How to Make Smart Edtech Decisions in a Crowded Marketplace

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5/19 | 4 - 5:30 PM

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Accelerating Innovation in Education

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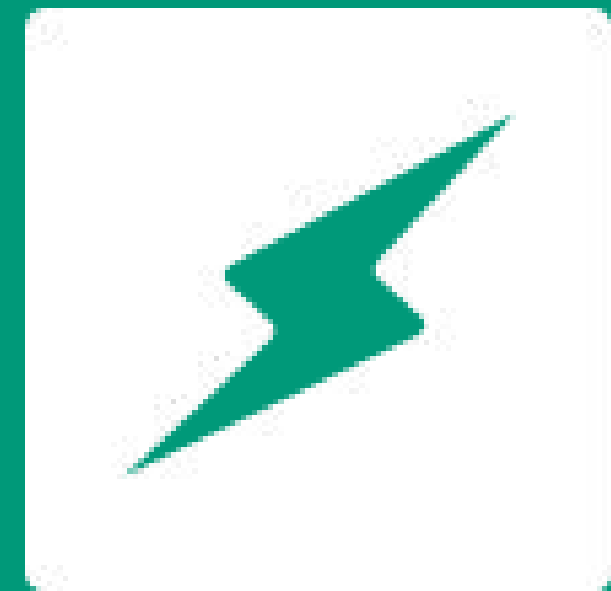
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helps schools find, select and use technology to support all learners
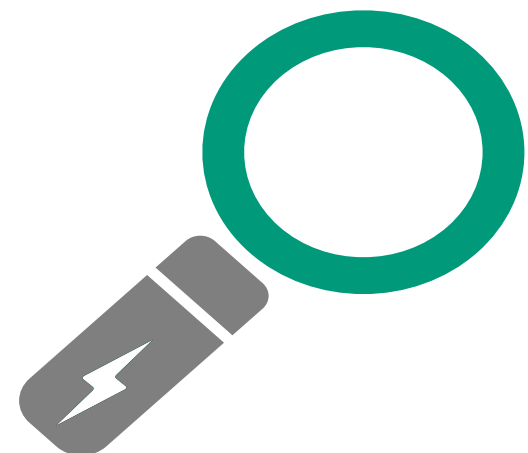
About EdSurge

NEWS, RESEARCH + ANALYSIS
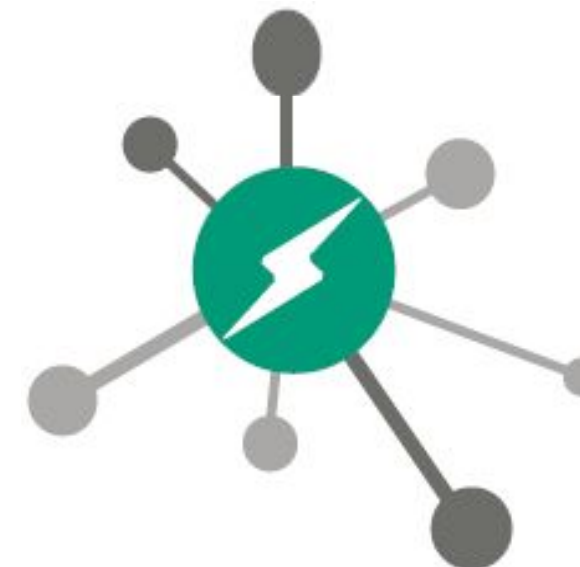Original reporting and thoughtful curation from around the country and beyond

EDTECH JOB LISTINGS
Find innovative roles and edtech savvy candidates for schools, districts, companies and more

PRODUCT REPORTS + REVIEWS
Comprehensive product info for teachers and schools

SUMMITS
Thousands of educators amplifying the teacher voice around school and student needs

NEW!

EDTECH CONCIERGE
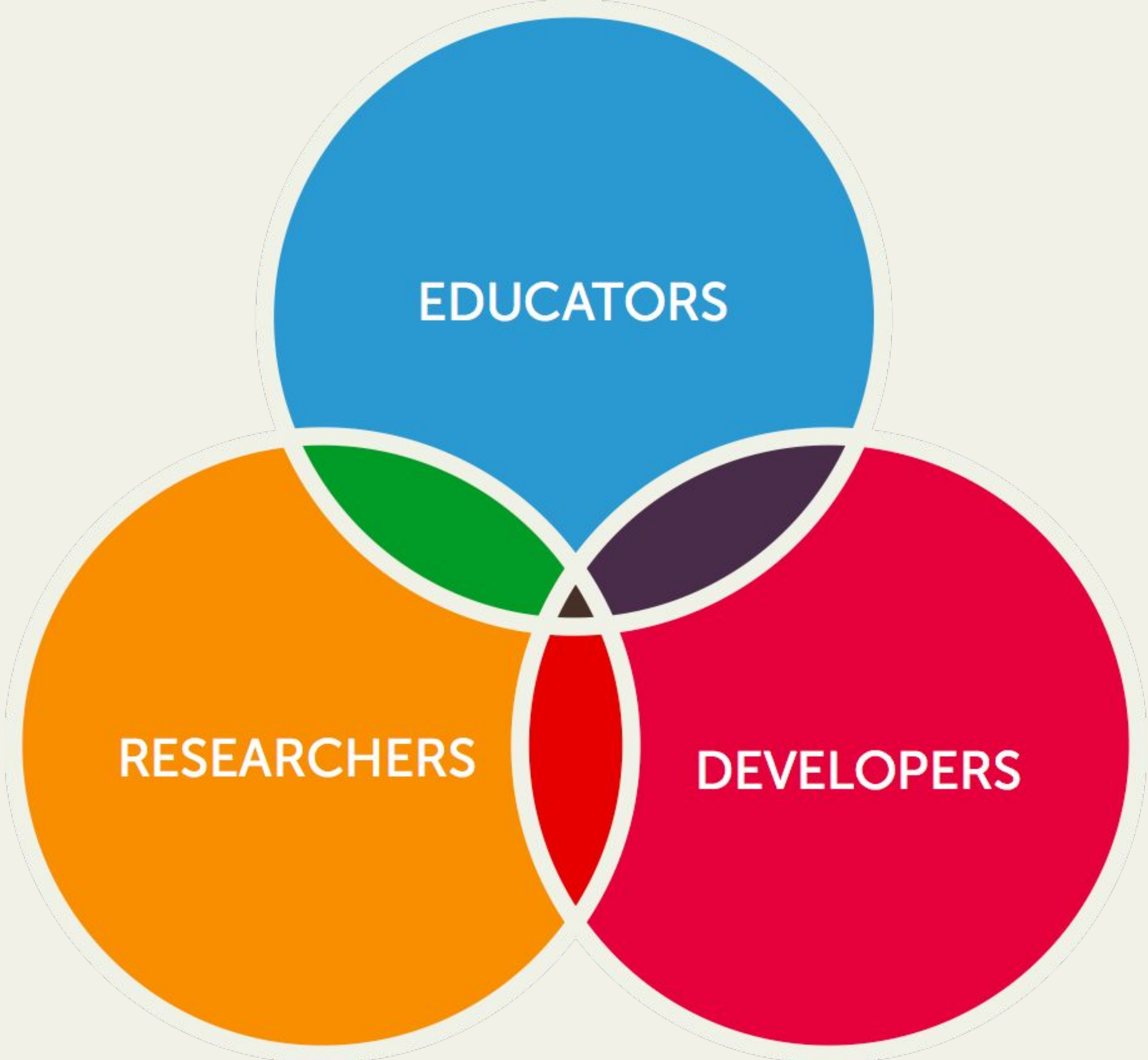www.edsurge.com/concierge

