

Moving away from
the traditional
classroom: The silent
digital revolution in
education
ECIE6002

Student Number: 1351571

Table of contents

Blog 1 – Building Digital Champions of the future	3-6
References	7-8
Blog 2 – Scroll, Tap and Repeat - what does the future hold for our children and technology?	9-14
References	15
Blog 3 – Digital Learning: Friend of Foe?	16-19
References	20
Blog 4 – Tools of the trade what are yours?	
References	

Blog 1

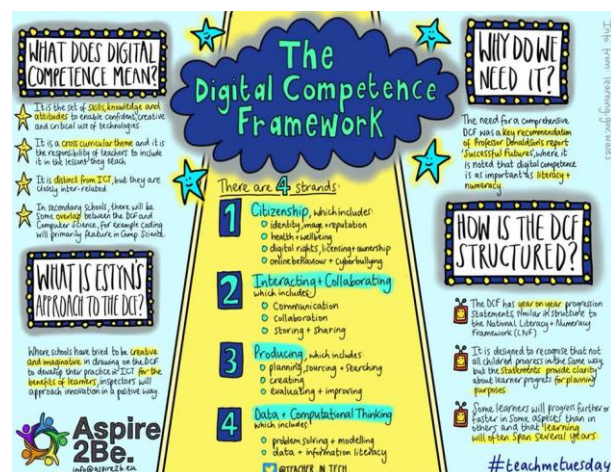
Critically evaluate the Digital Competence Framework (Wales). Provide examples of how the DCF can support the progression of a learner's development of digital literacy skills and how these can be applied to a wide range of subjects and situations in and beyond schools.

Building Digital Champions of the future



Trying to navigate another bureaucratic change to education is something else we have to add to the to-do list. So, let's make it easy and walk through some of the facts, features, tips and tricks of the Digital Competence Framework in Wales. The DCF builds on *existing good practice* while introducing new skills and knowledge (NDNA, 2025).

Digital competence is defined as a set of skills, knowledge and attitudes to enable the confident, creative and critical use of technologies and systems (Welsh Government, 2016). Digital competence is a key skill such and literacy and numeracy and these skills are transferable across all areas if the curriculum.



Top Tips to help you in your setting



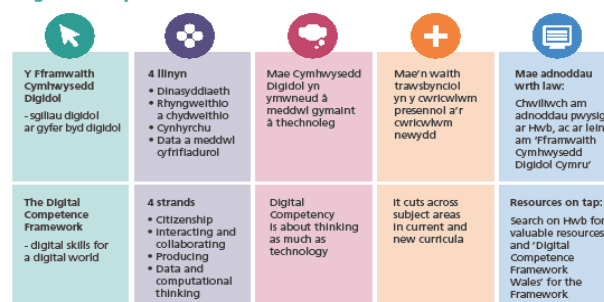
Digital Competence Framework – What is it made up of?

The framework is organised into four key strands which you can watch videos of to help your understanding and how they all interlink.

- **Citizenship**
<https://youtu.be/VYkfPYzkzEI>
- **Interacting and Collaborating**
<https://youtu.be/zq3iQS3GDMY>
- **Producing**
<https://youtu.be/owG5P-uD3-Q>
- **Data & Computational Thinking**
<https://youtu.be/l3p7TgWFy0M>

(Welsh Government, 2018)

Y Fframwaith Cymhwysedd Digidol Digital Competence Framework



Gwefan/Website: www.llyw.cymru/cwricwlwmigymru www.gov.wales/curriculumforwales

The Welsh Government (2018) infographic outlines the four strands of the Digital

Why do we need Digital Competence?

National Day Nurseries Association, 2025 state that digital competence is one of the three compulsory cross-curricular responsibilities in the Curriculum for Wales. The DCF develops the skills, knowledge and attitudes learners need to use technology confidently, creatively and critically. Schools must provide opportunities for pupils to build and apply these skills across all learning areas, helping them develop essential, transferable abilities for their future education and working lives. The Digital Competence Framework is designed to be *inclusive and accessible* for all learners (Welsh Government, 2025).

How can DCF support a learner's progression of digital literacy skills?

Let's take an example straight from the DCF – Citizenship (Welsh Government, 2025) This is what I think we do well given our lesson planning. Green, is we cover everything and well, Orange is we cover it but not enough and Red is we do not cover it or have training on it.

