

Impacts of Digital Tools in School Classrooms on Parent-Teacher Communication

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Abstract: In today's school system, parent-teacher contact is especially important in the classrooms of early elementary and middle school students. Parent-teacher relationship is very effective for students. Now a day's Different forms of digital parent communication tools have been attempted by teachers. Parents are taking a greater interest in their children's education as a result of the various forms of digital parent communication tools available, which plays a critical part in student accomplishment in the future. Teachers who use technology to keep parents informed about activities in the classroom and school improve communication between home and school.

Keywords: *Parent-teacher communication, Early elementary and middle classrooms, Digital tools.*

INTRODUCTION

For all students to receive a well-rounded, effective education, parent communication is critical [7, 8, 14]. Technology has progressed to help Teachers and parents share information more effectively and improve the Relationship between parents and teachers [2, 4, 9]. Parents and teachers alike are struggling to find out how to best use technologies to further establish this relationship, which will help pupils in the long run. Teachers have attempted to reach out to parents using a variety of approaches, but it has proven difficult to discover a single tool or a useful technique for including all parents in their children's education [11].

Today's technology allows parents and educators to communicate instantaneously through a variety of digital platforms. Information is available to parents via their class teacher's on their mobile, tablet, and laptop when teachers use digital communication technology. The goal of this research was to discover the best techniques for family engagement in the classroom using 21st-century technology.

Learning can be carried over to the home when parents have a thorough knowledge of what transpires in their children's classroom. Thanks to digital communication, teachers can interact with parents about their own children's learning more quickly and easily. The message can be viewed and responded to at any time that is convenient for the parents.

For students and families, having access to technology is becoming more common. Educators, on the other hand, shouldn't ever assume that each and every parent owns a computer. At the beginning of the school year, educators should conduct a survey of parents to discover who has access to technology; this will guarantee that digital communication among teachers and parents is successful [6]. Teaching parents and teachers how to use the many types of digital parental communication methods is required for proper utilization. According to [22], successful technology integration requires sufficient professional development and support.

Review of Literature

Benefits of Parent-Teacher Communication Parental participation improves learning in all grades. Parental participation can be seen in the parent-child connection, the parent-teacher connection, and the parent-parent relationship [8, 12, 15]. Parental involvement with their children's education is beneficial to their enthusiasm, health, and academic performance [7, 8, 14]. In this day of increased digital connection, there are a variety of strategies for forming good collaborations between instructors and parents.

Student achievement has been proven to be influenced by family involvement in schools. The overall participation of family members can have an impact on a children's learning and development [7]. Youngsters of parents who accompany them on field excursions, joining each other on a tour, read a book with them, oversee tv viewing, and provide responses accordingly, for example, had higher academic attainment, according to a review of 30 studies [7]. Children from relatively high families are more likely to have had these encounters than children with low homes. Student behaviour is improved as a result of school-home collaborations, which

also increases student accomplishment (Jerome, 2006).

Table 1

<i>Benefits of Better Parent/School Collaboration</i>	
Beneficiary	Benefits
Students	<ul style="list-style-type: none"> • More positive attitudes toward school • Higher achievement, better attendance, and more homework completed consistently • Higher graduation rates and enrollment rates in postsecondary education • Better Schools to attend
Parents	<ul style="list-style-type: none"> • Greater knowledge of education programs and how schools work • Knowledge of how to be more supportive of children • Greater confidence about ways to help children learn • More positive views of teachers • Greater empowerment
Teachers and Administrators	<ul style="list-style-type: none"> • Greater teaching effectiveness • Higher expectations of students • Increased ability to understand family views and cultures • Greater appreciation of parent volunteers • Improved morals • Greater sense of community
Community	<ul style="list-style-type: none"> • Greater strength through collaboration with schools and parents • Greater impact of services through a comprehensive, integrated approach • Increased access to services for families • Greater sense of community

Note. National PTA, *Building Successful Partnerships*, 2000; Countryman & Eggleston, 1994; Shartrand, Weiss, Kreider, & Lopez, 1997; National Coalition for Parent Involvement in Education, 2002 (see Appendix C).

Teachers frequently consider parents to be educational partners. Communication is essential for a child's academic achievement (Table 1). As a result, the educator should establish a welcoming atmosphere for the parents. Schools cannot simply expect parents to take an active role in their child's schooling. If schools make it a point to provide chances for parents to participate, parent engagement is likely to rise [11]. Teachers must be knowledgeable about how to communicate with parents using both technology and paper correspondence, given the diversity of their technological experiences. "Family-school connections are built on communication," writes [11]. (Page 6) In the table below, the advantages of collaboration among children, parents, educators, administration, and the society are outlined [8].

