Digital Intervention

Technology fosters, promotes and enables people to connect with one another in a manner never envisaged before. We live in a period where it has never been easier for individuals to share common social, emotional, intellectual or commercial interests. In the UK governments have invested tens of millions in programmes to improve broadband connectivity and in packages that delivered education technologies to classrooms up and down the country. In spite of this technological and cultural backdrop it may come as a



surprise and indeed a worry to learn that the majority of schools remain digitally disconnected from their students and the communities that they serve.

There are many schools that do not support and advocate the use of social media in schools. Perhaps you work in a school that has blocked YouTube, Facebook and Twitter?

There has never been a better time to explore and examine how the education sector can use digital intervention to engage learners, cultivate creativity, promote imagination and to improve overall attainment levels.

If we are to use digital intervention effectively in schools we need to acknowledge, accept and recognise that technology has the power to alter the actions and behaviours of learners to aid, facilitate and promote learning. The effective use of digital intervention can change learning for the better.

I like to refer to teachers who recognise the power of technology as digital collaborators for they understand that effective digital intervention enables them to make use of supplementary and complimentary modes of learning. They recognise that technology enables their learners to interact in different ways with their peers, adults and with the environment around them and these interactions invariably improve student behaviour, retention, cognitive thinking and learning pathways for the better.

More research needs to be undertaken about which of the digital interventions have the most beneficial effect on a learner's pathways.

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