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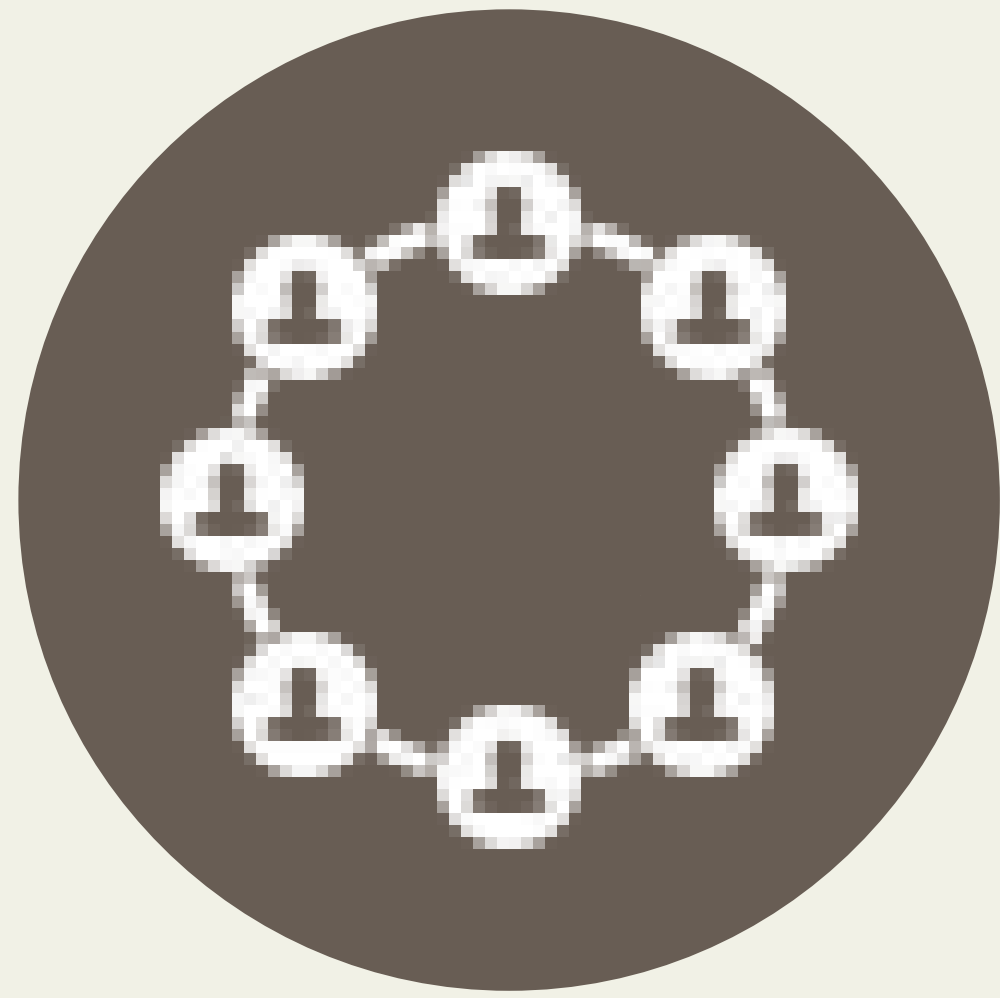# Digital Promise

