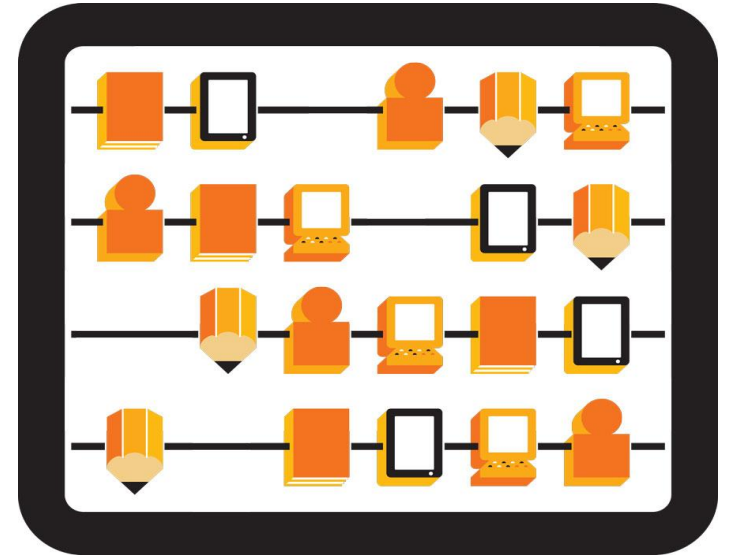


EFFICACY



Report Pilot SSPG – SSSG 2014

EFFICACY – THE PILOT PROJECT

Pilot project

- **Time:** 2014 March - June
- **Who:** Lower and Upper Secondary Schools, students and teachers involved thanks to the Sales Network with an online survey and depth interview
- **Schools:** 8 Lower Secondary schools + 12 Upper Secondary schools.

Research

- **Goals:** monitoring the efficacy of the digital products (ours and generically) and creating a teachers and students community.
 - **Tools:** quantitative analysis (survey) A first general survey about the digital tools, not only Pearson. Most of the schools are using our products anyway. Depth interviews in all the schools.
-

Results

- **Sharing** results internally and with the participating schools.
- **Publishing soon** the results on the Pearson website + Neo.
- The same schools will be involved also from the next year, as some others in addition. We will deepen the efficacy of our products.

WHAT ARE WE STUDYING: 2 different perspectives

Teachers survey

- Tools availability; user experience
 - Interest and perception in using the digital tools.
 - Expectations and efficacy. Suggestions.
-

Students survey

- User experience and perception.
 - Expectations and efficacy. Suggestions.
 - The questions are similar to the ones made to the teachers.
-

Depth interviews

- Discussion with teachers and students.
- Capturing experiences and best practices but also difficulties.

THE INTENDED OUTCOMES

We tried to understand the **real use of the digital products**, asking to the teachers and to the students how they work with the digital tools.

We tried to understand how they use them and if they are really **useful** for their learning.

Thanks to the **qualitative and quantitative researches** we can understand if the Pearson services perception is similar to general perception about the digital tools and services.

We investigated the single schools separately in order to give them their results back and to understand them better.

THE STEPS

THE RESEARCH STEPS

1) PROJECT CREATION

ANALYSIS OF THE EXISTING
TOOLS AND FOCUS ON THE
INTENDED OUTCOMES

**BUILDING THE
SURVEY**

2) PROJECT TEST

QUANTITATIVE SURVEY

- Creation of the sample
- Geographical distribution
 - ✓ 1002 students contacted
 - ✓ 102 teachers contacted
 - ✓ from the North to the South

DATA ANALYSIS

3) IN DEPTH

QUALITATIVE SURVEY

- To deepen and understand better the scenario
 - Interviews in 19 schools, interested in collaborating
 - ✓ students age: 11-19
 - ✓ from the North to the South

DATA ANALYSIS

FOCUS AREAS

THE LEARNING STYLE

- Study habits
 - Ways of studying in class and at home, used tools
 - Use of digital tools
-

EXPECTATIONS, EXPERIENCES AND EVALUATIONS

- Expectations in using digital tools
 - Evaluation about using digital tools
 - Perceived advantages
 - Study method with the digital tools
-

WISHES, STRENGTHENESS AND IMPROVEMENT OPPORTUNITIES

- Functions to improve
- Interest in the digital tools to study
- Reason in not using digital tools (doubts, troubles...)
- Opinions and expectations about the future

RESEARCH METHOD AND STUDENTS SAMPLE

GENERAL CHARACTERISTICS

- Survey samples
- Schools involved on a voluntary basis thanks to the collaborations with the Sales team and the Sales network.

THE SAMPLE

- Number of students= **1002** composed by
- Lower Secondary: **195** and Upper Secondary: **807**
- Stratified random sample splitted per school (Lower and Upper Secondary)

Other variables such as age, type of school, regions were not considered even if the sample is spread around the whole Italy.

- 14 regions

THE SAMPLE



Regions	Lower Secondary	Upper Secondary
ABRUZZO		Pescara ★
CAMPANIA		Napoli ★★
CALABRIA		Reggio Calabria ★
EMILIA ROMAGNA	Modena ★	Ferrara ★
FRIULI VENEZIA GIULIA	Trieste ★	
LAZIO	Roma ★	Roma ★
LIGURIA	Rapallo ★	
LOMBARDIA	Milano ★	Como ★ Milano ★★
MARCHE		San Benedetto Del Tronto ★
PIEMONTE		Torino ★
PUGLIA	Bari ★	Bari ★ Brindisi ★
SICILIA	Palermo ★	
TOSCANA	Prato ★	Prato ★
VENETO	Padova ★	Treviso ★

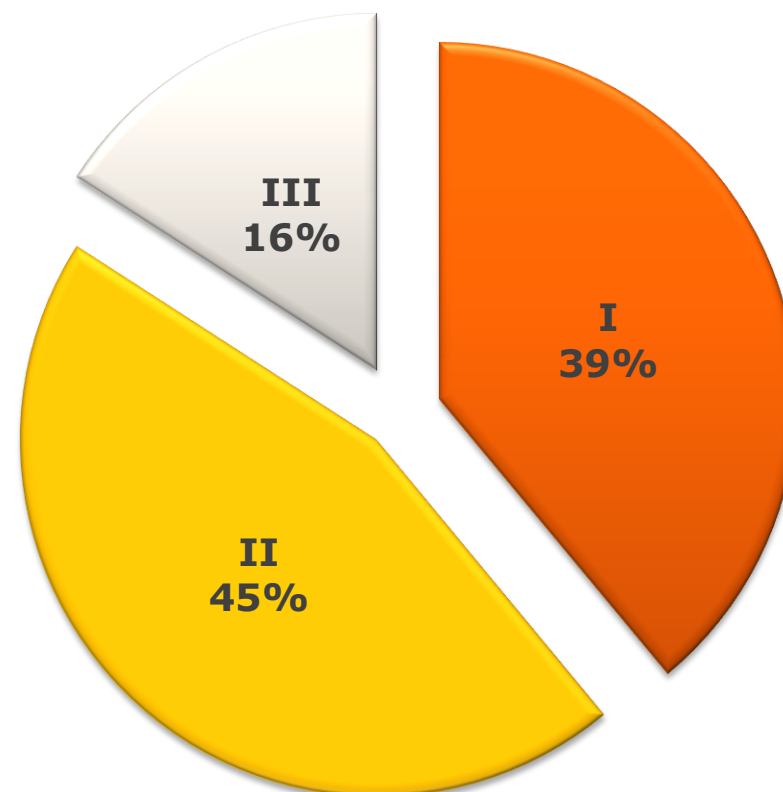
QUANTITATIVE SURVEY

Students report

LOWER SECONDARY – 8 schools , 7 regions, 195 students

Which class do you attend?

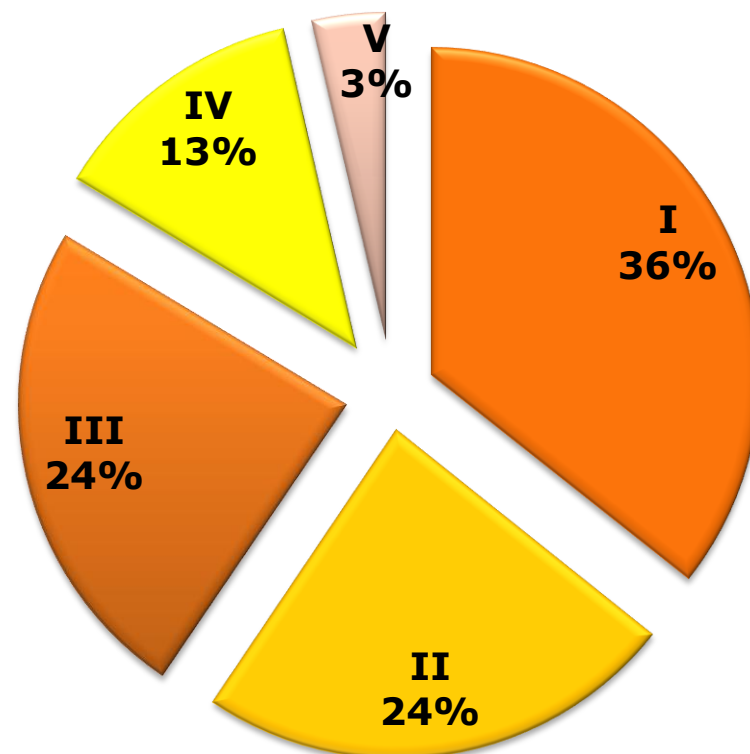
	I	II	III	Total
	76	88	31	195
	39,0%	45,1%	15,9%	



UPPER SECONDARY – 12 schools, 10 regions, 807 students

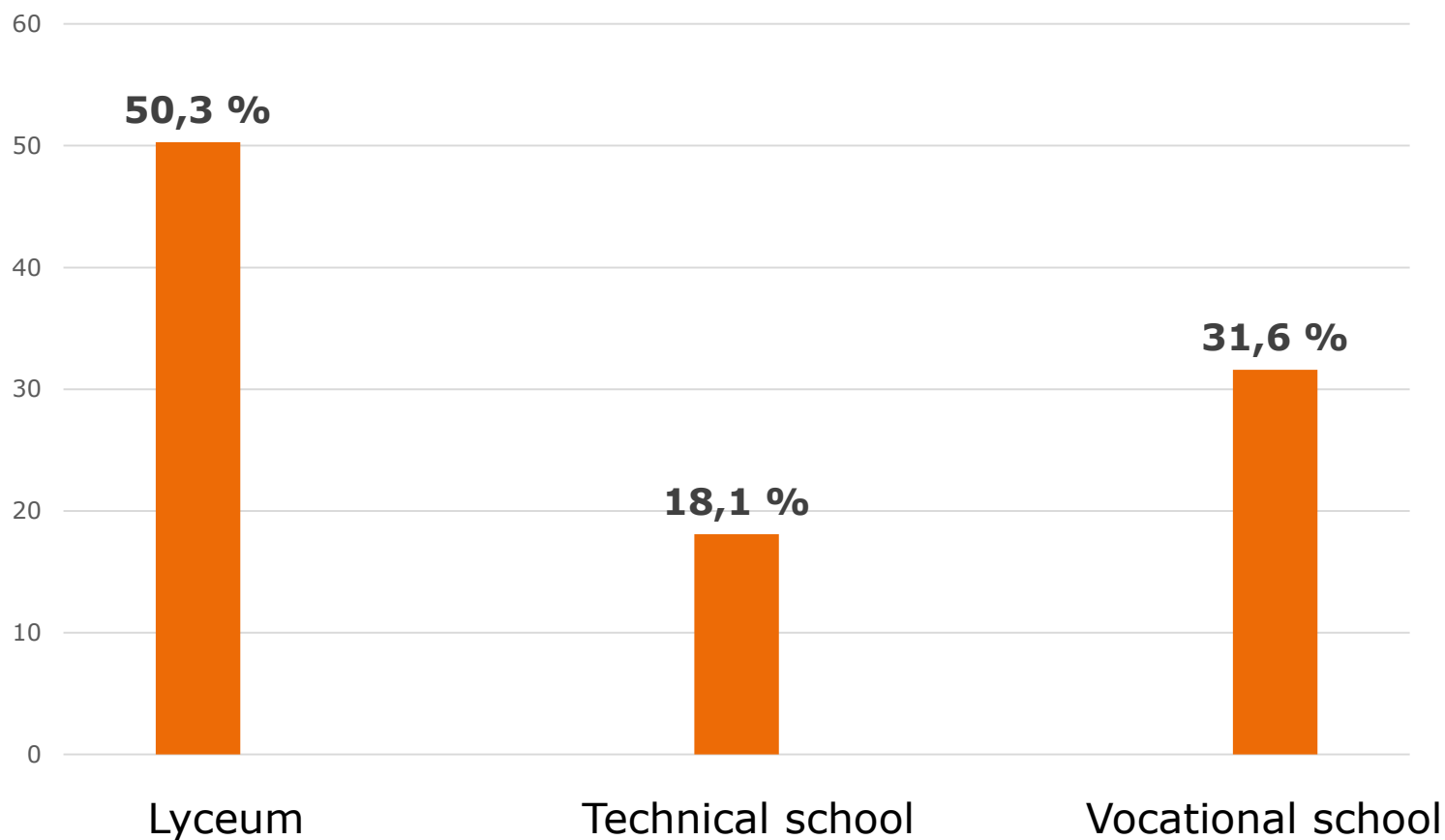
Which class do you attend?

I	II	III	IV	V	Total
288	192	195	103	29	807
35,7%	23,8%	24,2%	12,8%	3,6%	



UPPER SECONDARY – 12 schools, 10 regions, 807 students

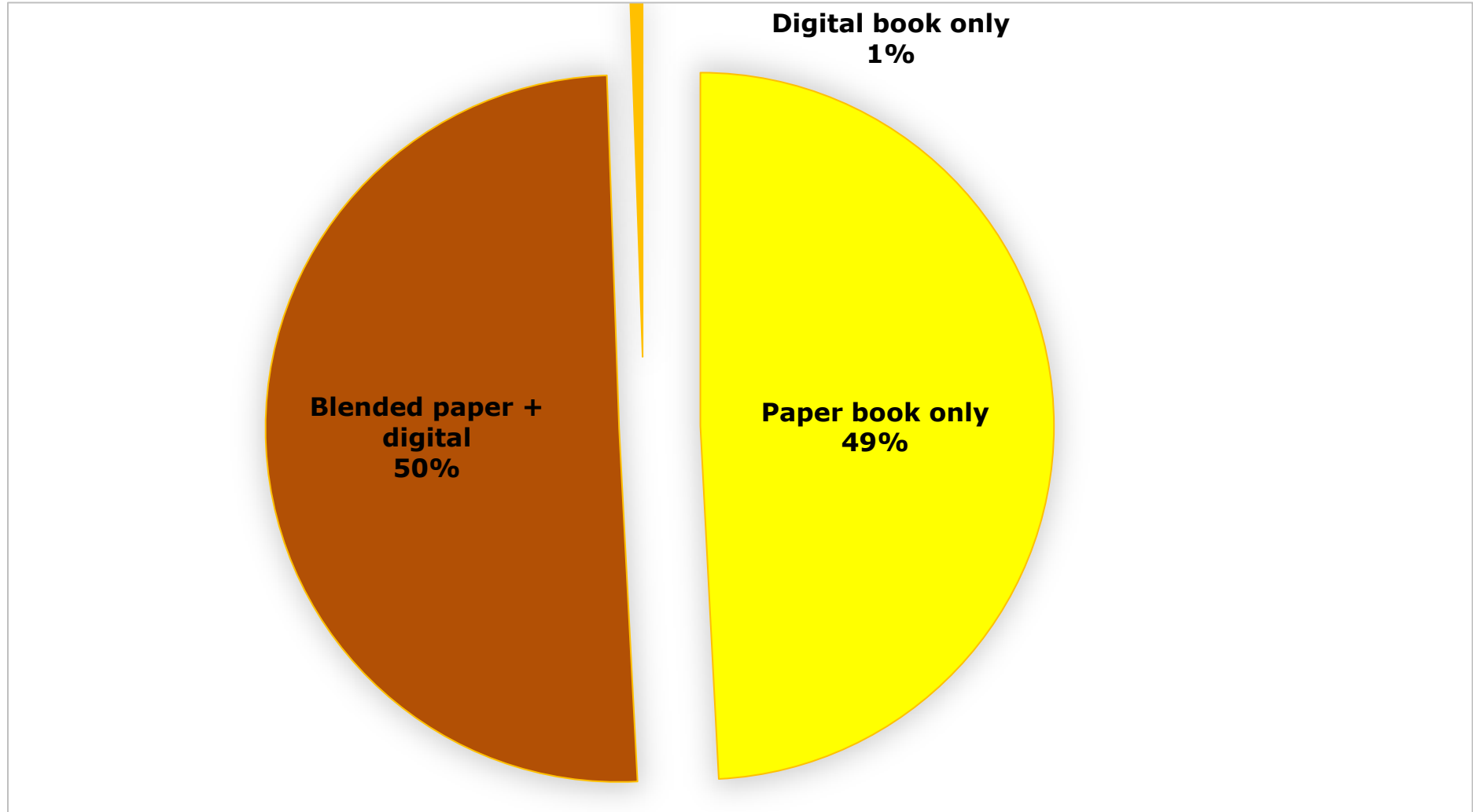
Which kind of school do you attend?



THE LEARNING STYLE

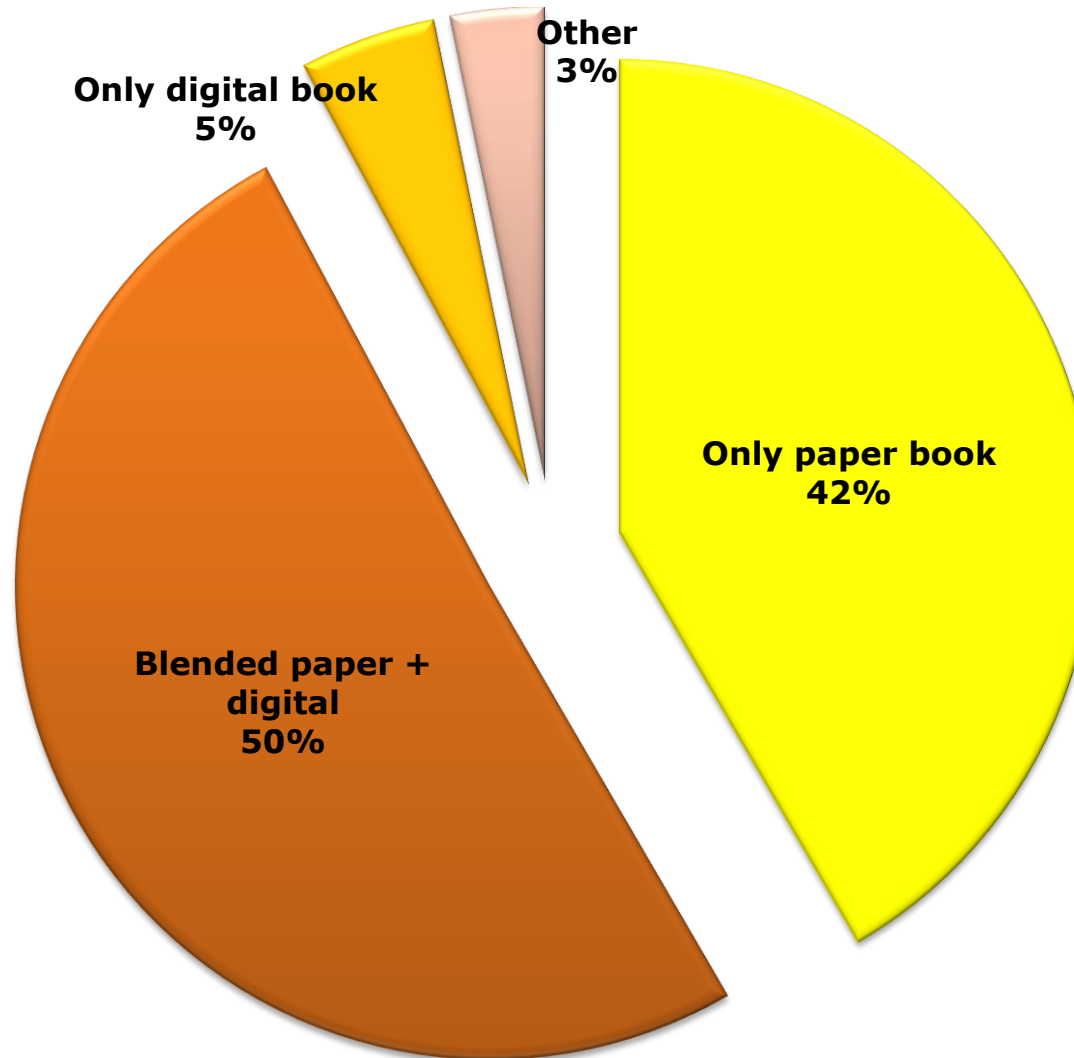
LOWER SECONDARY – 8 schools , 7 regions, 181 students

Which learning style are you using in your classroom?



