

Unknown 0:00

Today we're going to sort out policy and practice. I have been going around Maryland's brilliant network or anyone that does a lot of work in this area. Both of us are sort of semi retired, so we can go and

Unknown 0:15

not notch people. But what we want to do is set up some meetings

Unknown 0:21

about where we need to be what we know. And one of the things is they've lost all the research and the new DFA is it's all reassembled on Miranda in it. So you don't have to worry that the back to research and everything. But one of the things is that they've got a really new team at the DMV who and all the history has been lost. And they think that computing is almost entirely

Unknown 0:50

computer science and coding.

Unknown 0:52

They don't know they have no knowledge of digital literacy or citizenship or anything. And you know, this is terrible for our country, terrible for our children. And we just got to take charge and get somewhere we are beginning to get somewhere we are we've already had a couple of meetings but what we now need is more people's names on the documents and more and just to put to believe that we are the people who should be doing that we also want to have a lot more influence that bet which has gone downhill unbelievably, in recent years you're nodding so anyone who think it hasn't I've had I've spoken to the new the new owners so they're ready for change new thinking I've spent into the marketing woman who's a very nice very well educated woman who says it's not intellectually enough it's just not you're agreeing so yeah, so I have I've hardly looked at the I've looked at all the talks and there wasn't really anything from my interest that I wanted to say so the idea is Andy you're taking notes someone to

Unknown 2:07

john we're going to start with john has a very energetic then Miranda negativity and

Unknown 2:16

you turn this about what you're doing

Unknown 2:18

and what what you think about the questions the questions here

Unknown 2:24

and the reason for these questions we want to produce the report not a long report but as pithy report we were directly given these

Unknown 2:35

question and just from one of the members of the the

Unknown 2:41

because we couldn't get any information about the speech or anything Damien hon speech these are much better questions and they are the top level which he didn't give in the speech you gave here you so

Unknown 2:55

you have to say about

Unknown 2:57

my life

Unknown 2:58

Yes. And it was very bitchy about we want to look at hello we want to like bits bits bits then it's fine join us we want to look at bits bits bits bits bits

Unknown 3:07

of this and that and the

Unknown 3:08

other and again no one of you and that's where we really

Unknown 3:12

need to look at well Don't forget to a trauma but

Unknown 3:18

we didn't realize it was right over here so

Unknown 3:23

so lots of you missed just missed me saying that this is a plot to influence government right and get the the agenda in this country back on track which is pretty great so we can talk more about okay so

Unknown 3:43

so

Unknown 3:45

you

Unknown 3:46

say what you were planning to say

Unknown 3:47

so Christina she was that was the goals of the project and that reminded me of something that happened

Unknown 3:55

at all we know 30 years and

Unknown 4:02

walking around the academy lots of laws flexible learning spaces and crying because there's

Unknown 4:13

unfortunately it outage was somewhat longer but

Unknown 4:17

it's starting to kind of teach old school and we're kind of getting getting things in group work wasn't a teacher the problems are fascinating how just short amount of time that change and the reason I mentioned that is that there was actually an article about this couple weeks ago and the second by a guy called

Unknown 4:36

Joe work called it the the one eyed learning

Unknown 4:41

it talks about projectors and screens in rooms and so

Unknown 4:45

what I did with that piece of learning and did some work in one of the interest and working in Manchester Vasco with our Whittington who's the head of English and they were looking at work

Unknown 4:56

and they're looking at the plan

Unknown 5:00

mark

Unknown 5:02

and what they did they were saying right or should we use PowerPoint effective to use it properly so as the teacher was going through the boxes English teachers to go to the box and making cursory

Unknown 5:14

but then the common themes of learning the misconceptions that have popped up for that particular time sometimes the teacher

Unknown 5:22

probably not as well as

Unknown 5:25

the teacher that in the first PowerPoint slide

Unknown 5:30

that carried on couple sets of books are common things are emerging market you just you just look at the common themes and learning

Unknown 5:39

students arrive in the classroom first slide the kids look down arrow South by Southwest and they go through this learning

Unknown 5:49

improve the work they cook down this is extended across the whole school each department responded

Unknown 5:55

marking time

Unknown 5:57

so to me that's just using PowerPoint effectively is using it as a linear series of events of things that have learning moments or learning taxes you're actually thinking more about how you attract the students and how we learning from one lesson to the next actually works and how marking actually enforce that effectively so we talk we think of that tag will talk to Michael for sure you

Unknown 6:16

guys knew ed tech

Unknown 6:18

thinking he's not sure there's TripAdvisor I say you should be it should be which tends to be the attendance that's right you know and it's not always the shiny so the shiny new subscriber of sometimes it's easy stuff we've got

Unknown 6:32

tons of austerity shortly

Unknown 6:35

so the little idea but hopefully perhaps gets you thinking around the attack channel you know we've got all the amazing stands out there and stuff and people jumping down the robots and blah blah blah so what you're picking up this design guys which is the doing in homes

Unknown 6:51

is very worried about overload on teachers that stuff

Unknown 7:00

it's not the only thing is it

Unknown 7:03

so that that was kind of a little vignette to share with you but some other work and currently doing as I mentioned it reaches the last summer it's a now started so I'm the

burden is on us for America, Greater Manchester, where I live and report from possible which went in that now conditioned to believe services that are looking

Unknown 7:20
at not

Unknown 7:22
not, not that there's competing curriculum. So we're saying, Where are the books and the digital talent pipeline, two pieces of work. The first one is your Sunday, which I'm evaluating with people from me, you were saying, you know,

Unknown 7:39
engaging and people to actually study completing computer science, particularly, the focus with girls, you might have to look will be called innovators going national,

Unknown 7:49
the second Strub there's an effective computer science curriculum. This is this is an advance of the new national Computing Center for Education. We, we we've had ideas on stuff way before that we're working with local businesses, local tech industry who are going to come into school good old fashioned project based learning setting kids like groups, real life context, re rigorous, engaged, authentic learning, reduce the workload on the teacher, because that teacher might have no idea how to teach these concepts

Unknown 8:18
and getting the infrastructure to come in and say, This is what it looks like.

Unknown 8:23
So those two pieces of work involved

Unknown 8:28
with those of you who

Unknown 8:32
are not from England then and dependent was a socialist MP

Unknown 8:39
and, you know, is moving in the right direction in Manchester, Marilyn

Unknown 8:46
news, because you've got to go

Unknown 8:48
something, something

Unknown 8:50
just following that theme, about saving time

Unknown 8:54

a colleague went to Finland to see what they were doing terms of pedagogy that was different tool, what we were doing, came back with this interesting report. And I'm sure some of you will see this in schools already saving time marking, this is what they had. So it's a masters and she saw the kids had a textbook for themselves of sacred right in the kids were given homework next day, they bring it in teacher would call one kid up, put the book under the visualize and everybody would mark together and they would discuss the difficulties no market my first my first time teaching, I took him all the books, the Mark, can you imagine secondary school hundreds, and I've never forgotten that painful experience. So just I think there's so many clever ways to do it. But we need to share this knowledge that we as teachers, and I like the idea of which which could be explored further. So I've been going down the track of how we can use technologies to support teacher professional development, and particularly evidence informed practice. Some of you know, I had a job at the TD a to put the knowledge base online results in something called teach train resource bank before that many of you to colleagues were involved in diff, establishing DMV teaching at all trashed,

Unknown 10:07

but when we're working still on those ideas, and looking at how we can use innovative technologies to make the evidence available to teachers. And a critical thing that's come out of that work is forget teacher access to academic articles, except those teachers are really, really want to read a lot, because they are not written for teachers, they never will be written for practitioners. They are an academic dialogue, and they have a articles as a Democrat articles have a particular form in order to build knowledge on research, they have to report the methodology strongly. And the findings practice and not there. If you look at this term, and look up this term and Google translational research, you'll see in medicine, they really grasp this idea of translating theory to practice. They have journals and translational research professors of translational research. And on and on, that's one of the things I'm experimenting with the support of at on how can we summarize

