

SUMMER RESEARCH 2024/25

PROJECT ABSTRACT



THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato

PROJECT # 11

SUPERVISOR/S:	Dr Andrew Doyle & Dr Marta Estellés
PROJECT TITLE:	Digital technologies in the New Zealand curriculum: A curriculum policy analysis
FIELD:	Technology Education
DIVISION/SCHOOL:	DEDU - Te Kura Toi Tangata School of Education
PROJECT LOCATION:	Hamilton

PROJECT ABSTRACT:

Context

The proliferation of digital technology in 21st century society has resulted in the introduction of digital technologies to many curricula around the world (Starkey & Yates, 2022). In 2017, the technology education curriculum in Aotearoa New Zealand was revised, with the specific intent of introducing digital technologies. Framed as an opportunity to strengthen the place of digital technologies in the curriculum (Kellow, 2018), the revisions introduced two new technological learning areas, now comprising 40% of the technology curriculum. To date, there has been no critical review of this revisions process, specifically, how the different stakeholders, with particular emphasis on edtech companies, influenced the design of the curriculum. In this project, we aim to explore the network of actors, both public and private, that influenced and/or informed the curriculum revisions. This work seeks to build on the history of critical analyses of the economically driven reforms of technology education (see for example, O'Neill, 2004).

Focus

In this project, we seek to map the development of the 2017 technology education curriculum. Our inquiry will begin by collating all consultation, media coverage, and policy related to the curriculum reform, and in turn examine the relationships between these different actors involved. As a curriculum policy analysis (Ball, 1994), this approach will allow us to better understand the role that various stakeholders play(ed) in the development of the technology education curriculum in Aotearoa New Zealand.

Opportunity

This study will provide a Summer Research Scholar with the opportunity to develop their understanding of curriculum development in a national context. The scholar will have the opportunity to contribute to academic publications and develop skills related to data collection and management, qualitative analysis, research writing, communication and dissemination.

References

- Ball, S. J. 1994. Educational Reform. Buckingham: Open University Press.
- Kellow, J.-M. (2018). Digital Technologies in the New Zealand Curriculum. *Waikato Journal of Education*, 23(2). <https://doi.org/10.15663/wje.v23i2.656>
- O'Neill, A.-M. (2004). The politics of neoliberal curriculum change: Teacher education and forbidden knowledge. *ACCESS: Critical Perspectives on Communication, Cultural and Policy Studies*, 21(3), 19–34.
- Starkey, L., & Yates, A. (2022). Do digital competence frameworks align with preparing beginning teachers for digitally infused contexts? An evaluation from a New Zealand perspective. *European Journal of Teacher Education*, 45(4), 476–492. <https://doi.org/10.1080/02619768.2021.1975109>

STUDENT SKILLS:

- Detail oriented and able to self-manage multiple tasks
- Ability to summarise effectively and make connections between multiple different data sources
- Good academic writing skills and broader communications skills
- Willingness to seek support from University services; for example, attending available training sessions to support document-based research and/or the use of analysis software

PROJECT TASKS:

1. Review existing publications
2. Collate consultation, media and policy documentation
3. Review policy and summarise for the project team
4. Collating data from multiple sources (data management)
5. Present a narrative of how the different policies interact
6. Collaborate in framing the dissemination of the research

EXPECTED OUTCOMES:

- Student's Research Poster (as per clause 6 of the [Scholarship regulations](#))
- Completed database of documentation related to the curriculum reform
- Preliminary findings of the research (in collaboration with project team)
- Collaborative writing the first draft of this research for dissemination