Within the strand there are 4 elements that are covered: -

1. Identity, Image and Reputation
2. Health and Well-being
3. Digital rights, licensing and ownership
4. Online behaviour and online bullying

What we do well can be seen in the embedding and integration of the DCF through the curriculum. However, it is important to note that there are gaps to what we can provide in terms of training and up to knowledge of the concepts that we need to teach for example designing websites, podcasts and IT skills all of which require training and information for us to be enabled to teach the concepts.

How can it be applied?

The digital literacy skills can be applied to all areas of the curriculum for example Humanities, Expressive Arts, Health and well-being and Science and Technology. The skills learnt are transferable across all areas of learning and should enhance the learners' ability to develop and utilise their skills in new ways.

As a teacher you can create lesson to include digital literacy skills for example you could deliver a literacy lesson where they create blogs, deliver presentations to communicate their ideas or debate the fake news and why we think it is fake and how we would analyse and evaluate that in the real world. There are lots of opportunities to make the framework 'alive' in your lessons and give our children and young people these valuable skills.

Does it work?

In terms of progression learners progress at their own rate and the skills are taught and utilised across the whole curriculum. This is a massive step and positive view about the framework however lack of teacher training, reviews and time to embed new concepts are certainly things that we need to work on to ensure all those skills are covered within the curriculum and own learners get to learn all those skills and not just the few on show. Digital capabilities are essential for learners to *succeed in everyday life and work* (JISC, 2025).

We need to be able to teach in depth on new skills such as podcasts and building websites, our IT infrastructure needs to be more reliable and able to cope with the demand and ever-increasing workload and updates. There is a high level of frustration when most of the time we cannot access the very thing that we need to complete a lesson! Educators need the *skills and confidence* to use digital tools effectively in learning and teaching (JISC, 2025).

Further reading and information for you!

Welsh Government (2025) *Digital Competence Framework (DCF)*. Available at: <https://hwb.gov.wales/curriculum-for-wales/cross-curricular-skills-frameworks/digital-competence-framework-dcf/>

Partneriaeth Digital (2025) *DCF Implementation Strategy*. Available at: <https://sites.google.com/hwbcymru.net/partneriaethdigital/digital-competence-framework/dcf-implementation-strategy>

Also check out the podcast from ict_mrp – Lee is a primary school teacher and has a wide range of tips and tricks on learning ICT in the classroom and how to implement digital competence within your planning and teaching.

Stephanie Blakemore – Student Number 1351571

Good Luck with your lesson planning and don't forget to reach out for more creative and inspiring ideas to help us teach our children.

References

Aspire 2Be (2021) *The Digital Competence Framework infographic*. [Online image]. Available at: <https://aspire2be.co.uk> (Accessed: 4 January 2026).

Bergner, N. et al. (2023) *Early Computer Science Education – Goals and Success Criteria for Pre-Primary and Primary Education*. 1st ed. Leverkusen: Verlag Barbara Budrich.

Curriculum reform: The Digital Competence Framework
<https://research.senedd.wales/research-articles/curriculum-reform-the-digital-competence-framework/> (Accessed 5th November 2025)

Digital Citizenship Word Cloud (2025) Digital Citizenship: Responsibility, Safety, Rights and Technology [Image]. Available at: <https://www.digitalcitizenshiphub.org> (Accessed: 4 January 2026).

Digital Competence Framework Wall Chart and 'Postcard' | Education Wales
<https://educationwales.blog.gov.wales/2018/02/27/digital-competence-framework-wall-chart-and-postcard/> (Accessed 5th November 2025)

Google Sites (2025) *Y Fframwaith CD / DCF*. Available at: <https://sites.google.com/hwbcymru.net/y-fframwaith-cd-dcf/home> (Accessed: 2 January 2026)

Jisc (2025) *Digital 2030 Wales*. Available at: <https://digital2030wales.jisc.ac.uk> (Accessed: 4 January 2026).

National Day Nurseries Association (2022) *Curriculum for Wales – Digital Competence in the Early Years*. Available at: <https://ndna.org.uk/wp-content/uploads/2022/07/Wales-Digital-Competency-Curriculum-for-Wales-Factsheet.pdf> (Accessed: 2 January 2026).

Welsh Government (2025) *Digital Competence Framework (DCF)*. Available at: <https://hwb.gov.wales/curriculum-for-wales/cross-curricular-skills-frameworks/digital-competence-framework-dcf/> (Accessed: 2 January 2026).

