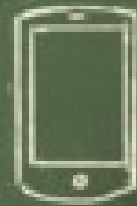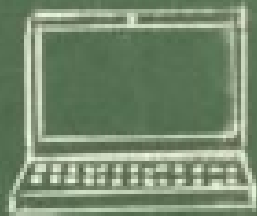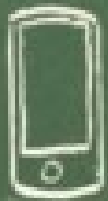# Problem statement: 3 fundamental questions

" What are we really trying to achieve ? "

" Why do we talk about smart learning ? "

" Why do we want to introduce technology in a student's life ? "

Fun ?

3D Content ? Gadgets ?
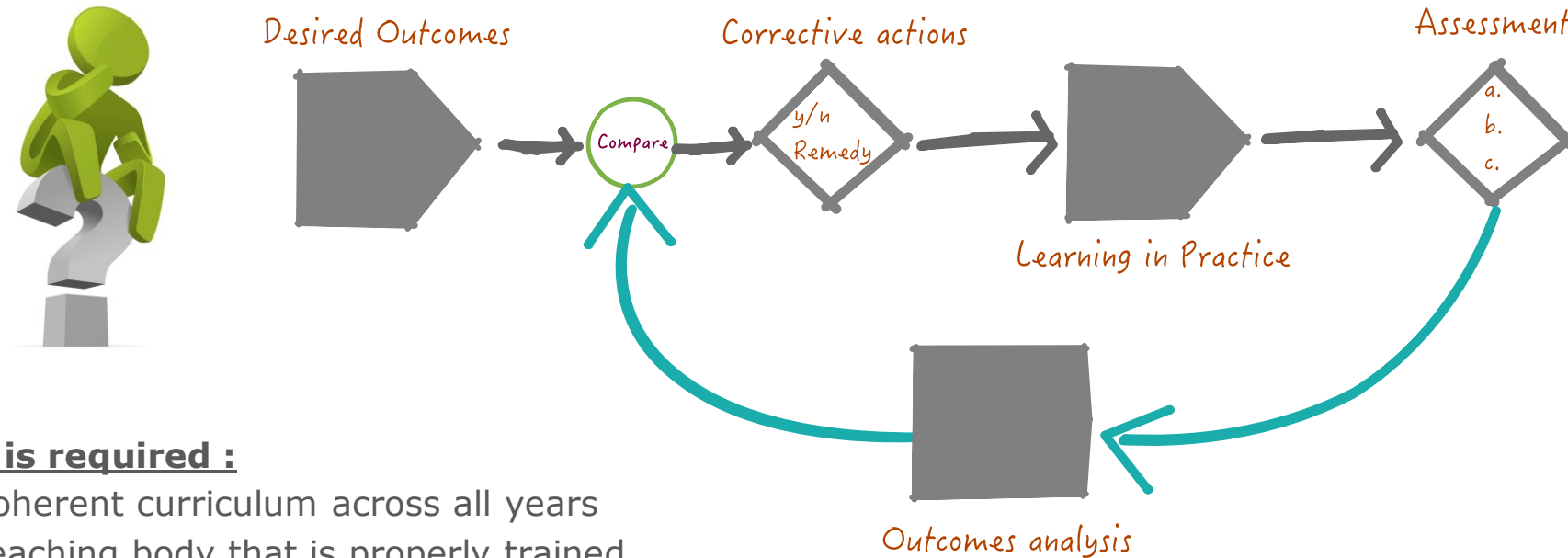
?

Hi-Tech Classroom ?

New Skills ?

…ply…

…It's all about measurably improving learner outcomes

The real questions we should ask ourselves . . .

" How do we know the student is progressing ? "

" How do we know why the student is not learning, what are the causes ? "

" How do we produce the desired or intended result ? "

Desired Outcomes

Corrective actions

Assessment

Compare

y/n
Remedy

a.
b.
c.

Learning in Practice

Outcomes analysis

What is required :
- A coherent curriculum across all years
- A teaching body that is properly trained
- A clear definition of outcomes
- A clear definition of KPI's relative to those outcomes
- Means to measure the KPI's in real time (as frequently as possible)
- Governance frameworks
- Systems and resources that are both adaptive and granular to support personalized lesson plans

How does Technology fit in the bigger picture . . .

