



#39 with Rob Eastment, Firefly Learning – on what schools really want from data

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TX: November 2016

BENCHMARK REPORT: WHY ARE SCHOOL LEADERS DEMANDING IMPROVED TRANSPARENCY OF LEARNING ACROSS THEIR SCHOOLS?

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Hello everyone!

Welcome to The Edtech Podcast Weekly. Below are your latest episode links and news.

This week's episode is a goody, covering Finland's education landscape, Angry Bird's educational games development with NASA, philosophy, and launching a new game based around particle physics!

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WHAT'S IN THIS EPISODE?

Intro:

New media partners

Upcoming events

The week that was > Emerge Education Demo Day and Firefly Learning Conference

Content:

Interview with former Assistant Headteacher, Rob Eastment, Client Services Manager, Firefly Learning on new YouGuv survey findings on senior leaders, schools and data: what do they really want and currently experience?

Subjects covered:

Parents evenings and reports - can the experience be improved?

Looking at data in parallel industries: aviation and healthcare

Data, the cloud and security

Some example stats:

47% of SLT disagreed that their schools were using their existing technology successfully

80% of SLT said they would welcome daily access to student grades, attendance and departmental performance

SAMPLE QUOTATIONS

- Private schools do monitor achievements of students, they are monitoring it for their own purposes as opposed to the need to feed the information to county council and government.
- States school teachers are very much under the cosh when it comes to the paperwork. Stuff that actually is getting in the way of what you want to do in the classroom.
- The biggest issue with data collection is that somebody has to collect it. You need time to collect it, or you need a process that allows you to collect it easily. And you have to have a very good reason for collecting it.
- The trick is being able to collect the data so that the teachers aren't having to do more to hand it over to you.
- The student's performance is only part of the equation. There's the other aspect which is: what happened that got the student to bring about this performance?
- That approach to be able to learn from what the best are doing rather than we are watching to see what you are doing wrong
- John Hattie talks about visible learning and visible learning being a two way street. I've got to be seen to be teaching, the students have to see that I am teaching them as much as I have got to see they are making progress.
- A lot of students are tied to this idea of success, the importance of success means that failure is massively stigmatised. And yet it's an important part of that process. And if they can see the data and they can understand it, that's fine.
- There is a perception that IT and computers are the universal panacea. And if I buy enough computers and if I buy enough iPads everything is going to be fine.
- Teachers need training
- It's not fault, it's lack of understanding
- CPD is very difficult for schools, very time-consuming.
- It's conflating technology with pedagogy. Pedagogy should be the driver behind everything we are doing in school but technology can act as the accelerator.
- End-point data doesn't really tell you anything about the process that led you to that.
- Inside the Blackbox' publication. It's not about knowing what happened, it's about why that happened
- What are we going to do next has to be the focus. All-round education. The rest can be handled by technology.
- Flipped learning / flipped parents' evenings
- Mid-term data-checking. Looking for counter behaviour. Why that's happening. Investigating. It allows you to keep an overview on what's happening
- The more data you've got, the better, but you want someone to manage it, someone who creates reports that are easy digestible.
- Some schools would ban YouTube for the students and I understand why. I understand it but it's such a shame because YouTube from an educational video perspective is getting better. But schools are understandably very cautious.
- Give students internet access. Kids are now very IT savvy.

QUOTATIONS/ REFERENCES

Robert Eastment:

<https://uk.linkedin.com/in/robert-eastment-a0218452>

Firefly Learning:

<https://twitter.com/fireflyteam>

<http://fireflylearning.com>

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YouGov Benchmarking Report, 'Transparency on Learning':

<http://fireflylearning.com/blog/yougov-benchmarking-report--transparency-of-learning-in-uk-state-schools>

<https://twitter.com/YouGov>

John Hattie:

https://twitter.com/john_hattie

<https://twitter.com/VisibleLearning>

Matthew Syed:

<https://twitter.com/matthewsyed>

'Black Box Thinking', Matthew Syed

Phil Beadle:

<https://twitter.com/PhilBeadle>

'How To Teach'

Paul Black and Dylan William

'Inside Black Box Standards Assessment'

<https://www.amazon.co.uk/Inside-Black-Box-Standards-Assessment-x/dp/1871984688>

News:

Support TM Resolution in January by attending or supporting with prizes: <https://www.eventbrite.com/e/teachmeet-resolutions-tickets-29086360086>

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December 8th, 2016

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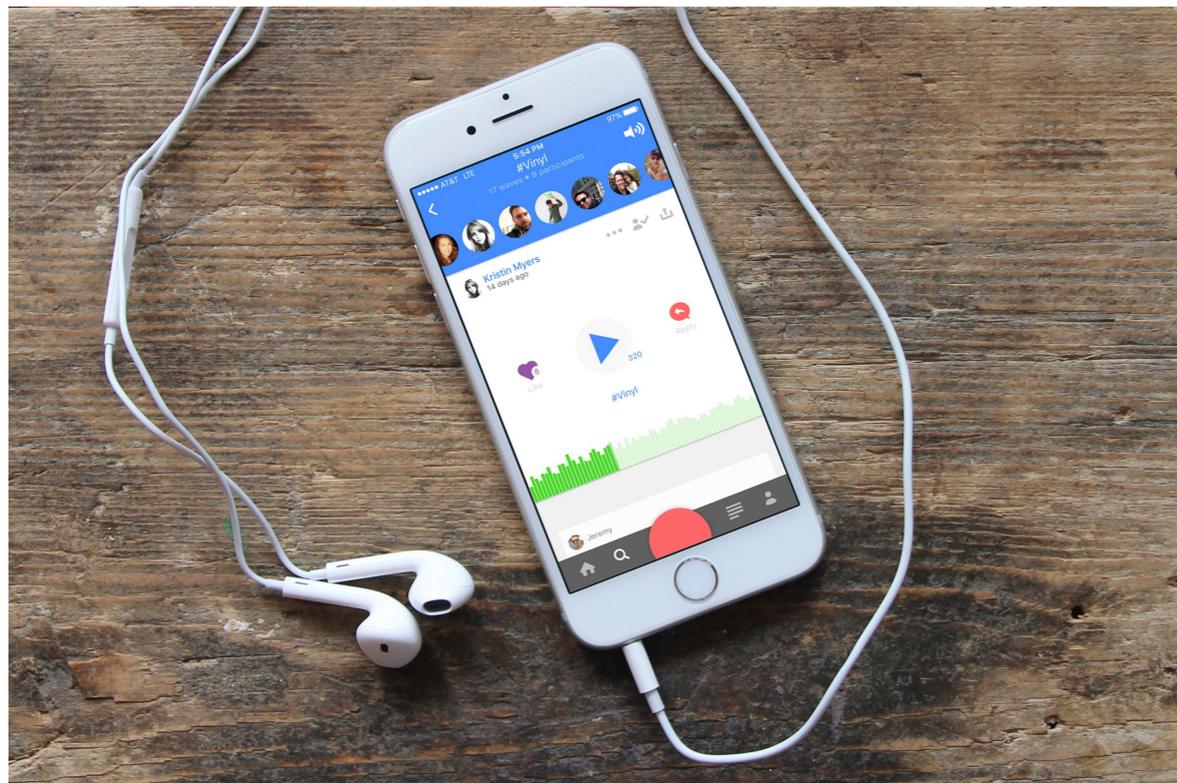
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