Welsh Government / Llywodraeth Cymru (2018) *Digital Competence Framework - Citizenship*. <https://www.youtube.com/watch?v=VYkfPYzkzEI> (Accessed: 2 January 2026)

Welsh Government / Llywodraeth Cymru (2018b) *Digital Competence Framework - Interacting and Collaborating*. <https://www.youtube.com/watch?v=zq3iQS3GDMY>. (Accessed: 2 January 2026)

Welsh Government / Llywodraeth Cymru (2018c) *Digital Competence Framework - Producing*. <https://www.youtube.com/watch?v=owG5P-uD3-Q> (Accessed: 2 January 2026)

Welsh Government / Llywodraeth Cymru (2018b) *Digital Competence Framework - Data and Computational Thinking* <https://www.youtube.com/watch?v=l3p7TgWFy0M> (Accessed: 2 January 2026).

Blog 2

Critically analyse some effects of the digital world on children and young people (cyp). Choose a relevant theory and draw links between theory, policy and practice.

Scroll, Tap and Repeat – what does the future hold for our children and technology?



(Galaxy of Gadgets, 2025)

Background

In an age we are advancing in technology at a rapid speed it is important to ask the question that just because we can, should we?

The current debate around whether children should be allowed mobile phones under 16 clearly demonstrates the divide in society about should we be giving children this responsibility at such a young age and what are the consequences if we do? As adults do we have a responsibility to protect our children from the dangers of the online world and the digital landscape? **Yes, absolutely we do!**

Australia has recently banned all social media communications for children under the age of 16 – it will be interesting to watch what other countries do or if there is any alignment on this issue globally. In the UK, schools in particular secondary and comprehensive have started asking students to hand in their mobile phones when

True or False?

The internet is becoming both more essential and more distressing for children

(Internet Matters, 2025)

they arrive at school and not use them until the end of the day. The aim is to introduce students to the art of conversation and social engagement.

What are the benefits to this? Less distracted and overwhelmed students who are actively engaged in their learning? There is no doubt that the age of technology and being connected is something we are more aware of now as teachers and parents. There is still a massive disparity for some children who still are not able to access these platforms due to deprivation and poverty. A recent report stated that a clear ban can have a positive and meaningful impact on children's mental health and their educational outcomes. (*Screen Time: Impacts on Education and Wellbeing – Report summary*, 2024).

Countries that have banned or have restrictions in place for using mobile phones

France	Full national ban
Italy	National restrictions
Netherlands	National Ban (2024)
Sweden	National Ban (2024)
Australia	State level bans
Canada	Provincial Bans
Japan	Partial restrictions

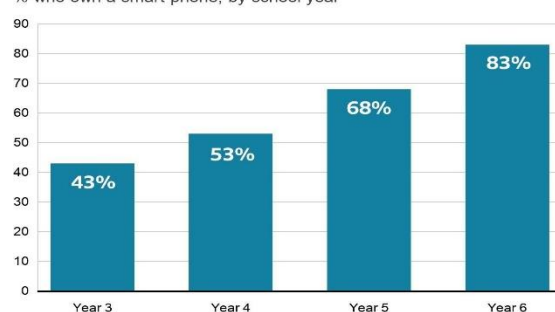
(UNESCO, 2023)

By the end of 2023 60 education systems had bans in place by the end of 2024 it was 79 that's almost 40% (UNESCO. 2023). This demonstrates the change of attitudes across the globe that we are having towards technology and more importantly how are children interact with it.

The UK do not have a ban in place but have relied upon schools to enforce their current policies on mobile phones and staying safe online. In Wales, no ban has been issued but a policy of 'Phones out of sight Policy (Carmarthenshire County Council, 2025). Whilst this has been implemented in some areas in Wales it is not a consistent approach across the whole country. However, it does show

How many primary school children own a smart phone?

% who own a smart phone, by school year



Survey of 32,000 pupils in 354 schools

Source: School Health Research Network's (SHRN) Primary School Student Health and Wellbeing Survey, Cardiff University



that there is a much to change if we are going to enable our children in their learning. More needs to be done so act now and make sure you are tracking and speaking to your children about what technology they use and why.

What are the pros and cons?