What is required :

- A coherent curriculum across all years
- A teaching body that is properly trained
- A clear definition of outcomes
- A clear definition of KPI's relative to those outcomes
- Means to measure the KPI's in real time (as frequent as possible) ✓
- Governance frameworks
- Systems and resources that are both adaptive and granular to support personalized ✓ lesson plans

But also, technology provides :

- Easier access to content
- More engagement
- Adaptive learning objectives for each student in the classroom and early remediation
- Large amount of data that can be used to track and analyse
- Allow for Emporium models / flipped classroom models
- Ubiquitous and intemporal studying << Anytime - anywhere >>
- Follows the social trends of change in human behavior

So is technology the solution to all the problems ... ?

Infrastructure and Systems

Delivery methodology

Challenges

Student / Teacher readiness

Blended learning how much ?

Technology is not the magic wand ...

Cannot transform the class without transforming the program

What is required :

- A coherent curriculum across all years
- A teaching body that is properly trained
- A clear definition of outcomes
- A clear definition of KPI's relative to those outcomes
- Means to measure the KPI's in real time (as frequently as possible)
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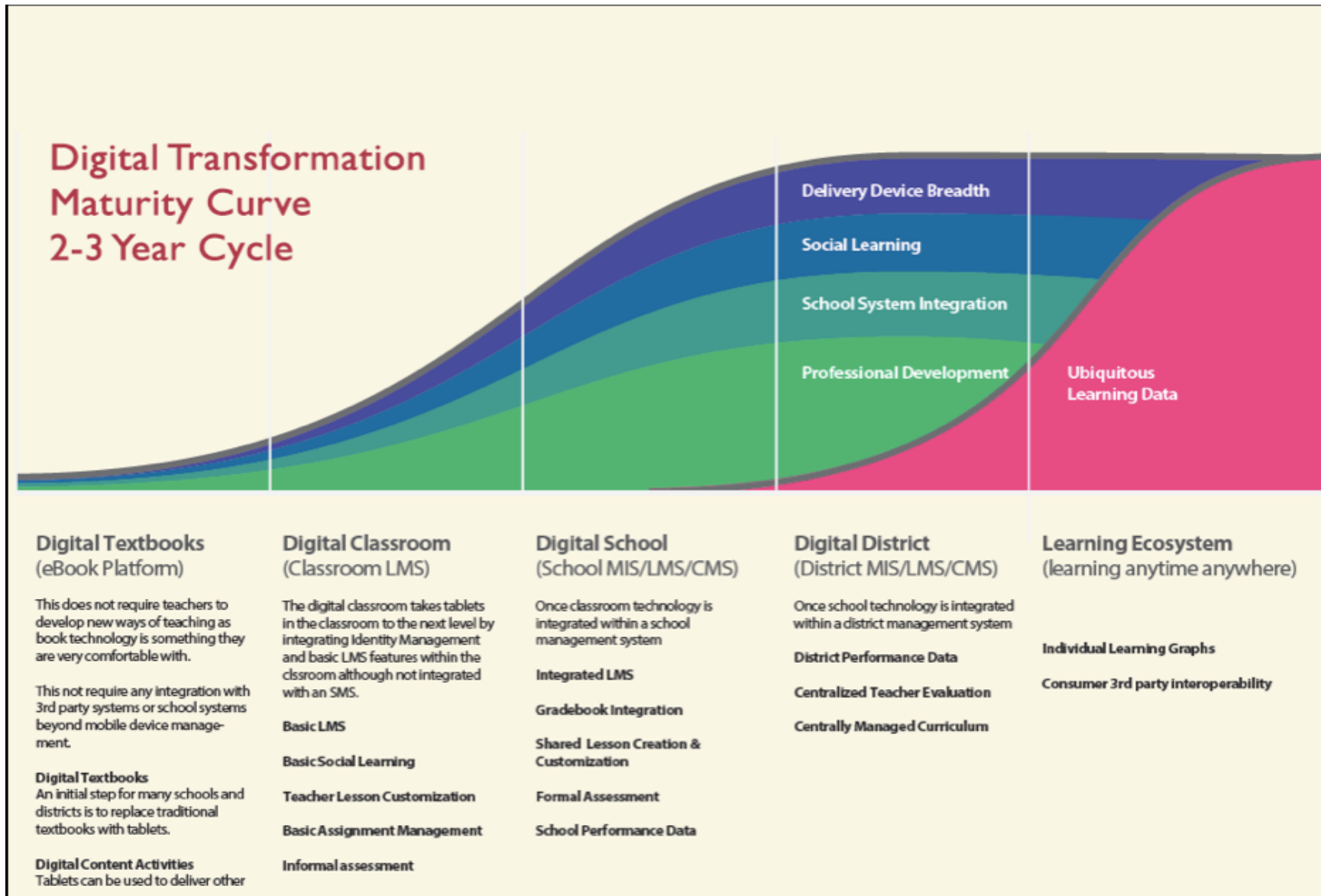**Faculty and staff need holistic professional development programs**

