

# learnometer project

a suite of components to progress learning, through ICT, policy and design



## 1.1 TRENDS WEBSITE

shows clear world trends in learning, allows users to represent **today's** position and **tomorrow's** ambition; then matches schools, regions or nations with shared ambitions.

## 1.2 WORLD LEARNING SURVEY

a detailed analysis of speeches, policies interviews, and declarations; the WLS reports biennially on where learning is going - what outputs are sought, what technologies and strategies are harnessed, what works.

## 1.3 DOCTORAL PROFESSION

turning every school worldwide into a micro-research centre where the hypothesis is that **the school can improve**, the **scholarship** is to see what other schools have found to be **effective** and practice is to harness it for that **improvement**.

## 1.4 EFFECTIVE TEACHING EXCHANGE

a place to swap effective ideas is what teachers and schools crave; allowing that to evolve into a viral place where schools' research (1.3 above) can reside is the medium term aim.

**...MORE INFORMATION**  
Monitor [www.learnometer.net](http://www.learnometer.net) for developments please.

## what is the learnometer project?

All round the world countries are investing **significant and increasing amounts** in education, particularly in ICT and in buildings.

At the same time clear emergent learning trends, effective and consensual, are re-defining **21st century learning**.

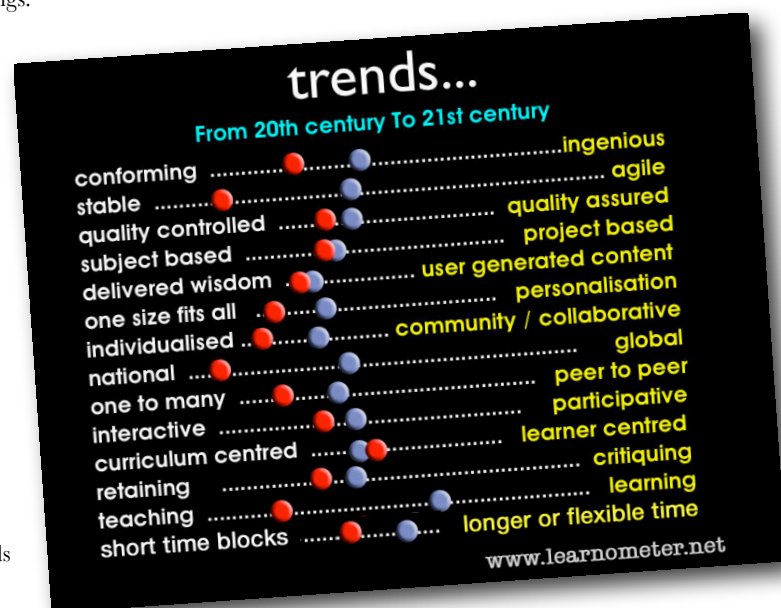
Two fundamental questions recur: (1) is our investment taking us in the **right direction**, towards 21st century learning? and (2) if it is, do we know how **effective** that investment has been - what should improve, and how do **we know** that it has? This project, with its 4 component parts, seeks to answer those questions. This is timely and significant work.

## trends website

Establishing emerging learning trends is complex. Schools exist in different contexts and cultures, at different stages of development and with hugely different available resources.

Yet, despite that, there are some clearly observable changes which can be depicted as trends from "old" and towards "new" practice. For example a trend away **from one-size-fits-all** and **towards personalisation** can be seen globally. But in different nations, regions and schools, each trend will vary from slight to very substantial.

Most of these trends have only be made possible by advances in **learning technology** and it is fitting that ICT is used to bring schools, regions and nations together.



The trends website offers a "slider" for each continuum and allows users to show where they currently are, and where they intend to be in a year's time:

The software then matches users up with others who share similar ambitions, elsewhere in the world.

The trends website also offers an **aggregate view** - how are the others progressing? - but it also helps to survey newly emergent trends too. These trend aggregates are a **powerful litmus test of policy direction**. For example, "is our ICT investment congruent with world trends?"