Spurring Innovation to Advance Learning

We invest at the intersections

We believe in the power of...
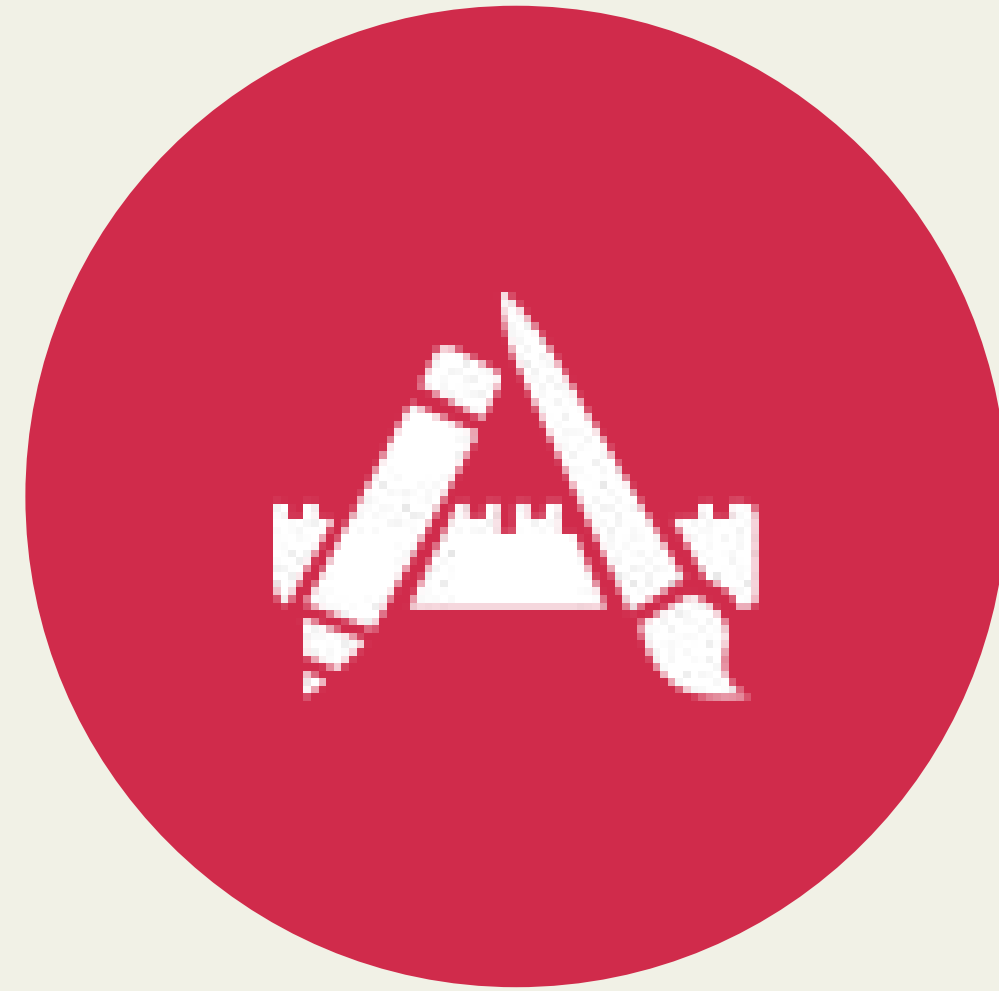
NETWORKS   STORY   RESEARCH   ENGAGEMENT

Digital Promise Research

Research@Work

Marketplace

FLICKR/SAAD FARUQUE

FLICKR/JEFF PETERSON

AGENDA

Why Are We Here?

Defining Your Edtech Needs

Discovery/Selecting Edtech (1 & 2)

Piloting Edtech Tools

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Why Are We Here?

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How to Make *Smart* Edtech Decisions in a Crowded Marketplace

Ed-tech is a
multi-billion dollar industry

But it's hard to find the **right** tools that meet teachers and students needs

WHY

HOW
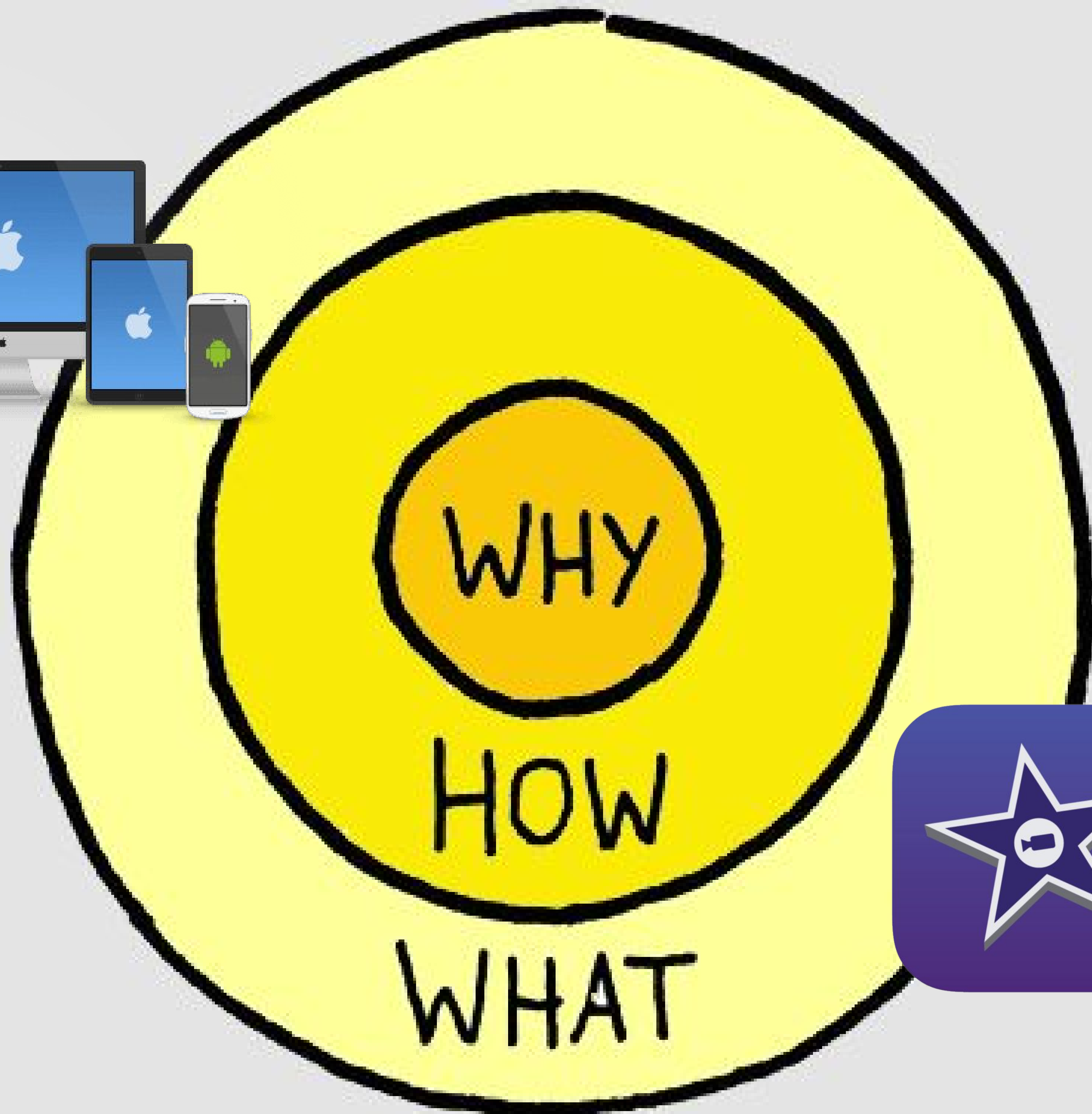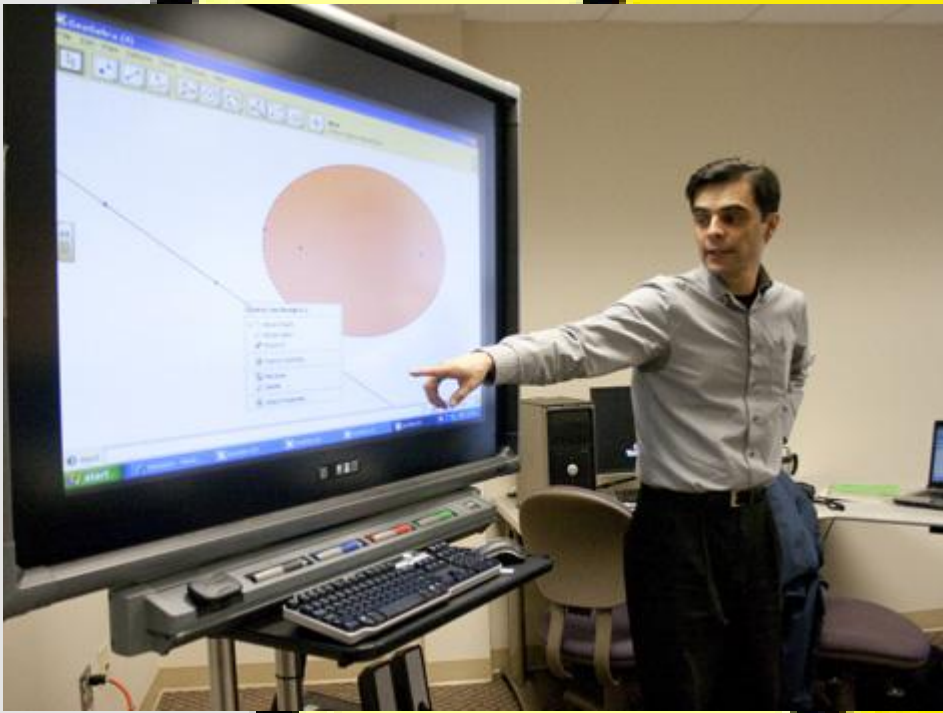
WHAT