Pros	Cons
Connectivity	Staying safe online
Access to information	Bullying
Future skills	Impact on Mental Health
Development of skills	Impact on Physical Health
Creativity	Too many distractions limits focus
Staying connected to friends and family	Isolates individuals

It is clear that technology has cause for concern in terms of staying stay and online interactions, but we cannot escape the fact that we need to learn, adapt and change otherwise we will be left behind. What do you think?

Technology frames every part of our day from managing our diaries and appointments,

family calendars, reminders, shopping online, booking holidays, gaming, connecting with colleagues and working and social media. It is the constant running throughout all of our lives and yet is it for the best and what are the effects from being exposed to it at an early age when we do not understand the implications and consequences of our actions? Dr. Rebecca Anthony conducted research hat had not definitive answer that social media impact on children is not good for them – the research was mixed. It did however point to further research and more in-depth reasons as to why young people use social media and how it affects them (Roberts L. M et al (2023).

What do you think?

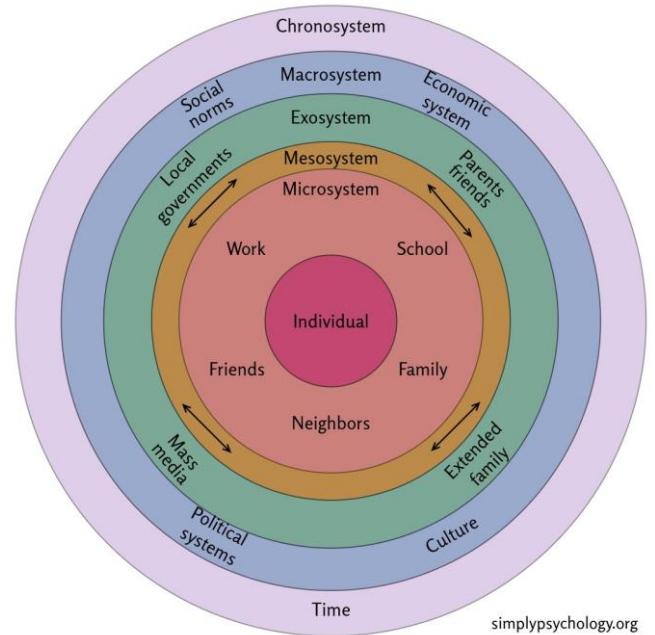
22% of vulnerable children are turning down offline opportunities to meet friends to stay online.

(Internet Matters, 2025)

Link to Theory – Bronfenbrenner

According to Simply Psychology (2023), Bronfenbrenner's model illustrates how internal and external influences affect the individual. This can be related to the use of technology and the pros and cons of introducing it to our children and young people at a young age.

Bronfenbrenner's theory clearly illustrates how the digital world and technology can influence and take over a child's world if it is not regulated and they are shown how to be safe and responsible online. It also shows how society has impacted upon children and young people with the decision it is making in relation to social media. For instance, some countries have bans in place, others are continuing to allow under the age of 16, children and young people continue to use social media but have safety measures and policies in place to ensure their safety.



Final Thought – remember we should always ask just because we can do something does not mean that we should.

References

Carmarthenshire County Council (2024).- *Mobile phone policy, phones out of sight* - <https://www.carmarthenshire.gov.wales/home/council-services/education-schools/phones-out-of-sight/> (Accessed 3 January 2026)

Galaxy of Gadgets (2025) *Children interacting with holographic planets and devices* [Image]. Available at: <https://www.galaxyofgadgets.com> (Accessed: 4 January 2026).

Internet Matters (2025) *Children's Wellbeing in a Digital World – Index Report 2025*. Available at: <https://www.internetmatters.org/hub/research/childrens-wellbeing-in-a-digital-world-index-report-2025/> (Accessed: 3 January 2026)

Roberts, L. M. et al. (2023) *Exploring online experiences, cyberbullying and wellbeing for young people looked after in Wales*. Cardiff University / School Health Research Network. <https://orca.cardiff.ac.uk/id/eprint/163140/1/roberts-et-al-2023-exploring-online-experiences-cyberbullying-and-wellbeing-for-young-people-looked-after-in-wales-an.pdf> (Accessed: 3 January 2026)

School Health Research Network (SHRN) (2025) *Exploring the Digital Landscape: Data insights on young people's mental health and social media*. Available at: <https://www.shrn.org.uk/exploring-the-digital-landscape-shrn-data-insights-on-young-peoples-mental-health-and-social-media/> (Accessed: 3 January 2026)

Simply Psychology (2023) *Bronfenbrenner's Ecological Systems Theory* [Diagram] <https://www.simplypsychology.org/Bronfenbrenner.html> (Accessed: 3 January 2026)

Screen Time: Impacts on Education and Wellbeing – Report summary (2024)

<https://publications.parliament.uk/pa/cm5804/cmselect/cmeduc/118/summary.html>

(Accessed: 3 January 2026).