It is critical, according to [15], to create a welcoming atmosphere for families in the educational setting. Classroom will help in encouraging parent-teacher collaboration by providing an environment in which parents feel at ease engaging with and contributing in their children's education [8]. To establish a healthier atmosphere for everyone involved, teachers and parents should communicate with the child in the forefront of their minds. Rather of providing bits and pieces about a student, [8] recommends that teachers could promote positive relationships by exhibiting their overall understanding of the student [8]. Parents can see that their child's The teacher is concerned about them and has made the effort to learn more about

them personally through positive interactions. Parents and instructors build strong ties as a result of this process.

Tools and Strategies for Digital Communication

With new technologies being developed every day, teacher-parent communication is always growing and becoming more accessible [9]. Given the variety of free or moderately priced technologies that enable digital parent-teacher contact, we conducted a literature review to find sources of information proof about the effectiveness of numerous kinds and ways of communication.

Teachers who use technology to keep parents informed about activities in the classroom and at school improve communication between home and school [6, 16, 17]. Digital advancements can improve the Parent-teacher communication is simple and frequent contact while also providing useful information [2]. Using digital tools as a type of communication, teachers and parents may quickly communicate information regarding a child's academic success [18].

[2], [4], and [9] all found some common themes in their investigations of digital parent-teacher communication:

- Parents desired more positive communication with their children;
- Digital communication was well-received by parents;
- Teachers were able to provide regular input on the performance of each student;
 - Supportive comments (such as reporting that their child did well in school) had a higher impact than those emphasizing improvements (such as note on ways a student could improve his or her academic abilities).
 - Parents were more inclined to talk to their children about the improvement messages, resulting in increased academic success.

In [2] study, innovation interaction effectively engaged instructors and parents in helping children grow. Digital contact between parents and teachers, in particular, that allows for issue, contribute to greater student achievement and fosters strong parent-teacher relationships [2].

Parents were apprehensive to receive phone calls by teachers, according to the results of [5] study, because they have been frequently seen as unfavourable. [6] advocates using "Great news calls" are being used to make the phone encounters more positive. Parents are being contacted to congratulate them on The scholastic successes or good deeds of their child encourage desired behaviour [6].

The utilization of websites is another popular method utilized by instructors to transmit important information to parents. Parents can visit classroom webpages at any time to learn more about what's happening in their child's classroom [6]. Students can publish digital portfolios, photographs, and to express their learning goals and progress through videos [6]. Through the use of a website, Students and teachers can work together to create and upkeep a website [6]. Services on the internet can provide quick feedback to parents and facilitate contact between parents and schools [16].

Emails are a very useful tool for parents and teachers to interact with their children's teacher about small and serious issues [21]. According to two recent surveys, email is the preferred route of communication when parents and instructors exchange knowledge [16, 21]. Although email is a convenient method of communication, instructors and family members should use it with caution [5]. It's tough to convey to the recipient what sentiment or attitude the correspondent in an email response is attempting to express [5].

In the twenty-first century, text messaging, on the other hand, is among the most extensively used ways of communication [10]. According to [10] study, parents considered that texting was a much more effective mode of a more effective means of communication than a regular phone call home. Text messaging is popular among parents because it allows them to connect quickly and directly with their children's teachers [10]. When it came to their children's behaviour and social issues, parents favored receiving a communication on their smartphones [21]. The vast majority of teachers said they would never message a parents on their smartphone. Teachers can handle this issue by using texting technologies, and parents can register to get an electronic message [10]. Some of the text messaging tools available to instructors are Recall, Class Pager, and Google Talk [16].

Overall, mobile use expands the amount of communication options available to parents and instructors, including personal social channels [21]. For illustration, Facebook allows instructors and parents to connect in a two-way manner about upcoming activities and details about their children's class [21]. Although social networking makes it easier for teachers and parents to communicate, this shouldn't be the only way for teachers to contact with families. Differentiating two-way interaction between school and home by giving parents a variety of ways to interact [11].

Getting Ready for a Successful Launch

State and federal legislation compel teachers to participate in professional development in order to prepare them for a wide range of classroom situations [13]. Teachers spend a lot of time developing effective teaching approaches; nevertheless, it looks that they will extra time is required to learn strategies to make communication more effective between home and school. More time and opportunities to learn, integrate, and process new information are required for professional development in efficient family communication [13].

