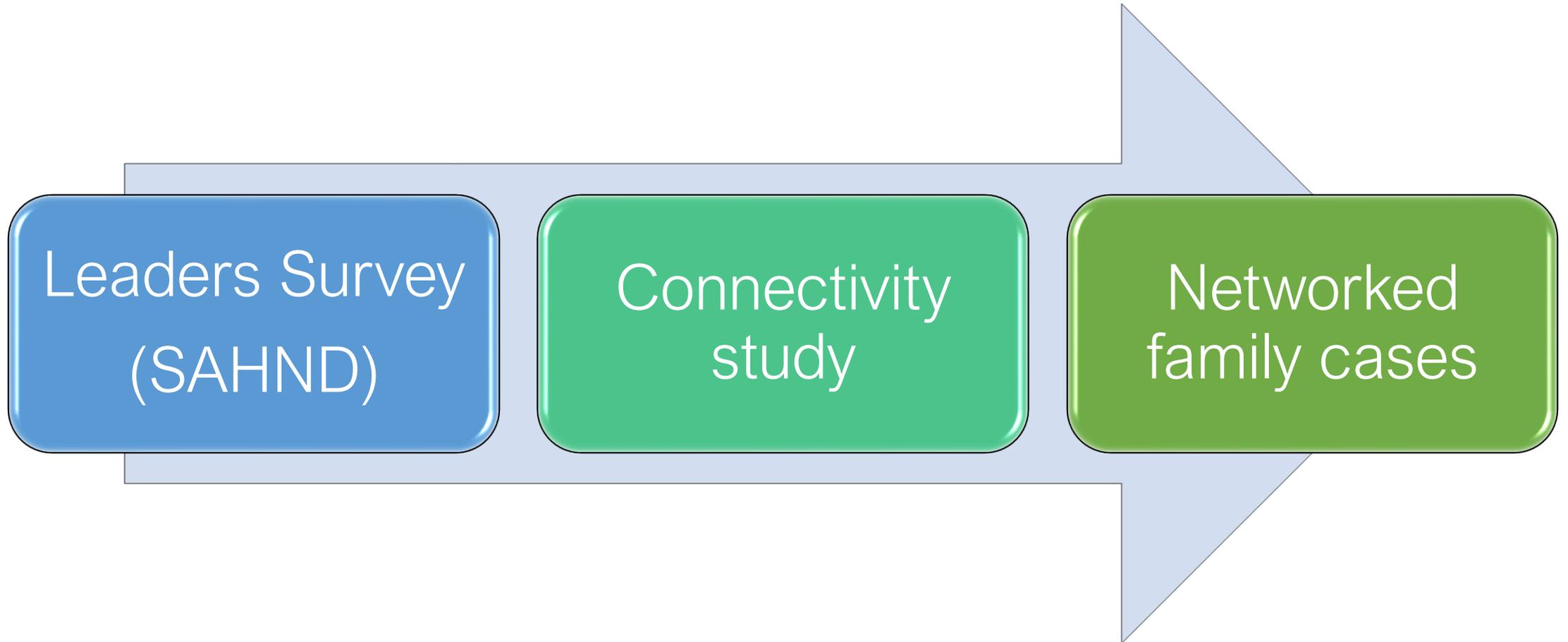
■ Digital parenting

■ Digital early years

■ Digital divide & Equity



PIGO Design



Enabled by

Instrument design – How do you connect (HDYC)?

Enriched by

Doctoral study – cross-site study of learning difficulty cases

How Do You Connect? – Insights from a cohort of children



Purpose

To inquire about children's use of digital apps to interact with significant others in their communication networks.

Participants

Year 5 children from three schools:

A: Culturally diverse n = 16

B Regional (n = 13)

C Private (n=27)

How Do You Connect? – insights from a cohort of children



Research questions:

- What digital apps do children use when interacting with family, friends, educators and others?
- For what purposes do they engage in digitally mediated interactions?
- How do they experience their digitally mediated interactions?