Unknown 11:07

the knowledge that there is there in a way that's really useful for teachers. And that's critical, and where we don't end up with just millions of articles like Google Store, again, so more about that whenever you want to hear the other, but not now,

Unknown 11:22

what we know is happen in our democracy, as it will change of government, everything can be trashed, it was done before all that 10s of millions of pounds with the taxpayers investment,

Unknown 11:33

what I've been doing with a group of colleagues is look at what could stop that happening again, because we think it's take this backwards,

Unknown 11:41

and we've got a QC that's interested with Syria. And he said, there is a precedent for introducing legislation, which means that to get changes in an education system, you have to have two thirds majority in common,

Unknown 11:55

I have looked, look it up if you want to look up the term super majority, something like that. And there are a number of countries and states in America who use this when public services to be changed, you've got to have a consensus. So we're meeting with him in at the end of March. And hopefully, he will write something around this, too, will get to the politicians, of course, and publishing. So when that comes out, I think it's up to us as educators, if we think that that will help us to start tweeting about this idea, because the waste that's gone on I've seen under the last seven years of governance and this stuff. Now, I haven't yet an evidence base unless we have some buffer between the politicians and the practitioners who put all this effort in often than their own time, cost to their families, and so on. We will continually go round and round on a merry go round instead of going forward. So

Unknown 12:55

I'm going to have to leave

Unknown 12:57

that's stuff that's going on in the background. I look forward to seeing the results of this deliberation. And I think Christine is absolutely right. We have to keep on with the politicians doesn't matter what party but as educators who got overviews who know about what works and doesn't work we need to be up there talking to them. Just would say one more thing, all party parliamentary groups.

Unknown 13:20

anybody involved in any of them have

Unknown 13:24

organizations that I'm involved with barbers is part of the npG

Unknown 13:29

assistive technology, assistive technology, but I think it's an under explored area for the educator side of digital technologies. I don't think the research that we've gotten the educate education research we've got our well presented in those groups so it could be that in your a party parliamentary group, we could liaise with you to make sure that people who are researching and digital technologies with assistive technologies get representation but I think there might be a gap be sort of got a little part parliamentary group is another all powerful party parliamentary group I know about with teacher education, but it's not set up to do without the Dubai thing which is to get a consensus got the people there from different political parties, right. What do we collectively think about exits, have an input from experts, and then that's right, a briefing papers, test consensus to leave you those ideas and

Unknown 14:23

hope your deliberations go. Well, I do apologize for having to go. Thanks, Marilyn.

Unknown 14:28

Marilyn has done some amazing work over the years. And that's, you know, that's what we want to follow up. I'd like you to look at these questions now.

Unknown 14:41

Thank you. Those you've just arrived. And congratulations for finding us because we had trouble finding ourselves Monday, probably

Unknown 14:50

the day

Unknown 14:52

No,

Unknown 14:55

yeah, yeah.

Unknown 14:55

Yeah,

Unknown 14:56

I thought you'd see

Unknown 14:57

it. In the end.

Unknown 15:02

He saw the video clips actually all

Unknown 15:07

well, we'll put it on now

Unknown 15:08

to discuss attack.

Unknown 15:13

This is

Unknown 15:15

just laughable. Recently, to the side. My sister has actually responded to welcome to fly committee or mental health. We presented some of her experiences with her son, Matthew. But there are ways of actually knocking on those doors, which I can share with you.

Unknown 15:29

Yes, exactly what we want because

Unknown 15:31

we,

Unknown 15:32

you know, we should have we should have been,

Unknown 15:34

and it was

Unknown 15:36

it was just businesses, we're kind of commenting on policy the way for for a

Unknown 15:42

while it was

Unknown 15:43

it was Eric Schmidt, who told David Cameron to change the the curriculum to cute computer science and coding. And I think it's 7% of Google are actually coders. You know, it's just wrong. It's just completely wrong. The other thing, just look at these questions.

Unknown 16:06

I mean, there's a lot of us here,

Unknown 16:07

a lot of us go back rather too long. That's what go for the person. He he, we came in, we had the bonfire of the quangos, and all our resources

Unknown 16:21

just disappeared, which is worse than burning the books. If you think about it, don't worry, it's all reassembled on the Miranda. NET site. We're all okay. But

Unknown 16:31

what Marilyn is talking about with constitution, we must not have a let any government destroy that kind of material. And I did what what happens in your country? I know, you know, but I mean, I live Oh, you do? So it's Yes. But it's very worrying, isn't it that this has been going on? And really, it's taken us a while to quite take on how how bad things are. So the thing is, if you look at those questions, a lot of us have been around for a long time,

Unknown 17:04

we

Unknown 17:05

would have been going on with our answers to those questions after 2010. That's what we're all about. And here, Damien Hines is setting these questions who, you know, let's let's, let's find out this. It's, it's horrifying. And it must happen in lots of countries, a whole

body of knowledge has gone. And so we really need to get this back. And our first thought, any ideas for strategy I know, Maryland's got some John's got some I've got some. And the other idea is to work through your local MP

Unknown 17:45

so that they know who we are, where we are, what we're doing, and even if you just how much you dislike them, even if you just send them a note or do something so that we're back on the radar. Because what's happened I don't if you know that he started the two days conference before this conference, which is all the ministers who come and they have now I said, we actually started that got 100 ministers from all over the world that this time I said, we started that company, we

Unknown 18:21

can we be part of it? Oh, yes. They said,

Unknown 18:23

550,000 pounds

Unknown 18:26

for presence.

Unknown 18:28

This is not right. This. I know people without mentioning any names, people going out to Egypt and making up the strategy for Egypt on the plane, because they've been invited to do so at that meeting. Because there's no educators there,

Unknown 18:49

we've, we've got to reassert ourselves, we've got to deal with it. So we've got and of course, we've got the answers to these questions. But they're probably all dancers, I mean, the number of things that have changed, and we really need the companies involved with us, we're really grateful to the companies that have been working with us on research, we need more of them, if you can think of anyone else to bring in.

Unknown 19:14

So what we're going to do is produce a report and we'll have you on an email list. So if you've been stimulated by the meeting, a new thing, all you know, will, it will also be on Miranda link. And

Unknown 19:30

the at

Unknown 19:33

debating system. One of the reasons why we're better at sixes and sevens is because we're such TPA up into a charity, which takes a bit of time we're looking for trustees, if you have any ideas for that. And we're doing all that moment, we're getting bank account and all those sorts of things sorted out, we're getting together the vision for what we're trying to do, and our wonderful

Unknown 20:01

designer who's a brilliant lecturer, but what's really good is we're looking, we're doing the logo and everything. So we're just at that stage where we will have not only all the livery that we need with it, but also the conference that we're launching, which is the 11th and 12th of July. So the plan is to go to our members and get as much information as we can about these three questions. Because last time, they told us, they were looking at retention and recruitment. So we did a report on retention because it said they it was the only thing they were interested in, we did a report and the meeting I had with them yesterday, they're headed policy, agreed she hasn't made it. And they actually asked us for it. Well, I'm not too bothered about retention. And, and, you know, it's not really the most interesting thing in the world, but the seas and so we and this time, we won't leave them alone until we get a response, but we want to go to Ofsted who are changing their mind significantly now that they see the mess they've made of everything of soda, the inspectors, if anybody doesn't know,

Unknown 21:15

and there are other organizations, Andy is Council for subject associations. And we've got dusk there who's from the National Council of University Professors. We want as many names on this as we can, because we're all being Nord, you know, not just one or two, this, all this and that, and we'd love and the companies that we've got working with this week, we are delighted that they are, they will be on the list as well, because this should be a collaboration and cooperation. We've all got children and grandchildren, and we don't want them fake rubbish. But it's not good at the moment. And it's very difficult for choosing schools to choose because they're getting really spiel, I don't if you've read the the charter college, your teacher should be here. But they couldn't get here. But they've done a very good piece on a tech. And Neil Selwyn, who got the professor got so fed up with this country has gone to Australia. He's written the editorial Yeah,

Unknown 22:20

yeah, he's written the editorial which is very, very good. And very measured, and pointing out that we can no longer be in the first excitement of, you know, this is all new, wonderful, because there are a lot of things that need sorting, but I come in that too. So there's another group that are going to be involved with us and anybody else, just send them to me any quick ideas, you've got to send them to me, and we'll put them on in the report. And then we'll get them by the short and curlies and make sure that it gets sorted. So questions, how do we develop a strong evidence base for the use of technology in education? How do we test and trial technology products? And how can we showcase good practice in education?

