

Personalization and the UK's Whole-School Reform Strategy:

Using Technology to Make a Difference

Closing Plenary

Friday, March 30, 2007


CoSN's 12th Annual K-12
School Networking Conference

2007



**Bridging Individualized
Learning & High Stakes
Accountability**

March 28-30, 2007 - San Francisco



Bridging Individualized Learning & High Stakes Accountability

Wednesday examined personalization of learning from a local perspective.

Thursday examined how one state is approaching Classrooms of the Future.

Today exploring national policies on technology and its relationship to school reform efforts.



First...Where Are We?

- 1) What has been the **impact** of technology on reforming or transforming education around the world?
- 2) What can we **learn from global leaders** using technology/ICT to reform education?



Asia

UNESCO examined use of technology in education in nearly 30 countries in Asia and Pacific and concluded:

*The integration of ICT in the teaching of subjects has been **weak**.*

UNESCO report of the South-East ICT
Advocacy & Planning Workshop Dec. 2003



Europe

*Most schools in most countries, however, are in the early phase of ICT adoption, characterised by patchy uncoordinated provision and use, some enhancement of the learning process, some development of e-learning, but **no profound improvements in learning and teaching.***

The ICT Impact Report
A Review of Studies of ICT Impact on
Schools in Europe Dec. 2006



U.S.

Recent study by Metiri Group for Cisco Systems examined all the U.S. research on impact of technology in education.

Two important conclusions:

1) Technology Advocates had largely **Over Promised** technology



Even with that warning...

2) With appropriate vision and
adequate professional development

**technology can be a powerful tool
for transformation.**



Conclusion

In most places, technology/ICT is not integral to the overall educational mission.

It has been used at the margins to improve education rather than do something profoundly different/better.



Same Experience In Business

1980's MIT economist Lester Thurow concluded technology in most businesses **had no or even negative impact on productivity.**

He changed his conclusion in the **1990's** after business reengineered its processes and **used technology for transformation.**



Current U.S. Policy Environment

- 1) Great anxiety that U.S. is increasingly **not competitive**.
- 2) Concern that our schools are not preparing kids with **21st Century skills**.
- 3) Growing sense by policymakers that we have spent huge sums on ICT in education and gotten **little return on our investment**.




Commission on The Skills of the American Workforce
Tough Choices or Tough Times

December 2006

www.skillscommission.org

A swiftly rising number of American workers at every skill level are in direct competition with workers in every corner of the globe.... ***The core problem is that our education and training systems were built for another era.***



In Washington, a major policy topic is the need for Science, Technology Education & Mathematics (STEM) instruction - except the “T” seems to have disappeared.

Technology has not been seen as a key element in preparing our students for the future.





Fall 2006 Work Study

Hong Kong, Korea, Singapore and Australia.

These countries generally acknowledged to be Asia/Pacific leaders in use of ICT in education. By examining these leaders, we might discover new paradigms.

“Spinning the Globe”

www.cosn.org/blogkeith



Major Conclusion

1. Competitiveness is a global concern.

Even in countries that are leaders in high stakes testing (math, science & literacy), they are deeply concerned about need to impart new **21st century skills:**

- **Innovation/Creativity**
- **Collaboration**
- **Critical thinking**



Other Key Conclusions

2. **Leadership Matters**

We must have policymakers & education administrators who have a VISION of how technology can accomplish the mission.

3. **Need to Rethink Pedagogy**

How does technology enable us to profoundly improve learning?



Why Is Technology in Education Important?

Personalization or Individualized Learning holds **potential to enable each learner to advance at their own pace.**

Technology is critical to enabling that vision.



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- **Sir Michael Barber**, Expert Partner, Global Public Sector Practice, McKinsey & Company & Former Head of British Prime Minister's Delivery Unit via video
- **Doug Brown**, Deputy Director – Head of Learning Technologies, Department for Education and Skills, UK



Concluding Thoughts

Education is the only business still debating the usefulness of technology...

School remains unchanged, for the most part, despite numerous reforms and increased investments in computers and networks.

Rod Paige, former U.S. Secretary of Education
2005 U.S. Education Technology Plan