Leadership change in the schools

Objectives are learning centric not teaching centric
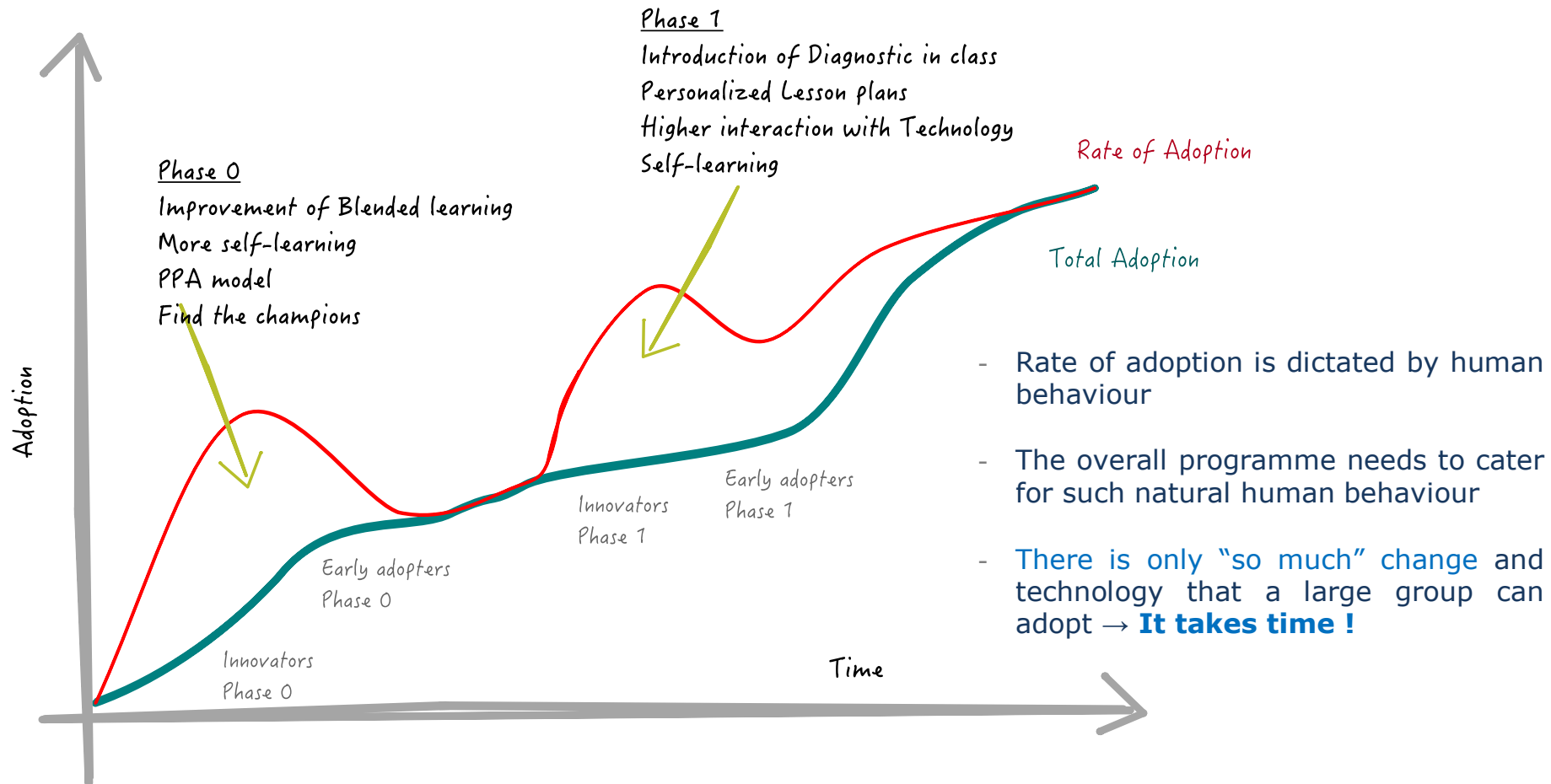
It's a transformative journey that needs to consider all aspects of learning

The digital transformation maturity curve...