Unknown 23:08

What amazing never thought of those? Would we?

Unknown 23:13

So let's start with the first one.

Unknown 23:16

I mean, evidence is difficult. Any ideas? Have you what we also want to refer to? Is anything you've already done?

Unknown 23:23

Well, can we start by defining what you mean by evidence, yes, term gets thrown around quite a bit. And they get traditionally brings to mind more of an academic approach, which so often in education, let's be real, let's be realistic. It's just, it doesn't fit, right? If you're fucking about technology, and you want to do a, a, you know, a multi year properly scientific analysis of whether something works or not unusual for all confounding variables, you're essentially going to take a large body of schools, this is kind of what some organizations do, right? And it has its place. But you know, for me, personally, I look at that and say, we can take a large group of schools, you're going to trial something with one of them

Unknown 24:04

and tell them don't change anything else, right? don't innovate dumb experiments, we got to control that. And you can take another group and act as your control and not not allow them to do anything. For me, that model kind of ends up being a disservice to schools, because you can't

Unknown 24:19

explain it. It's the only model our

Unknown 24:22

government is what and by the way, I think some cases in can work. I've been part of studies in the US, we did that at a city level modified, and it actually is just fantastic. But I I guess the only reason I'm saying this is when we think of evidence, that's that's often the model that comes to mind. And I think it could actually be a lot of things. Evidence can also be a survey results from few hundred teachers in a particular region. You know, there's a range of things. Yeah, sorry, go ahead. No,

Unknown 24:52

no, it's just out in fact, that this

Unknown 24:56

is really interesting. Yeah. Along those lines, yeah. It talks about and some very scientific methodology, yeah, we're causalities the thing. Yeah, not really being that appropriate. We get

Unknown 25:07

caught up in the causality and

Unknown 25:09

more conversational kind of idea. So social science has been, for me, it's a very cultural aspects. Every school is different. Every region has its own identity, you know, so it's good to have a sort of fixed static notion of what good James is when these

Unknown 25:29

when these government came in, that's called controlled, controlled trial, randomized trials, trials, that is the only thing that will funding and they were saying that everything else that we did was rubbish. And you can appreciate why they

Unknown 25:45

why anyone would, because that's the safest route, right? It's it's saying, This is pure scientific method. This is what we're going to do. But what were the question we're actually trying to solve is not what's the most scientific analysis we're trying to solve is what's the right thing to use my classroom next week? That's right. That's right. It's a social Petra

Unknown 26:03

jam. Right? What on?

Unknown 26:04

One of the things that I often say is, if you can measure it, it probably wasn't worth the buffer because

Unknown 26:12

I know I've heard say that

Unknown 26:13

Yeah,

Unknown 26:14

I'm not going against quantitative at all. I think it's essential and I think random control trials have a place but I also think that there is so little thinking about the what happens in each school what qualitative teachers now all this and what what we do there's a thing on here the ikat I catalyst model, and lots of you know that and we've worked with burners and die and other people that's where the teachers decide the questions and the teachers and the pupils and even the parents sometimes give the answers and decide what they think matters and we do it with products and we also work closely with with the person who

Unknown 27:01

the person from the company because they have got brilliant knowledge I mean Bernard is a fantastic example really, truly, you know, if somebody who's got an education background and the research that

Unknown 27:15

burns company is doing into virtual reality and all these things you'll find it all on our website all the stuff that's that that they've been doing and we've been doing with them and more of those kinds of, you know, qualitative as well as quantitative you've done some Haven't you done yeah i mean i'm just gonna

Unknown 27:38

say it was really refreshing see new Ofsted frameworks you know websites on curriculum breath

Unknown 27:46
curriculum development

Unknown 27:48
that that was really encouraging to me and less emphasis on data and I think that's part of you know we employ school like like other schools I work with I mean that's

Unknown 28:00
probably aware

Unknown 28:01
our senior managers are completely held up you know accountable to the data from there from the get obsessed therefore talked about you know and I will tell you how much you should know how much data is manipulated,

Unknown 28:22
massaged changed you know whatever you want to politely call it you know quite frankly sometimes totally nonsensical made up data to try and actually make sure that the data footprint of the school is actually correct and its meaning this to me as a teacher and what's meaningful to me is a qualitative stuff out of my classroom and always had yes to me and I think is really interesting to see them then at least that change by the way from the Winchester meeting Jen Jen Oh sure. From the DAP came to my school. Oh, yes.

Unknown 28:59
It from the past from our conference, wasn't it? Yeah,

Unknown 29:01
I was

Unknown 29:03
flabbergasted. Okay. So in school

Unknown 29:08
flooded,

Unknown 29:11
flooded. Oh,

Unknown 29:13
God. The range of questions asked me to that might be interesting to see. But he was all around very similar to Damien's question to you know, he's all about work and time saving. And, you know, that kind of thing. And it was great visit. You know, it was nice. It was nice to have some authority and fair play to her. By the way, the job role or email at least was head of Ed Tech,

Unknown 29:41
head of Ed Tech unit. So the, this, this exists, and therefore,

Unknown 29:49
when she

Unknown 29:49
said, that was those in the summer, so when she still exists,

Unknown 29:53
yes, now we've met her yet. She's very bubbly. And she came to our conference, yeah, sound wonderful for networking. And she has been, I've had a lot of quiet conversations with her. And she's the one who's false Debbie Macomber who's actually the head of the whole thing to meet us and talk to now.

Unknown 30:15
I certainly felt she was very positive. Yes, and she's, you know, robbers.

Unknown 30:18
And in the end some of its to do with personality, you just we've always had really good friendships with the DMV. And it used to be training agency. And that's what we've lost. We've got they keep changing. I mean, they've changed three times in the last year. So you know, there's a limit to how much or they're either on maternity leave, or paternity leave,

Unknown 30:37
but I'm just a just a

Unknown 30:39
problem. But the end of my point really, just just to let let you know, guys know here that he certainly my school, we are professional learning communities, all teachers have to take part in search, teacher research in the classroom, most of the results from that, as you can imagine, it's qualitative. We have a marketplace, every end of term where all that work is actually displayed and shared. And that's going on, you know, in other communities are known as well. And that's encouraging, isn't it, you know, that that is good, I think good stuff going on in qualitative research out there. And it's just really how we capture some of that and perhaps make people sit up and listen to that, you know, rather than thinking that he sees all scientific method done and working through that, I totally believe that, you know, we're in social scientists here, you know, there's not many social science and social studies that I see that, you know, haven't got very strong quality mechanisms, you know, to look at that. So that's

Unknown 31:38
just from my perspective in school. Now, it's very useful in something that you said about the amount of data to just have to choose, we have to play the political game. And Damien Hines said teachers are worn out with so much useless data. And I'm sure there are ways that the data could be used better because it's not being interrogated lots of times, teachers, I think, why am I doing

Unknown 32:02

well, I think, first of all, we have to ensure is meaningful data.

Unknown 32:05

Yes, yes,

Unknown 32:09

yes, absolutely.

Unknown 32:10

Can I come at it from a different direct? Yes, no, do so I'm absolutely committed to practice based research. And I did my master's degree that way, as a teacher, and it had a big impact on me as an individual and on our school. And I've tried to replicate that with some of our customers with Christina. And I kind of realized that we were on to a hiding to nothing because I somebody's got to pay for it. And it's very expensive, be teachers are extremely time impoverished. And see education technology is not top priority on most schools list of priorities.