According to study, teachers recognise the value of technologies in teaching and learning [22]. To effectively implement technology into their classroom practises, educators require assistance from their administration and peers on a variety of levels: theoretically, pedagogically, and methodological approaches [22]. When training offers a variety of ways for utilising technology in education as well as online, teacher satisfaction grows [22].

Digital Communication and Family and Cultural Issues

Open communication with parents is required when involving family in the educational environment and process. Instructors must have adequate professional growth in effective communication to accomplish this [6]. While using digital communication technology, teachers must carefully consider how to communicate a polite, open-ended parent and teacher relationship.

A survey was sent to those who attended both centre and family-based child care centres by the National Association for the Education of Young Children (NAEYC). According to the results of this study, parents saw child care staff recommendations as intrusive. Parents also agree that instructors required additional parent communication training, especially when dealing with challenging topics [24].

Instructors who receive advancing your career in Value systems based on culture are more likely to consider Perspectives of parents, as well as their routines, and prospective needs [6]. The more career development connected to family culture that teachers obtain, the more it will be reflected in the school culture and community. These educators are often more inclined to assist other educators in developing similar abilities [6].

Language Issues to Consider

Collaboration between parents and teachers could be learned, but it might be challenging if they do not speak the same language. The vast group of high school teachers and administrators, according to [19], are only able to communicate in English. When striving to show concern and trust to non-English able to speak families, monolingual educators view this

as a barrier. Similarly, English Language Learner (ELL) families could be unsure of their place in school or their ability to communicate in basic English [19].

To fill the gap among Many organizations have created communication support networks for non-English able to speak parents and English-speaking schools. Both Harlem Achievement Academy in New York and Valley Crossing Community School in Minnesota developed a mass SMS service to alert parents of school activities, meetings, school delays, and cancellations due to severe weather [23]. With the click of a button on the message alert systems (Cell Trust and Instant Alert), parents can respond to a message alarm in an another language, which helps parents overcome language barriers. Parents reported experiencing more included and appreciated as they got more engaged in this network of mass communication [23].

Parental interest in school increases learning in general, and technological facilitates such involvement [8, 12, 15]. Communication between parents and teachers enhances issue and improves student progress, resulting in positive parent-teacher interactions [2]. Teachers are critical in fostering a welcome environment for parents to communicate and engage in their children's education, as well as parent-teacher collaborations [8].

Communication must be frequent and relevant in order to achieve efficient [2]. When communicating with families about their children, teachers should emphasize both positively and negatively behaviours. Phoning home to share good news from students and positive activities made by children leads to more fruitful communication between parents and instructors [6]. When having internet talks, it is vital (yet difficult) to let the consumer know your attitude and overall feeling of the content [5].

Teachers and parents collaborate in the classroom. Parents should feel confident in their ability to engage in their child's schooling, and they should feel welcome inside the classroom [14]. To accomplish this effectively, instructors should have active and engaged lines of communication. Parent-teacher communication that is culturally significant, empathetic, and increase in performance has been thoroughly documented. In the future, we would be capable of improving our online communications practices by synthesizing studies on how and why interaction should occur to get the best results, as well as analyzing the strengths and weaknesses of different available technologies.

METHODOLOGY OF RESEARCH

Questions to Ponder

A comparative study helps a researcher to assess how different interventions are similar and different [20]. A comparable research methodology study tries to identify and comprehend these parallels and differences in order to directly influence behaviour [20]. Three alternative digital technologies were investigated in this comparison action research project:

Using Facebook, Reminder, and Seesaw to improve parent-teacher interaction might be beneficial. We were curious about the effects of various interaction between parents and teacher's approaches on teachers and parents in early elementary and middle/high school. What are the benefits and drawbacks of employing digital technology in general, as well as these specific tools, to facilitate parent-teacher contact? Which technologies have the greatest positive impact while placing the lowest amount of pressure on teachers and families?

Descriptions of the Tools 3 early primary and four high school classrooms were studied to see how these 3 digital technologies were applied. The 3 tools employed were Seesaw, Remind, and Facebook.

- Seesaw is a digital portfolio that can be managed by either the teacher or the students. Throughout the day, parents can view, store, share, and comment to their children's work. Participants join the instructor's journal by visiting websites or scanning a Barcode given by the lecturer, and the teacher must allow them. For parents to see, teachers can add images or videos to individual and numerous student journals. The programme also allows users to send group and individual messages to their connected family.
- Remind is a secure text messaging tool that allows teachers to communicate with parents and/or pupils. Participants will be able to sign up for Reminder by clicking on the hyperlink supplied by the teacher or by texting the number provided. The teacher has the option of sending a message sent as a group to all students or sending a personal message to each student. Only the teacher can read a group or private communication if the participants respond to it. The teacher can only transmit one photo to each participant at a time.
- Facebook is a social media platform enables parents to join a private community to see what their children's teachers are up to in class. Parents can examine images and videos that teachers have uploaded. Only those who have been approved into the administrator

has access to the posts in the group. Parents can provide public comments on the posts or communicate privately with the teacher via the Facebook Messenger app.