Digital Transformation Maturity Curve 2-3 Year Cycle

- Delivery Device Breadth
- Social Learning
- School System Integration
- Professional Development
- Ubiquitous Learning Data

Digital Textbooks
(eBook Platform)

This does not require teachers to develop new ways of teaching as book technology is something they are very comfortable with.

This not require any integration with 3rd party systems or school systems beyond mobile device management.

Digital Textbooks
An initial step for many schools and districts is to replace traditional textbooks with tablets.

Digital Content Activities
Tablets can be used to deliver other

Digital Classroom
(Classroom LMS)

The digital classroom takes tablets in the classroom to the next level by integrating Identity Management and basic LMS features within the clssroom although not integrated with an SMS.

Basic LMS

Basic Social Learning

Teacher Lesson Customization

Basic Assignment Management

Informal assessment

Digital School
(School MIS/LMS/CMS)

Once classroom technology is integrated within a school management system

Integrated LMS

Gradebook Integration

Shared Lesson Creation & Customization

Formal Assessment

School Performance Data

Digital District
(District MIS/LMS/CMS)

Once school technology is integrated within a district management system

District Performance Data

Centralized Teacher Evaluation

Centrally Managed Curriculum

Learning Ecosystem
(learning anytime anywhere)

Individual Learning Graphs

Consumer 3rd party interoperability

Challenges: Adoption of change and Technology limited by behavior

Phase 1
Introduction of Diagnostic in class
Personalized Lesson plans
Higher interaction with Technology
Self-learning

Phase 0
Improvement of Blended learning
More self-learning
PPA model
Find the champions

Rate of Adoption

Total Adoption

Adoption

Time

Innovators
Phase 0

Early adopters
Phase 0

Innovators
Phase 1

Early adopters
Phase 1

- Rate of adoption is dictated by human behaviour

- The overall programme needs to cater for such natural human behaviour

- There is only "so much" change and technology that a large group can adopt → **It takes time !**

Each institution will have several of these cycles that they will have to go through

Challenges: The role of the faculty and professional development

Redefining the role of the teacher

Transforming teachers' knowledge, skill and confidence

Focus on improving teaching and learning rather on technology usage

Ensuring leadership support and facilitate

The approach

- Full needs analysis

- Design of standard and/or customized learning programs, created by experienced authors and developers and drawing upon a host of mediums, technology and forms of content

- Delivering a full experience to teachers, rather than simply a "course"

- Regular and structured measurement to ensure delivery of intended outcomes

- Diagnostic evaluations

- Curriculum design

- Certified trainers to deliver programs, including options to "train the trainer", enabling customers to later deliver content themselves