Unknown 32:49

And yet, as a company, we're determined to be able to prove to our customers that they're spending on it tech

Unknown 32:56

as a return on investment and return on investment in terms of education impact. So I've kind of I'm still wrestling with how, how do we do this, and I've had a light bulb moment of bets, the bets not totally useful,

Unknown 33:10

simply because I was on a panel on Thursday nights.

Unknown 33:15

And I was bought into that panel by a small company called future source consulting, as anybody know them know, it's a future source work for the ad tech sector, collecting data,

Unknown 33:30

macro level data on a on a global level, about buying trends. And they look at education as one of their sectors. And they produce annual reports. So they know how many interactive panels have been sold worldwide. They know what the uptake of mobile devices into schools are worldwide. And they've got this macro level data. And they put three of us together on the panel Swede, an American and myself representing the UK, the first thing we did was look at a graph that showed the uptake of mobile devices for the three countries, the UK bumbled along the bottom of the three with the lowest uptake. The USA was somewhere in the middle, and sweeteners at the top. And we started having a conversation just the three of us before the panel started that why this might be the case. And as educators and education technologists, we quickly realized this was about policy. So whereas government chosen to spend its money on big things, but it's also about education, culture, and then pedagogy. And I think that another thing that came out of that conversation

Unknown 34:47

is that we're on the verge of having masses of data automatically connected. So the dashboards sit on top of Google and Microsoft now will collect analytics on user behaviors. So you'll know that exactly how often your users log on what they've been doing, and so on. So we're, we're we're at the stage where we can have this macro level data that can be interrogated to ask questions about the state of policy and practice, which is coming at it from another end to start with the practitioner and saying is what you're doing having an impact. And I think those those big that big data and in terms of research, and then interrogating and asking relevant questions, and researching those those question lines, is perhaps the best way to go in the future. And in terms of influencing government will probably have a much bigger impact than teacher Beijing practice research, which is about changing what you're doing your school

Unknown 35:47

because it will actually say, because you did this, because our schools are thinking this, and you can see it in UK education, the narrowing of the curriculum, the impact of in inspection on teacher behaviors, the impact of our testing, the fact we have paper based examinations, and not online examinations. All of those things are affecting the impact of Ed Tech in different countries. And it's interesting that in Scandinavia and more open view of education as lead to higher adoption of digital teaching and learning. And also it's not restricted by their assessment regimes, which are actually driving the way teachers teach. So I think that's worth coming out. And all of that data exists a future source, you can buy those reports, you can look at exactly different ad detectors there and go through and the other thing I discovered this week UCL Institute of Education London, have a unit called educates and they've been supporting startup businesses to penetrate the education market, they've now flipped that to create a model to advise schools on

Unknown 37:05

procurement of it. So to get schools to ask the right questions before they go.

Unknown 37:12

Yeah, so I think those are things to be considered

Unknown 37:17

Yeah, just in London at the moment

Unknown 37:19

and there will be Michael for short story on that second known issue

Unknown 37:23

the second part

Unknown 37:24

if I can just come in tomorrow yesterday because you're right UCLA got a really interesting model.

Unknown 37:30

attitudes before the tap during the tag after the attack and the looking a lot matured and all about button and at the dashboard looks very nice on the website but I said to this quality assurance

Unknown 37:42

we know how to TripAdvisor jokes about serious in terms of what the trophy

Unknown 37:48

Michael doesn't fall back on I spoke to John

Unknown 37:53

did a well educated as well and I think because the helping out with the stages of getting you

Unknown 38:00

don't really quality assurance of actually making sure that those companies often I will write to my dashboard and it's false because it can make you feel that it gave you a low score you know who's looking at yeah yeah well that I'm working with Mike's I'm happy to talk to you about that yeah yeah but he has to ask questions and have a question later on this

Unknown 38:18

week or even TripAdvisor. I would say it doesn't need to be either those things that they get something for the tech sector

Unknown 38:27

it is trust but from a from a from a trusted entity.

Unknown 38:30

security standpoint, I think the aim is to absolutely stay away from being something like TripAdvisor because that's incredibly biased. And the data is narrow, which is Yeah. Right. So so I can say, with ethic impact, I mean, all that data is coming back into that team. And that team is reviewing it. You know, from the, from the outset, I know Mike wanted to stay away from anything were kind of like, you know, I think of Amazon as the as the bad example here, right, where anyone can drop in and review often someone writes their own book, they'll jump in and put their own review about their own book or other mates will do it right. And then equally, people that don't like them, will, will put spam on there. So that's not an option on the platform at all. It's any of the data that's collected comes from schools that are using those products, and it goes back to the Tech Impact team and they're the ones that put that up on the site. Now, you're right. There have been some cases where the data that came back was a staff member who

Unknown 39:26

you know, maybe didn't in a hurry, so

Unknown 39:30

Some of that's going to happen I guess it is early stages yet rather than talking about yeah but I mean

Unknown 39:37

evidence base which is the question the strong evidence that has integrity that shows to the teaching profession yeah attack inbox has been pushed this year was a big thing was going for it yeah I'm just asking the question about is it strong

Unknown 39:51

and I think the very good point you made is about evaluation so much is not being externally then validated which means that those those people's efforts to wisdom which is a pity I think we have got an article in the journal the

Unknown 40:10

the Chartered College of Teachers but it's only going to be online the article that we wrote which we wrote about practice based research and absolutely take on board what Bernard is saying we've had disappointing not disappointing results fabulous results and everything but great difficulty with

Unknown 40:30

Teachers having enough time to do it, and I'd like to work with other people in burns, because I think there are ways of

Unknown 40:40

the

Unknown 40:42

people in people like myself

Unknown 40:46

doing a great deal more of the work ourselves and just getting enough from the teachers. They, in fact, that's more or less what I've been doing recently. But it does worry me that teachers are not being given that space to reflect themselves.

Unknown 41:03

It's time to change in

Unknown 41:06

a new cell phone

Unknown 41:08

and I'm

Unknown 41:10

going to do professional learning communities and everyone's going to research

Unknown 41:15

my checks. every user

Unknown 41:18

of yours news news is actually happening and there are lots of schools out there where it is happening. So I think there's, you know, from my perspective and you know, I've always been passionate

Unknown 41:30

People around the table probably know about research about internet research particularly and and what a difference and very similar to yourself you know I did my my MA exactly like that and you know made a massive difference to me and my impact my classroom so I can see it from you know from that perspective but at least there are a number of schools know research schools you know there's lots of startups there is actually happening and I do think we've got a lot of people out there that where things are happening and how can we harness what they're doing as well he's the most of that that's why Jane came out to show yet to see you because they haven't got a clue what's going on let me just government insists on the gold standard which is randomized control trial we do around with controlled trials with the it can take up to three years to get the result which in terms of developing in a fast technological world is complete and utter rubbish right will never forward

Unknown 42:30

Every time we do a step we have to evaluate it isn't sure some of the steps will not work anyway for different reasons, and the ideas will die. So the present method of evaluation of trying things is absolutely against development of technology. And we have to find different methods. So for instance, we decide to say, let's say who you are. Oh, I'm Tony Can I used to be somewhere around four bc now

Unknown 43:00

doing learning by questions

Unknown 43:02

so

Unknown 43:04

that evaluation of ideas and you're absolutely sure right to head teachers and teachers have so much on that they don't have the time or the money to consider trying anything else. And so everything is coming as it were a semi to a full stop all the trials that take place are so small we live in see

Unknown 43:30

Significant and this way will never get to the point where technology makes the contribution that it has to make that it makes, for instance, in the military that it makes in the NHS and someone where it becomes an integral part of the system, because nobody has the time I quoted, you're all welcome to pinch it. The cartoon of the machine gun salesman selling to the Viking warrior

Unknown 44:03

in machine gun sales. Nobody's machine gun by side, taps the Viking warrior on the shoulder. And the Viking warrior turns around to him and said, come to see I'm fighting a war

Unknown 44:15

and actually that's the situation we're all in, isn't it? We have ideas but we can't get them tried to get them developed further. We need to have them tried because we need to find out what's wrong with them and why they don't work. So we have

