Consultation Summary Paper

ETAG Consultation on the Use of Educational Technology

23 June 2014

Opened 23/04/2014, closed 23/06/2014, Pearson Lead: Maia Dimitrova

A brief introduction to Pearson

Pearson is the world's leading learning company. Our education business combines 150 years of experience in publishing with the latest learning technology and online support. We are also part of the wider Pearson family which includes Penguin, Dorling Kindersley and the Financial Times. We provide education and assessment services in more than 70 countries. Our qualifications, courses and resources are available in print, online and through multi-lingual packages, helping people learn whatever, wherever and however they choose.

A summary of the consultation

The Education Technology Action Group (ETAG) was set up in February 2014 by three ministers: Michael Gove, Matthew Hancock and David Willetts. ETAG is exploring how to promote 'what works' as well as how to remove any existing barriers to the use of education technology across the schools, further education and higher education sectors through three main clusters that each contain the following workstreams:

- learning will be significantly more global
- servers and services will be cloud based
- on-line learning for all as an entitlement
- students with sight and control of their own complex "big" data
- technology will be even more personal
- we will know a lot more about how we learn
- better measures of performance
- new emerging teaching and learning
- wild card ideas.

The workstreams explore short-term and long-term actions for Government, educational institutions, and the wider sector that will help to move us towards this future vision. The consultation sought ideas and suggestions about how this might be achieved.

A summary of the Pearson response

We believe in the transformational power of digital technology and fully support the role that education must play in preparing all students for success in a global workplace. Some of the main challenges we identify in our response include:

- Outdated technical infrastructure, legacy systems and poor connectivity within centres.
- Setting clear and high standards for online-only qualifications and assessments, and measuring student progress in more creative ways.
- Regulatory quality assurance practices inhibiting the use of e-assessment.

Some of our key recommendations include:

- To enable large-scale reform and wider uptake of online learning, expertise in the integration of technology, pedagogy, and changing learning systems need to be consolidated and available to all.
- The Government needs to foster partnerships between early adopters and hard-to-reach institutions.
- Training and up-skilling teachers, lecturers, heads and governors in all three sectors will be key to ensuring progress.