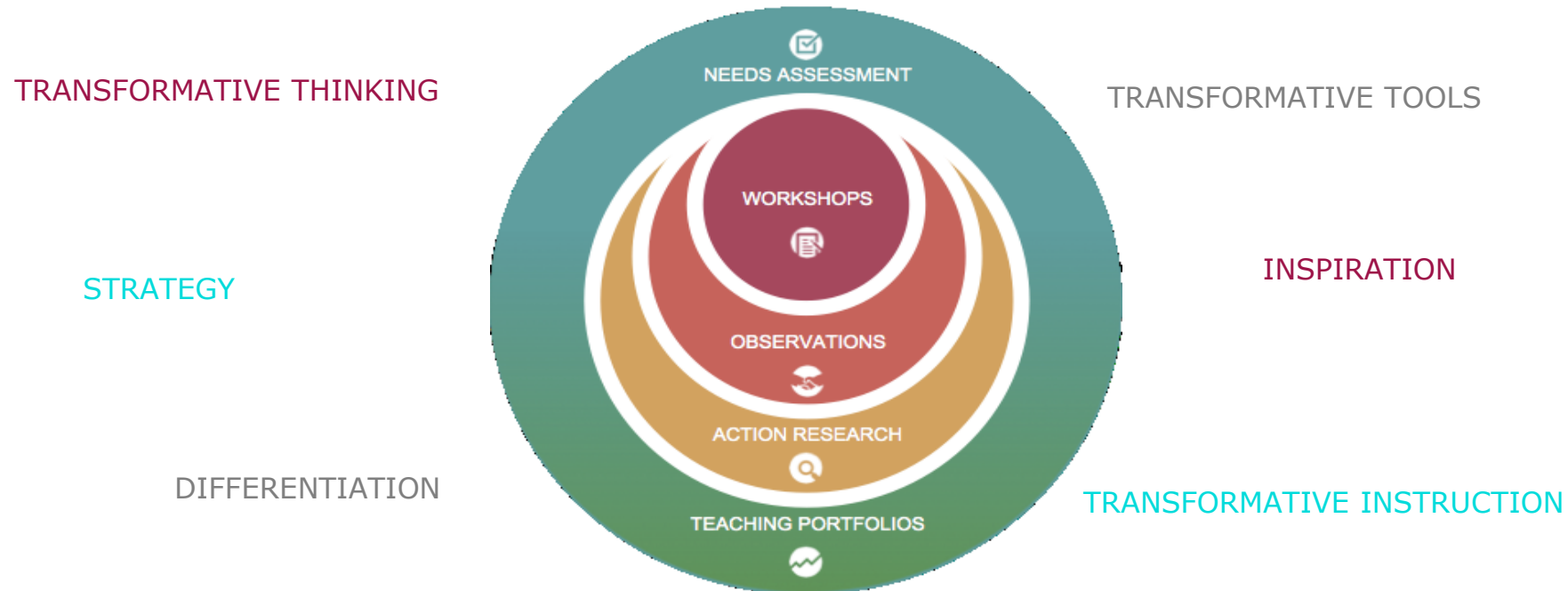- Program evaluation, ongoing analysis and support

Support faculty and teachers throughout the journey

Challenges: The Teacher development program

From lecturer to coach, the teacher will generate classroom discussions guiding delivery of content.

Data-driven instruction, the teacher will personalize instruction based on student trends and performance

Learner-centered teaching, through innovating models of team based and peer 2 peer learning.