Unknown 44:30

To evaluate them, and it's extremely difficult to get the time and the money of schools. I mean, I tried an experiment of writing a very powerful letter with the evidence that I had to the head of number of

Unknown 44:48

Academy tracks. I bet my marketing people that we wouldn't get one reply and we didn't even get one reply. So it's exactly the Viking warrior thing. You know, here

Unknown 45:03

we are right behind you. And what what you missed saying at the beginning is this this meeting is a plot and we're going to get together and find ways of making this work for companies and the country basically is what we're an any any other countries that want to join in with us because you're you're absolutely right. We're all very frustrated but unless we organize ourselves and really good

Unknown 45:30

And make it clear what we're doing. Why? Because what we've got here is a broom of companies,

Unknown 45:37

academics, School News advisors

Unknown 45:42

who have I missed anybody we've got, we've got a number of other organizations who wanted to work with us. But when you get a secretary of state who hasn't got a clue about education, it's very difficult to put an argument across. And you might say, well, you have to put it through to the ed tech people in the day every well now four of them and the head of it has gotten more other responsibilities than Ed Tech. So you know, they're effective really is somehow it's got to be moved over to Brexit anyway, it's alright if I don't, I don't think it's an attack problem in the UK. This is a cultural education problems. And so we know that this is a relationship between content, what you teach pedagogy, how you teach, and adoption of technology. Our content has been driven by

Unknown 46:30

What's into areas which are traditional academic, not multidisciplinary not anything to do with the modern world of work where everything is interrelated so our content is fixed teachers can't change that and it's got narrower pedagogy is not shifting because of the

offstage pressure on taking teaching and learning risks. And therefore our education system in the UK is not exploiting the potential of Ed Tech to be transformative. So it's not just an attack yesterday, I suggest the government should have what it called Digital schools were actually there, they're underwritten to try things

Unknown 47:14

and they get called Digital schools to try things in the classroom. That's because it's the pedagogy that makes the difference. Nothing else makes a difference. And so the government should specify those allow them then to buy the equipment because

Unknown 47:30

One of the problems I find is that

Unknown 47:33

unless teachers have the equipment consistently, they don't get the skills use it. So it's no use passing a set of tablets round school, right? They've got to have them to themselves and therefore it's equipment properly.

Unknown 47:51

But children also have to have the equipment consistently to develop their capability. And interestingly it you do in terms of the culture issue, my mind is early years at the moment in our earliest statutory framework, which is our curriculum for zero to five we have one of our early learning goals is called technology and that that statement that children are supposed to achieve by the age of five. His children recognize that a range of technologies used in places such as homes and schools, they select new technology for particular purposes. Okay, so it might be about using a camera and you better

Unknown 48:30

basic technology. At the moment, the DMV is trialing piloting new new statutory framework for the early years, which is due to come in next year with the pilot goes through. So far, I've been unable to comment on the pilot in any way. I've not found out how to do that. And the word technologies been removed. The technology strand has been completely removed from this actually framework, and

Unknown 48:55

the word isn't mentioned in it. And there's an officer there's an issue with two young children communication. And I think there is a view that's possibly slightly uninformed in some ways that technology shuts children down and stops communication. Now, I would maintain that technology being used very effectively with young children can really open up lots of branches of communication, lots of possibilities, but decisions are sort of being made by particular sectors and man having big infant I hope I don't offend anybody but

Unknown 49:30

They're being advised by the academic world, not by the teaching world we disagree with. No, they're

Unknown 49:39

not.

Unknown 49:41

No. They're being described. His drivers are Yeah. Yeah. It's not. It's not the academics. That's that's the tragedy of it. Because I think we're a lot closer to your

Unknown 49:54

teachers to Yes, that's what I don't want. I don't want university research academics to advice that I want teachers to advise. I think you need to get to know us better, because there's a lot of those who are doing a lot of teachers that just to say,

Unknown 50:10

I'm one of those that you were talking about, and not against the teachers not superior to the teachers. I was actually a member of the panel for skills gap

Unknown 50:22

and there is another may be politically sensitive, I don't know but there is a story that can be behind that.

Unknown 50:31

were mostly the, you know, university, postgraduate level was considered that we are not out putting that kind of knowledge, triple people that can go into modern industry, lot of businesses without having to spend the first three years of their employment being trained, that that kind of training and awareness and knowledge should be actually given to them in the educational system.

Unknown 50:59

And the crucial role of teachers

Unknown 51:05

actually became very important because at the university, you're not teaching you're cultivating people's mind. you're developing curiosity, you're encouraging them to do your Untied States, you're interested in your subject, you're interested in intellectual skills, you don't give a damn about how a child how a student feels, or you

Unknown 51:27

could be a nuisance, but that's not

Unknown 51:30

Really you're a we not developing people at the university redeveloping subjects, right? So but in order to be able to do that work effectively, we have to have the people who come out to schools that you can do that work with

Unknown 51:48

and skills gap you sort of state and so we are actually aware that

Unknown 51:55

that the real what we're there has to be an echo system of the employers and industry, with the universities with the teachers, but it's actually the material we get from the teachers there that that makes it possible for us to do what we want to do. I don't know how to develop those attitudes and skills in young people who come to me that I don't have time to do that. But I would want I would listen to a teacher telling me how that how that is done and how I can best

Unknown 52:30

Best exploited to my purposes how industry can then Beck's best exploited.

Unknown 52:37

So the disrespect for the teachers it's not coming from

Unknown 52:41

well there is more entertaining does he do he was talking about it's it's more

Unknown 52:48

really found

Unknown 52:51

academics who have an urgent need to improve the learning in schools they have an urgent need to look at the different elements and work out whether doing it this way or that way is better but it's actually the application within the schools with the teachers that makes the difference. What actually happens in the classroom when you have found a group of us?

Unknown 53:15

Yeah, sorry, sorry, I'm late summarization. I would know if you to tell the teacher how to teach an eight year old or 15 year old because that is not where my competencies up. I will listen to what they

Unknown 53:30

Tell me though that is the dialogue that we need to have throughout the educational system

Unknown 53:38

and also with upside after the educational is completed so we can constructively answer the skills gap issue and it is a serious issue and the government is listening listening is maybe yeah because you come from a different sector from us and what we need to share with everybody because the government is really dysfunctional at the moment nevermind Brexit we really need the queen to sorted out

Unknown 54:07

we need what we're doing. What we're doing is collecting together all the names we know so that when we start putting stuff out, we get it to as many places as possible because I don't think for a minute they're talking to each other.

Unknown 54:21

But we are the interest group if you see me I depend as a university teacher I depend on what you what the teachers in schools do.

Unknown 54:30

And the industry, the employers depend on what I do that have build on. So there is a co creation of culture that we need to do that is needed. Oh, yes. And what everybody I don't Is there anyone who doesn't agree that this is actually a cultural problem,

Unknown 54:50

a cultural problem, rather than

Unknown 54:53

anything to do with nitty gritty, there's plenty of nitty gritty stuff. But in fact, it's all leadership problem. We need

Unknown 55:04

to leave this change.

Unknown 55:08

They really don't dare almost take any steps that we need them to say, look, in five years time we want to be able to do this now how are we going to do it?

Unknown 55:20

How we going so how are we going to how are we going to do it that the steps are too little and to minimal, right? We know we we actually know right?