WHY

HOW

WHAT
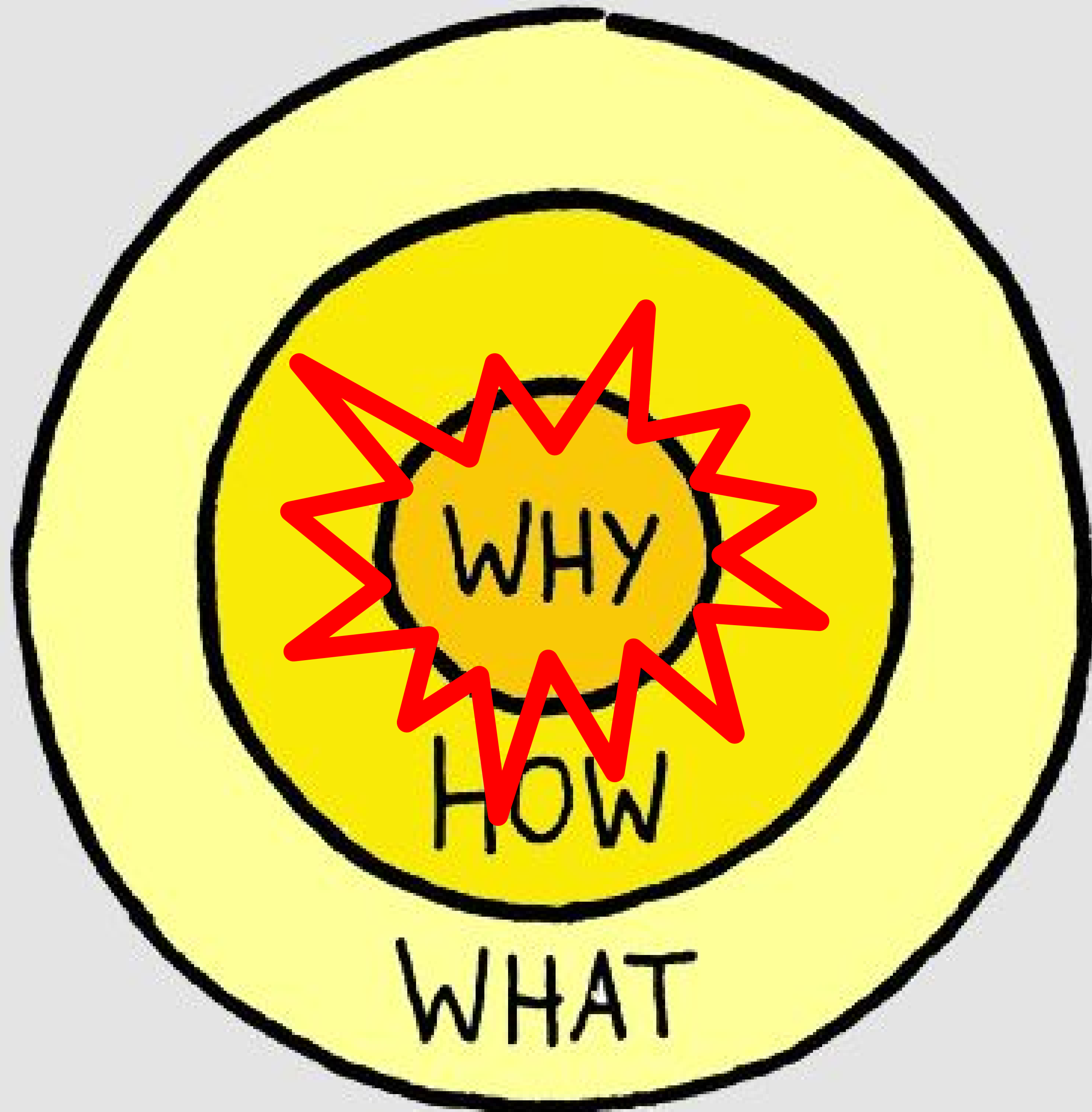
Today's Driving Question

How do we become discerning evaluators of technology to ensure we find the right match for our instructional pedagogy & student needs?

