In a time when so many of our activities and interactions are influenced by technology, it is tempting to hail technology as the solution to many educational challenges.However, there is some research that suggests that, if students and teachers know how to effectively integrate mobile devices into the classroom as educational tools, some of the negative effects of normal mobile phone use can be ameliorated.The research base is characterised by several challenges: the domination by small-scale studies, which focus on a discrete aspect of educational technology a lack of replication, which leaves findings vulnerable to 'false positives' a focus primarily on the higher and further education sectors bias due to the role of technology companies in funding studies Despite these challenges, there are some areas of educational technology research where there is a growing evidence base for schools and teachers to draw upon in their decision-making.If young people are to continue growing up in a world where interactions and educational experiences are mediated by technology, educators must ensure that young people are equipped with the skills and tools necessary to do so, and technology use in schools must be based on empirical evidence, not on political pressure or 'digital native' rhetoric.Computer assisted learning can lead to gains in mathematics Findings from studies on computer-assisted learning suggest that there is substantial variation in outcomes among subjects.Researchers postulate that this might be because of the ability to more readily personalise content in mathematics to individual needs and levels, and to provide immediate feedback to both students and teachers.Digital natives v. digital immigrants It is a common perception that there are generational differences in people's ability to engage with technology, with those who are comfortable with technology labelled 'digital natives' and those who are less comfortable using technology labelled 'digital immigrants.'While on one level this makes instinctive sense, a growing body of research indicates that this distinction is problematic: generational differences are not the only reason for the gap in the ability to use technology, and the distinction does not take into consideration effective use.The research consistently finds that increased screen-time is linked to developmental delays, reduced sleep, a reduction in the time parents spend reading to their children, and a reduction in children's ability to self-regulate.Providing hardware to students can improve computer skills but will not necessarily improve learning outcomes Interventions that focus on providing hardware – computers, tablets, mobiles – to students tend to be effective in increasing the use of computers and computer skills.In fact, research suggests that many young people's actual uses of digital technologies are limited in scope and less empowering than the rhetoric suggests.However, it is important for educators to remember that engagement does not automatically lead to learning, nor can it be used as a proxy for learning occurring (and more particularly for achieving desired learning outcomes).Furthermore, the use of technology in schools may be underpinned by assumptions about students' digital fluency which are not always borne out by the evidence base.The myth of the digital native is so persistent that it is important for educators to reframe thinking in this area to support young people in their engagement with technology and digital information.The processes of reading and writing digitally are not the same There is growing evidence to suggest that digital and non-digital reading and writing methods are not analogous and that non-digital reading and writing methods have benefits that digital methods do not.It is important to note, however, that a majority of this research focuses on teacher self-reports and is not necessarily connected to improvements in student outcomes or observed

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changes to teachers' practices.Furthermore, use of digital devices can impair sleep, which in the long term interferes with memory processes and learning.The theory of the digital native is not borne out in the literature, so schools should take care not to assume that all students have equal access to technology and can use it proficiently and skillfully.While numerous schools have substantially increased their technology use, the research base informing technology use in and for education remains limited.There is evidence emerging from meta-analysis studies to suggest that technology has a moderate effect on learning.It is pedagogy, not technology, that makes the difference One of the most consistent findings in the educational technology research is that what makes the difference to students' learning is the pedagogy being employed rather than the technology itself.The evidence suggests that, when combined with additional learning software and professional development support for teachers, the impact on learning is more promising.

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