Unknown 55:30

Where we where we need to get, we need to double the engagement of the kids. We need to improve the productivity of the teachers without giving a little bit more work. And we want to use technology to enable an improvement in the learning of all our kids. Now we, we know where we need to get to. Now what do we need to do is some leadership needs to say, look, let's develop this and let's develop this sort of thing so that we can

Unknown 56:03

because 20

Unknown 56:05

per child per day to have a tablet

Unknown 56:10

that's a pound

Unknown 56:14

it's like a slate how less teachers have fine so that they can try your idea your idea and don't have to go out and borrow the tablets or set them up or anything right

Unknown 56:28

that it's chicken leg

Unknown 56:30

That has not been impossible to less than 1% of school cause could give every child credible. We've been saying we've got lots of requests for that. And proof of it since the 1980s. Yeah,

Unknown 56:45

yes, yes. But it is talking to the Swedes last night. That situation exists because they've done that mass adoption. But their education system has a culture that allows teachers to then explore how they will use that technology to do what they want to achieve. As we've for my company had several schools, our best intentions have adopted one to ones games, they've given every student a device and in almost all of those cases, it's unraveled over a four or five year period because the teachers don't change the pedagogy in their school. Therefore, they don't plan to use the devices the teeth, the students go, why should I look this device around with me? If I'm never going to use it. The teachers then can't rely

Unknown 57:30

On the number of devices in the classroom to plan and it activity and the head and ultimately goes, why are we spending all this money on this kit and they've gone back to the dominant technology in UK schools which is the interactive touch panel on the wall of the class bed led to the reason I'm here today is because that didn't give the evidence and the improvement engagement that I wanted it to have, you know when we started that and and when you would go around classrooms you see kids doing this is that think it's doing this and flicking things and doing things and you need something that engages them enormously much better and that can exist

Unknown 58:15

actually I take slightly differently I don't blame teachers to really because I see that they have so much to do that. I can see I can't get the energy the time to try anything else.

Unknown 58:30

I mean,

Unknown 58:31

this kind of goes back to your point as well around

Unknown 58:35

not changing, not not adopting the question that comes back in my mind is why what, why we're running into that. And it reminds me of, you know, any time I've ever built a team or even that even in the classroom setting, going in and talking to teachers kind of comes down to safety. You know, people aren't changing the way they're doing things because they don't feel like good because they they don't feel like it's safe to do so. They're going to be criticized by some external body what you're talking about an inspector or let's be honest, like it's media, it's politics. Everyone thinks they know how to do better than teachers and everyone's criticizing them from every from every angle. How do we give teachers a space a safe space to try things i think i think he's not actually about race

Unknown 59:20

but I think the issue is important thing with leadership also school level there's two phases
First of all, your your head teachers your governing body

Unknown 59:30

That you can convince to go toward a one to one scheme in the first place you don't have to
try these things out and then your leadership of digital stuff in that organization I'm a very
successful one to one school I've been operating for the last seven years and

Unknown 59:46

1700 iPads in the school and we're an apple distinguished one of 400 in the world but that's
a hell of a lot of hard work and you know good to get there to keep that longevity to sustain
that you know we pedagogical change without staff you know and keep Ani Ani Ani Ani Ani
and it's it's how you know it's our leadership is alive that happen and also the digital
strategy digital strategy Leadership School So one question for me is you know, how do you
grow digital strategy Leadership School How do you grow the next

Unknown 1:00:20

digital strategy leadership in our school? You know that that's a question for me. Well, you
know, how did how do we actually do that? I mean, I first started through something called
Best Practice recently.

Unknown 1:00:30

fellowship

Unknown 1:00:32

DFA like that around yeah allows me to start my

Unknown 1:00:38

day you see yes this is the this is this is actually where we are the two

Unknown 1:00:43

ways that

Unknown 1:00:45

you can post

Unknown 1:00:48

to die What happens when the other schools

Unknown 1:00:51

they know what you're doing, they can see it successful. What why why doesn't Why
doesn't it well thinking assuming the beginning to, you know, obviously I mean Academy
choices, right. So we've got two Promises, promises certainly going along with that. And the
third party scopes is a new bill will be oriented around that too. But, you know, we try and
suck in as many people as we can, you know, to say, look, this is our best practice you can
see what we did you know, we've, we've made it I don't think we've got everything right.

We all make any work in the way that you guys are talking about, you know, there is a device in the hands of every student in every lesson.

Unknown 1:01:30

currently own device with every member of staff and therefore we've got that even leaving straight away to actually start to have to compensate. Well, you know, Marilyn who who had to go she worked for the teacher training agency agency, she set up a huge bank that risk video resources for teachers so that teachers, not for teachers, by teachers, and there was,

Unknown 1:01:56

what was it TV, teachers TV and all that sort of stuff. And all the plugs were pulled on everything. And that bank of videos which was massive, has actually been lost. And what you're talking about is the difficulty of sharing practice when you've actually got to do the job. One of the things was

Unknown 1:02:17

up until 20, 2010

Unknown 1:02:20

teachers could get out for one day to come to a conference and that sort of thing they called you can do that now. Maybe we need to substitute technology because you

Unknown 1:02:30

Know the sorts of things that we talking about there,

Unknown 1:02:33

but it needs money. And Ted, they're putting 10 million into research. If you heard Damien

Unknown 1:02:42

Heinz speech

Unknown 1:02:45

about little macro things that they've thought up about what needs to be looked at with no big picture,

Unknown 1:02:53

there was no strategy attached to it now, are we going to get in 10 years time to the situation where we're still using technology to improve the productivity of learning and delivering teaching? You know, it looks us there was still heading in that way. Yeah, I don't think I don't think the bigger world will add that to happen

Unknown 1:03:15

because certainly in my area of assistive technology, we talk about mainstream assistive technology now through the big companies, which is going to have a massive effect through it. Everybody knows.

Unknown 1:03:30

costs. One is such a concern to us is how do we get the information to schools? And so we asked the TCS show where do you go to find information and everybody just suppliers products

Unknown 1:03:45

really can't even email schools now without any notice.

Unknown 1:03:49

So it's very difficult to know how you get information. But actually, even if you do that will read it. The teachers that teachers get so much that they don't have time to look at one answer is Twitter and we were doing a webinar on how social media can be CBD but quality of that is going to impact but there is light at the end of this kind of strange tunnel that we're in Bartow has been looking at the British Assistive Technology Association been looking at DSA and there is a radical quack who ratifies the TSA and they ain't got a clue what was supposed to be at

Unknown 1:04:30

Just like what you've been saying, but we've just managed to get a whole scheme of work working with suppliers as driving quack to look at good practice and so it comes back to training again who you would employ a guest fitter, it didn't have a gas qualification want to employ in technology person he doesn't have a qualification particularly in Iron Man. Yeah I'm going to take it even further why would require a technology person for education that doesn't know anything about it? You can? Yes,

Unknown 1:05:01

exactly. So we need the standards in place. Jessica? Sorry. I have a genuine question. You it seems to me from everything that you've said improvement. That's what your purposes that's the strategy for improvement. And what I'm not sure is what counts as improvement. What does that improve was like look like that's what that's what we we don't know. We it's what we're supposed to be fun too.

Unknown 1:05:30

Out isn't anything that's really interesting question and because it links a bit to the cultural education, that's where the YouTube for

Unknown 1:05:37

me personally, I don't think it's a leadership policy thing. I mean it is a positive thing, but it's the issue we have it from my perspective is

Unknown 1:05:46

really dominant discourse in politics and we've had it for 40 years and it's interested in the impact agenda and is it making money, you know, how can we make this efficient, they are the outcomes that they're interested in, you know, it's product driven, it's outcome driven, and from what I can understand that he is interested in pedagogy and processes. So if we're to develop any kind of strong evidence base sounds like a practice based evidence base, and surely we need to sort of serve both masters Yes, you know, because if they're not going to

be an advocate, convince them otherwise. You know, the policy makers the I think someone mentioned the F before the the ICT. The trials they did was a recent study date with them to took about a

Unknown 1:06:30

arts education and how that improved sets so GCSE levels luckily the RSA got involved with that because otherwise it would have been a lot more he might need a template it quite a bit of what the way that that study was undertaken and i think it's it's along those lines I think we probably have to work as a second would be because we we do we do it you're not gonna change what they want somebody here a member of Miranda net which is free and you can be

Unknown 1:06:59

because if you're not

Unknown 1:07:02

I'll tell you how to do that and the reason is we have Miranda link which is a very vibrant

Unknown 1:07:09

debating area and it would give there's a lot that we've got 1200 members or whatever so if we started to talk about this

Unknown 1:07:20

in Miranda

Unknown 1:07:22

then we would have notes and things to start looking at what the important things are here and I really value

