What Works?

A publisher's perspective on educational policy initiatives

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A publisher's perspective on educational policy initiatives

A difficult context + Digital revolution

Increased pressure
Strained relations MoE / publishers
New challenges for MoE
And for publishers

Full of promises…
… but a few pitfalls

Publishers are essential partners for public players
Technological revolution creates new challenges for MoEs

- Digital native learners
  - Hardware and software in schools
  - Teachers training
  - Pedagogical ressources
  - New Curricula

- New teaching methods
- New Curricula
- Objectives and outcomes
- Change management

- Financing
- Objectives and outcomes
- Change management
New tensions between publishers and Ministries of Education

- Fat Cats protecting their margins
- Dinosaurs unable or unwilling to innovate
- Always on the (conservative) teachers side
- Limited value added vs. crowd sourced content

MoEs about publishers

Publishers about MoEs

- Political communication first
- Digital, a magic wand
  - Under the spell of the tech companies lobbyists
  - Absence of true knowledge of teachers needs and practices
  - Giving up easily on quality
  - No real change management
New challenges for publishers

Education becoming more evidence based

Increased value added expected
- Transferring research results to the classroom
- Transition management
- Training teachers
- Digital textbooks, a tool for the transition
- Publishers becoming pedagogical software developers

Growing technical and market heterogeneity

Rising production costs and new skills being built
- Multi platform developments
- Increasingly complex and fast changing workflows
- Indexation of content

Pressure on funding

Need to find new business models
- Fighting unfair public competition
- Looking for alternate sources of funding (philanthropy, parents...)
ICT use at school and digital reading performance

Chat on line
Use e-mail
Browse the Internet for schoolwork
Download, upload or browse material from the school's website
Post your work on the school's website
Play simulations at school
Computer use at school for practice and drilling
Doing individual homework on a school computer
Group work and communication with other students

Digital Reading performance

Never or hardly ever
Once or twice a month
Once or twice a week
Everyday or almost everyday
<table>
<thead>
<tr>
<th>Advantages</th>
<th>Drawbacks</th>
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<tbody>
<tr>
<td>• Apparently consistent with teachers wish to customize their lessons</td>
<td>• Quality control, and searchability issues</td>
</tr>
<tr>
<td>• Empowerment of some teachers</td>
<td>• Potentially leads to inconsistency in teaching, (cf photocopying..)</td>
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<td>• Perception of reduced costs and efforts for the community through</td>
<td>• Conveys and strengthens the conception that teachers should develop content (at the expense of</td>
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<td>disintermediation and sharing</td>
<td>focussing on the classroom ?)</td>
</tr>
<tr>
<td>• Facilitation of community based authoring, and product testing and</td>
<td>• By reducing the attractivity of the school market, may incentivize publishers to innovate in</td>
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<td>upgrading for publishers</td>
<td>priority for the home market, thus increasing the social education gap</td>
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<td></td>
<td>• May fuel piracy and make way for lawsuits</td>
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</table>
Publishers crowdsourcing and partnering with Open Educational Resources

Ex of projects

European Schoolnet

Unesco

Curriki

ISKME

Non profit associations, universities & international institutions foster OERs

Communities get more organized (content indexation...)

Cooperation between teachers communities and publishers
The process of pedagogical resources creation and improvement

- New curriculum
- Teachers training
- New digital resources for the classroom
- Evolution of classroom practice
- Feedback from teachers to publishers
- Development of improved resources
- R&D input
Increasingly elaborate functionalities
• Viewer
• Personalization and doc import
• Integrated LMS

Content enhancements
• Videos
• Audio
• Animations
• Interactive exercises
• Interactive Maps
• Hyperlinks …

Advantages
• Textbooks’ pedagogical and editorial quality
• Improved attention and motivation of learners in the classroom
• Easy to use for untrained teachers
• Natural use on tablets
• Reduced weight of backpacks

Teacher, classroom and student versions
Pedagogical value added of digital education

Motivation of learners

Easier management of heterogeneous classrooms
Personnalisation of learning

New pedagogical methods

Increasing need for technical investment and pedagogical research
Funding uncertainty (and new business models ?)

Traditional public funding under pressure

• Cuts in public spending
• Pedagogical resources and textbooks funding redirected towards
  – Hardware
  – to subsidize OERS
  – to subsidize state owned publishers
  – to free rights

New sources of funding?

• Tenders ?
• Families ?
• Philanthropy ?
• Corporations ?

• Key impact of funding mechanisms and sources on diversity and quality of publications
• New business models for publishers

• Public / Private competition
• Negative cost / benefit analysis of some digital programs
How MoEs can help publishers facilitate the digital transition for K12 Education

Sound « governance »
- Ensuring alignment of key stakeholders around projects and programs
- Consistency between ambitions and means
- Privacy policy - Interoperability?

Trusting and empowering teachers and bottom up appropriation mechanisms
- Local autonomy and funding rather than top down projects
- Facilitating teachers training initiatives

Making sure that investing in developing the pedagogical resources of the future is not unnecessarily unattractive
- Clear rules for public private competition
- Sound funding mechanisms
- Less regulatory uncertainties and imbalances making stakeholders life uselessly complicated (VAT..)

Encouraging independent research projects on the impact of digital on pedagogy and educational outcomes
Appendices
**Indexing contents : a key project for the publishing sector**

- **Publishers’ internal needs**:
  - Enable reuse; produce better, faster, cheaper

- **Stakeholder’s expectations**:
  - Mainly, to help teachers and learners find the accurate learning object for a given pedagogical context

**Challenges**
- Indexation depth and choice of index
- Can indexation be global?
- Production architecture and workflow organisation
In several countries, a need for clarification of the conditions of public / private competition for the production of pedagogical resources.

• Perimeter and role of Education Ministry
• Which public institutions really have a educative mission and a role to play in the production of pedagogical resources for teaching
• Fair conditions of access to public data
• Fair pricing (using full costing) of pedagogical resources produced by public institutions
• Public money devoted to acquisition of resources rather than subsidies to production of resources
Digital resources funding mechanisms can increase public/private competition

**Funding system for digital**

- **School**
- **Supplier (public..)**
- **Ministry of Education**
- **Rights holders**
  - Free digital resources
  - Subsidies
  - Funding
  - Purchase of rights
  - Freeing rights
  - Free « raw » resources
  - Personalizing, Sharing, Collaborating

**Funding system for print**

- **School**
- **Publisher (private..)**
- **Purchase of resources**
- **Funding**

**Freeing rights and encouraging resources sharing**