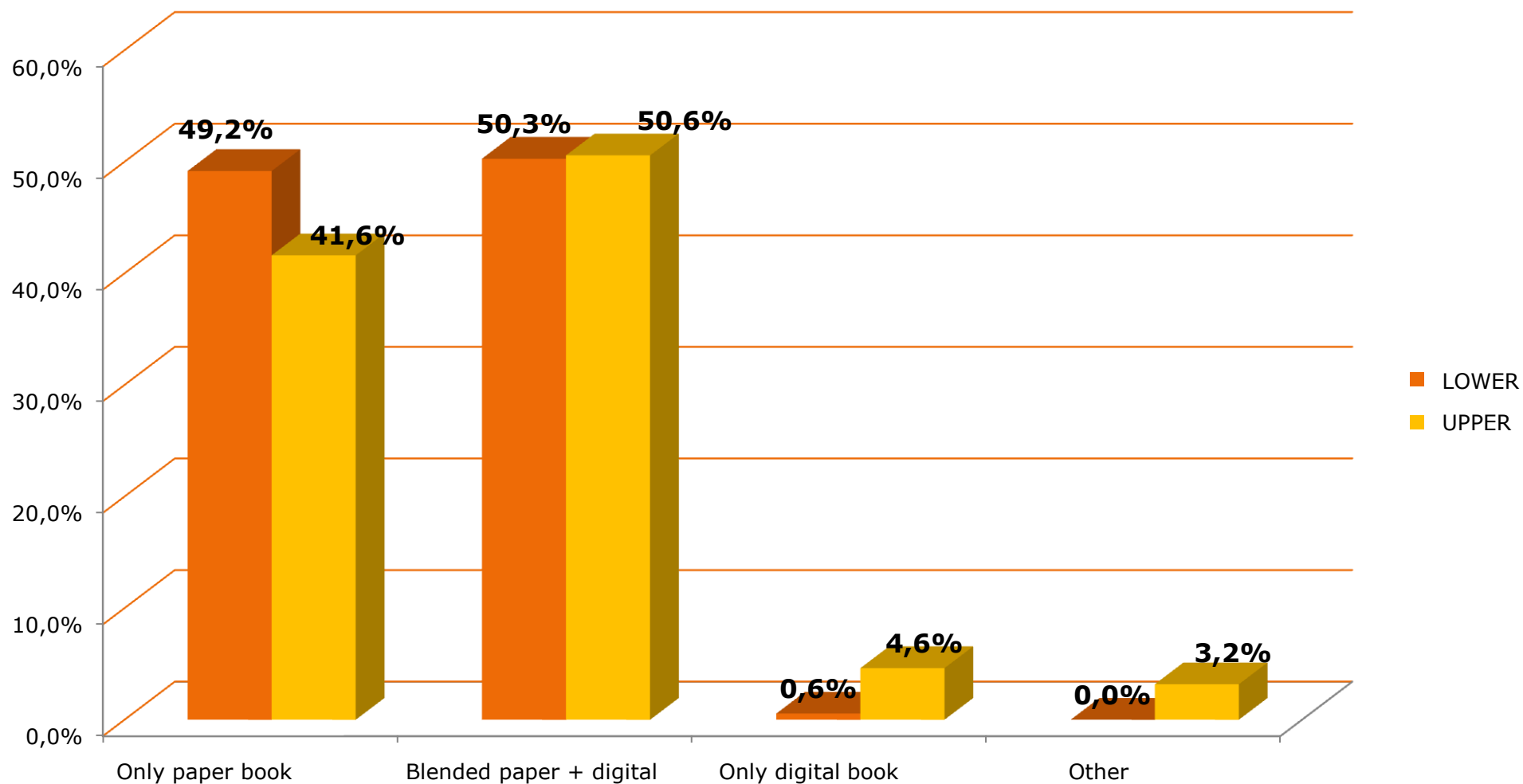
UPPER SECONDARY – 12 schools, 10 regions, 346 students

Which learning style are you using in your classroom?



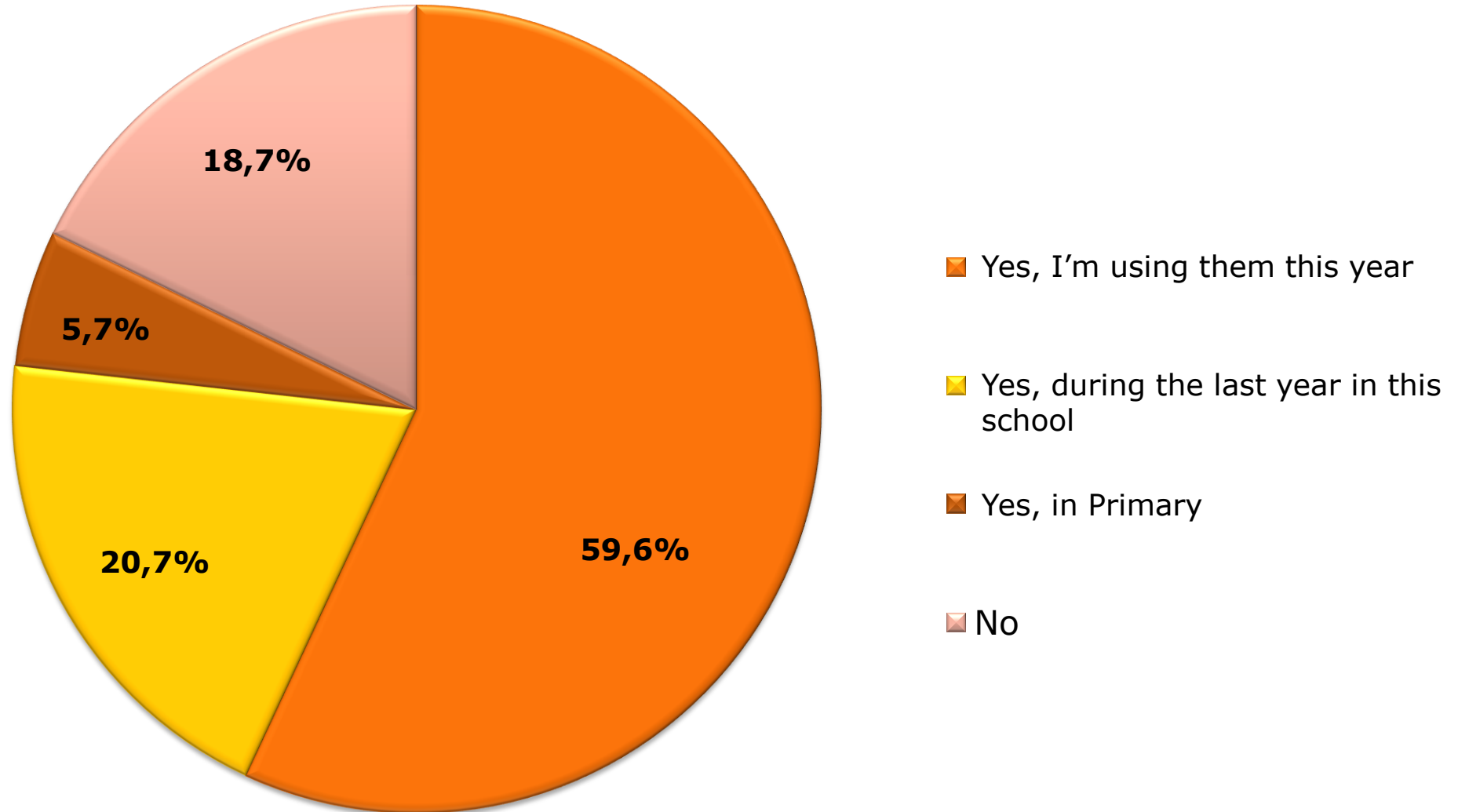
COMPARISON

Which learning style are you using in your classroom?



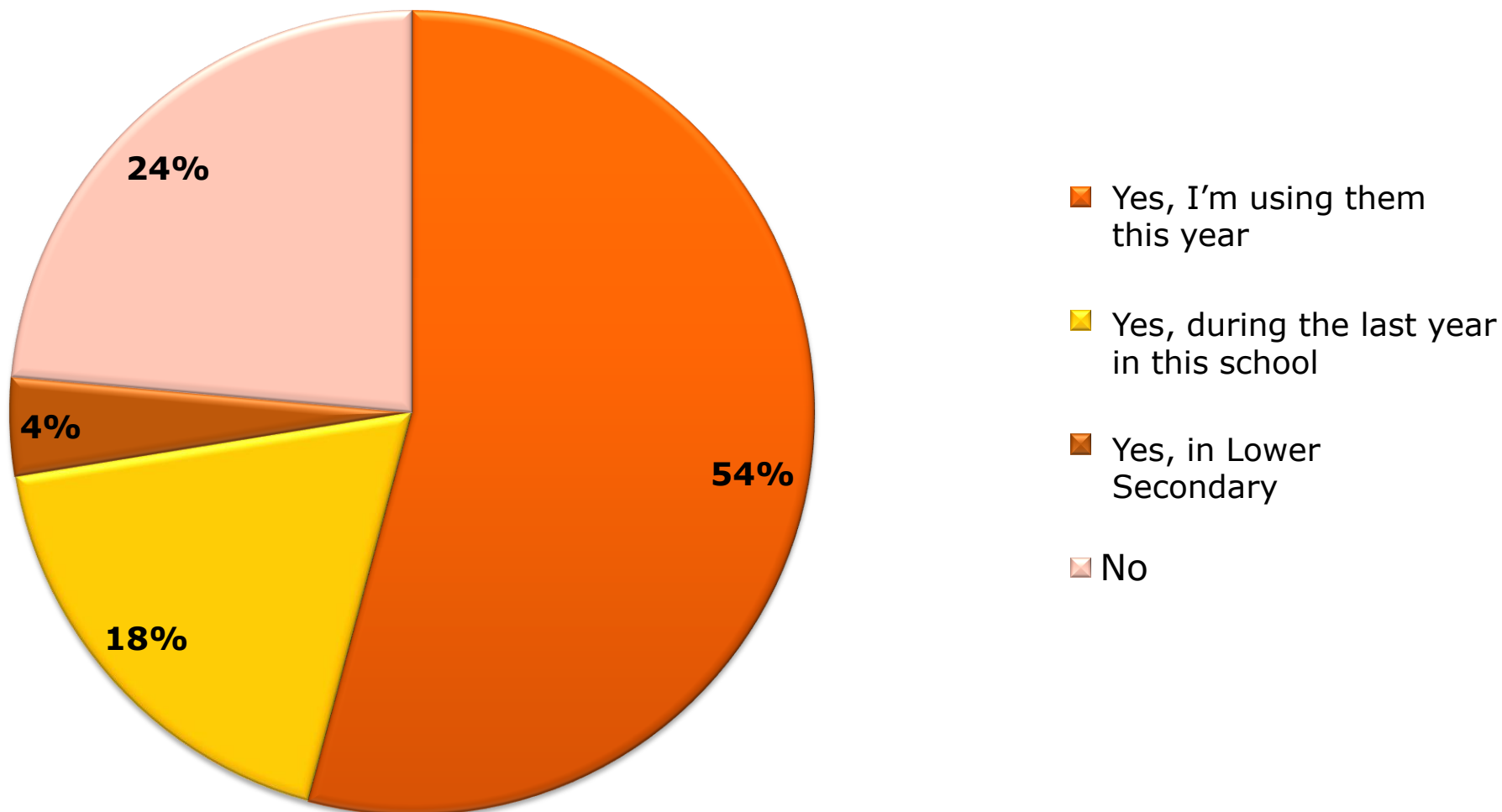
LOWER SECONDARY – 8 schools , 7 regions, 180 students

Do you use or have you ever used digital tools for studying?



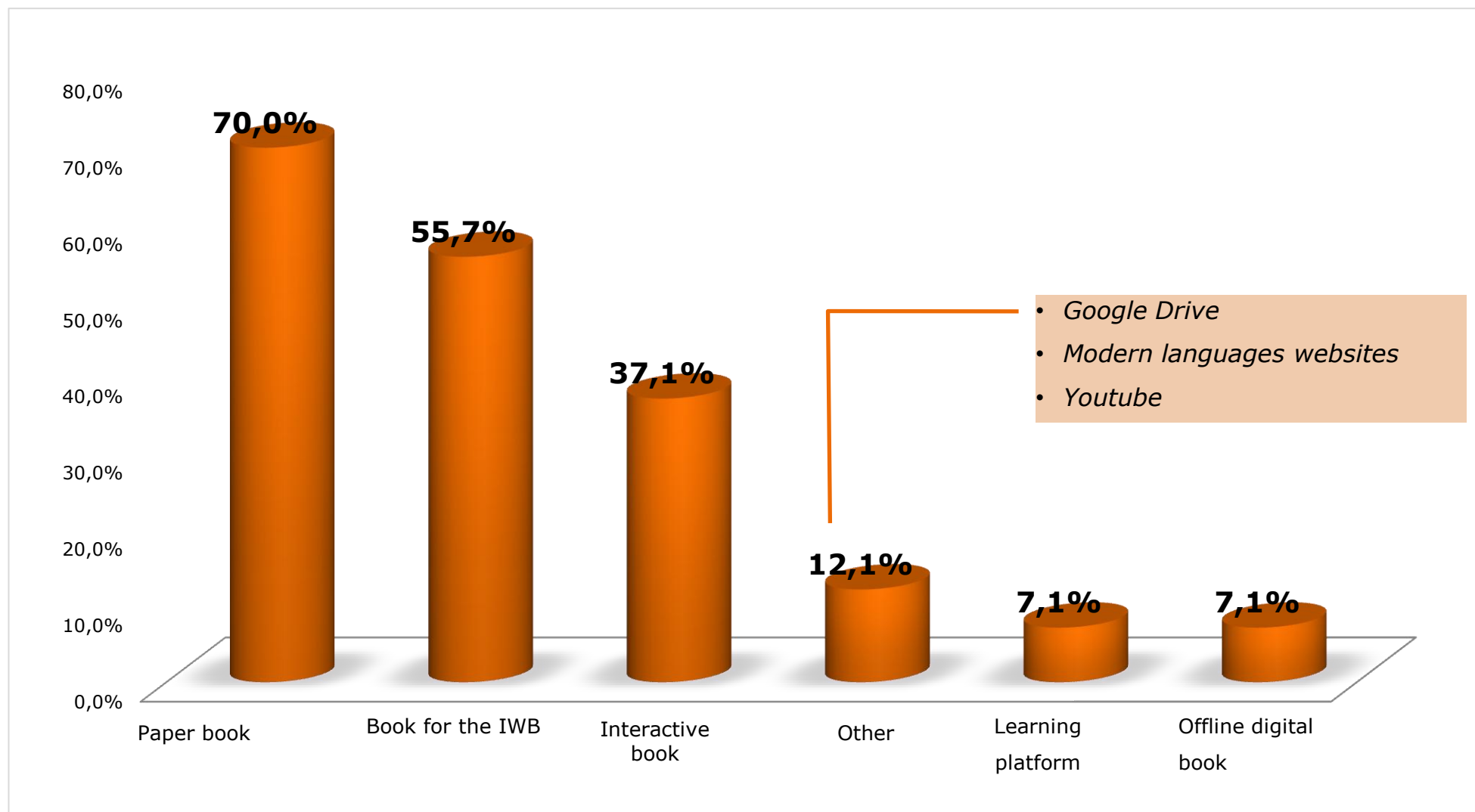
UPPER SECONDARY – 12 schools, 10 regions, 807 students

Do you use or have you ever used digital tools for studying?



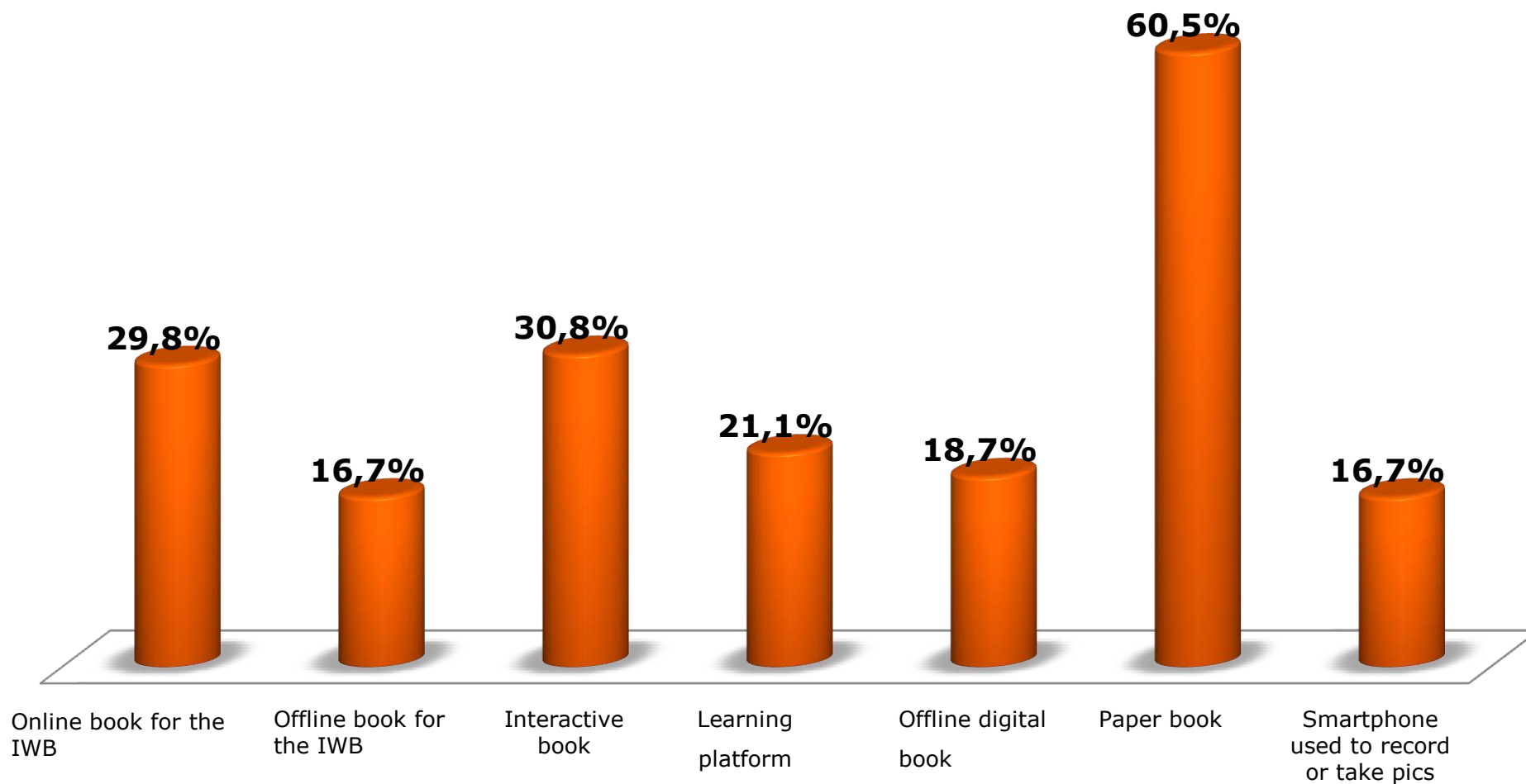
LOWER SECONDARY – 8 schools , 7 regions, 140 students

Which kind of tools do you or did you use?