TRANSFORMATIVE THINKING

TRANSFORMATIVE TOOLS

STRATEGY

INSPIRATION

DIFFERENTIATION

TRANSFORMATIVE INSTRUCTION

NEEDS ASSESSMENT

WORKSHOPS

OBSERVATIONS

ACTION RESEARCH

TEACHING PORTFOLIOS

Challenges : To Introduce real time measurability

Systems and tools that allow for constant data collection

Train the leadership on how to interpret and act on a new set of data
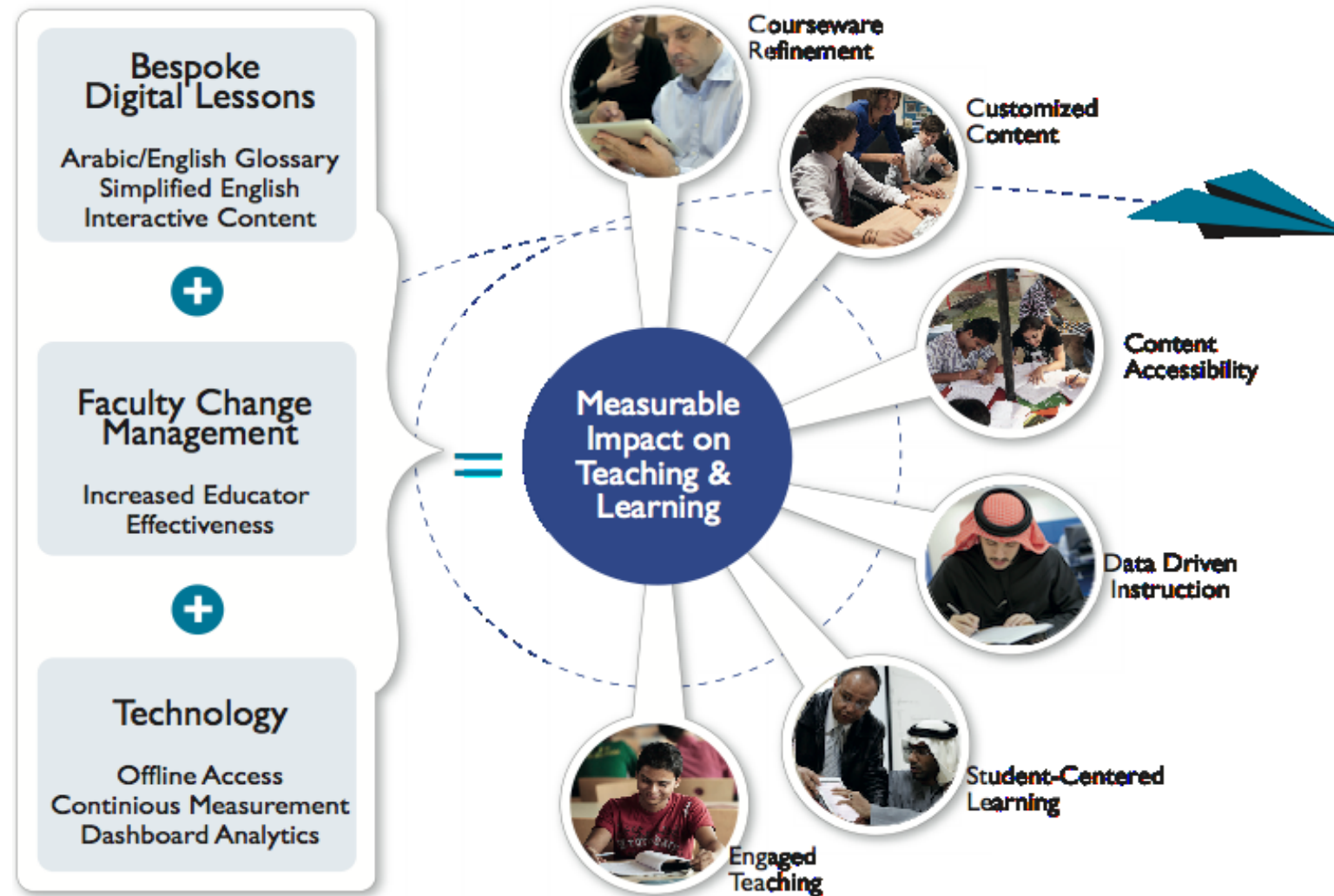
Understanding what success looks like.

Transparency and feedback will benefit the learner on the long run

A cultural change to become data driven
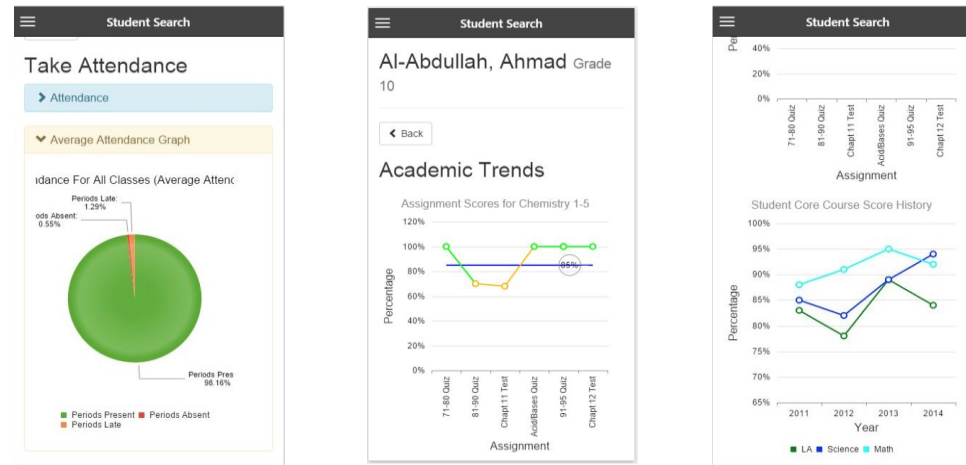
**Support teachers to take decisions real-time to improve learning**

Bespoke
Digital Lessons

Arabic/English Glossary
Simplified English
Interactive Content

+

Faculty Change
Management

Increased Educator
Effectiveness

+

Technology

Offline Access
Continious Measurement
Dashboard Analytics

=

Measurable
Impact on
Teaching &
Learning

Courseware
Refinement

Customized
Content

Content
Accessibility

Data Driven
Instruction

Student-Centered
Learning

Engaged
Teaching

• Regular and structured measurement of our products and services is designed to ensure they deliver on their intended outcomes.