Unknown 1:07:30

Every one of you who's here who's offering a perspective and what we need to do is get something short and pithy because actually, I do think at the moment,

Unknown 1:07:43

I think they're listening, and I think they realized how those things that we said, we had an hour's meeting with them. And one of the things that

Unknown 1:07:54

one of them said was, we do have a rather fragmented market segment schools, you know, it was a sort of Revelation

Unknown 1:08:04

and that, but seriously, everybody there is new and, and they have at least got respect for a group of people who come from different areas, none of it, we've all got our own interest, but we could really be a really good advisory group. And they have asked us to advise rebranded, and I refute the argument that is not to do with policy. So I think

Unknown 1:08:30

persona policy get is echo echo disclose to me my my interest in teacher training yes and the direction of travel seems to me to be back towards subject specific development training if you're thinking in terms of my own history not necessarily going to be thinking about technological solutions to

Unknown 1:08:52

teachers better and I think this is where people are being encouraged to think back into traditional areas and, you know, that is not good to look, you know, lead technological solutions there. So, what are we actually being asked here? Why, why are the FDA re engaging with it? It is because the government realizes they've introduced a critical computing curriculum that doesn't engage students so they're now saying what's the research evidence that we can do to change that subject and make it more engaging for students so that we can produce more coders etc, etc. They are not actually asking for

Unknown 1:09:30

The mental broad questions about education and technology integration that's that's really important Bernard and yet we capture that that's what we need these are there questions? Yes Not not our questions and exactly what we're saying that we are, they are not thinking is a high enough level. So if I can give the example of the school Christina and I worked in which was a school you know, teaching on the requires improvement, special measures, and they were wrestling with this issue that their kids just hated computer science. They were not going to get anybody to sign up and yet down the road that the open the UTC in competition doing creative digital media, so they wanted to introduce creative digital media. We did creative digital media projects with them to show them how it could work. Their kids were totally engaged. We've got a video that you look into the eyes and you'll know that they're switched on and they decided to

Unknown 1:10:31

Digital Media curriculum post 14 as opposed to a computer science curriculum,

Unknown 1:10:37

but at exactly the same time that school hemorrhaged pupils to the UTC their budgets collapsed. All the aspiration support the teachers on the creative digital media course collapsed and within a couple of terms of those courses being set up, the kids are going this isn't what we signed up for.

Unknown 1:10:56

But that's actually broaden out I have the story of the teacher that had a Saturday morning mask and it was voluntary. So they got three or four five kids. They decided to use a technological

Unknown 1:11:09

resources exist they got 40

Unknown 1:11:17

discussion to shut the word showcase. Yes, yes. I didn't take some more coffee. I've spent a lot of money take the biscuit make sure you go with the fruit.

Unknown 1:11:30

Drop yes there is take

Unknown 1:11:32

it take me

Unknown 1:11:38

to go. But thank you. Yeah,

Unknown 1:11:43

yeah,

Unknown 1:11:47

yeah. Yeah. Yeah

Unknown 1:11:50

actually need to I need to head out want to say thank you for the

Unknown 1:11:54

eye you may have invited Mike I actually but let's try and pull things together and try to decide what is the most effective strategy to do I interrupted you Lawrence you don't say something and so here

Unknown 1:12:10

I was just in case yes no showcase has got lots of different meaning when I was teaching in my classroom I always used to showcase good practice for a beautiful to the other

Unknown 1:12:24

than the whiteboard we chose the best practice in the classroom to the other students and the question was how did you do that?

Unknown 1:12:30

And you immediately raised expectations and possibilities. And

Unknown 1:12:35

you've also got showcasing the teachers

Unknown 1:12:38

and we showcase the teachers, is that true for granted and projects and things like schemes work and lesson plans, and so on. Then you've got showcasing, as an academic level Have you have what's known as we're doing that in there. And what I used to do was to produce projects which I will then put on their own that website. So there's a showcase there along with apps or academic payment support. So that was a reasonable used to academic to say yes, that's a that's an interesting way of working and also interested teachers that magazine

how it's been done, not just a piece of good work by the pupils. And I always use to show the model we created together with an example of the outcomes by the pupils. So the teacher say, I like what you did there. How did you do it?

Unknown 1:13:30

Both sorts of work are there on on the on the website Winchester last year I took my granddaughter because she was the best we've done the work that we're thinking okay so present the the model and then get the students themselves can say what it was they learn to to test them so we've lost

Unknown 1:13:53

a lot of stuff we lost the video stuff reverse factory but how do we go about creating somewhere some place on our website and his website the best way of doing it which showcase that good practice well is it is it three minute videos which young people are at time making themselves is that what we we do? You're the expert that's what yes if if you want to look at anything where do you go these days you go to YouTube, you start looking through videos to find finding you on that. So here's the question

Unknown 1:14:29

in educational.

Unknown 1:14:30

search terms if you create enough good case studies, exemplar case studies,

Unknown 1:14:36

can you then extract from that body of case studies, the general learning principles through a research methodology, which is robust and would be trusted to say, when it works. It is because of this, this and this. And if you want to go back and watch all the lesson videos, please go and do it. And at the other end, which is the point I made the beginning the big data is following those is telling you those trends we've been trying to explain the big data is explaining what people are actually doing.

Unknown 1:15:07

But you have the question you asked about is it possible the case studies is because Polycorn engine is very nasty buildings, buildings work on things like an engineer. I worked on one of the case studies or with schools, they collected all the cases and they play to that information into an evidence of what that seems to work together, which means actually having a fairly standardized case.

Unknown 1:15:30

Study template that does what you were saying not only as the three minute video of the, the outcomes of that, but it locks the methodology and then background

Unknown 1:15:41

they believe that this is proof kind of model. And if you've got qualitative This is what the experience kind of

Unknown 1:15:50

know they don't quite Mary sorry I don't make a difference

Unknown 1:15:56

but it comes back to so so if we in terms of what they want, they want they want the learning outcomes, they want the results and the attainment and I want What is this? Yeah,

Unknown 1:16:10

that's right. I want I wanted to see people's engaged because if they're engaged, they will learn the things they're interested in. So actually, video is the best way of capturing pupil engagement because you can look into their eyes and and see where there aren't. We've got to learn to trust that kind of qualitative data. When does it become quantitative if you want

Unknown 1:16:30

enough of it. And you say this behavior repeated 10,000 times this behavior repeat. You start making it quantitative. That's my question. If we try and measure things in education in academic research terms, the problem we've always had in education with any initiative is you can't control the variables.

Unknown 1:16:51

So you can do as much education technology, right? But there's underlying other stuff going on including teachers relationships and stuff from that

Unknown 1:17:00

thing that is really going to make the difference is how you use the technology Yeah, and what your skills as a teacher I'm not what technology are using that has an impact. Yeah, but the biggest thing that's

Unknown 1:17:14

what you do as a teacher

Unknown 1:17:16

so if you if you type so my view is that will only ever get the best out of education technology, if we have a predominance of inquiry, resource and project based learning, if it's instructional will only ever use the screens.

Unknown 1:17:31

So there's the teachers of the equipment.

Unknown 1:17:34

Yeah. So So if that's the hypothesis and test the hypothesis by watching, watching people teach with technology, how many people who teach a basic instructional methodology all the time ever make any real impact of the technology? Those people who are more creative with that pedagogy? How are they adopting technology? And I think if you look at international

Unknown 1:17:56

data, you'll find countries that have a more fluid pedagogy, more multidisciplinary curriculum are making much higher use of technology.

Unknown 1:18:07

And it might be that the culture the educational culture is driving the technology and not the other way around.

Unknown 1:18:14

How can we get this quality of conversation in front of the DFA? I mean, one of the things is we've got our confidence level in

Unknown 1:18:24

July if we set that up for something where they really can listen to

Unknown 1:18:30

What average token they're coming up.