UPPER SECONDARY – 12 schools, 10 regions, 299 students

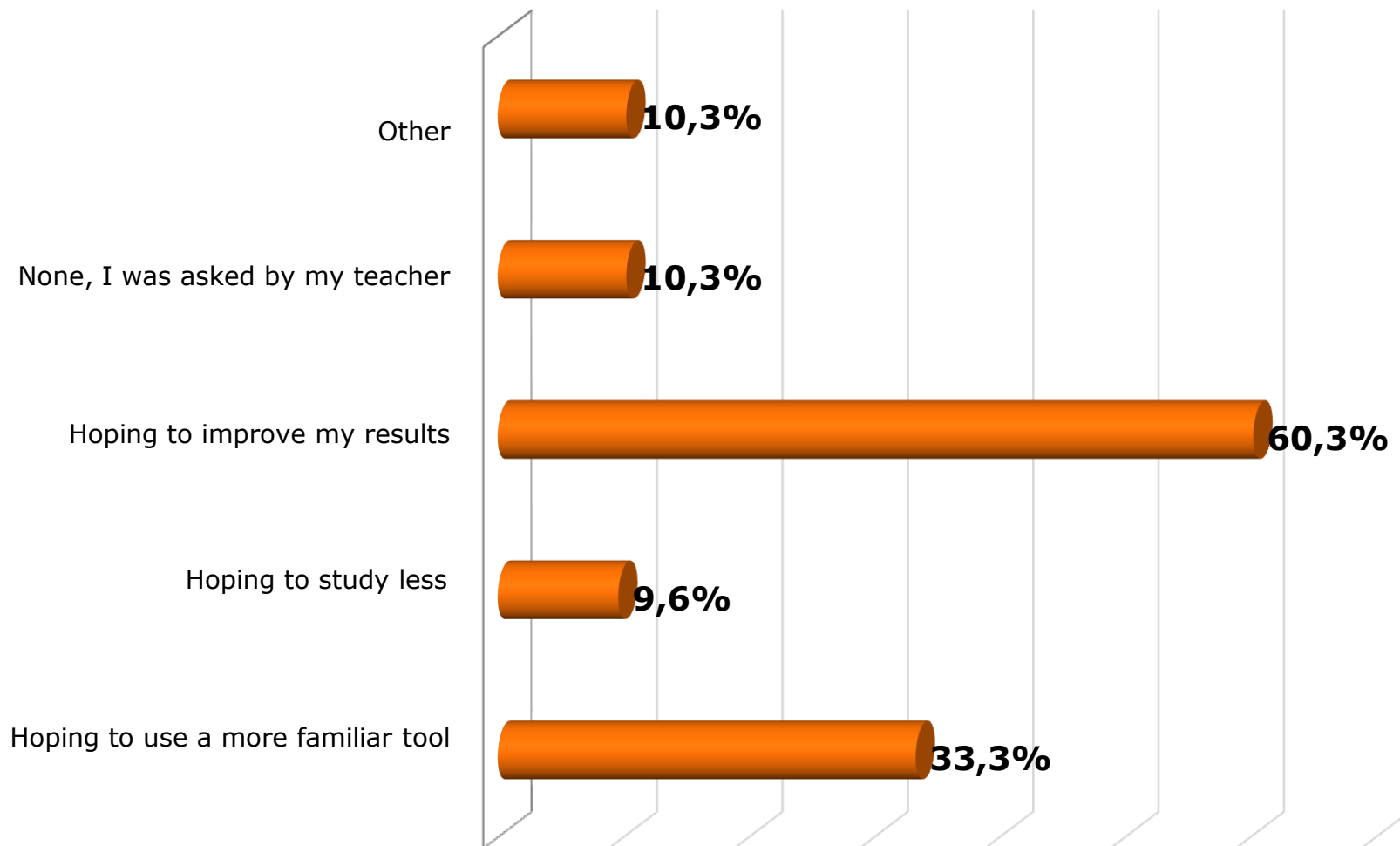
Which kind of tools do you or did you use?



EXPECTATIONS, EXPERIENCES AND EVALUATIONS

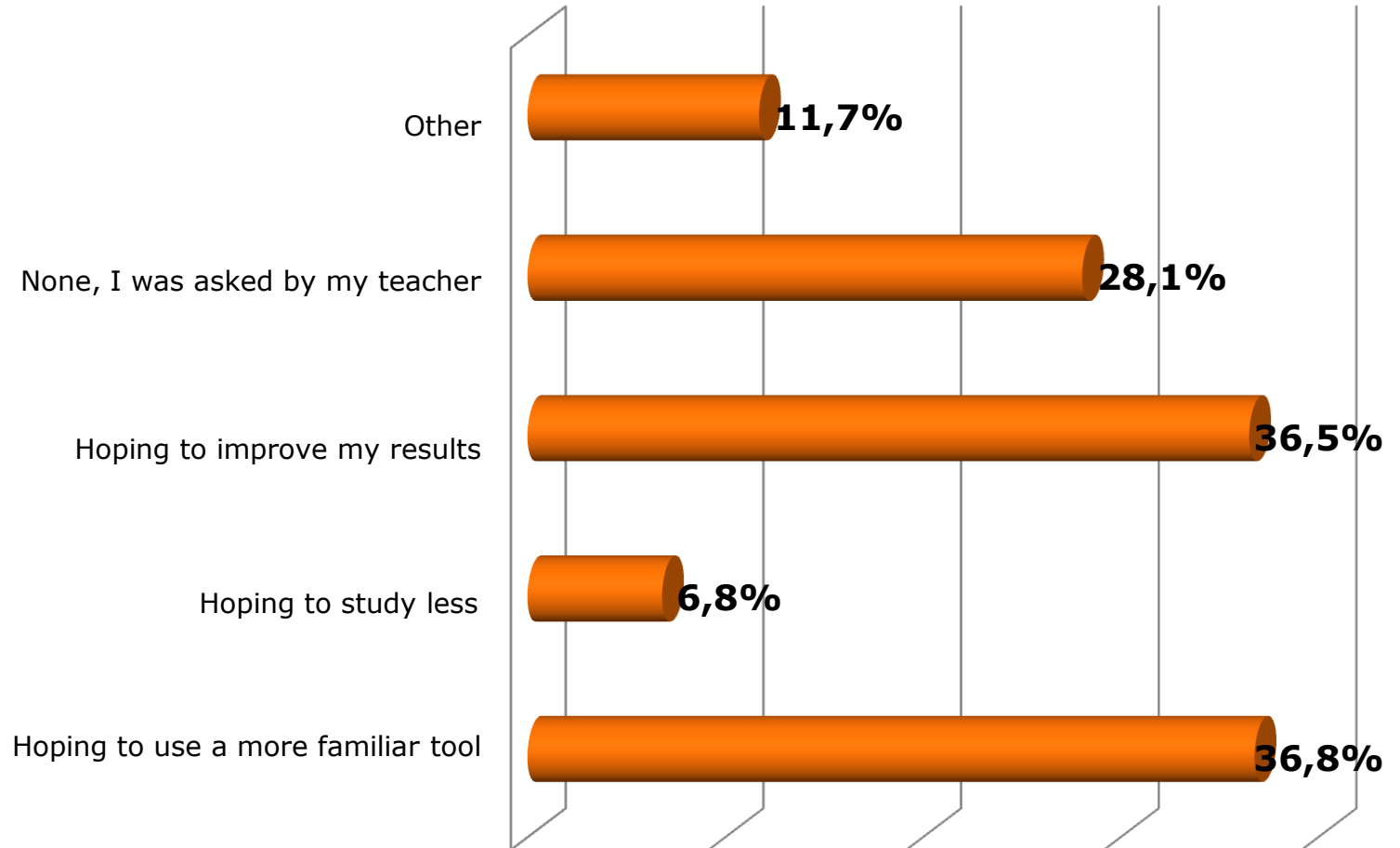
LOWER SECONDARY – 8 schools , 7 regions, 156 students

Which were your expectations when you started using digital tools? (More than one answer)



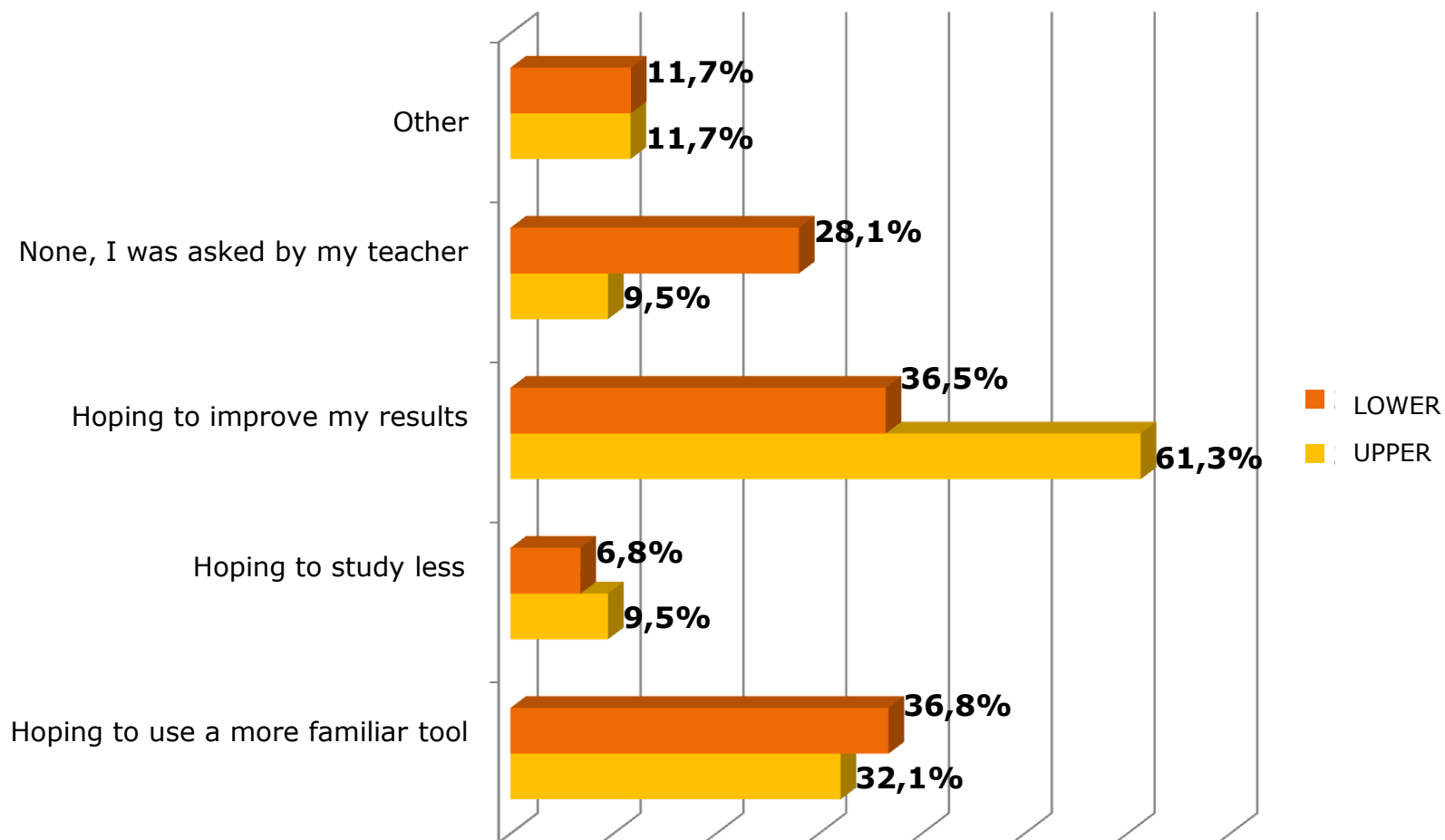
UPPER SECONDARY – 12 schools, 10 regions, 734 students

Which were your expectations when you started using digital tools? (More than one answer)



COMPARISON

Which were your expectations when you started using digital tools? (More than one answer)



COMPARISON

Original expectations (other)

LOWER SECONDARY

- To get better results using a more engaging tool
- To deepen what I have to study
- To learn how to use IT tools in the future
- To bring less books at school

UPPER SECONDARY

- To study with a more creative but also more useful approach
- To learn in a different and funnier way
- To deepend what I have to study
- To find a different learning style using new tools
- To participate to more interesting and interactive lessons
- It's more practical
- To learn easily

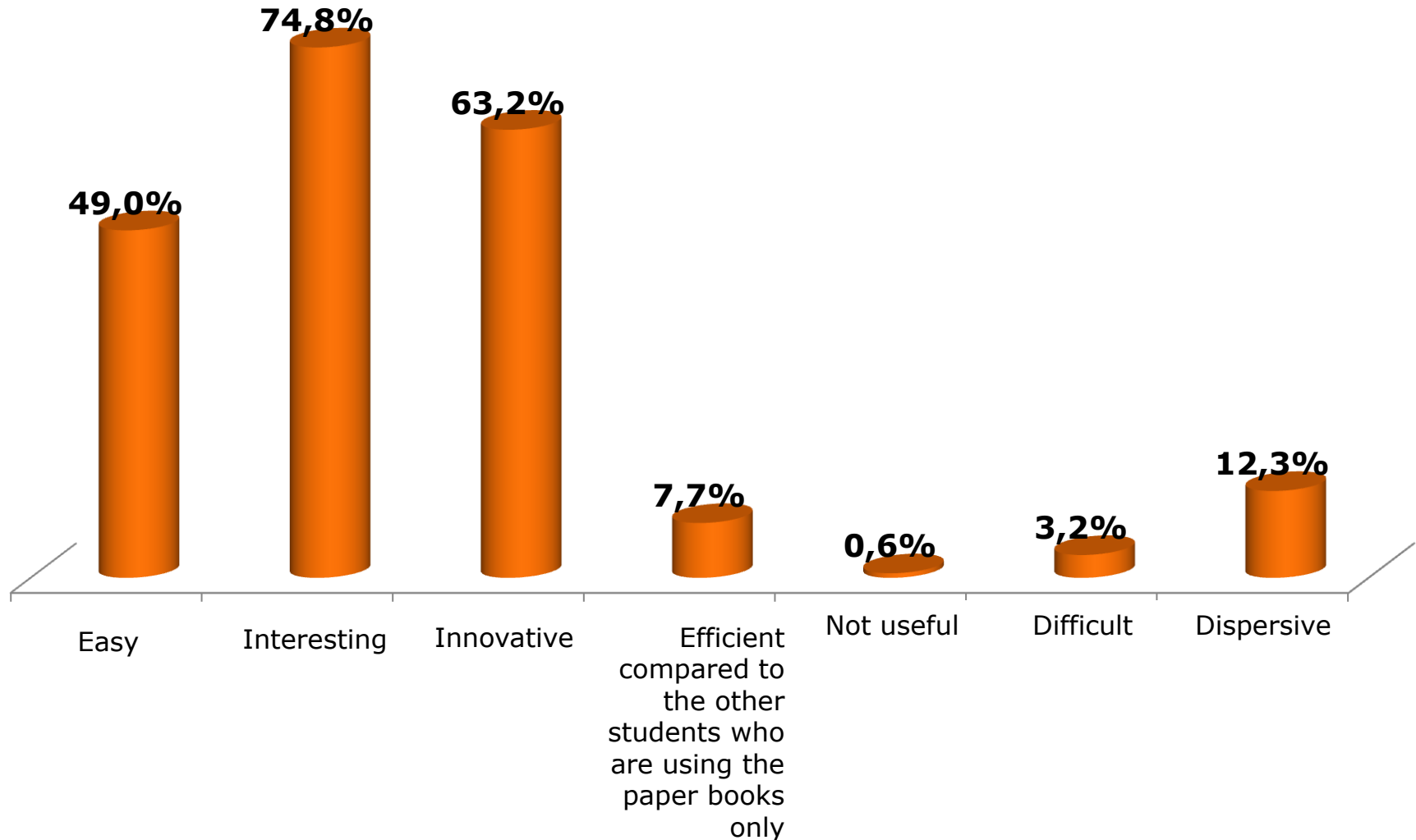
1. IN-DEPTH STUDY

2. BEING ENGAGED

3. NEW COMPETENCES

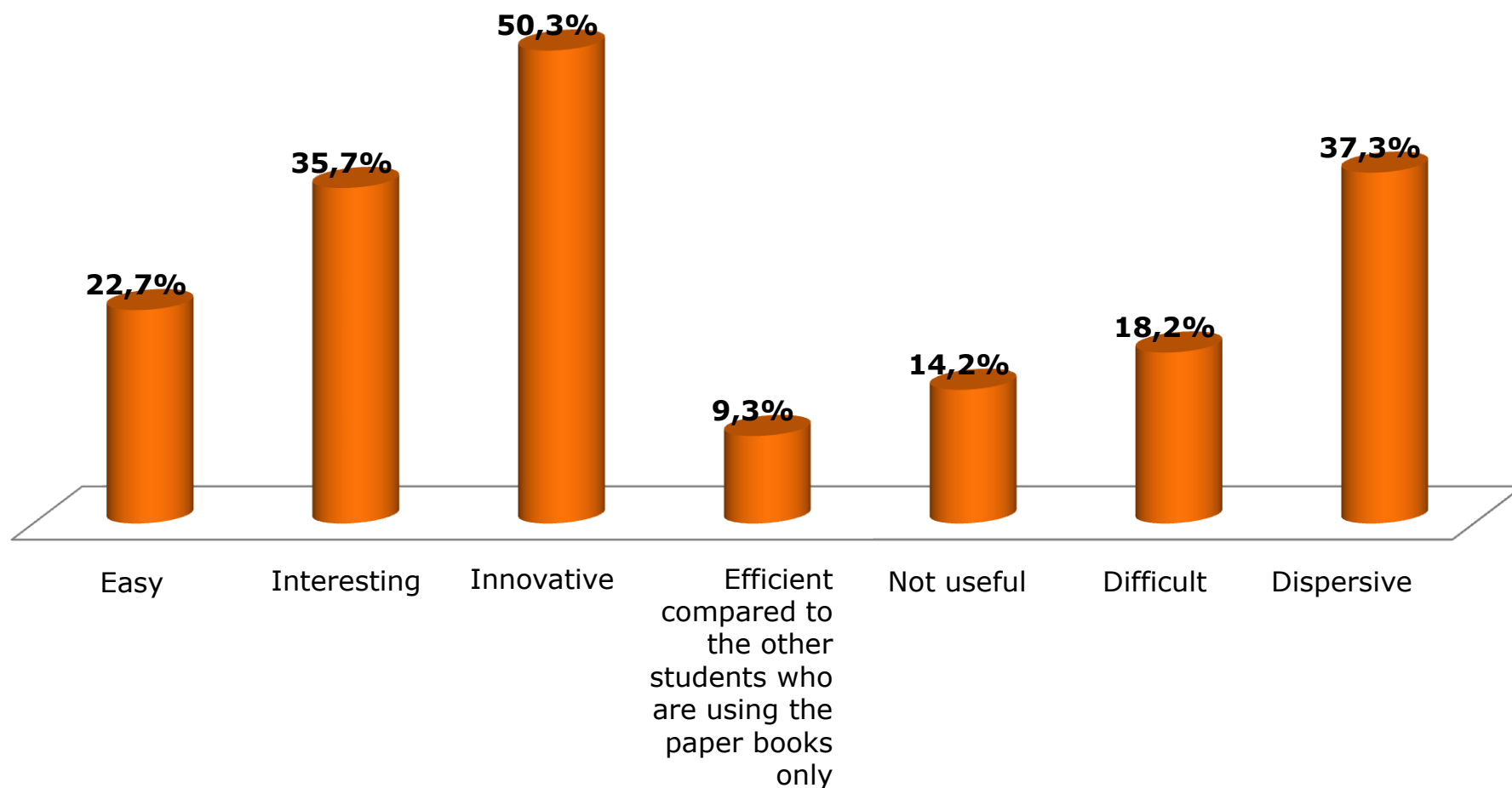
LOWER SECONDARY – 8 schools , 7 regions, 155 students

What do you think about the use of the digital tools? (More than one answer)