## world learning survey

The World Learning Survey aims to report **biennially**. In the first year a considerable amount of research has already unpacked speeches, policy documents, legislation, interviews and conversations: what outputs were sought from educational **investment**? It is

already clear that there is a complex portfolio of possible outputs,

**shared hypothesis** is that their schools can improve, their **scholarship** is to explore

## outputs...

maths performance, towards 100% literacy, attendance, staff applications, staff longevity, lower truancy, **smiles**, confidence, esteem, lower disaffection, lower crime, **lower recidivism** in prisons, higher national income, greater overseas role, inward investment by high value companies, greater residual value of school buildings, increased parental engagement, kids who **critique more**, kids who argue less (!), greater collaboration, applied **ingenuity**, creativity, engagement in science, improving health, social stability, broad cultural understanding, social equity, **equality of opportunity**, exam scores, **peace**, % of university undergraduates / graduates...

unsurprising since each nation and region varies.

However, the supplementary question - also addressed by the project - is the extent to which we can measure these outputs.

The World Learning Survey aims to produce an **interim** first year report that canvasses further contributions and, informed also by the **trends website's** aggregates, produces clear two yearly guidance as policy intention and outcomes. Alongside that a suite of tools are being developed to aid the measurement of the complex outputs revealed by the WLS as significant.

## doctoral profession

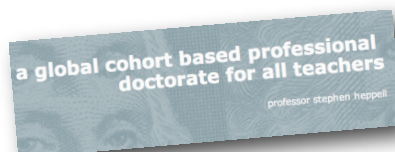
ICT is **evolving rapidly**. Less than two years ago YouTube didn't exist. At the same time, as revealed by the World Learning Survey and the Trends website, **pedagogy is changing rapidly too**. To be confident about what new approaches are effective in different contexts needs a clear and evolving **evidence base**.

To collect that clear evidence an initial group of countries, very mixed in their economies and educational systems, are being brought together to develop an cohort based doctorate for groups of teachers within schools. Their

what other schools, worldwide, are doing that is effective; their **action research** is to map that effective practice onto their own school and their final celebration is an **exhibition** of their work, both online and face to face.

The accumulation of their **clear evidence of effective practice** will be a massive resource for other schools and other policy makers to share worldwide.

This cohort based Prof. D will also substantially **raise the esteem of the teaching profession**, but is very much work-placed study - at minimal cost and with minimal impact on teachers' already busy lives.



Reflective teachers are a valuable and scarce resource; they need to be nurtured and supported; **potentially almost all teachers** can be powerfully reflective in their own context and culture, given the opportunity and support.

## effective practice exchange

Today teachers want, and seek, a place to exchange their insights as to what constitutes effective practice.

As they move to become more reflective they also need a place to archive their action research. This **final component** of the Learnometer project seeks to build a simple repository for teachers' insights, from the immediate and pragmatic to the researched and reflective. Building on the exhibition dimension of the cohort based Prof. D, the intention is to develop a quality assured place for the exchange of effective, proven, strategies for school improvement.

## sum of the parts

ICT has not only **enabled** this welcome revolution in teaching and learning practices, but also offers the **solution** to the needs generated by such rapid change.

The **Learnometer project** offers a **suite of components** harnessing ICT: to **map the trends** in learning; to arm policy makers at every level with **tools** to measure and be confident in their **outputs**; to provide a vehicle to help teachers develop and **exchange effective practice**; and to accredit them as **learning professions** for doing so.

A decade back the challenge that ICT brought was to see to what extent it could be harnessed to be properly useful to education. Now it can offer **almost any future we wish for** and the challenge is to know what might be possible, to be clear to what extent we have achieved our hopes, and to build a genuinely global exchange of insights and wisdoms that can move education forward quickly enough to keep up with technological and cultural changes.

This **rate of change** is not going to diminish, but the Learnometer Project aims to give policy both pace and agility.

**The sum of these four parts should ensure that new investment in education, particularly in technology, buildings and infrastructure, is most effectively directed thus minimising waste, offering both an appropriate rate of return and a sustainable path into the rapidly evolving future.**