Unknown 1:18:33

But when I would make the subject of the conference

Unknown 1:18:38

utilizing technology to improve education in schools I mean we could make that the subject

Unknown 1:18:47

I think going back to mount point right the beginning of a PP Geez. or bottom line three groups we've found by experience that actually you need some canvases who can actually join the dots across all of these groups, because we're almost all the people at Ground Zero, pushing the government in the same direction. So what we need to do is have somebody who is able to say to each of those parliamentary groups, are you aware what this group is doing? And this what these these days you need to find out? I forget the name that call canvassers or policy connectors Walker's lobbyists Yes. Yummy lobbyists. Slow as

Unknown 1:19:30

Not knowing your stuff, the game we've got to play, because there are there are very highly paid company lobbyists. And we're not getting into that area and we should be doing it. Besides you

Unknown 1:19:44

who do vice chancellors. They often, yes, yes, fast chances to,

Unknown 1:19:49

ironically, probably Microsoft. And Google cares about his biggest fear of ministers. Oh, there's no doubt. Yeah, although that big multinationals, etc, cetera actually they do have a view of education, which is broadly aligned to yes to especially I went to see them today haven't helped them if I can get my fingers into that, and

Unknown 1:20:10

especially this one theme that is underlying everything that you're saying. We need to divert more money into education so that we know that there's a broad base of affordable, acceptable technology that people can start with. So that is the

Unknown 1:20:30

I think a key strategy which we can't say that as directly as I did that Now give me money but ultimately whatever we do in communication with those bodies is geared towards getting them to give us the money we know what to do with it but we caught it that we also have to spend their enthusiasm on things Damien's is VR and a day our incomes and that speaks to me of interactive whiteboards and what a mess that created know any I'm not criticizing interactive whiteboards 3d printing projection from above from behind the teacher so you started the thread to be interactive whiteboard and the light that lights up the back of your head and cast a shadow onto the boat I think

Unknown 1:21:22

it's not the fault of technology know the bit but it is the phone focusing on one thing yet it should be around the right

Unknown 1:21:30

We believe that can I ask you to do one thing you've been a fantastic group that I haven't been in such a vibrant meeting for a long time and on your the leaflet if you've got one about the

Unknown 1:21:44

conference is draw

Unknown 1:21:48

title which at this point in time could be changed. And I tell you what was behind our thinking. And in fact that titles already been changed in a Richard curriculum, exploring 21st Century Skills it should be and the teaching of computing because what we were trying to get at is that the teaching of computing is actually a you know, as a side sport, and we're not doing anything. People came up with 21st century skills. We were trying to think of something because we thought exploring the use of digital technology it doesn't quite hit teaching computing is too narrow.

Unknown 1:22:30

When we're trying

Unknown 1:22:32

we agree that is this is too narrow and what we're saying is what is the rest of it that we want to do that isn't being done

Unknown 1:22:41

well any other agenda schools got

Unknown 1:22:45

killed

Unknown 1:22:49

narrow and it's politically colored but the idea is there I would use different words yeah yeah at avoid 20% could be really close really close this trip I don't know I don't know it's always see the isn't it yeah she's basically just basically like Neo liberal it impacts general over so basically undermine themselves but

Unknown 1:23:13

that's really what I

Unknown 1:23:15

think just the

Unknown 1:23:21

stuff we

Unknown 1:23:24

know that

Unknown 1:23:26

the next stage 4 million well somebody

Unknown 1:23:30

come up with something that we have been we've been struggling with this for two weeks at the moment, and I'm sure quite a lot with have that's been a word. That's culture that's the spot in has been present. Well you can say what about opportunities? I think this is what Yes, yes. First Century opportunities.

Unknown 1:23:51

Yeah. 20%, 21st

Unknown 1:23:57

century insanely,

Unknown 1:24:04

creating a culture of opportunity in a digital world. Oh, oh, nearly there.

Unknown 1:24:11

I'm just taking all the words that you've thrown out, creating a culture of opportunity in a digital world. Wow. Oh, yes. In fact, this is too I'm so angry about the politics of all of this. I cannot get away from it. And you've just done it. Say it again. creating a culture of opportunity in a digital

Unknown 1:24:30

world

Unknown 1:24:31

if anyone saw a blog post or is a blog post I saw you know she's written a book about Sandra LinkedIn gray for UCL. Very interesting I think the bearer blog or something like that and really interesting post on the missed opportunity as well for things like the broader digital curriculum that make sense so there's an ethics yeah yeah

Unknown 1:24:54

yeah about AI technology questions but there could be interesting read I think that's where I am as well you know we encompass the broader all the

Unknown 1:25:06

curriculum yeah yes because

Unknown 1:25:13

who are we what we want to let you know that there are questions that are more relevant to people's lives you know I come from a background where I'm always fucking even you know

Unknown 1:25:25

micro You know,

Unknown 1:25:27

I'm happy doing that but he's no

Unknown 1:25:30

relevant to you

Unknown 1:25:32

know one what Andy was referring to and those of you who don't know the three strands were in the national new national curriculum until the weekend before on the Friday and it was on the team All three were there we all left on Friday with the new curriculum but on Monday they published a different curriculum view yeah she gave it to the ministers administered cold in two key people to from the panels and rewrite is it happens so often that's the policy such a strange thing like it doesn't matter. really

Unknown 1:26:11

see you don't see it probably won't be

Unknown 1:26:18

looking to wails wails, wails digital competencies

Unknown 1:26:26

now

Unknown 1:26:30

from us,

Unknown 1:26:33

yeah,

Unknown 1:26:34

well, I think we've done it didn't you create Will you come to the conference? You've all got to come. You know, it's no good just planning a title and not coming creating a culture of opportunity in a digital world highly paid speakers

Unknown 1:26:49

got any money we can

Unknown 1:26:55

we get

Unknown 1:26:56

company. People just want to make a suggestion. It seems to me that as a community educators a very

Unknown 1:27:06

early age divided by the sort of age of the students and that's not the point no, that's not I mean, it's we've got a role organizational culture, I think if you're

Unknown 1:27:19

talking about culture, so if there is a sort of community or an opportunity for the dialogue of different paths mean the assistive digital technology

Unknown 1:27:30

Are the really exciting growing area first from all points of view from the small children, teenagers, university research, post graduate, PhD old a journey and if you bringing in technology into assisted living area, then how many people will have to learn about and learn how to use Excel. There's so many these opportunities in this new digital world, but we've got to be able to talk to each other. Oh, yeah, excellent. But it's about using it to teach to not just about using technology and stuff. It's about improving the pedagogy. pedagogy,

Unknown 1:28:14

that's an academic

Unknown 1:28:19

one word how we need to engage better to learn better and how we can use that better we're using technology we can use

Unknown 1:28:30

Engage with the with the different strands of the of the educational community deliberately not.

Unknown 1:28:39

Thank you so much all of you are really brilliant thinking thanks learner don't know you've got to dash and

Unknown 1:28:47

what you will all get if you're not already around to that that the reason we're doing random it is until we've set up the discussion group for TPA so you'll get an invitation if you're not already part of it and we'll put it all out on on Miranda link and just checking anything you can think of because we can do the short summary of what's there and what people are saying. So that would be great.

Unknown 1:29:18

And then we will capture the D E and offset and all of them and in them in a room when they would understand what you're talking about. Oh, they might, they might not be ready.

Unknown 1:29:32

Are you know

Unknown 1:29:36

do the slogans so you can politically captivating argument

Unknown 1:29:43

the schools need money for professional development more than the tech though I think that's

Unknown 1:29:51

not being able to get out of the classroom anymore to yes you have our colleagues using something

Unknown 1:29:59

into the edit the charge could go on

Unknown 1:30:01

all night to leave the school is almost impossible to go somewhere else because because nobody can be class maybe we should be developing program I

Unknown 1:30:12

started to study even for very young children where they are given a bit of space of their own a secure guided structured space where they can explore and then the teachers can kind of come

Unknown 1:30:30

Another teacher maybe yeah maybe

Unknown 1:30:34

stay in the profession

Unknown 1:30:37

yeah

Unknown 1:30:42

yeah and I told john with the title

Unknown 1:30:56

man bring no chapter

Unknown 1:31:08

Yes.

Transcribed by <https://otter.ai>