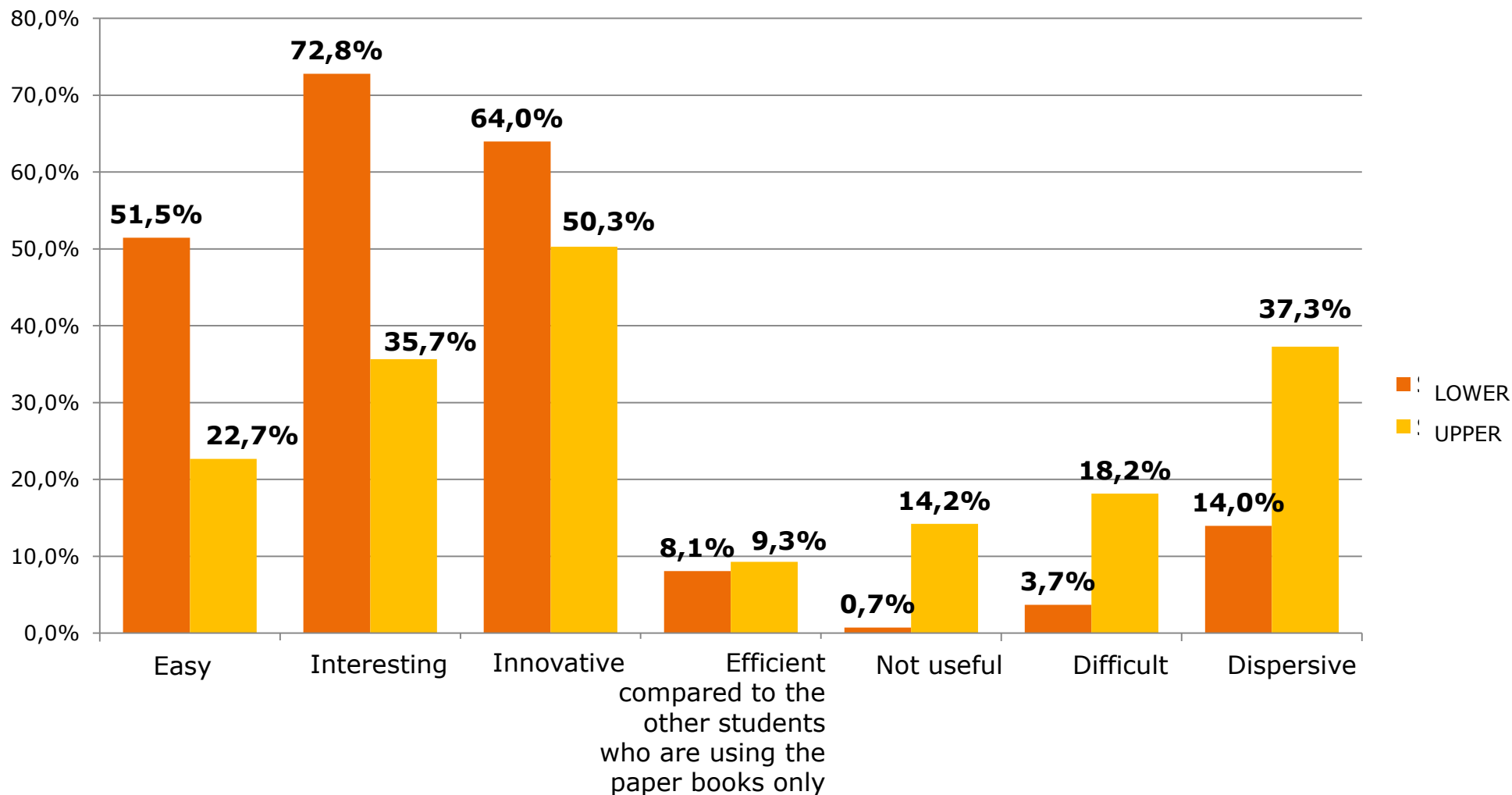
UPPER SECONDARY – 12 schools, 10 regions, 732 students

What do you think about the use of the digital tools? (More than one answer)



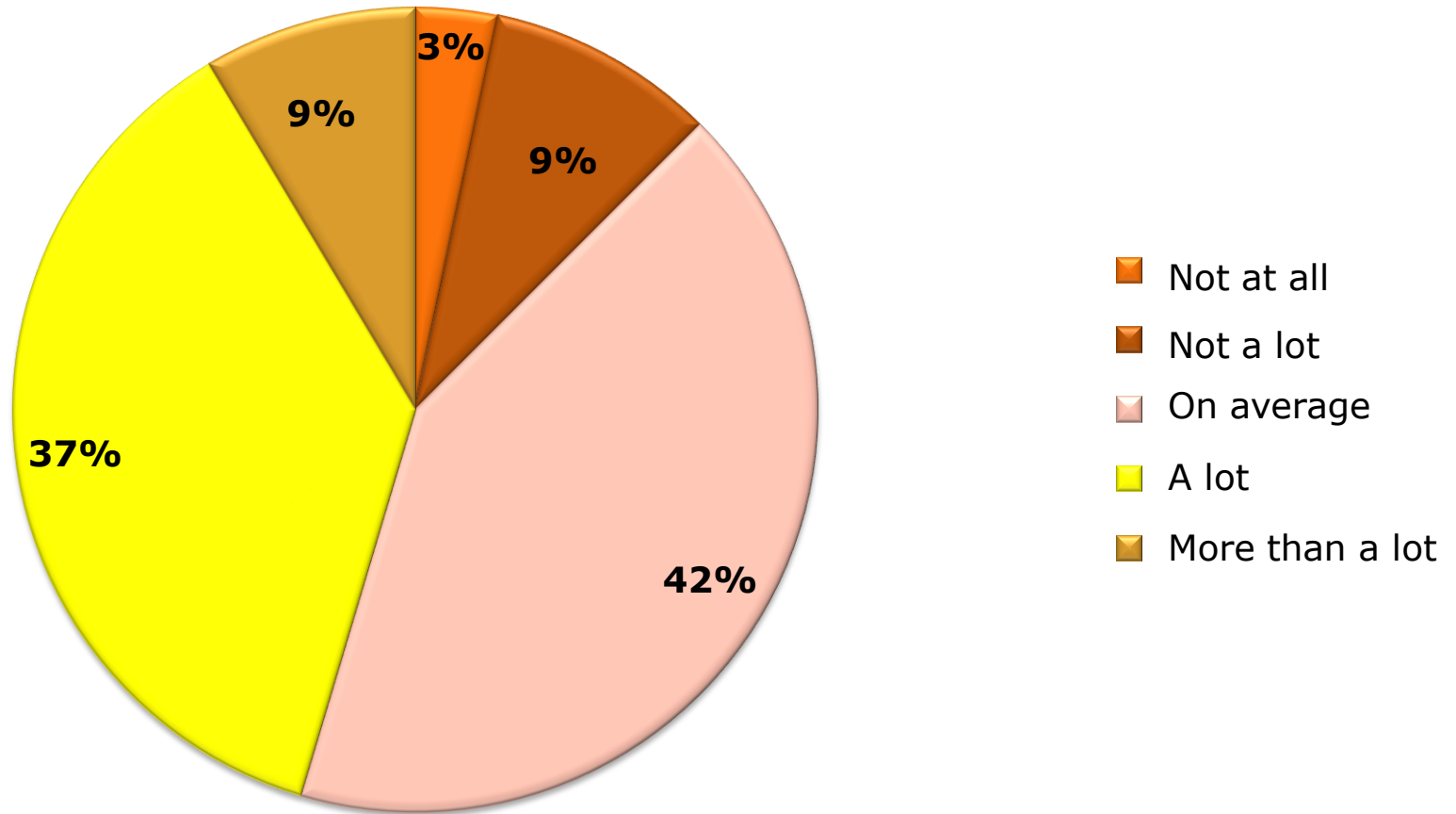
COMPARISON

What do you think about the use of the digital tools? (More than one answer)



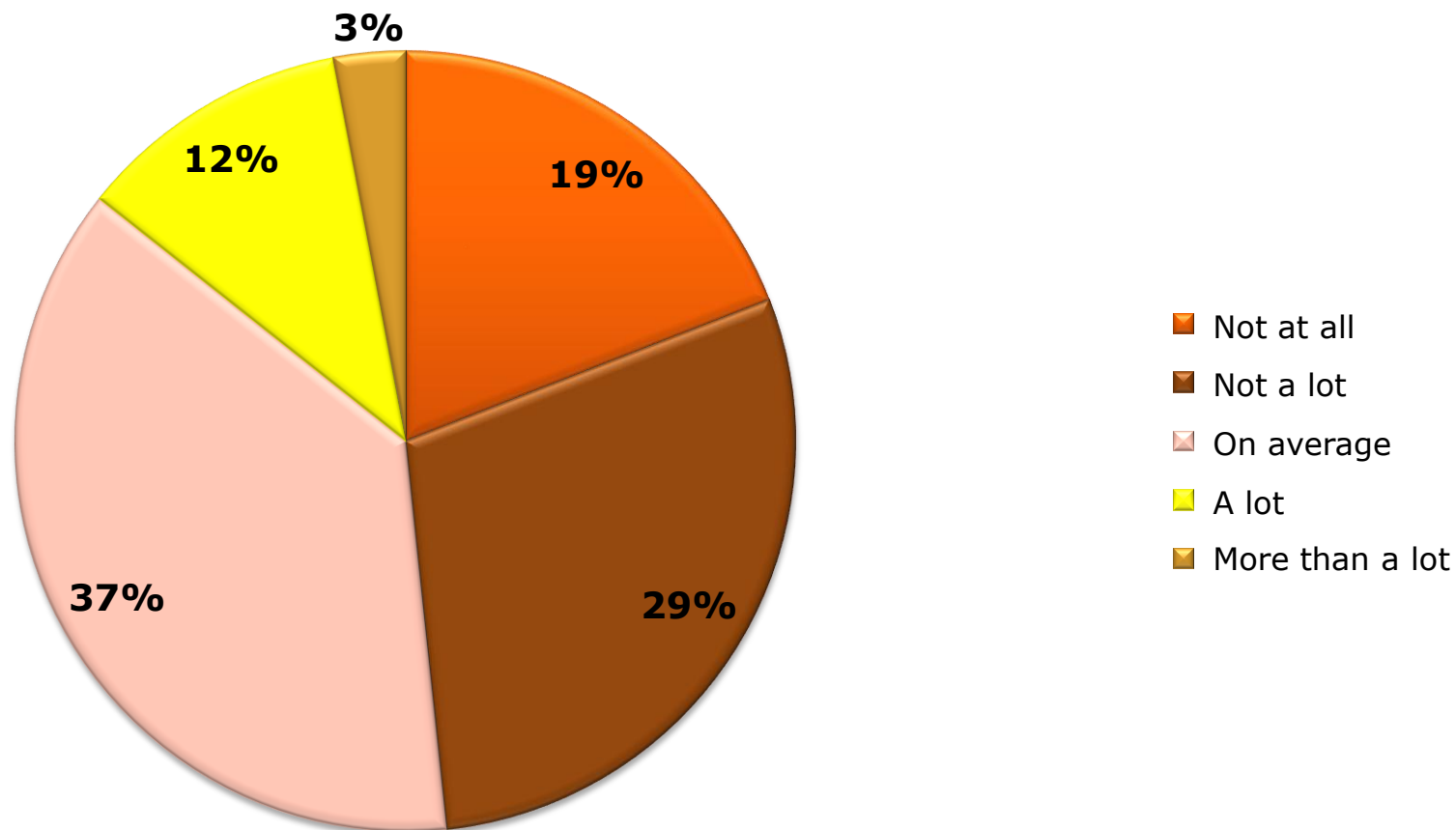
LOWER SECONDARY – 8 schools , 7 regions, 152 students

Do you think that using digital tools helped you in learning and understanding the key concepts better?



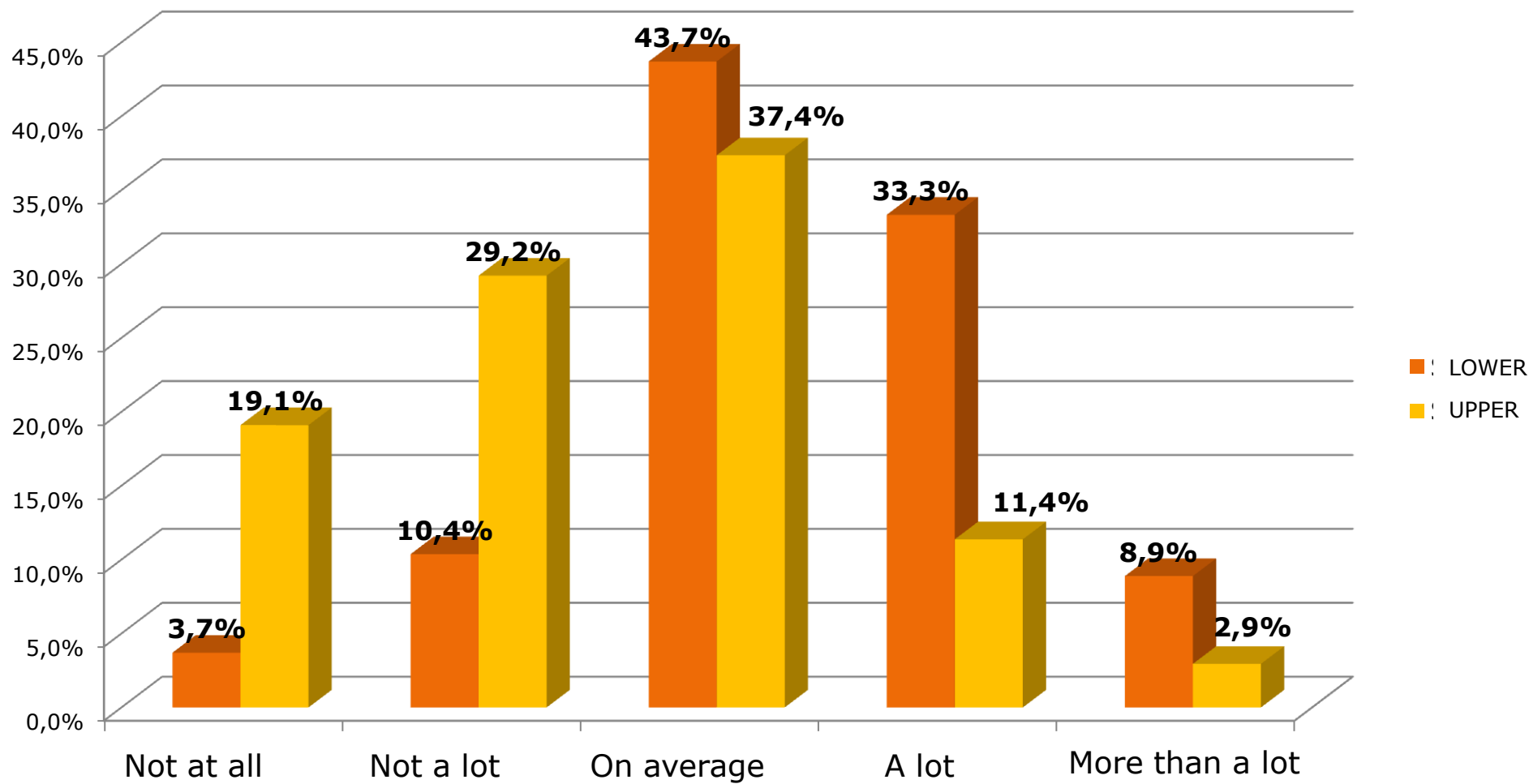
UPPER SECONDARY – 12 schools, 10 regions, 712 students

Do you think that using digital tools helped you in learning and understanding the key concepts better?



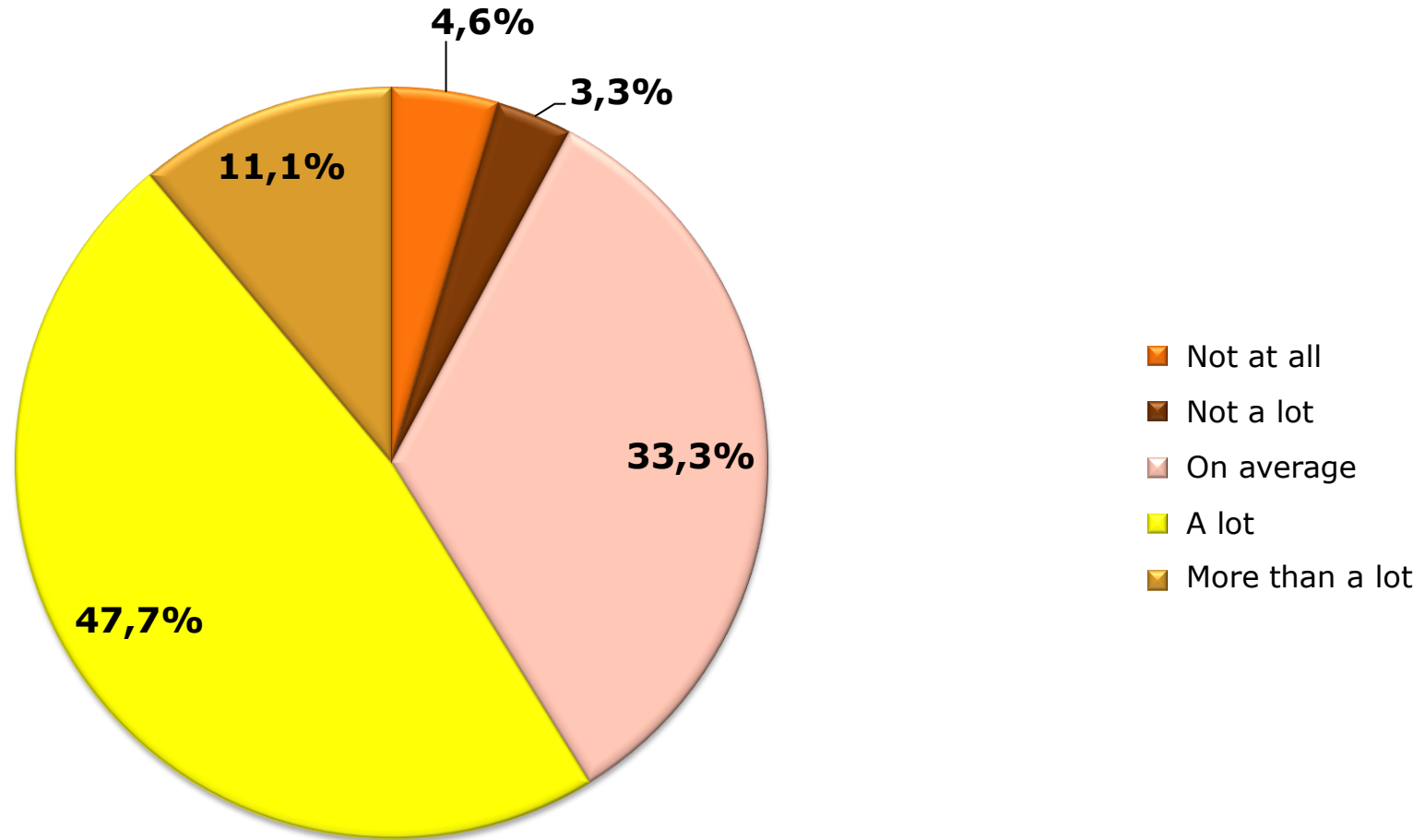
COMPARISON

Do you think that using digital tools helped you in learning and understanding the key concepts better?



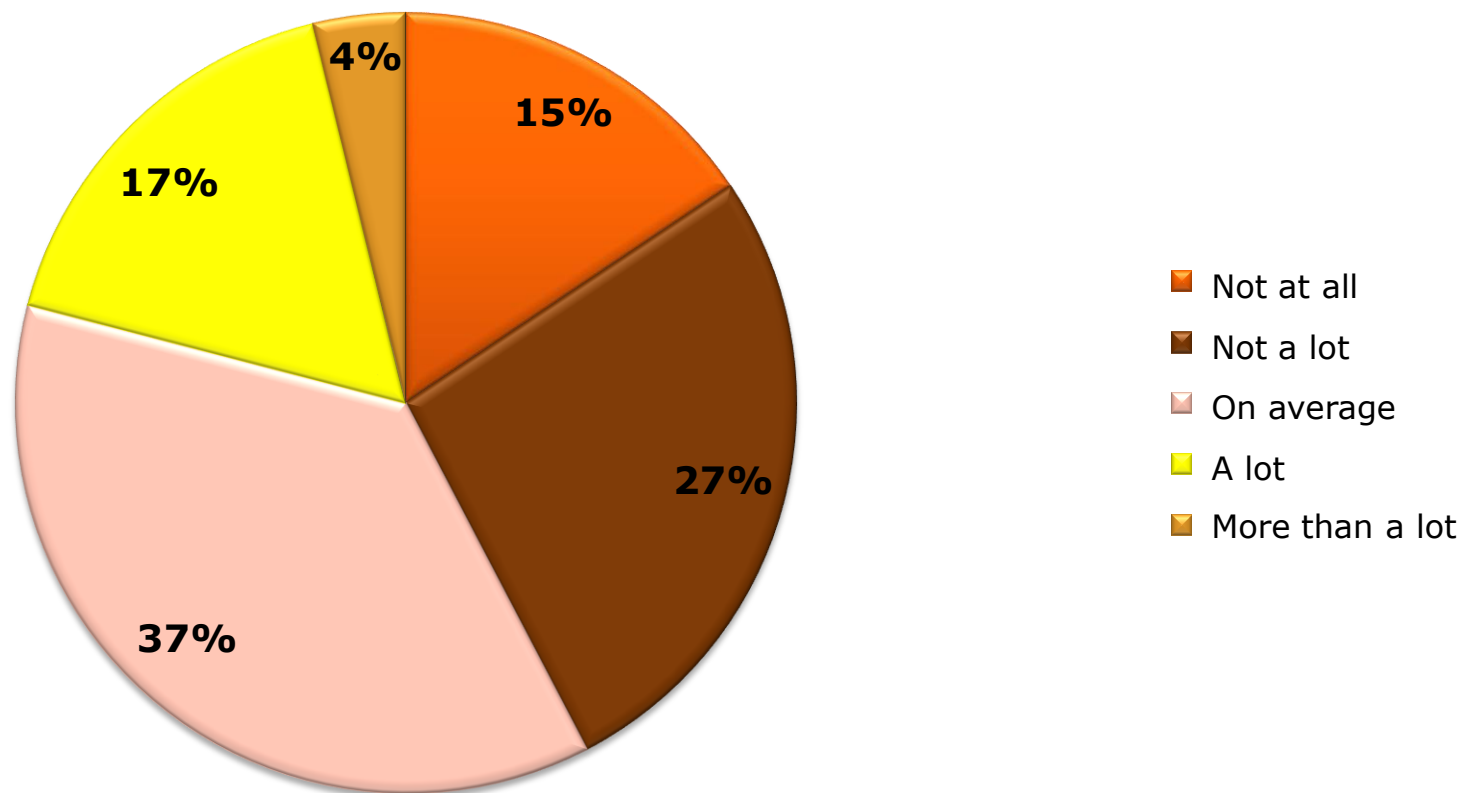
LOWER SECONDARY – 8 schools , 7 regions, 153 students

Do you think that using digital tools helped you in learning on a long term?