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Defining Your Edtech Needs

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MARY JO MADDA

SENIOR EDITOR

@MJMadda

AT EACH TABLE...

LARGE SHEET W/ GRAPH-LIKE IMAGE

COLLABORATION TOOLS

ASSESSMENT

CURRICULUM

LMS/DATA SYSTEMS

PROFESSIONAL GROWTH

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ID THE RIGHT CATEGORIES – Round 1

Which edtech category represents an edtech area where you feel **MOST confident** –really on top of your game?

LIGHTNING DISCUSSION

1. WHAT PATTERNS DO YOU SEE?

2. DOES EVERYONE HAVE THE SAME EXPERTISE?

3. IS ANYONE AN EXPERT IN AN AREA THAT YOU'D LIKE TO IMPROVE UPON?

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ID THE RIGHT CATEGORIES - Round 2

Which edtech category represents an area where you receive the most complaints?

LIGHTNING DISCUSSION

1. WHAT PATTERNS DO YOU SEE?

2. DOES EVERYONE HAVE THE SAME PAIN POINT?

3. DOES ANYONE HAVE A PAIN POINT IN AN AREA WHERE YOU CAN PROVIDE GUIDANCE?
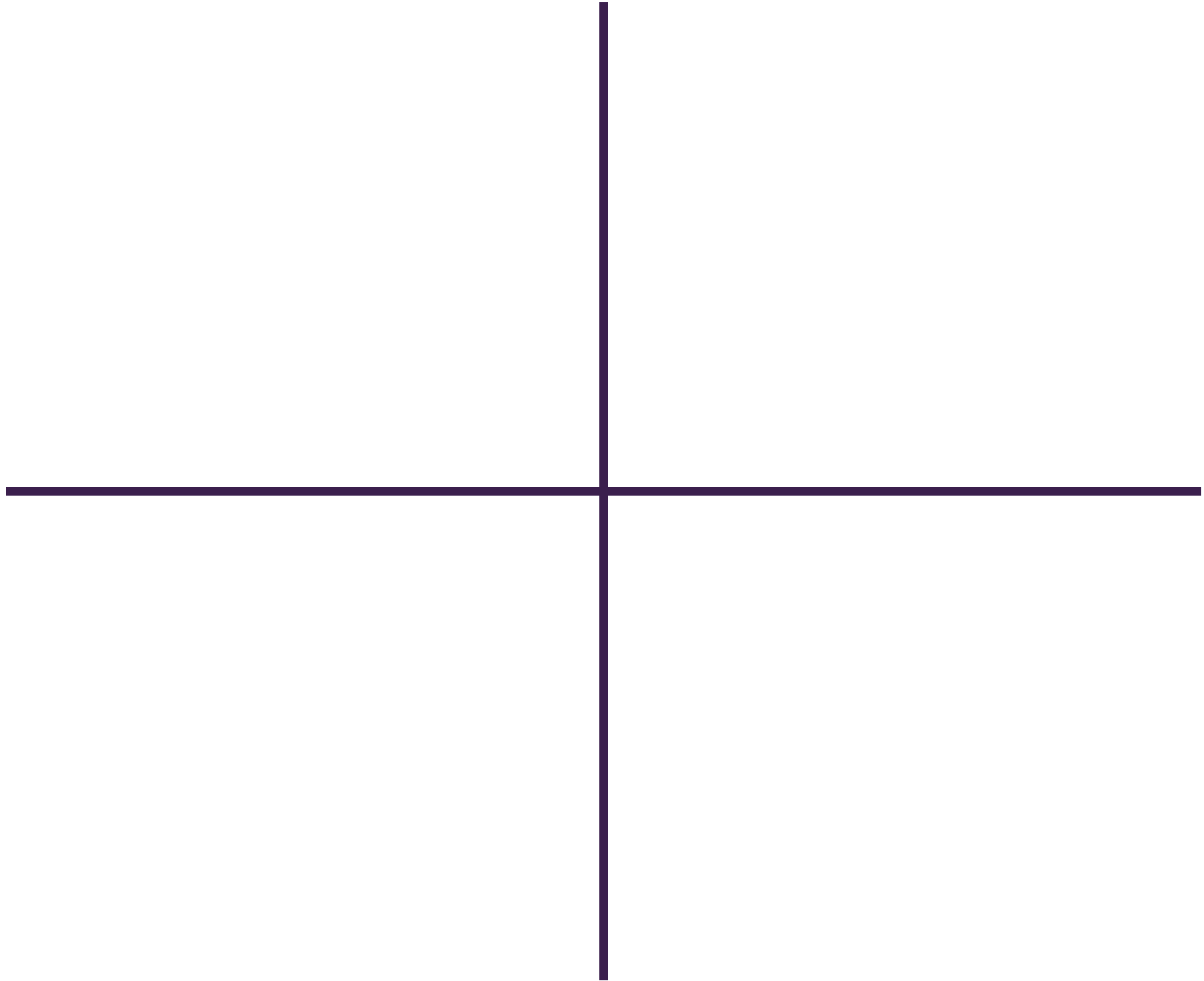
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ID THE RIGHT CATEGORIES - Round 3

HIGH IMPACT

HARD TO
IMPLEMENT

EASY TO
IMPLEMENT

LOW IMPACT

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ID THE RIGHT CATEGORIES - Round 3