Unesco, G.R. (2023) *Global Education Monitoring Report 2023: Technology in*

education: A tool on whose terms? <https://doi.org/10.54676/uzqv8501>. (Accessed 3

January 2026)

Welsh Government (2023) *Research: Enhancing digital resilience in education –*

protecting children and young people online. [https://hwb.gov.wales/keeping-safe-](https://hwb.gov.wales/keeping-safe-online/enhancing-digital-resilience-in-education-an-action-plan-to-protect-children-and-young-people-online/research/)

[online/enhancing-digital-resilience-in-education-an-action-plan-to-protect-children-and-young-people-online/research/](https://hwb.gov.wales/keeping-safe-online/enhancing-digital-resilience-in-education-an-action-plan-to-protect-children-and-young-people-online/research/) (Accessed: 3 January 2026)

Blog 3

Drawing on your experience reflects on the benefits of digital teaching and learning; any barriers to digital inclusion and how these may be overcome.

Digital Learning Friend or Foe?



What do we use tech for? Everything?

In our current age we rely on and use technology for a variety of purposes from paying bills, organising appointments and calendars, writing novels and developing the next generation of tech for us to use. As practitioners we have access and are required to use a range of technology to deliver lessons to our learners including quizzes, presentations and artwork in all its forms. Research shows that digital learning can improve participation and support deeper understanding when used purposefully (Welsh Government, 2025). Digital Competency forms part of the non-negotiables set out by the Welsh government including Literacy and numeracy. Our job is to ensure that it enhances the education of our children and young people and does not widen the gap amongst them.

Covid 19 & Learning from home

Remote learning or digital teaching or teaching online depending on the definition you choose provided a steady platform for learning during the pandemic when no one could attend school. You could argue was successful and aided in children

maintaining a level of education. The digital age has revolutionized education, opening doors to unprecedented learning opportunities (Sustainable Markets, 2025). Remote learning has been successful to show and continue their learning even when we were not able to be face to face. Whilst the benefits of remote learning can be argued as significant it is also important to consider those that did not have the same experience due to socio economic circumstances, family trauma and dynamics and those children with additional learning needs.

About Me

I have worked in primary school settings for over 5 years working with Foundation Phase and Key Stage 2 pupils. I am assigned to the Science and Technology Area of Learning and Expertise and Numeracy. I work with children of all abilities and have children assigned to me with Autism and ADHD. I am involved in reading and maths interventions and provide ELSA support.

E-learning has rapidly reshaped the way people access knowledge, offering a more flexible, inclusive, and often more affordable alternative to traditional education (DigitalDefynd (2025). During Covid being online was the only way we could interact with our children and as a parent I felt how it was to be on the other side and not be the teacher. Being online enabled you to connect, teach and learn. Don't get me wrong we were all learning how to do as we went along!

Benefits of Digital Teaching

Digital teaching can promote inclusion, allow learning to take place anytime and allow connections to promote learning and knowledge sharing. We can make informative and engaging lessons for all learners providing we are given the planning time and resources to be able to do that.

Benefits of Digital teaching include: -

- Learning anytime and anywhere
- Inclusive learning for everyone
- Lessons can be engaging and fun

- Utilise and develop different skills for example DCF

Barriers of Digital Teaching

Some critics would argue that there are many barriers to digital teaching which end up limiting the outcomes for learners. What are they? Do they affect the learner?

- Distractions
- Things can get lost in translation
- Does it include everyone?
- It can overload the learner
- Lead to bullying and antisocial behaviour

The digital age has revolutionized education, opening doors to unprecedented learning opportunities (Sustainable Markets, 2025)

What can we do to overcome these barriers?

Let us try and think of how we can overcome these barriers – what can we do to help these?

Training and inclusion are needed to upskill practitioners and learners alike to ensure they are ready for the workplace and to ensure that we have up to date skills to use in the workplace. These are skills all children and young people will need to learn to prepare them for the world of work in the future, so it is vitally important we invest and train everyone that is involved in this process.

Better infrastructures are required to support the developments of technology to ensure we are ready and prepared for the changes. Technology should be available for all learners not just the few.