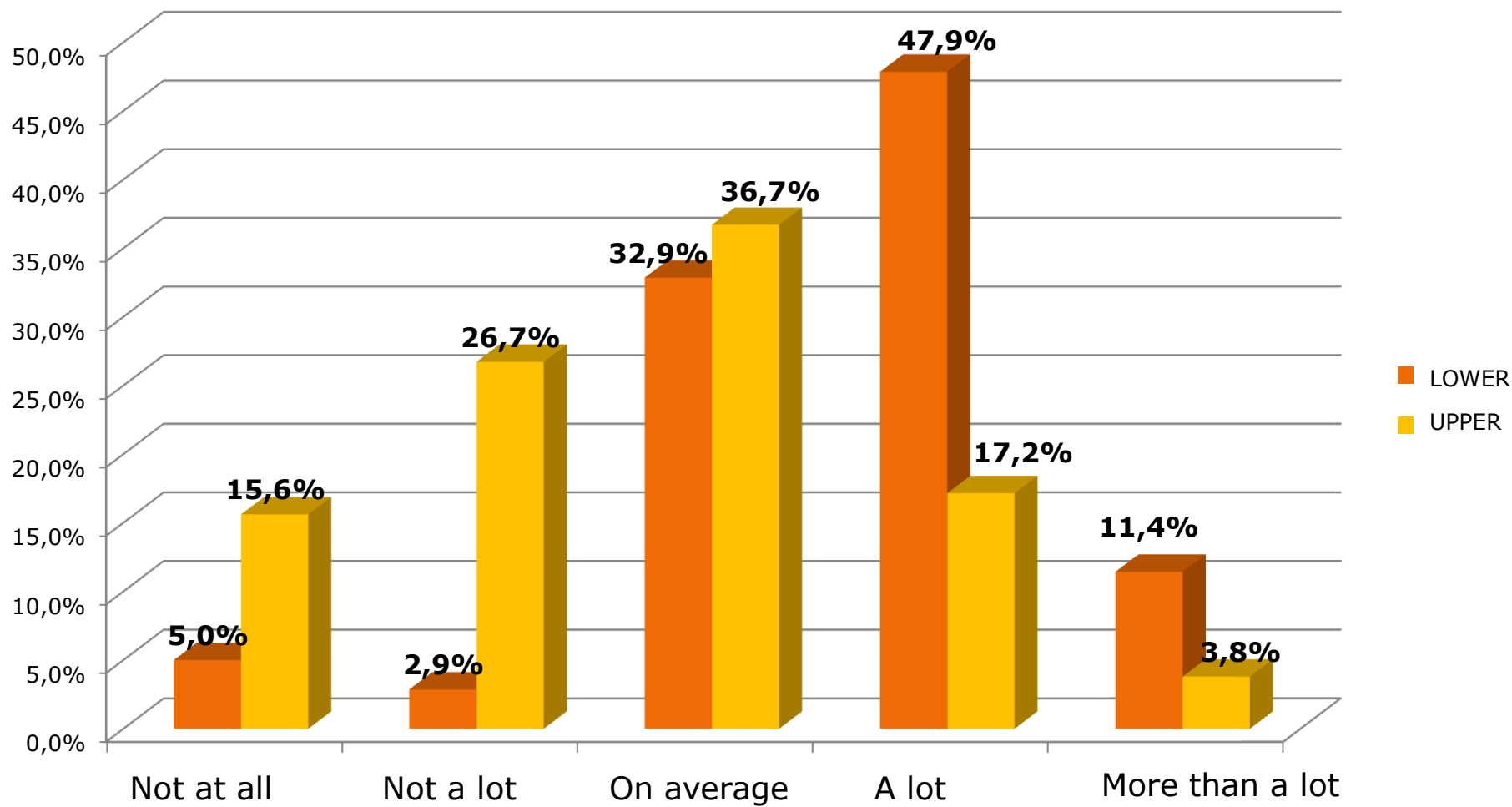
UPPER SECONDARY – 12 schools, 10 regions, 711 students

Do you think that using digital tools helped you in learning on a long term?



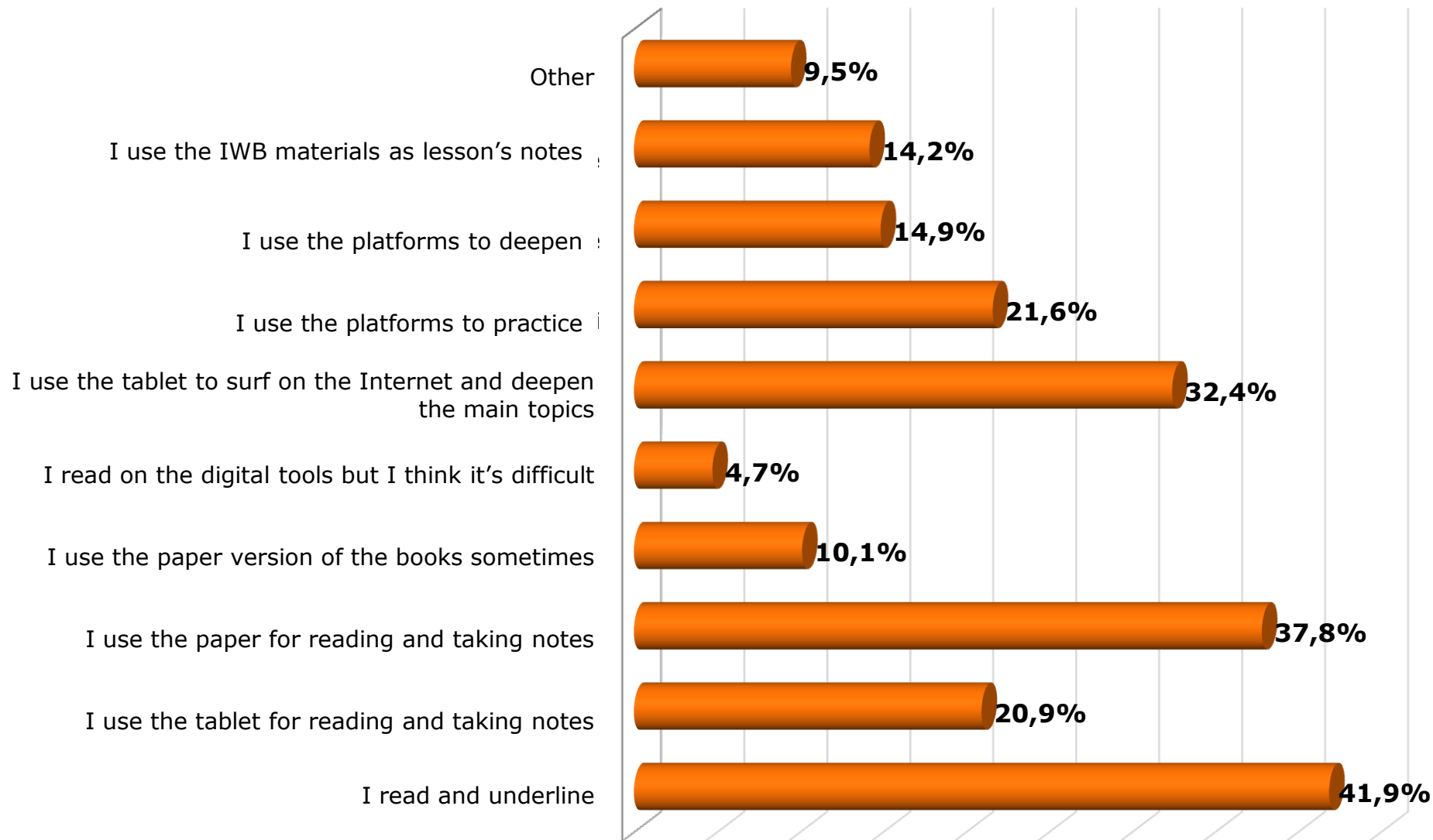
COMPARISON

Do you think that using digital tools helped you in learning on a long term?



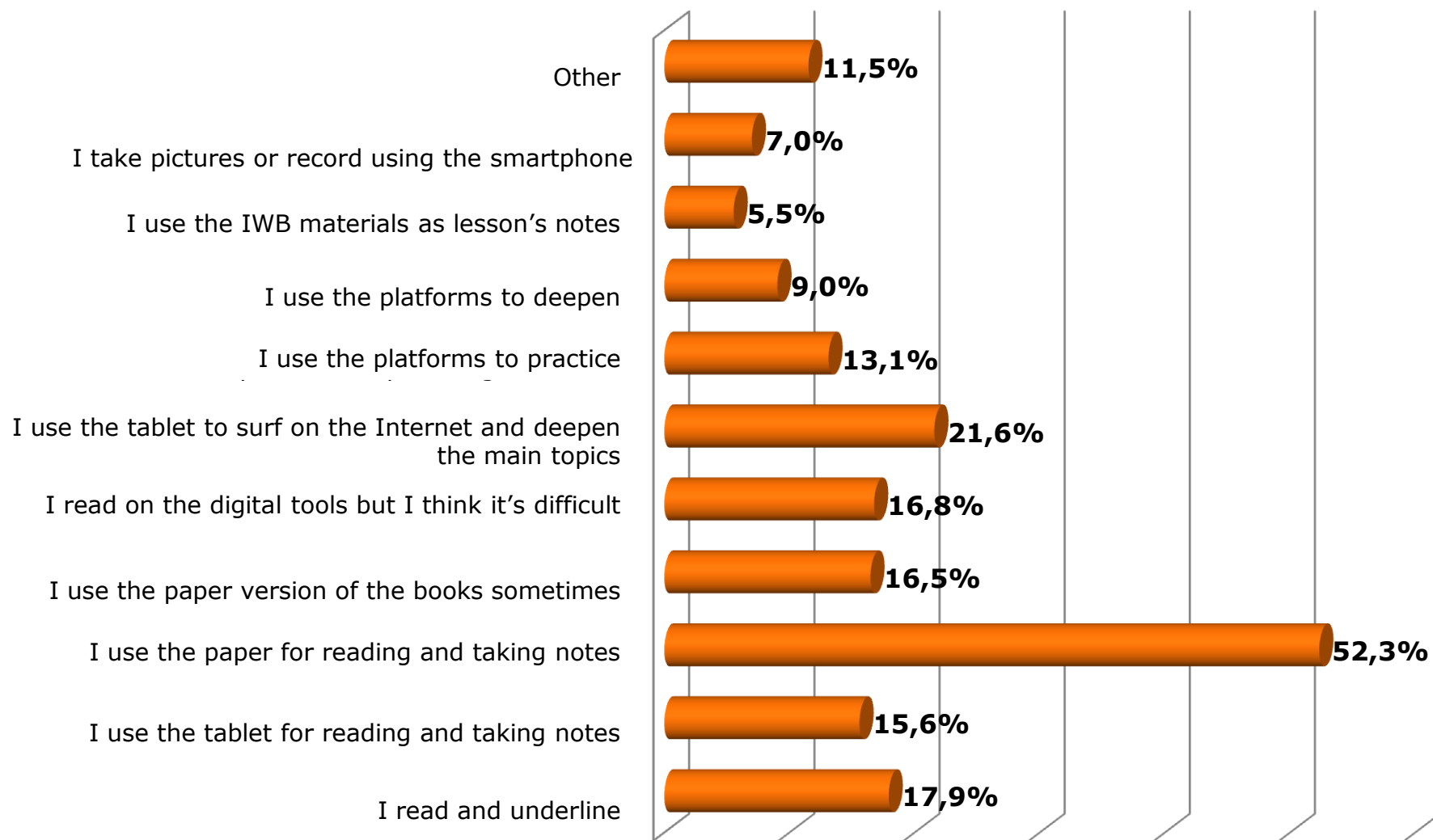
LOWER SECONDARY – 8 schools , 7 regions, 148 students

What's your learning style with the digital tools? (More than one answer possible)



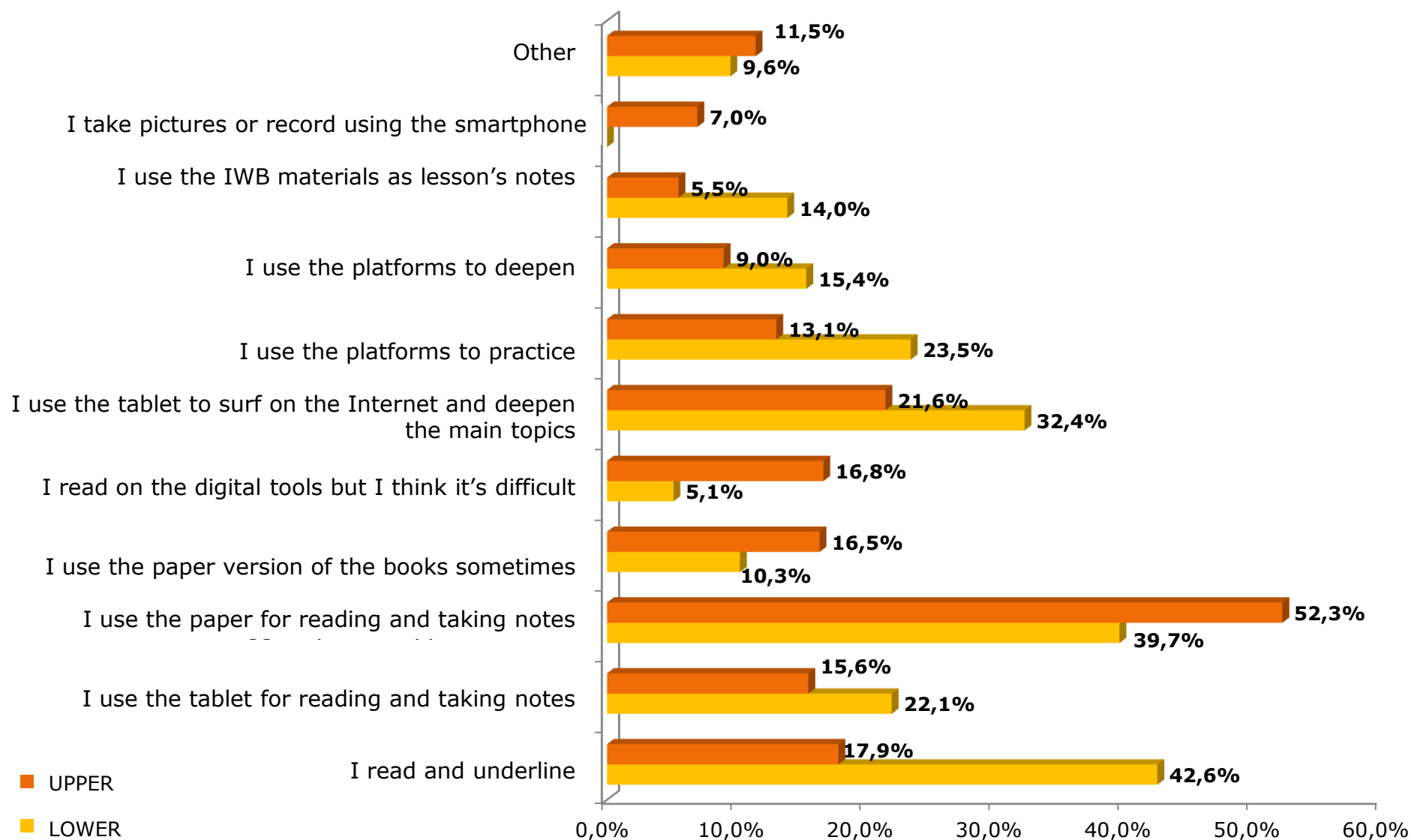
UPPER SECONDARY – 12 schools, 10 regions, 686 students

What's your learning style with the digital tools? (More than one answer possible)



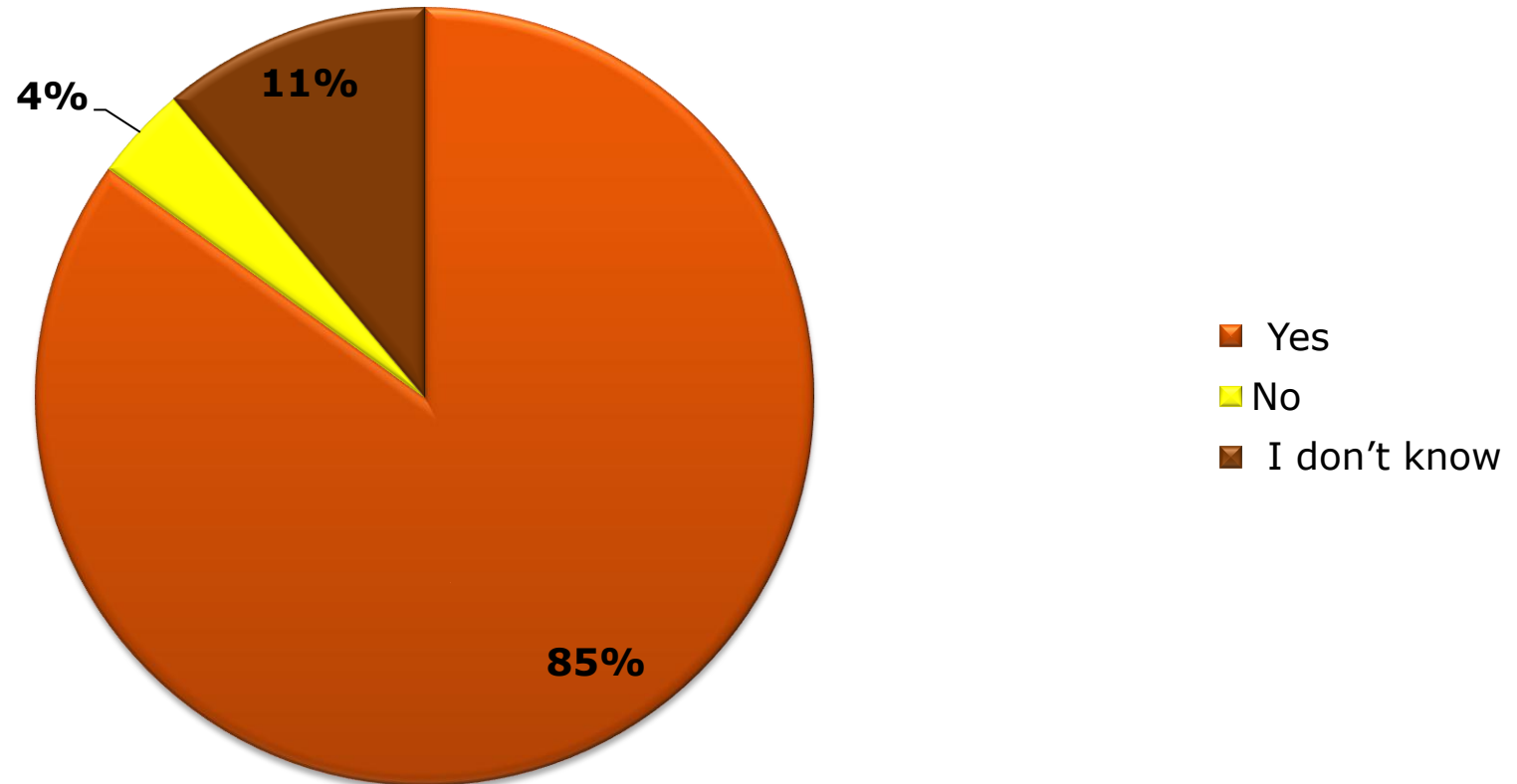
COMPARISON

What's your learning style with the digital tools? (More than one answer possible)