Instructors instructed parents and kids on how to use each tool in one or more of the ways stated below (not all teachers instructed parents on using their communications platform in all the ways listed below, but all teachers instructed families on using their communications platform): Directions printed in a note mailed home;

- At open house night, an example of using the digital device;
- An email or text message with a screen cast (video) sent to family;
- Modeling the technique with students in the classroom by the teacher;
- Parents who are interested can attend further support sessions.

Data Resources

The data was collected over a four-week span, and parent involvement was completely voluntary. Before and after the intervention, educators used a Google Form to gather input from families on parent-teacher communication tactics. Parents of children aged 5-7 and children aged 11-14 were among the groups targeted. This sample includes all parents because no specific category of parents was researched. In a nutshell, comparing the impact of the strategy across three platforms using data from four elements:

The teachers' usage tools

- Interactions between parents
- Parents' pre- and post-surveys
- Reflections from teachers

Implementation

The study's first research question was if each platform (Facebook, Reminder, and Seesaw) was helpful at facilitating parent-teacher communication. To address these questions, each instructor filled out a weekly questionnaire that counted the amount of "likes," "comment," "e-mails," and other parental contacts caused by a published post. When it came to giving parents with content to examine, the original study second question centered on how each technology increases interaction between teachers and parents. To answer this issue, researchers collected the amount of postings they communicated with families per week, as well as the overall number of parent views. Finally, the benefits and costs of each digital technology for diverse

student populations were examined in this study. Teachers acquired this data by filling out a weekly self-reflection survey in which they assessed the period of time and advantages they received from using a digital tool. Parents also were supplied a post-survey after the conclusion of the 4 -week trial, in addition to self-examination questionnaire. Parents responded to a questionnaire and described their experiences with the tool, including the benefits and pitfalls they discovered while in use. Most parents stated a desire to hear from their child's instructor and to be reminded of upcoming activities, homework, and tests.

Investigators intended to develop a practical, evidence-based strategy for enhancing parent-teacher communication using digital resources. Instructors wanted to be able to talk to their teammates as well as other instructors about the economic impacts of different tools for different age groups in primary and secondary schools, so they collaborated to collect data and compare the three applications.

To keep track of data on a weekly basis, each teacher used a Google Form. The names we came up with were Facebook Analytics, Reminder Analytics (Appendix I), and Seesaw Analytics (Appendix J). During the course of the study, these were analyzed and assembled. Each instructor was able to analyze the results of their attempts to interact with parents each week thanks to the data on how each tool was used. Each instructor kept track of how many times their parents communicated with them via digital media. After 4 weeks, data was compared by us, from different classes. Through a creative process of exchanging discoveries and observations, teachers collaborated with their advisers to build themes based on their observations and notes. We each took a turn evaluating and revising our collaborative work after assigning duties for summarizing conclusions and capturing evidence.

Conclusion:

This study suggests that communication between parents and teachers is the most important aspect of the current educational system. The professors employed a variety of digital technologies to do this. Learning can be transferred over to the home with the use of digital parental interaction tools to ensure that parents have such a clear understanding of what is going on in their children's class. Teachers can communicate with parents about their children's learning more swiftly and easily thanks to digital communication. Student behaviour is improved as a result of school-home collaborations, which also increases student accomplishment. The message can be viewed and responded to at any time that is convenient for the parents. Involvement of families in schools has a substantial impact on student progress. Family members' overall participation can have an impact on a child's development and learning. To do this, instructors must have appropriate professional development in communication abilities. Teachers must carefully examine how to express a respectful, open-ended parent-teacher connection while using digital communication technologies. Parent-teacher communication encourages problem-solving and improves student achievement, all of

which contribute to excellent parent-teacher relationships. Teachers who use technology to keep parents informed about activities in the classroom and school improve communication between home and school. Advances in digital technology can make parent-teacher communication easier and more frequent, while also providing useful information. Teachers and parents were effectively engaged in helping kids improve thanks to technology-facilitated communication. Digital communication between teachers and parents, in particular, that allows problem-solving, leads to greater student success, which encourages healthy parent-teacher connections.

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