HIGH IMPACT

PROFESSIONAL GROWTH

HARD TO IMPLEMENT

EASY TO IMPLEMENT

LOW IMPACT

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ID THE RIGHT CATEGORIES - Round 3

HIGH IMPACT

HARD TO IMPLEMENT

EASY TO IMPLEMENT

ASSESSMENT

LOW IMPACT

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ID THE RIGHT CATEGORIES - Round 3

HIGH IMPACT

HARD TO
IMPLEMENT

EASY TO
IMPLEMENT

LOW IMPACT

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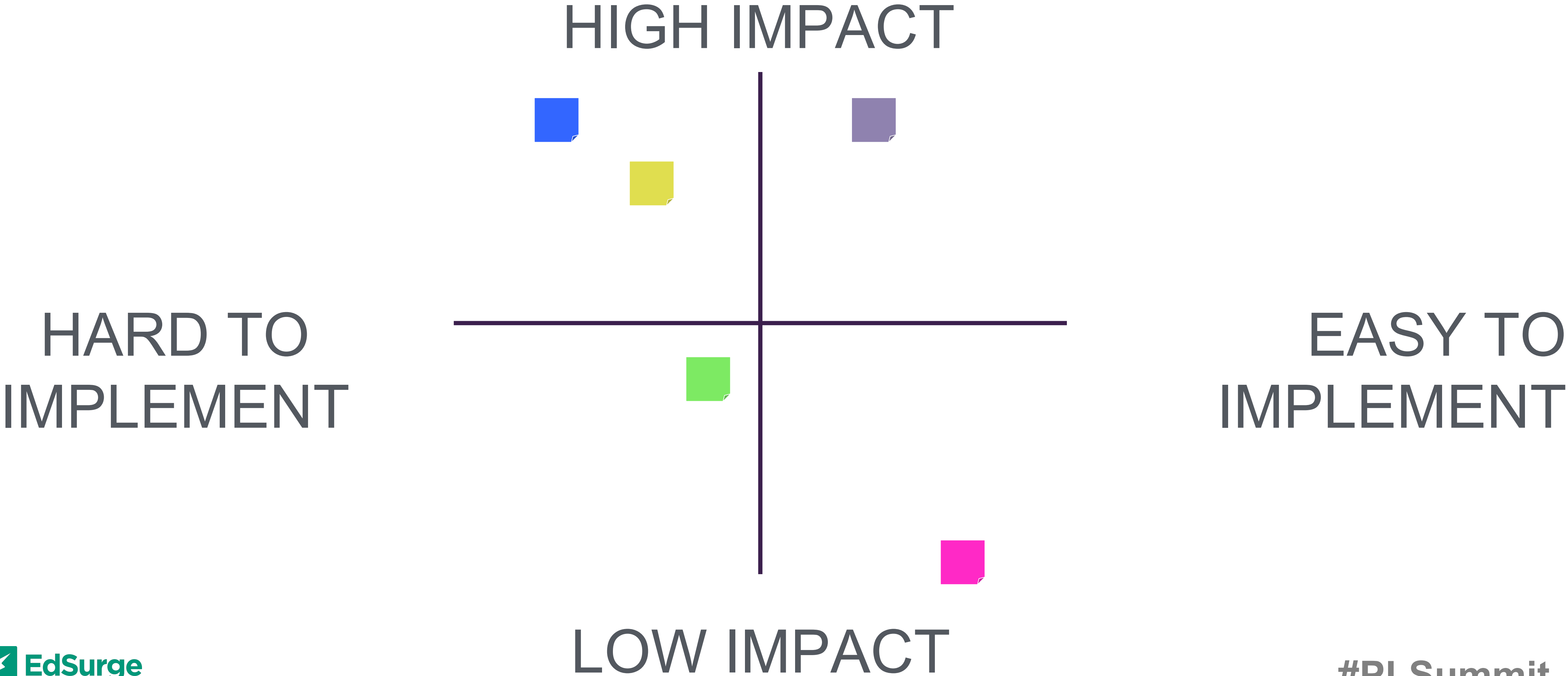
LIGHTNING DISCUSSION

1. IS YOUR TABLE IN AGREEMENT ON **WHAT HAS A HIGH IMPACT** (THE TOP HALF OF THE 2X2)?

2. WHAT DO PEOPLE THINK IS **MOST DIFFICULT TO IMPLEMENT** (THE LEFT HALF OF THE 2X2)?

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ID THE RIGHT CATEGORIES

- PERSONAL & PROFESSIONAL EXPERTISE

- RESONATES WITH YOUR PAIN POINT(S)