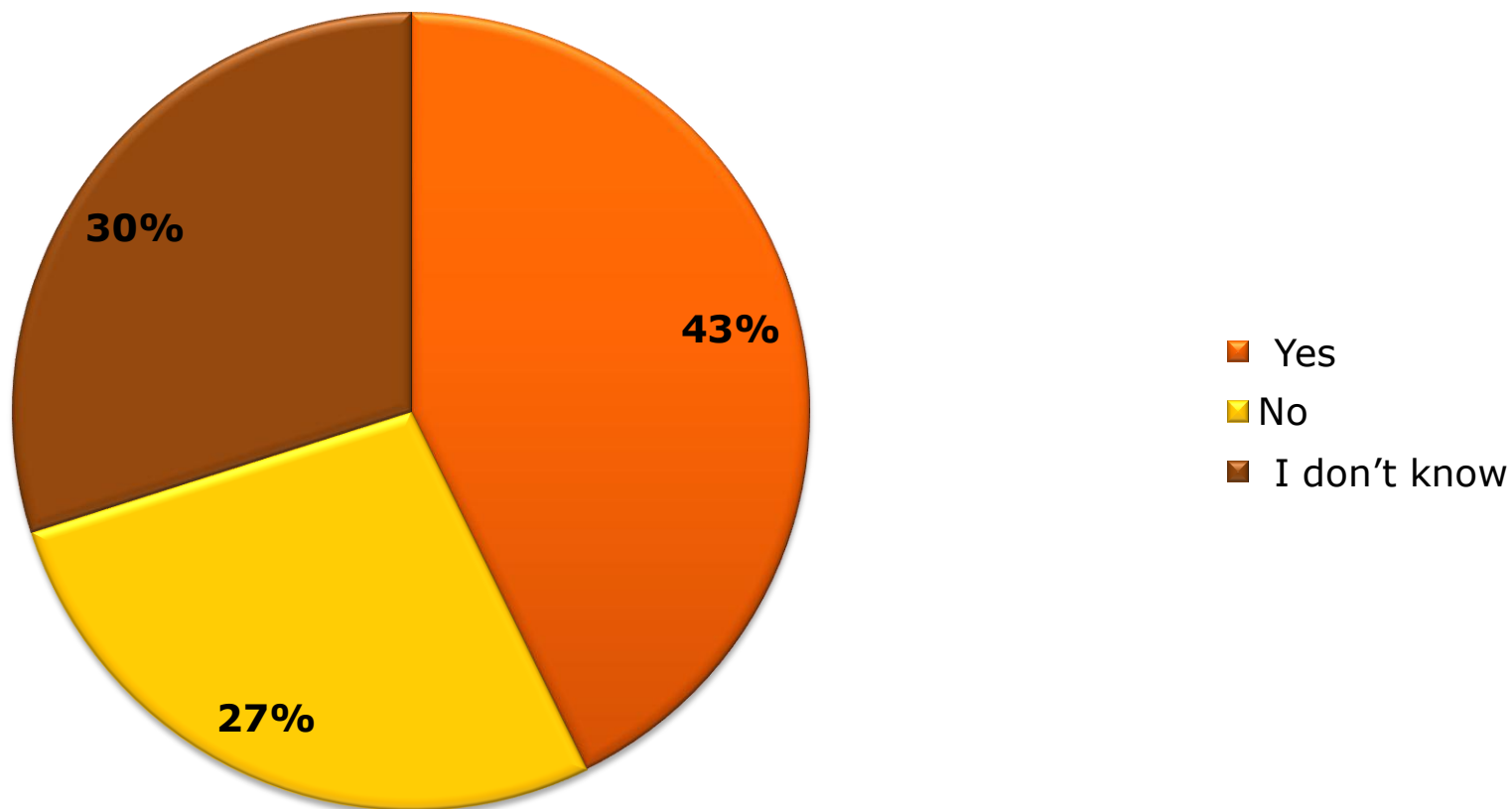
LOWER SECONDARY – 8 schools , 7 regions, 153 students

Would you suggest the use of digital tools for studying to other students or friends?



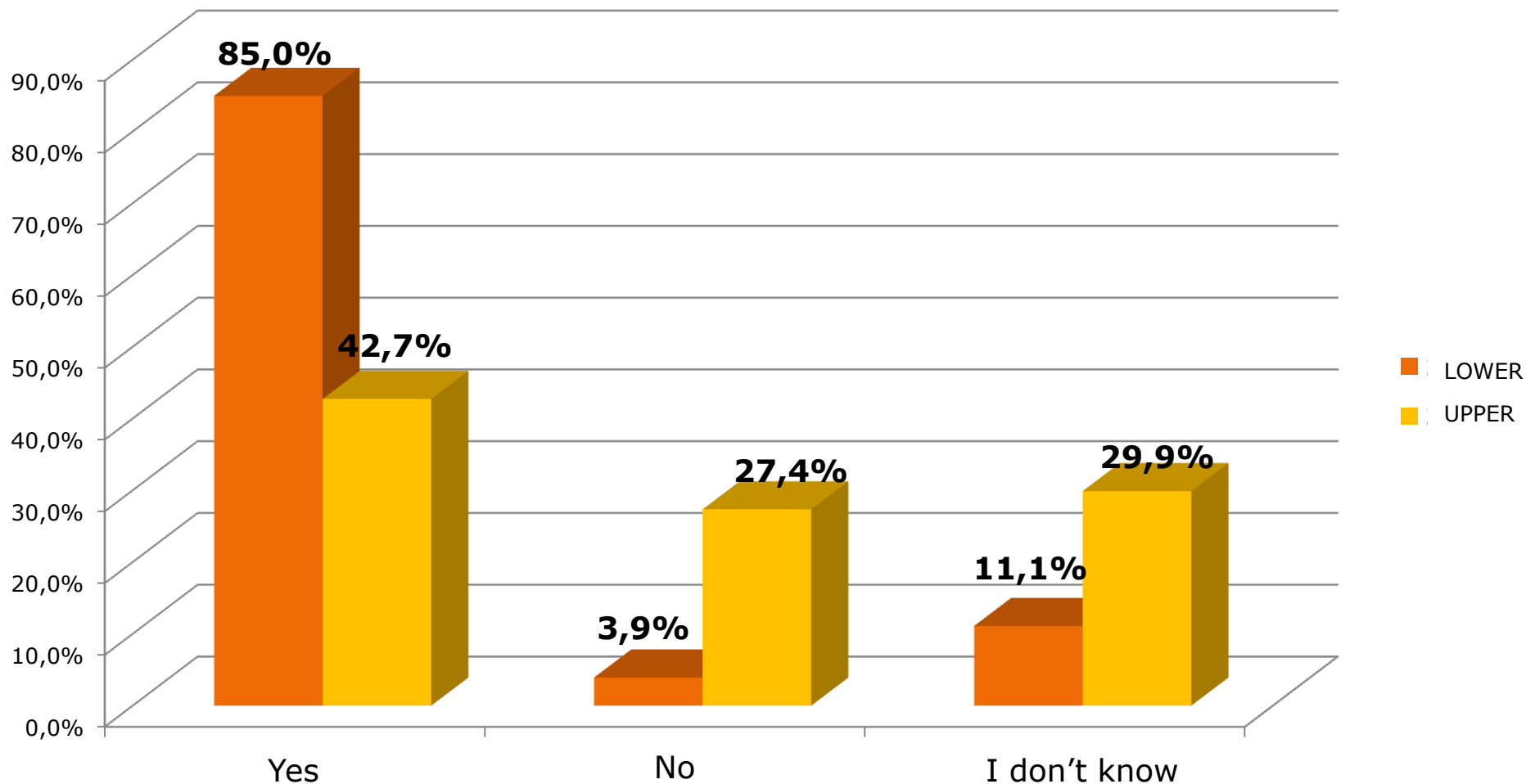
UPPER SECONDARY – 12 schools, 10 regions, 709 students

Would you suggest the use of digital tools for studying to other students or friends?



COMPARISON

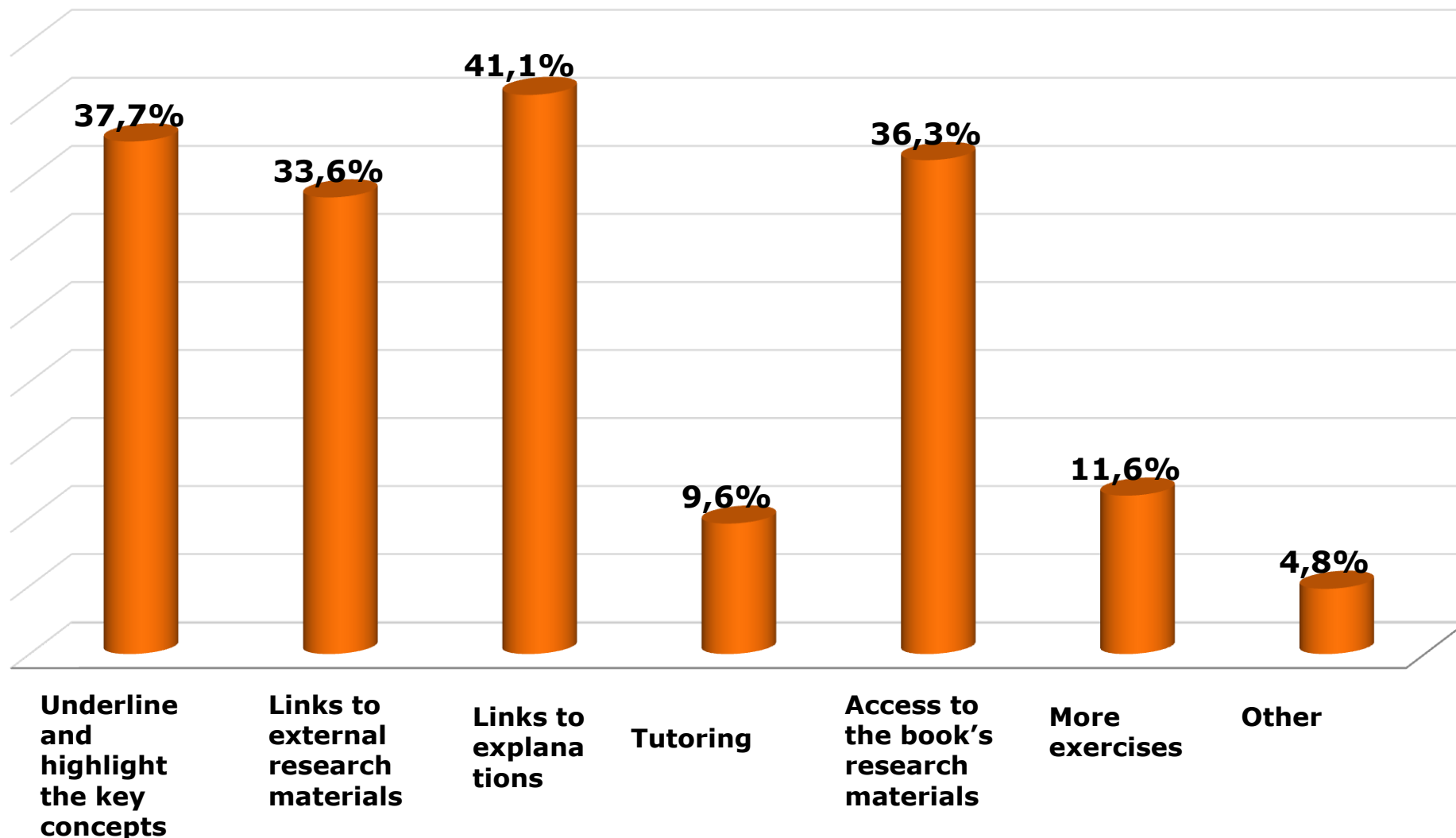
Would you suggest the use of digital tools for studying to other students or friends?



WISHES, STRENGTHENESS AND IMPROVEMENT OPPORTUNITIES

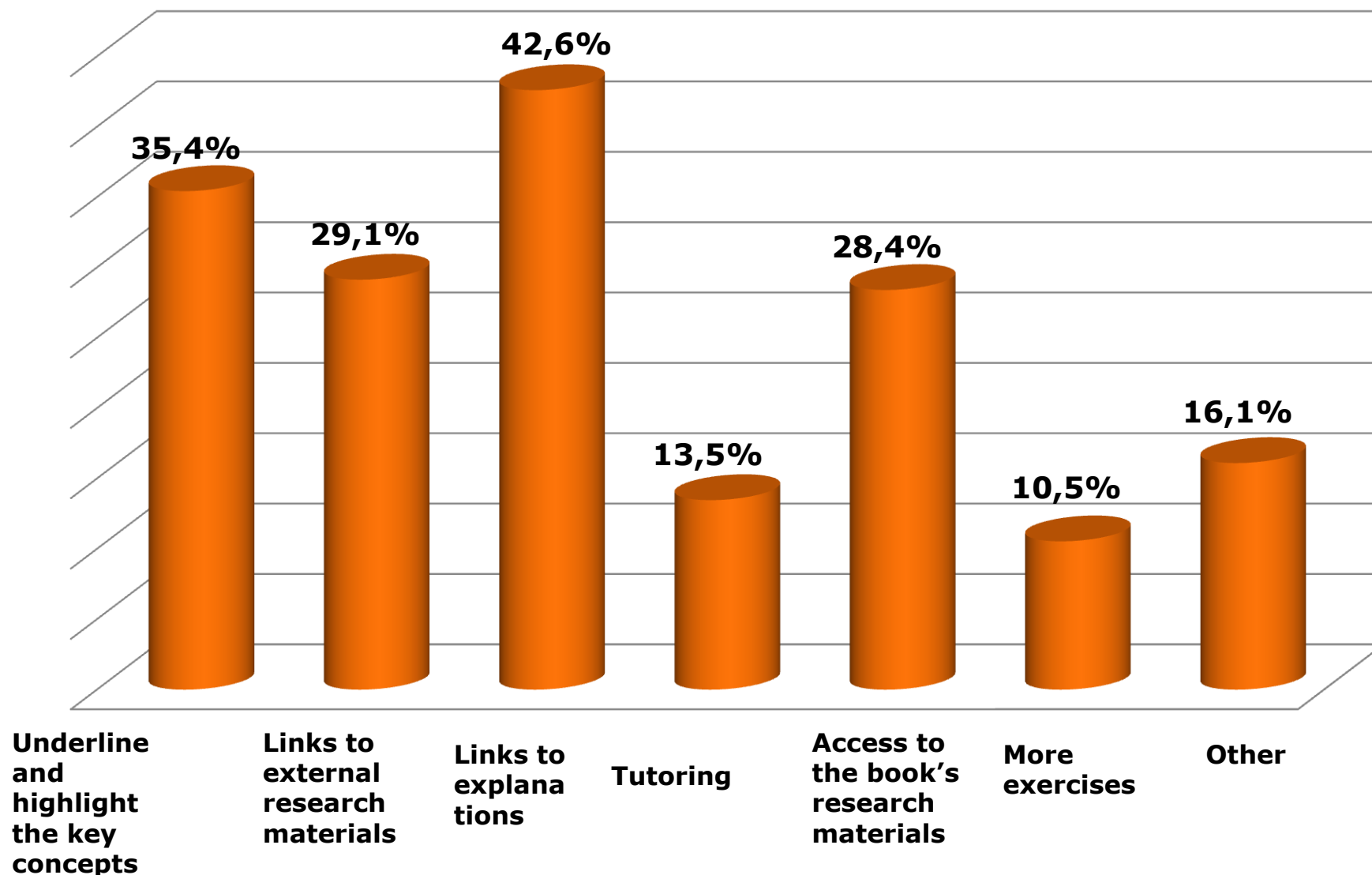
LOWER SECONDARY – 8 schools , 7 regions, 146 students

Which functions would you like to be improved or implemented?



UPPER SECONDARY – 12 schools, 10 regions, 683 students

Which functions would you like to be improved or implemented?



COMPARISON

Functions to be improved (other)

LOWER SECONDARY

- Have the exercises on the digital book directly
- Having tips about what you have searched
- Less troubles with the connection
- Having all the books and dictionaries digital

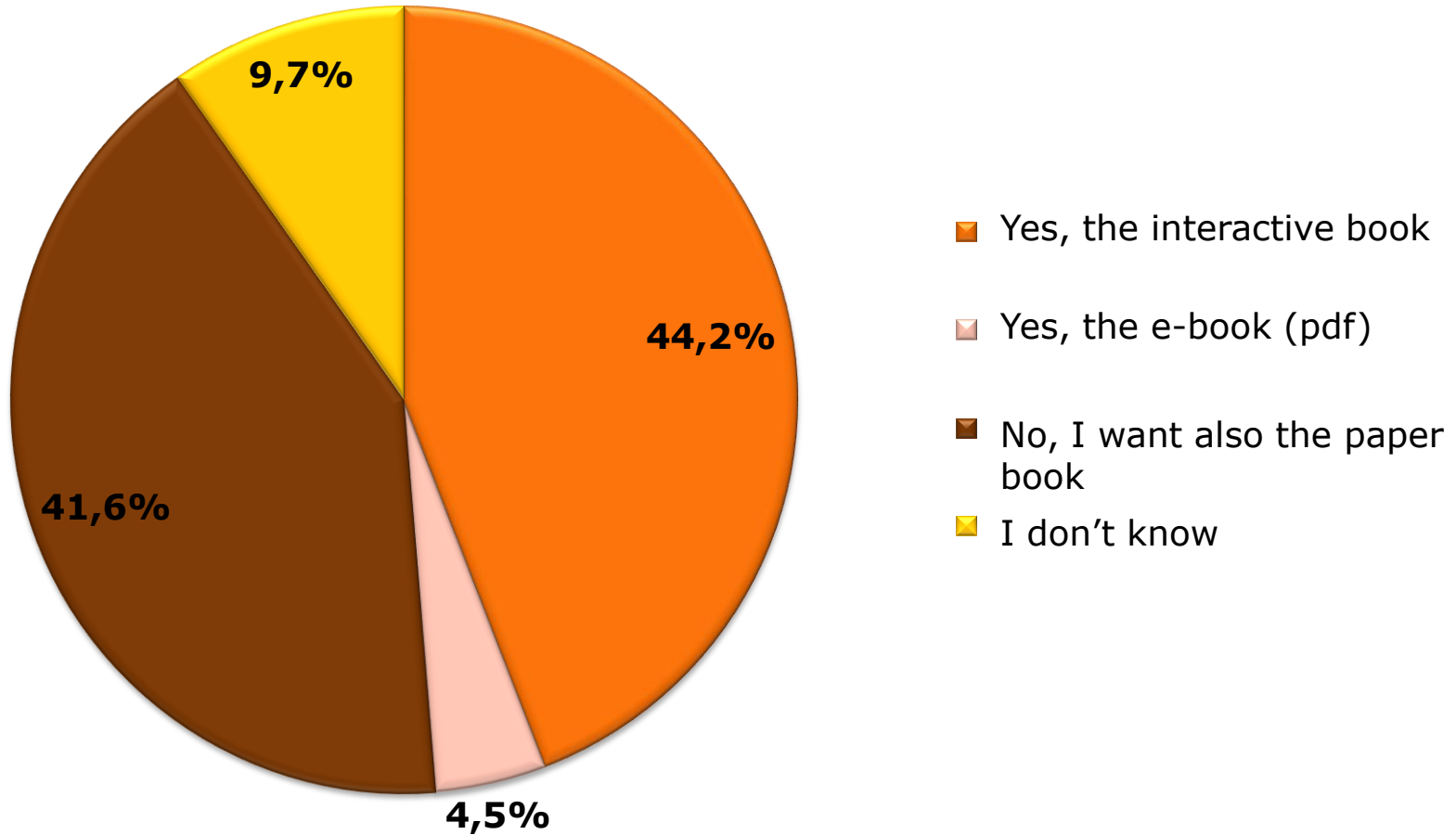
UPPER SECONDARY

- Have the exercised on the tablet
- A faster connection
- Having patterns
- Better usability (e.g. pages)
- Shorter sentences to study quicker
- Integration of the book with the student's notes, a real good correction of the exercises
- Functions connected to the tutoring

