Description As part of the wiki I am creating, there must be a page on Digital Literacy and Online Safety. The wiki is called 'impact of PiXL Times Table on teaching and learning at Key Stage 2 (UK). Please look at the PPT's to get more of a hint of what to do - The app that you need to be discussing about is PiXL Times Table app - it is a free app available on android and IOS. USE EXAMPLE 1 TO FOLLOW THE PARAGRAPH STRUCTURE AND ALSO ENSURE STYLE OF LANGUAGE IS LIKE IN EXAMPLE 1. Example 1: Digital Literacy and Online Safety Kaye (2017) highlights that technology is advancing at a rapid rate and in 2014, ‘70% of UK schools used tablets,’ (Mann, 2017:32). Mann attributed this to the rise in tablet technology due to the cost effectiveness, capability and portability. Apps were easy to download and use and had the opportunity to transform learning experiences. However, Selwyn (2011) identifies that technology has not revolutionised education in the way that it had hoped, as many schools restrict the potential of technology to be used a teaching and learning tool. Beach and O’Brien (2015) would agree that although learners are familiar with apps, most of these ranged from games to social media and personal organisation. There was a limited mention of educational apps, (2015:304). This could perhaps be due to the ‘digital disconnect,’ which Selwyn (2006) describes as the disconnect between schools and the wider society, as there are emerging generations of technology-rich students learning within technology-poor schools, (Selwyn, 2006). Prensky (2001) coined the term ‘digital natives’ and ‘digital immigrants,’ to explain this disconnect. Although, these terms may support our understanding in this divide, Bennet et al (2008) argue that there is limiting empirical evidence to support this and the use of technology by younger people is much more complex. Karagiannifou (2017) highlighted that new digital technologies have affordances which must be explored to consider their effectiveness. Beach and O’ Brien (2015) suggest that we begin with the activity that best achieves the learning goal and then look to which apps afford the best engagement and learning opportunities. Therefore, it would only be ideal, to look at ‘Sumaze! Primary,’ if the learning goal was to specifically solve particular problems that the app supports. However, as Pareto (2012) suggests the successful deployment of technology in classrooms is highly dependent on the knowledge, attitudes and experiences of the teacher. Biesta (2010) recognised an international shift which has led to the ‘learnification’ of education which has undermined the role of the teacher. This has led to a lack of confidence amongst teachers to teach. Biesta (2012) concludes that teachers should ‘regain’ the courage to teach, (2012:45). The use of technology has also brought concerns regarding the safety of young learners. Ofcom (2015) have issued advice regarding app safety, which highlights the dangers of downloading apps, including hidden costs and awareness of permissions. An advantage of using the ‘Sumaze! Primary,’ app is that it is free to download to a tablet or mobile device. There are no hidden costs and a clear privacy notice supplied by Mathematics Education Innovation, making users clear about their data protection. The app does require an internet connection to maintain functionality. The Royal Paediatric and Child Health (2019) have issued suggestions on how much screen time young children should have. However, the use of ‘Sumaze! Primary,’ in the classroom can be monitored. The use of ‘Sumaze! Primary,’ has many benefits within teaching and learning opportunities with limited implications to consider. Therefore, it is worth exploring technology which can enhance learning opportunities to match a learning goal.