- BEST BANG FOR YOUR BUCK

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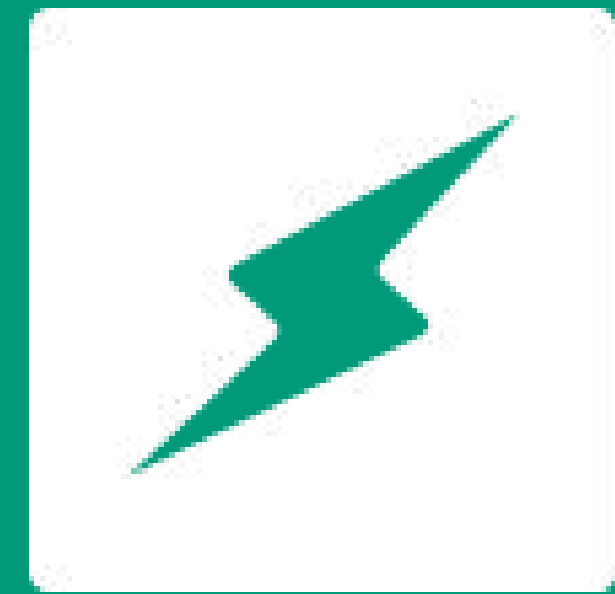
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Reflective Question: In what ways do you and your colleagues think about, discover, and select technology?
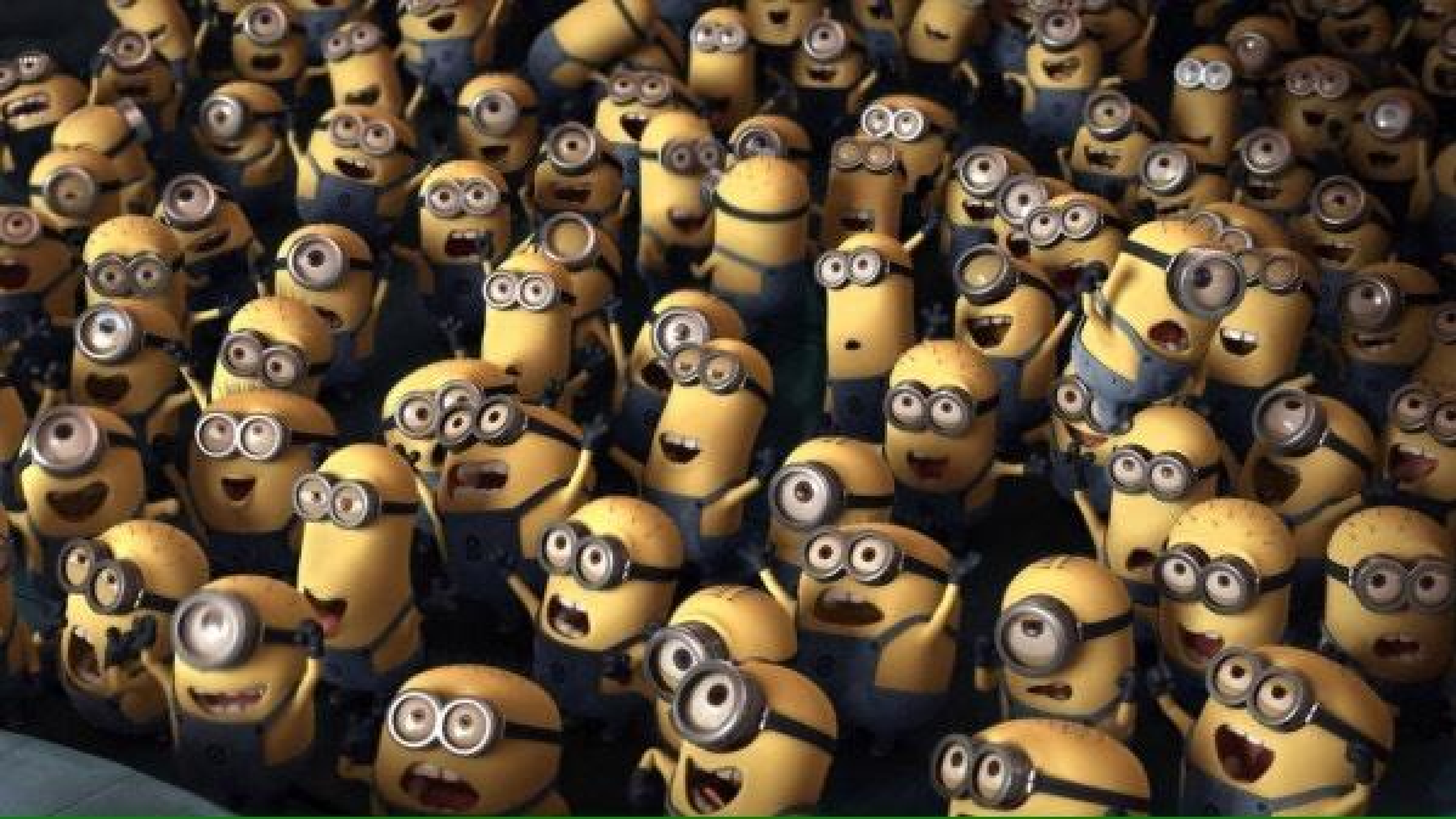
Discovering and Selecting Edtech, Pt. 1

Edtech Concierge

1000S OF EDTECH PRODUCTS

WELL-DEFINED INSTRUCTIONAL NEED

SHORT LIST OF 10-15 PRODUCTS

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Edtech Concierge

1000S OF EDTECH PRODUCTS

UNICORN INSTRUCTIONAL NEED

?

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EDTECH SELECTION FRAMEWORK
Key Questions at Each Step

Commit   Iterate

WHAT DEFINES SUCCESS?
HOW WILL YOU ADAPT?
PILOT OR PURCHASE?

HAVE YOU ENSURED BUY-IN AND
DETERMINED POTENTIAL TRADE-OFFS?

Socialize

WHAT ARE YOUR FILTERS?
WHICH PRODUCTS MAKE THE CUT?

Shortlist

WHAT PAIN POINT IS YOUR FOCUS?
CURRENT APPROACH?
IDEAL APPROACH?

Instructional Need

Theory of Learning

Approach to Technology

HOW TEACHING AND LEARNING SHOULD
FUNCTION IN YOUR SCHOOL(S)?

WHAT'S YOUR PHILOSOPHY AROUND HOW TECH
SHOULD ALIGN WITH YOUR THEORY OF LEARNING?

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ACTIVITY TIME!!
Take out your laptop and/or share with a neighbor.
GO TO THE PRODUCT INDEX

https://www.edsurge.com/product-reviews/

Location	**San Jose, CA** *with schools across the Bay Area & WA*
Grades Served	**6-12**
# of Students	**5,000**
# of Schools	**9**
% FRL	**40%**

summit
public schools

SUMMIT: THEORY OF LEARNING

- Students must be self-directed learners

- Students need cognitive skills **and** content skills to be successful, but those skills don't have to be learned in the same way

- Teachers are there to coach students through forming habits of success

- Hands on experiential learning is important

SUMMIT: APPROACH TO TECHNOLOGY

TECH THAT'S A GOOD FIT SHOULD:

- Give student-ownership over their own work

- Let students determine their own path for learning

- Students find learning materials and learn independently

- Facilitate a constant feedback loop between students and teachers

TECH'S THAT'S NOT A GOOD FIT:

- Adaptive learning tools

- One way communication

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Discovering and Selecting Edtech, Pt. 2

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Marketplace Research
Using evidence to improve supply and demand

Improving Ed Tech Purchasing
Recommendations: Better guideline for…

Conducting Needs Assessment

Showing & evaluating evidence

Conducting effective pilots

Involving end users

http://digitalpromise.org/improving-ed-tech-purchasing/

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Evaluating Studies of Ed-Tech Products

When can you trust the evidence?