1. BETTER CONNECTION
2. USABILITY OF THE EXERCISES

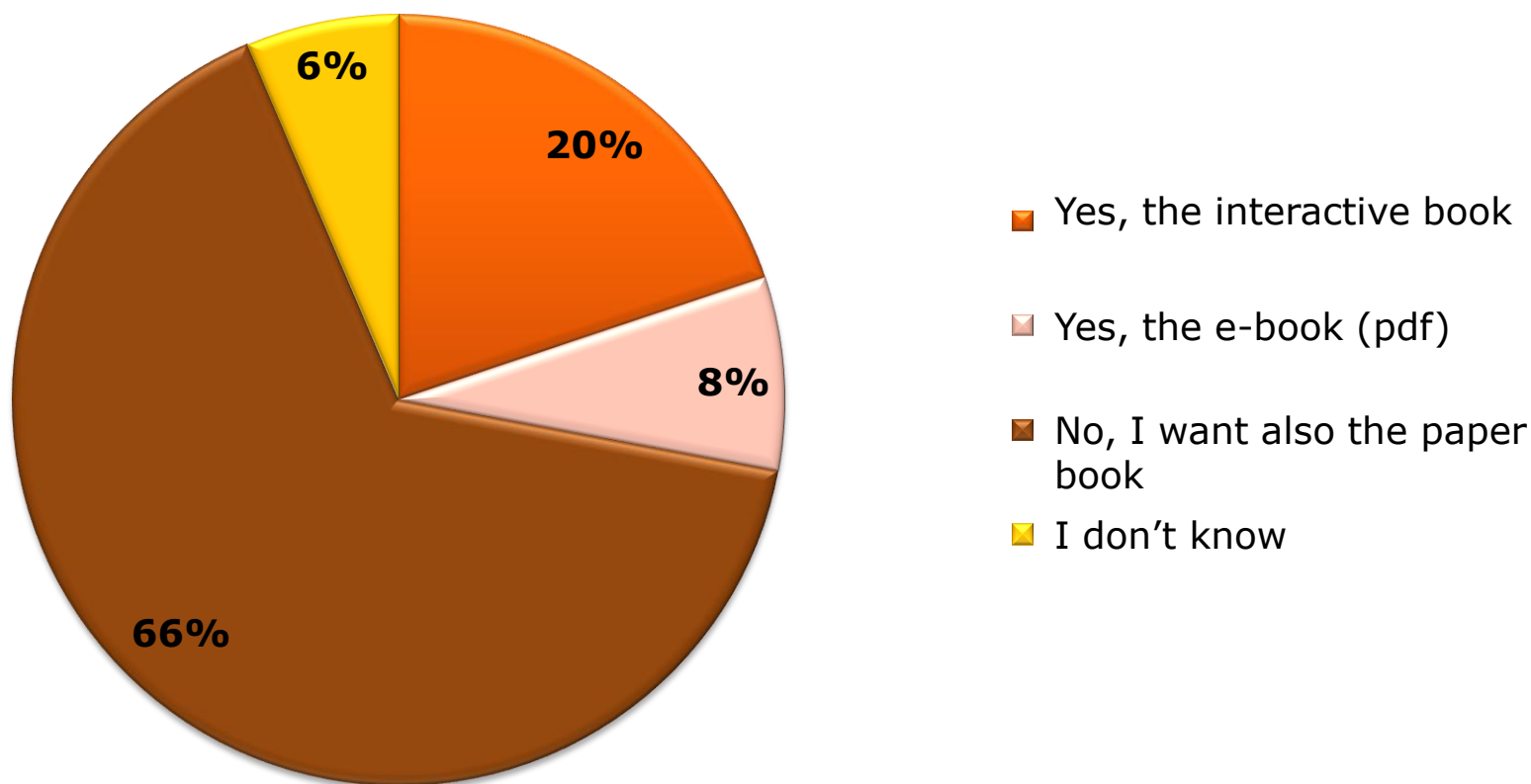
LOWER SECONDARY – 8 schools , 7 regions, 154 students

Would you like to use digital tools only for studying?



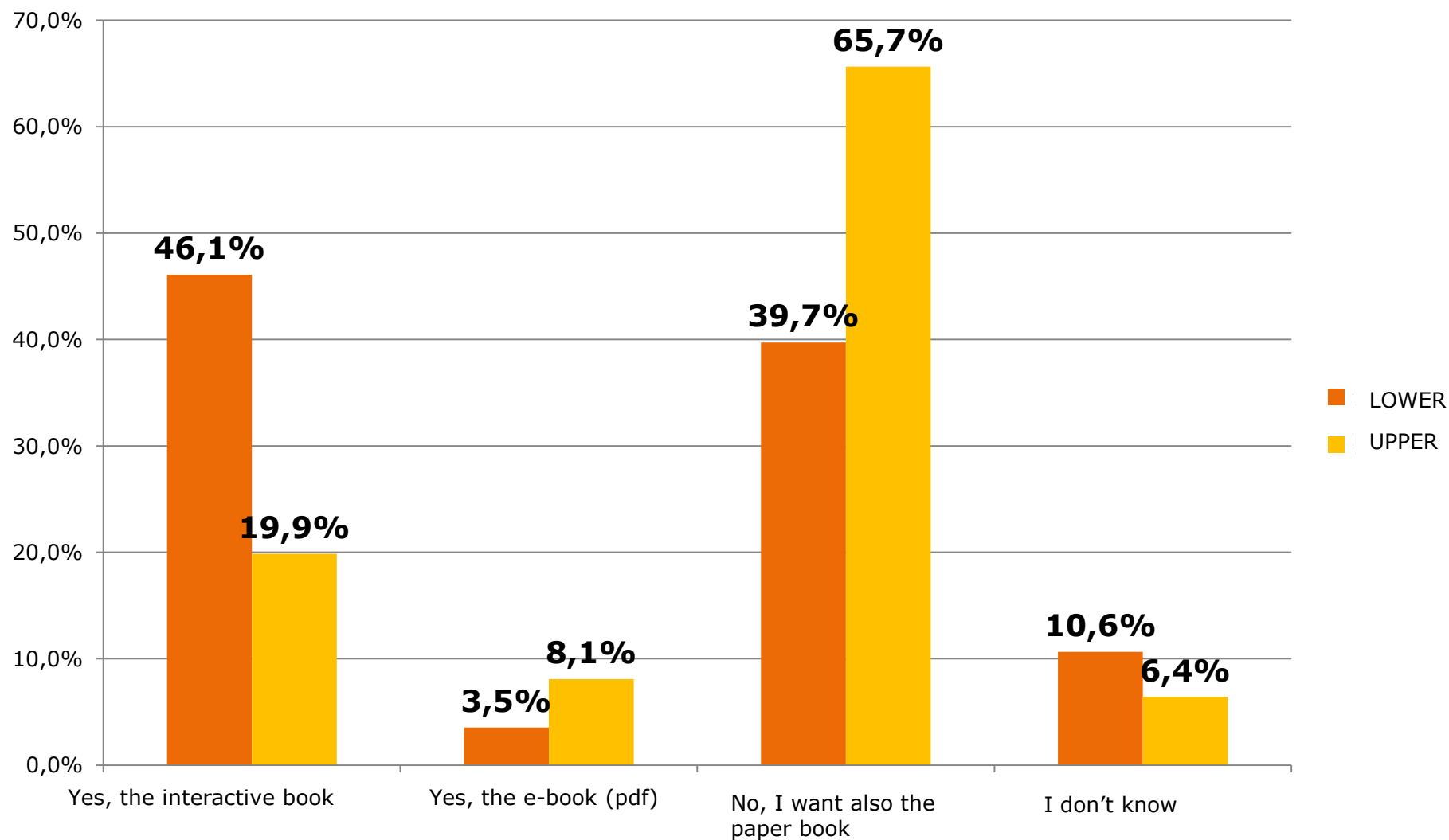
UPPER SECONDARY – 12 schools, 10 regions, 297 students

Would you like to use digital tools only for studying?



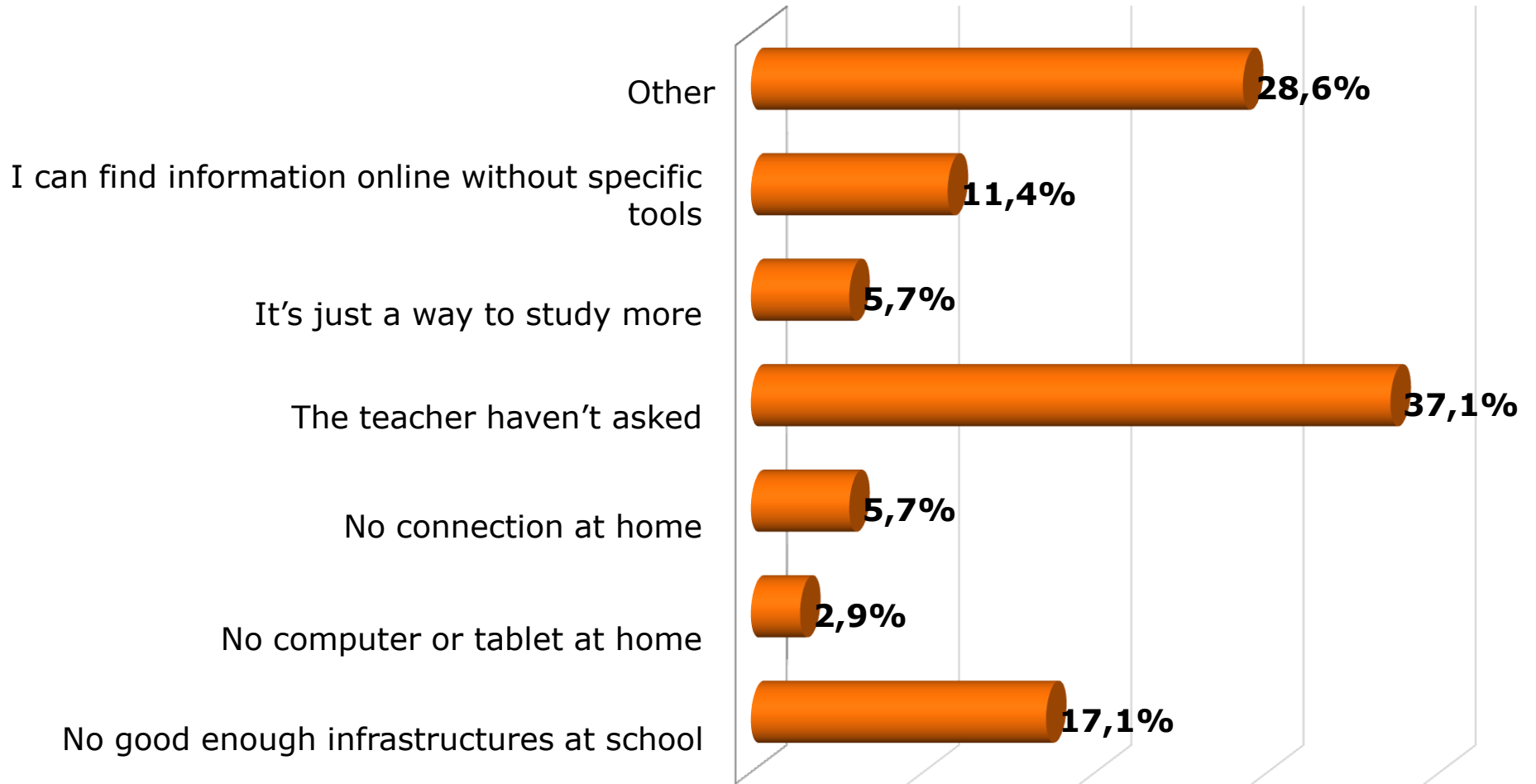
COMPARISON

Would you like to use digital tools only for studying?



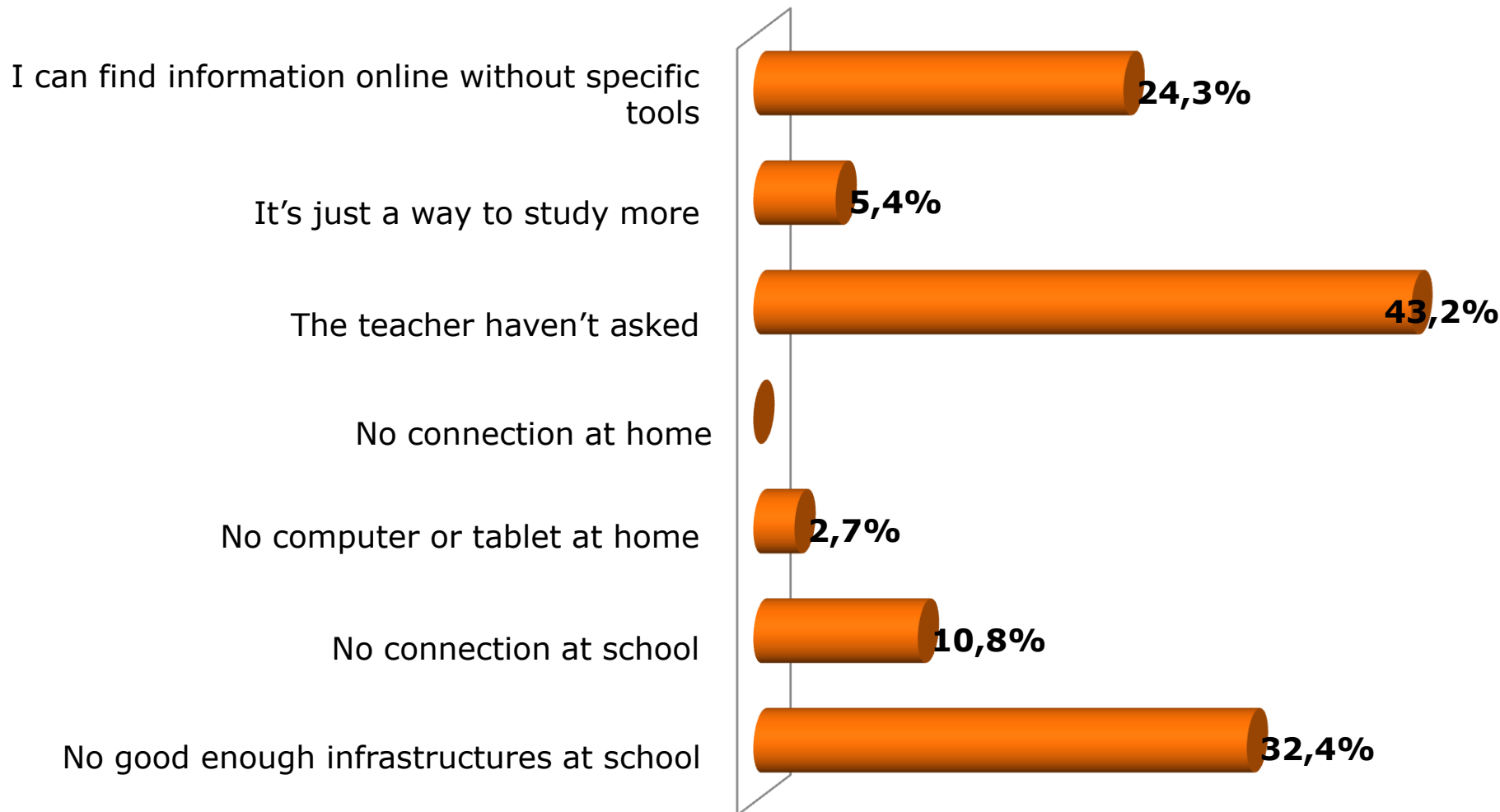
LOWER SECONDARY – 8 schools , 7 regions, 35 students

Why didn't you use digital tools for studying?



UPPER SECONDARY – 12 schools, 10 regions, 37 students

Why didn't you use digital tools for studying?



COMPARISON

No use (other)

LOWER SECONDARY

- I prefer the paper book
- I don't need it
- I don't like studying with the digital tools
- My parents don't agree

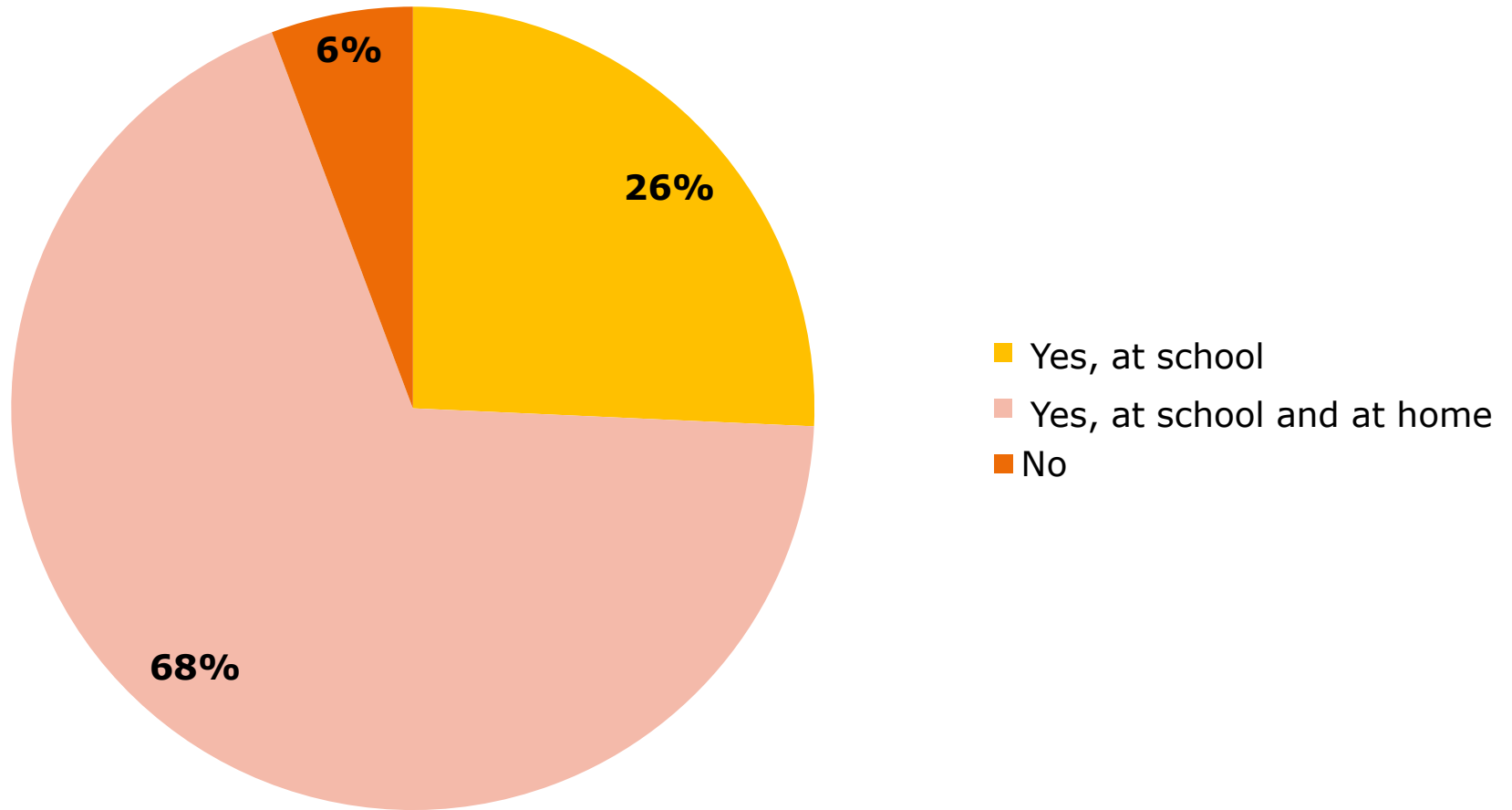
UPPER SECONDARY

- It's difficult
- It's not useful
- I don't like it
- We had the tools and the materials but the teachers didn't want to use them;
- Studying with the paper books is more effective
- Loss of concentration