Preparatory Year in a KSA University

The program will tailor digital contant to the needs of the core Academic skills of Reading, Writing, Math and Career Skills and the Technical programs theoratical modules.


Present

Teacher **presents** interactive digital lessons bringing in multimedia vidoes, animations and interactive exercises to engage students
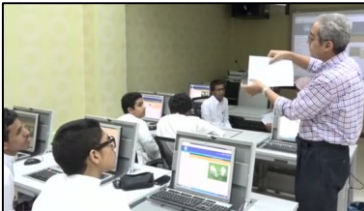
Practice

Students **practice** exercises in a team-based, peer 2 peer enviornment. Using classroom clickers, common misconceptions are identified, allowing the teacher to provide feedback and remediation in real-time.
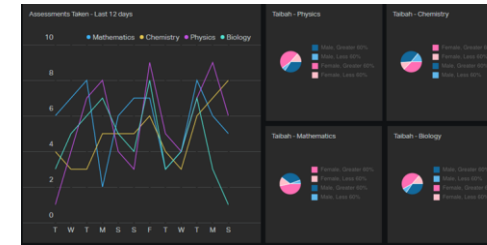
Assess

On-going **formative assessment** allows the teacher to identify students who are at-risk of failing, leading to early intervention.

Preparatory Year in a KSA University

SMART learning program in collaboration with MBSRLP

The Program began in 2014, was designed to build a team of change leaders who will advocate for positive ICT integration in the Emirates' schools.

Pearson has been working with the Mohammad Bin Rashid Smart Learning Program (MBRSLP) to deliver a pilot program that provides school leaders with the knowledge and tools needed to lead effective ICT integration in UAE schools.

Key outcomes for principals undertaking the professional development program include:

- Develop a critical and strategic understanding of the role and value of ICT in education.
- Understand the role of technology in advancing student- centered teaching and learning.
- Establish effective monitoring and evaluation skills to drive and support the use of ICT.
- Coach and mentor others in the effective use of ICT
- Act as agents of change to promote the effective use of
- ICT across the school community.
- Become part of a growing cadre of leaders who jointly lead and improve the adoption and impact of technologies in schools.

SMART learning program in collaboration with MBSRLP

Pilot Program One:

Principals and Advocate Teachers Leadership Training

- 25 hours over five face-to-face training days
- 10 hours of in-school tasks
- Daily coaching phone calls
- School visits by Pearson facilitators
- 36 schools from across the Emirates
- 72 participants: 24 principals and 48 advocate teachers
- Over 92% attendance

" The training is exactly what we need as it made our vision of SMART Learning clearer and improved the way we evaluate the use of technology in T&L using the eMaturity "

Salama Bou Shehab, Principal,
Princess Haya Bint Al Husain School

" The program empowered me to start immediately drafting a school strategic action plan that focuses on SMART Learning "

Alia Al Shamesi, Principal,
Aisha Bint Abdullah School

We have documented our progress in the following publications

• Our latest publication
On the Road... to Delivering Learner Outcomes
(March 2015), describes the progress on our journey since the public launch in November 2013, with the intention being to share some early successes and lessons, as well as to get feedback from external stakeholders.
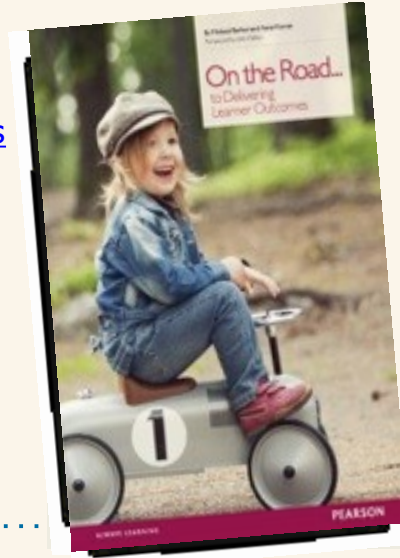
• In this edition, we are also sharing examples of people and organisations outside of Pearson, which have informed our own work through their respective efficacy journeys.

•Asking More: The Path to Efficacy, sets out the imperative for measuring and improving learning outcomes worldwide

The Incomplete Guide to Delivering Learning Outcomes, shares in detail our initial approach to contributing to that goal as of November 2013

• Regular and structured measurement of our products and services is designed to ensure they deliver on their intended outcomes.