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Activity: How strong is the evidence?

Evaluating Studies of Ed-Tech Products

Purpose: This tool will help district leaders evaluate studies on ed-tech product effectiveness in order to decide whether it is necessary to run a pilot. For example, if high quality, relevant studies are already available to demonstrate a product is effective, a leader could move forward with assessing other factors, such as the product's fit with instructional goals and the school/district environment.

http://bit.ly/1WEIpwz

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Evaluating Studies of Ed-Tech Products

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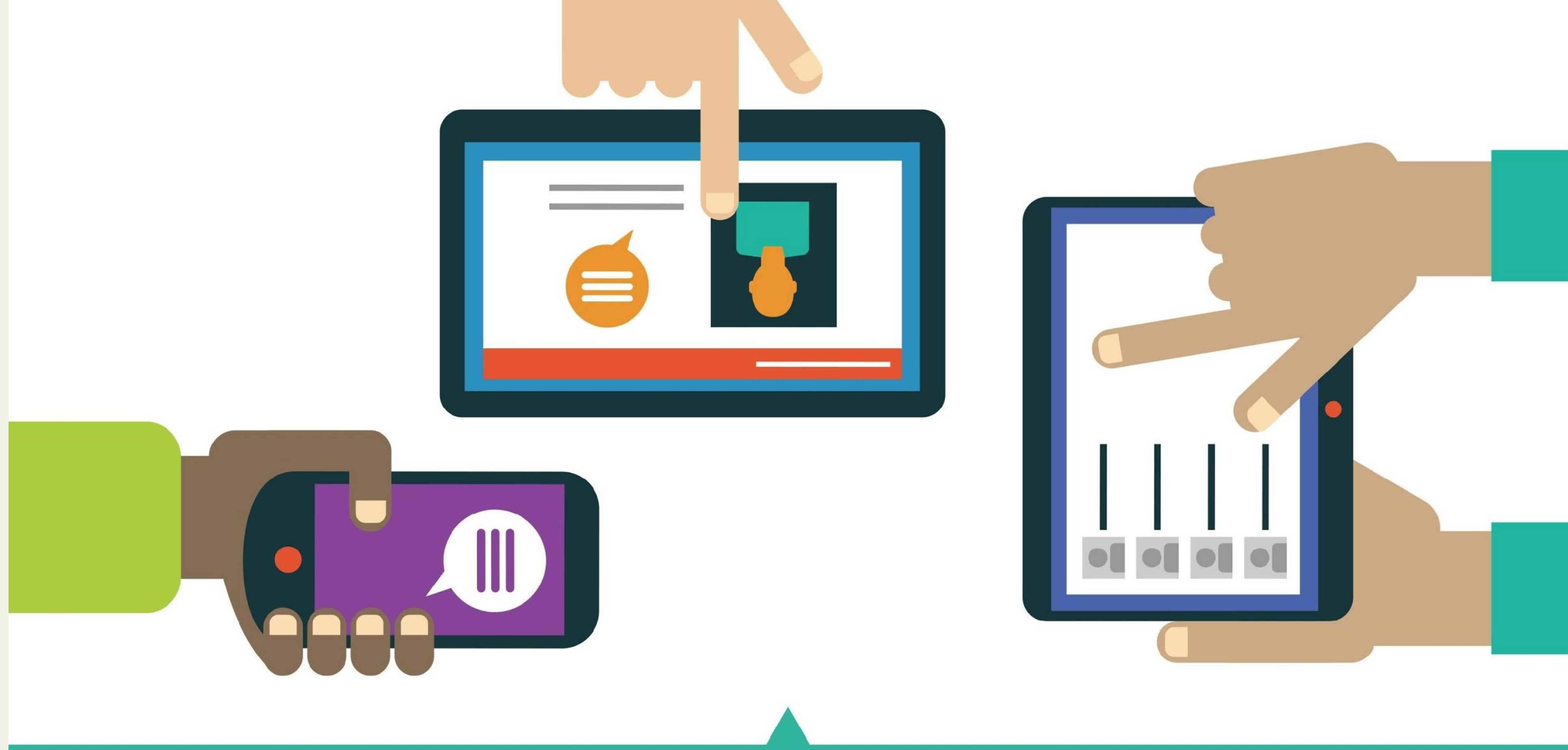
https://www.wootmath.com/research

What if there is no good evidence?

Consider conducting a *pilot*.

Piloting Edtech Tools

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What makes a good pilot?

edtechpilots.digitalpromise.org

Create a formal plan for piloting

All stakeholders are aware of and bought into a clear process for piloting

Set specific pilot goals

There is a realistic and shared definition of what a successful pilot looks like

Gather data to measure success

There are quantifiable outcomes to measure and a plan for data collection and analysis

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Questions to Guide the Data Gathering and Review Plan

Provider Data

- Does the company meet district data privacy and security requirements?
- How do student sign-on and rostering work?
- What usage data does the company collect for in-school and out-of-school product use?
- How does the company share data with administrators, teachers, parents, and students?
- What is available in real time and what is available only in periodic reports?
- What tools, data integrations, or expertise are necessary to compare product usage data with district data about the same students?

How have other districts done this?

District Data

- How does the district currently monitor student usage of ed-tech programs? Which of these methods are relevant to this pilot?
- What can the district do to verify the validity of provider data? For example, compare with other student records or network activity data?
- Which assessment data, if any, will be compared with usage data? How will that work?

Response:

Stakeholder Input

- How will the district gather input from teachers, parents, and students about product usage? Surveys, individual or group emails, interviews, focus groups, meetings?
- What are expectations for teachers to monitor both the amount and quality of student usage?
- How will stakeholder input be compared with product and district data to inform the district's understanding of product usage?

Response:

Gathering Data to Measure Success: **http://bit.ly/1YDP5IV**

Questions?

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http://bit.ly/22gFQ3L