1. PREFERENCE TO THE PAPER BOOKS
2. LOSS OF CONCENTRATION
3. PARENTS / TEACHERS RESISTANCE

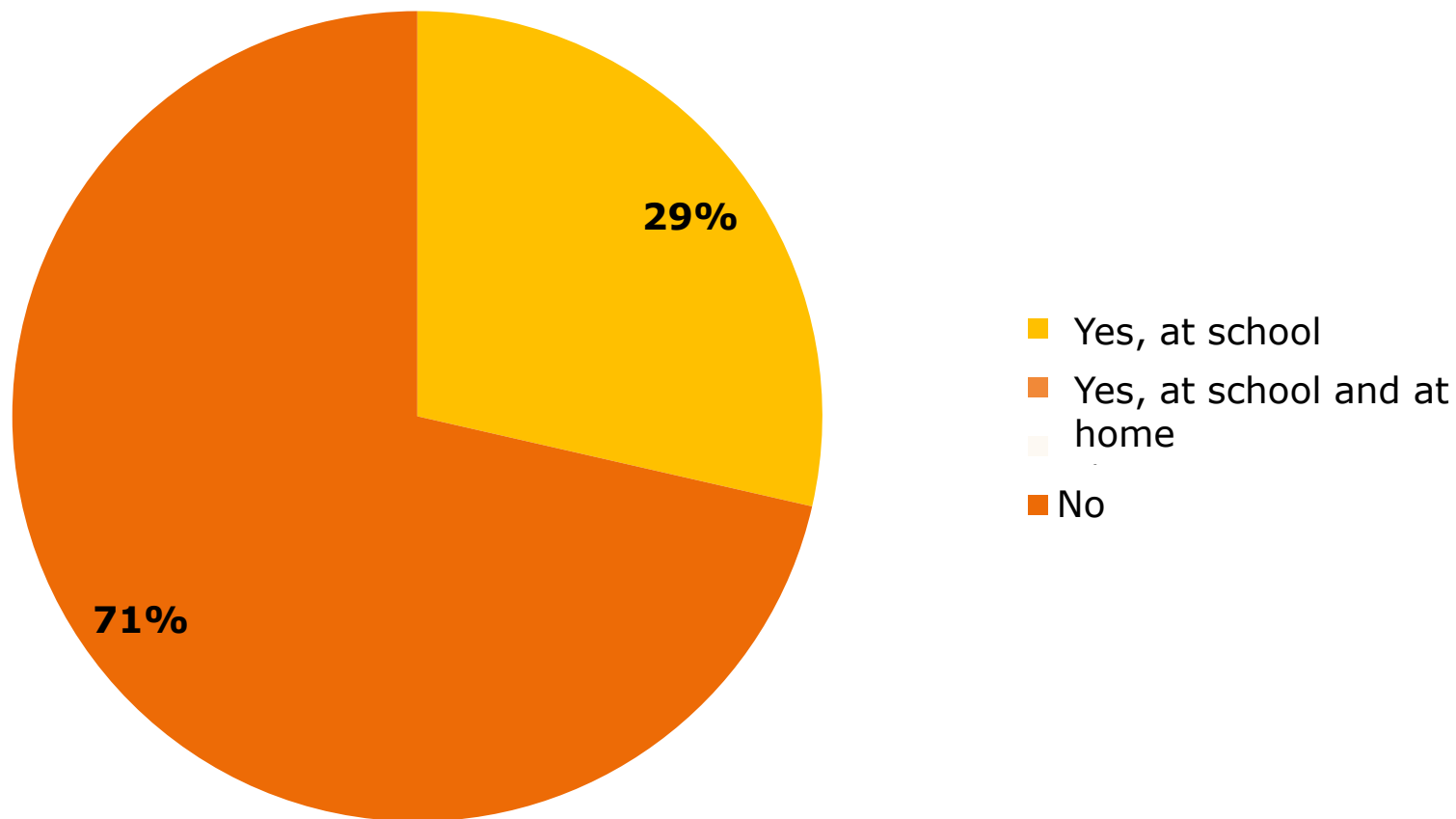
LOWER SECONDARY – 8 schools , 7 regions, 35 students

Would you like having digital tools and materials for studying?



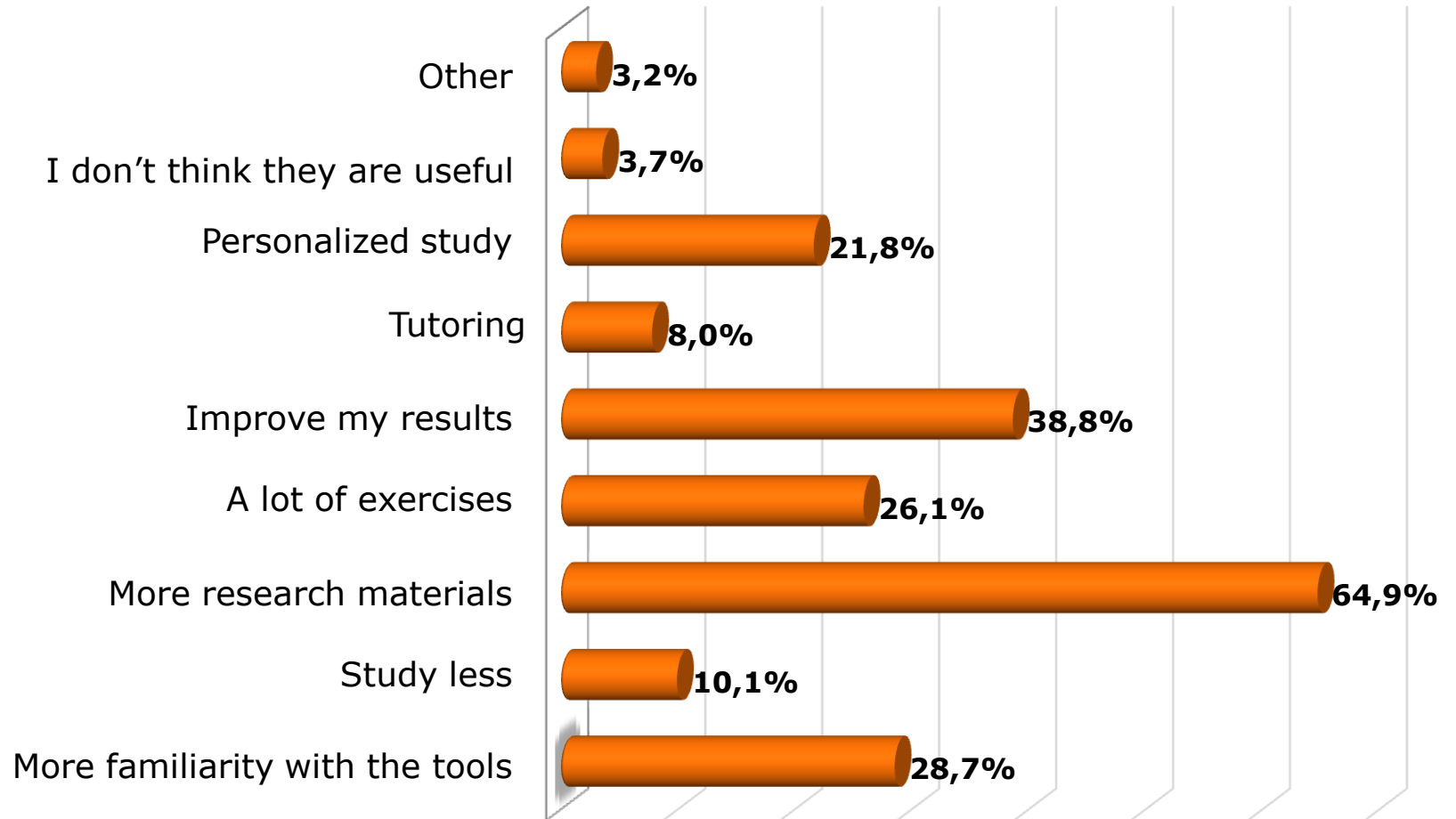
UPPER SECONDARY – 12 schools, 10 regions, 37 students

Would you like having digital tools and materials for studying?



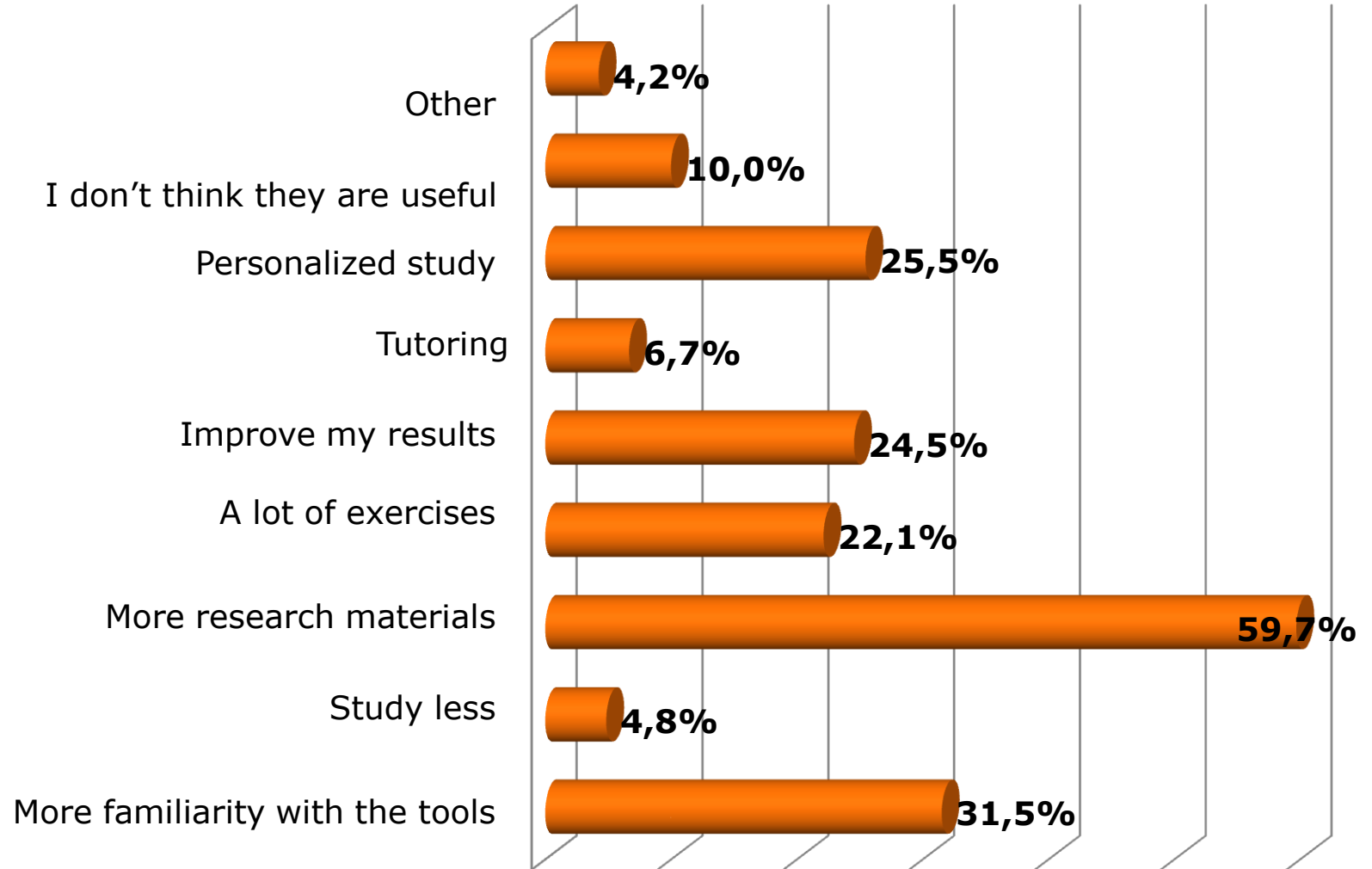
LOWER SECONDARY – 8 schools , 7 regions, 188 students

Why do you think it's useful to have digital tools for studying?



UPPER SECONDARY – 12 schools, 10 regions, 330 students

Why do you think it's useful to have digital tools for studying?



COMPARISON

Why it's useful (other):

LOWER SECONDARY

- Simplify what you have to study
- Help with dyslexia
- Examine in depth
- Research information more easily
- Understand better the difficult topics

UPPER SECONDARY

- To stay up to date (but the use of tools in school is still old)
- More interest in studying
- Younger approach
- Less weight, saving paper and having all the books in one tool
- More clarification
- Schematize
- Learn and improve competences

1. More interest in studying

2. Examine in depth more

3. Less weight

What do you expect studying with digital tools? (Open question)

- Less weight
- Examine in depth
- More “fun” or at least interest
- Tools that can work
- Learn more

What do you expect studying with digital tools? (Open question)

- Less weight
- Examine in depth
- More “fun” or at least interest
- Tools that can work
- Learn more

In Upper Secondary the students highlight a lot of difficulties and there are many answering “nothing” or that would prefer going back to the past with the paper books only

THE QUALITATIVE ANALYSIS

Report from the interviews

THE QUALITATIVE ANALYSIS

Key points– 19 schools

THE PAPER BOOK

- The **paper** is still necessary, even if with digital. But the paper is the basis.
- Studying with the paper helps to memorize (it's possible to take notes, underline...)
- It could be good having the paper book at home and the digital book at schools (because it's lighter)

THE QUALITATIVE ANALYSIS

THE DIGITAL BOOK

- The digital book is **useful, it doesn't weigh, but it hurts the eyes**
- Making **exercises** on the digital tools is useful
- The students don't know what the digital book can be: they often think to the **pdf ebook** and that cannot satisfy them. The pdf ebook is boring and there is not a real advantage. They can interact with the pdf only adding notes but they experienced troubles and difficulties with them.
- There is demand for the **interactive book**, with external links and research materials, and test with the immediate solution
- They want at least the **basic functions** of the paper book (reading, underlining, taking notes) that look complicated
- The high speed helps to find more information
- There are limits caused by the **slow connection**.

THE QUALITATIVE ANALYSIS

- **Students with Dyslexia and Special needs are helped** from the technology.
- The **humanities** (as history) are the most appreciated for using the digital tools
- The **modern languages** offer immediate benefits
- Math is the most difficult subject for using the digital book but the **MyMathLab** is considered useful and convenient where is used.
- The technical difficulties are a big problem (e.g. when the exercises disappear)
- The paper is more convenient but the digital is **more complete**
- There are schools where they are afraid that the digital tools can discriminate, in other they think it can help avoiding this discrimination
- There is a new **continuous interaction** between the teacher and the students
- The access to the sources is convenient but it doesn't help the memorization

THE QUALITATIVE ANALYSIS

CRITICAL SITUATIONS AT SCHOOL

- **Problems with the connection in a lot of schools:** the connection is not always good, sometimes not in every classroom so there can be troubles and it's almost impossible to use the digital grade-book
- It's impossible **to control** the access to the Internet, especially for the young students.
- If the tools are not given by the school there can be **slowing downs** caused by the updates

THE QUALITATIVE ANALYSIS

TOOLS USED FOR STUDYING

- The IWB is generally appreciated. If the teachers don't use it the students miss it.
- The platforms for sharing materials are useful and a good basis. But the students would like to have one only platform for all and not one for each publisher. They also ask to have an easier access, especially in terms of registration and passwords (forgotten when the platform is not often used).
- Lessons on the video (but there is an open debate) and the synthesis on the video.
- Google Drive and the Google apps for edu are very useful.
- The students normally prefer the tablet at schools and the paper book at home for studying (so on one hand less weight but on the other the eyes don't hurt too much).
- The smart-phone is the most used tool (all the students, both Lower and Upper Secondary). The students would like to use it at school for the exercises, recording and making videos of the lessons
- Request for smart-phone apps to study in class. Most of the students have a smart-phone and they can use their own connection.
- They use whatsapp as a way to interact and share homework.
- Often there are groups for the class on Facebook to share notes, homework or information, sometimes also with the teachers to have clarifications.

THE QUALITATIVE ANALYSIS

ROLE OF THE TEACHERS AND THEIR IMPRESSIONS

- The teacher's role is both **facilitating and stimulating** the students
- When the teacher is open, active and available, the students are able to learn better. Moreover they understand that he has an even more central and fundamental role for a positive approach.
- Using the platforms and the interactive tools is useful to share the contents more effectively and to have more exercises, materials, docs. It helps the **motivation** of the students, also for the homework. The evaluation can be more complete.
- The **“digital” teachers work more** than the others. They are always connected, in touch with the students, even during the evening or the weekends to answer and help. Even working in class is more time-consuming.
- It can happen that the young and temporary teachers are more keen to use the digital tools but they are the same who cannot choose the books.

THE QUALITATIVE ANALYSIS

STUDY APPROACH AND IMPRESSIONS OF THE STUDENTS

- The students have a **multi-tasking** and “webbed” approach, with a lot of different and continuous inputs
- The **tutoring** is perceived as a very good opportunity. The students want to know their mistakes while they are making homework and have explanations.
- A lot of students think that the digital tools could help also to save money. They think the digital book could cost less or at least given for free with the paper book.
- A lot of the students see themselves as guinea pigs but with a positive meaning, as **innovators**
- Working in **groups online** help the students to understand and learn from each other having more “fun”

THE QUALITATIVE ANALYSIS

LOWER SECONDARY

- The **learning style is not strictly defined**, the students can be helped to use the tablet or the computer with a positive approach, without being too distracted
- It's easier to engage the students in using digital tools, especially if this is done by encouraging their curiosity, with games...
- It's important to teach to the students to select the sources and which are the best research methods
- The parents are happy if they are involved and put in condition to understand
- The younger children are happy if they can use Internet to search information both at school and at home.

THE QUALITATIVE ANALYSIS

UPPER SECONDARY

- The students consider **being distracted** as a risk
- The learning style has been already created in the previous years using the paper: there is less flexibility and **more scepticism**
- **Cross-curricula** studies are easier and the integration between the different subjects much more possible
- The parents are scared, there is a lot of resistance to change, especially when a tool is also used for the evaluations (e.g. MyLab). They feel free to contest the grades when they come from a digital test.

SYNTHESIS

THE SAMPLE

CHARACTERISTICS

- The sample for this first year was selected on a voluntary basis thanks to the relationship of the sales network with the teachers
 - ✓ Most of the schools are cutting-edge schools
 - ✓ Some of the schools had European funds
 - ✓ A lot of the schools are experimenting the “Classe 2.0” project
 - ✓ The teachers available to participate are the most open to the digital innovation
- Possible biases:
 - ✓ The sample is not representative of the Italian scenario
 - ✓ The innovative teachers can be not supported by the other colleagues in the same class, sometimes they can be even temporary

CRITICITA' VS USO STRUMENTI DIGITALI

ACCESSIBILITY

- The opportunity of using digital tools at school is influenced by different factors:
 - ✓ Availability of the Internet connection
 - ✓ Availability of the infrastructures (IWB, tablets, pc)
 - ✓ Availability of the students to be proactive and open to the change
 - ✓ Teacher's role in motivating, driving and explaining
- Potential difficulties:
 - ✓ Discriminations of the less prosperous students
 - ✓ Stereotyping the proactive teachers vs the traditional ones

NEXT STEPS

THE NEXT SCHOOL YEAR (2014-2015)

Working together with the
Università Bocconi to certify the
Secondary research

Focus on the **Pearson products**
and creation of a special research
on the **platforms**

Broaden the research to the
Primary School with a small dedicated pilot



Goals:
10 Primary Schools
40 Secondary Schools (20 Lower + 20 Upper)

THE PROJECT (a.s. 2014-2015)

Project

- We are already involving the schools, asking for their availability to participate (at least 2 surveys and 2 focus groups with teachers and students).
 - The **Università Bocconi** will help with the Secondary Schools project (at least **40 schools** involved).
-

Research

- Teachers and students directly involved (when possible consider also the parents).
 - We need to understand how the educational methods are changing, which products or services the students and the teachers really need and if they are effective.
 - We will analyze in details our products, comparing them with the competitors.
-

Monitoring

- For the Secondary project we will ask to the students and to the teachers to answer to two **online surveys** and participate to two **focus groups**
- There will be a “**digital**” class and a “**control**” class.
- There will be **review steps** to check the results and we will keep the research open for the next years.
- The **results** will be **shared**.

THE STEPS

THE RESEARCH STEPS

1) PROJECT CREATION

ANALYSIS OF THE
EXISTING TOOLS AND
FOCUS ON THE
INTENDED OUTCOMES



Ongoing

2) PROJECT TEST

QUANTITATIVE SURVEY
Creation of the sample using a
correct statistical approach



**Starting from
September
together with
the Bocconi
University**

3) IN DEPTH

QUALITATIVE SURVEY
IN CLASS WITH THE STUDENTS
USING FOCUS GROUPS

POSSIBLE
INVOLVEMENT OF
THE PARENTS

INVOLVING THE
HEADMASTERS



THANK YOU!