Being ready for change and willing to accept the new way of working – change management

Local government and Welsh government need to ensure adequate funding is available for schools, colleges and education in general to support the technological

advancements and ensure that everyone is included, trained and ready to use the new apps, software or equipment.

References

Bronfenbrenner, U. (1979) *The Ecology of Human Development: Experiments by Nature and Design*. Cambridge, MA: Harvard University Press.

Department for Education (2025) *No child left behind in plans to narrow the digital divide in education*. Available at: <https://www.gov.uk/government/news/no-child-left-behind-in-plans-to-narrow-the-digital-divide-in-education> (Accessed: 4 January 2026).

DigitalDefynd (2025) *200 Inspirational E-Learning Quotes*. Available at: <https://digitaldefynd.com/IQ/inspirational-e-learning-quotes/> (Accessed: 4 January 2026).

Partneriaeth Digital (2025) *DCF Implementation Strategy*. Available at: <https://sites.google.com/hwbcymru.net/partneriaethdigital/digital-competence-framework/dcf-implementation-strategy> (Accessed: 4 January 2026).

NDNA Cymru (2025) *Digital Competence in the Early Years – Curriculum for Wales Factsheet*. Available at: <https://ndna.org.uk/wp-content/uploads/2025/04/FACTDIGITAL-WALES-Digital-competence-CURRICULUM-FOR-WALES.pdf> (Accessed: 4 January 2026).

Sustainable Markets (2025) *The Power of Digital Learning: Quotes to Empower*. Available at: <https://sustainable-markets.org/post/the-power-of-digital-learning-quotes-to-empower> (Accessed: 4 January 2026).

Vygotsky, L.S. (1978) *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.

Welsh Government (2025) *Digital Competence Framework (DCF)*. Available at: <https://hwb.gov.wales/curriculum-for-wales/cross-curricular-skills-frameworks/digital-competence-framework-dcf/> (Accessed: 4 January 2026).

Welsh Government (2025) *Empowering learning through technology*. Available at: <https://hwb.gov.wales/school-improvement-and-leadership/digital-in-education/empowering-learning-through-technology> (Accessed: 4 January 2026).

Blog 4

Choose an example of software or hardware from your practice and reflect on how effectively it meets the needs of a particular learner or a group of learners.

Tools of the trade: what are yours?

Immersive reader – what is it?

Immersive reader is a software package that you can access through your HWB account and use in Word to read aloud and follow different types of texts or stories that you are working on in your setting. It is an absolute game changer for those children who find reading difficult in particular those children we are older maybe in Year 5 and 6 and still cannot read fully or struggle with dyslexia.

Who is it for?

It is for any child or young person who needs help building their confidence reading. As a Teaching Assistant it has been the most invaluable tool not just giving confidence but also promoting independence and learning new skills. It has made such a difference to so many children already I encourage you to go and try it with your class and see what you think.

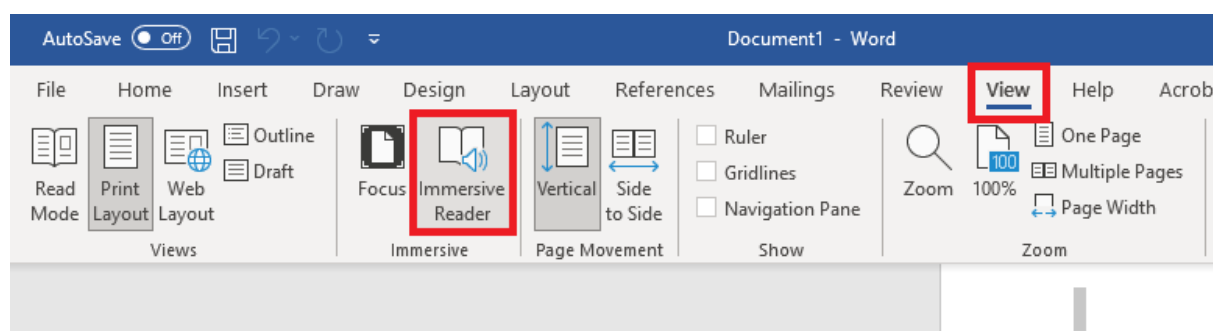
How do you use it?

Watch this YouTube video link to learn how to use Immersive reader
www.youtube.com/watch?v=0iKgPvZFJLo Office Tutorials (2022)

Who do I use it for?