Network Drawing Interviews

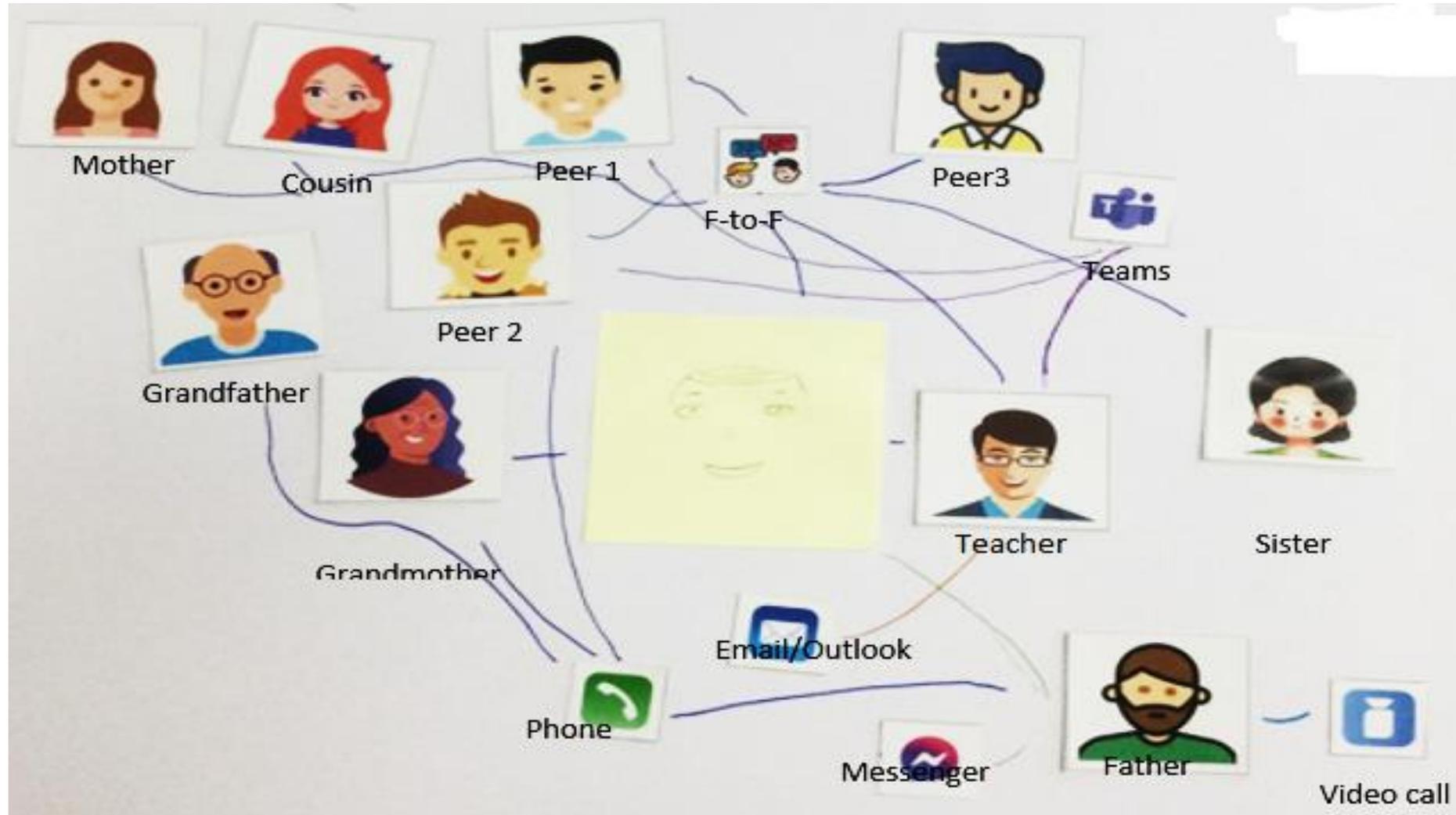
Kinds of interactions discussed:

- **chatting** (i.e., exchanging conversational messages)
- **sharing** (e.g., sending links, photos, videos, memes, etc)
- **responding** (e.g., liking, posting an emoticon, or commenting on a post or update)
- **co-experiencing** (e.g., gaming, viewing together in real time)
- **co-producing** (i.e., collaborating on making a product e.g., video, meme, tiktok post)
- **undertaking educational tasks** (e.g., submitting assignments, getting feedback)



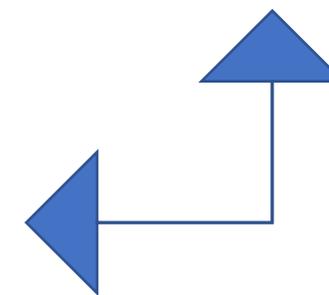
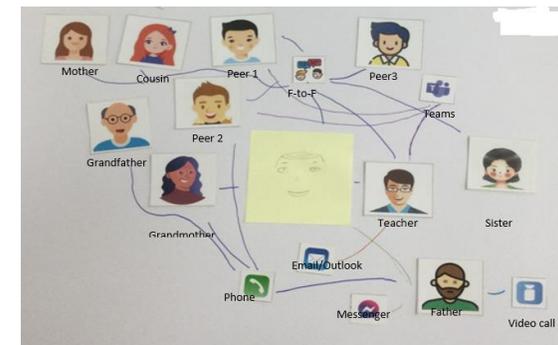
Example: Teacher-child connections, digital and face-to-face

Sample of Children's drawings of their networks



Pilot data, coding, and analysis

People in a child's network	Apps	Purpose 1	Apps	Purpose 2	Apps	Purpose 3
Mother	Face-to-face	Chat	Messenger	Chat	-	-
Father	Messenger	Chat	Phone	Chat	-	-
Sister	Face-to-face	Chat	-	-	-	-
Grandmother	Phone	Chat	-	-	-	-
Grandfather	phone	Chat	-	-	-	-
Cousin	Face-to-face	Chat	-	-	-	-
Teacher	Face-to-Face	Chat	Email	Education	Informing	Teams



For example:

- **Face to face** social chat purpose- “I talk face-to-face to my **cousins**”.
- **Email** – education purpose- “I use outlook with my **teachers** when I need to send like a message for school reasons”.

Dane's digitally mediated interactions



- Sometimes my parents leave me home alone and like every one hour they'll send me a message to see if I'm ok. And also to see what I want for dinner.



- My friend C he has a server called Banana Army, don't ask me why he calls it that. But he invites me to it so me and him can just talk to each other and send like funny videos to each other.



- There's a guy I watch that paints perfectly. When he paints it's like perfectly on the edge of the line. And like he does it really smooth.



- I didn't actually talk to anyone. I just worked. Cos' the teacher would send a message. He would just send a message, we would read it and work.



For Project Information
and Updates

<https://sahnd.unisa.edu.au/>

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