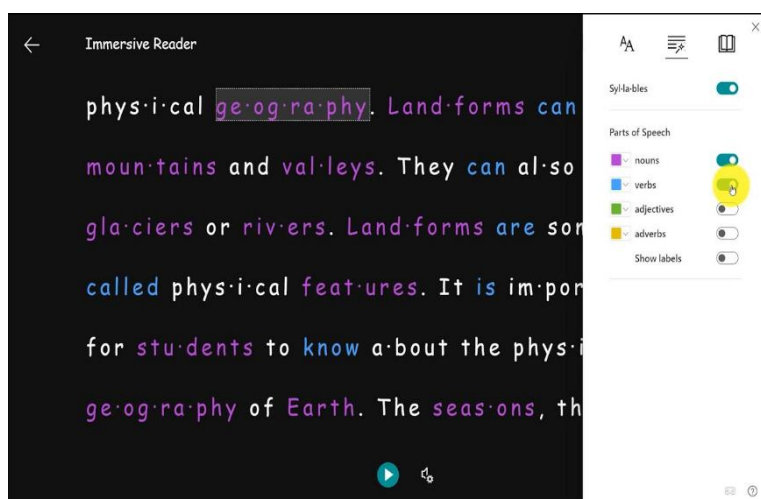
Any child or group of children that needs help with reading, writing and spelling. It is versatile you can create texts, read your class book, create your own poems, type in your spellings for the week and practice them the world is really your oyster with this software.

How to access it – where can it be found?



(Accessing Immersive Reader in Microsoft Word Desktop App, 2024)

Practical applications in a classroom setting



This is an example of being able to set **the text to sound of the syllables** – this is great for those children who need help to blend their sounds

You can also set **the text with different colours for the background** and the words to help with those children who are dyslexic or who have ADHD.

You can also **zoom in on one line, two lines of three lines** if you are working on a particular piece of the text or if you wanted to ask questions to draw the children's attention to the text. There are lots of things that you can do to create engaging and fun lessons and interventions but more importantly building and developing those children who need it – their confidence and ability which is amazing!

Features of Immersive Reader

- **Text-to-speech with word highlighting**
- **Syllable breakdown**
- **Picture dictionary**
- **Translation into 60+ languages**
- **Line focus**
- **Adjustable spacing, fonts, and colours**
- **Grammar tools (nouns, verbs, adjectives)**

(Ofgang, 2024)

Benefits – Next Level

- Improves reading comprehension and fluency
- Supports ALN learners (dyslexia, ADHD, EAL)
- Promotes independence and confidence
- Reduces cognitive load
- Makes curriculum content accessible to all learner

(Microsoft, 2025)



It is abundantly clear that there is direct benefit to children who are using their software to help engaged and improve their reading, blending and spellings. Welsh Government focus on literacy as one of mandatory curriculum aims so this tool is brilliant in terms of helping learners and more importantly helping them to progress at their own pace. Technology is *most effective* when it supplements, rather than replaces, high-quality teaching (EEF, 2021).

Things to work on

One thing I would say is that whilst this tool is clearly amazing the IT infrastructure around it has to work in order to support it and the children. Many times, we have been unable to use it because of poor internet connectivity, IPADS or Chrome books not working or network issues. Digital exclusion persists where people lack *devices, connectivity or the skills* to use them (Welsh Government, 2025). It is imperative that everyone has access to these resources and opportunities in order to learn the digital skills required for the future.

All of these issues detract from the work that could be done with the children to help them. We have to get better at ensuring these platforms are invested in and resources accordingly in order to support education of all our learners.

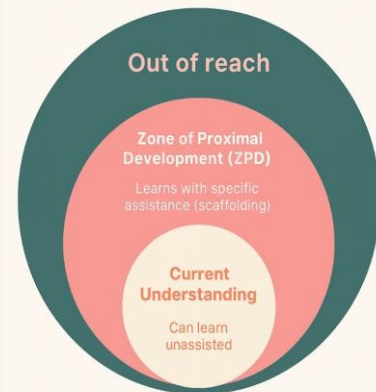
There are other issues to consider such as isolating learners by working individually and reducing social interaction during lessons by enabling digital tools. For instance, Vygotsky

stated that Learning is a *social process* that occurs through interaction with others (Vygotsky, 1978).

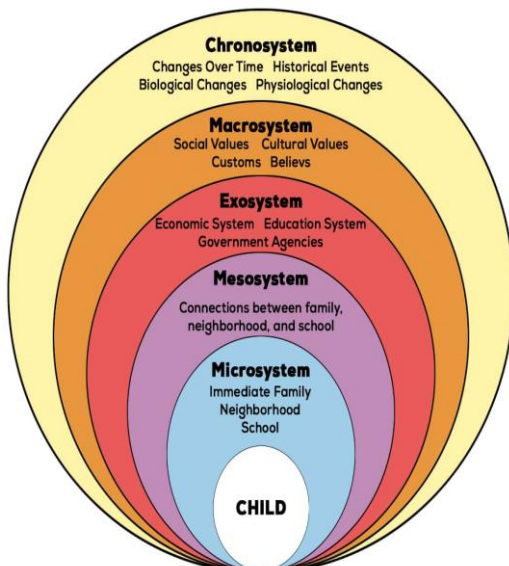
Links to Theory

Immersive reader encourages collaboration and scaffolding which is what Vygotsky (1978) supported in terms of adults providing the tools and scaffolding to promote independent learning through the zones of proximal development. Immersive reader provides the scaffolding and the challenge as guided by the teacher and supports independence with some guidance is needed. We should consider though that too much scaffolding will detract from the children being independent, so it is important to consider the environment and observe when you think you need to provide more scaffolding or guidance if at all.

Lev Vygotsky's Zone of Proximal Development



(Simply Psychology, 2023)



(Psychology, 2023)

Bronfenbrenner (1979) looks at all the internal and external factors that can affect the child so for example using the software tool would really depend on Wi-Fi connection, availability in the area, whether there is a device that can be used and an adult to help or supervise and local and national policies regarding IT and technology that may affect you being able to use it. This theory shows how factors not in our control can affect outcomes. It also shows how digital exclusion has become a systemic problem.

So, when you go to school next week think about how you can use Immersive reader in your classroom settings and what benefits it can have on the child who feels too

far behind, afraid to say words and alone because they cannot understand. This will make the difference to them absolutely and remember to be making all the positive changes to eliminate any barriers.

References

Accessing Immersive Reader in Microsoft Word Desktop App (2024).

<https://it.wp.worc.ac.uk/wp-content/uploads/2021/07/image-101-768x207.png>

(Accessed: January 4, 2026).

Bronfenbrenner, U. (1979) *The Ecology of Human Development*. Cambridge, MA: Harvard University Press.

Education Endowment Foundation (2021) *Using Digital Technology to Improve Learning*. Available at: <https://educationendowmentfoundation.org.uk> (Accessed: 4 January 2026).

Keet, J. (2023) 'Empower Your Students with Microsoft's Immersive Reader,' *Teacher's Tech - Unleash your digital!* 26 July. <https://teachers.tech/empower-students-microsofts-immersive-reader/>. (Accessed: 4 January 2026)

Microsoft (2025) Immersive Reader product guide - Microsoft Learn Educator Center. <https://learn.microsoft.com/en-us/training/educator-center/product-guides/immersive-reader/>. (Accessed: 4 January 2025)

Office Tutorials (2022) *Microsoft Word - How to use IMMERSIVE READER (Features Overview)*. <https://www.youtube.com/watch?v=0iKgPvZFJLo> (Accessed: 4 January 2026)

Ofgang, E. (2024) *Immersive Reader: How to use it for teaching*. <https://www.techlearning.com/how-to/what-is-microsoft-immersive-reader-and-how-does-it-work-best-tips-and-tricks-for-educators> (Accessed: 4 January 2026).

Psychology, P. (2023) *Urie Bronfenbrenner Biography – Contributions to Psychology*. <https://practicalpie.com/urie-bronfenbrenner/> (Accessed: 4 January 2026).

Simply Psychology (2023) *Vygotsky's Zone of Proximal Development diagram*. [Online image]. Available at: <https://www.simplypsychology.org/vygotsky.html> (Accessed: 4 January 2026).

Vygotsky, L.S. (1978) *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.

Welsh Government (2024) *Digital Accessibility Guidance*. Available at: <https://gov.wales> (Accessed: 4 January 2026).

Welsh Government (2025) *Wales Digital Inclusion Strategy*. Available at: <https://www.welshcountry.co.uk/how-wales-is-bridging-the-digital-divide> (Accessed: 4 January 2026).