



ProLearning is a Next Generation analytics technology for schools. In response to COVID-19, we now provide an automated *Learning Online Feedback* Platform so that you know how students are going with their learning. Unlike current analytics systems available to schools, ProLearning moves the user's attention beyond the data, to the evidence provided from the analysis of data.

To achieve this, ProLearning takes a radically new conceptual view of analytics — one in which the user is invited to ask a *Question* and is provided with the *Answer* in the format they understand best — ordinary language.

For the majority of staff in schools, students, and parents, the evidence is presented in short bullet point statements that succinctly convey the Answer in the lexicon of teaching and learning.

### **Design Philosophy**

- Users should be able to access evidence from the analysis of data without being required to:
  - manage the raw data
  - know how to analyse the data
  - interpret the analysis of data.
- ProLearning reframes analytics to focus on the evidence produced by the analysis of data.
- The evidence is accessed by school staff, students, and parents asking Questions and receiving Answers in ordinary language, plus visuals as appropriate.

### **Interfaces**

- ProLearning is designed to be used with zero training.
- The web-interface uses concepts and language appropriate to the Questions that school staff want to get Answers to from the analysis of data.
- A voice driven interface for users to ask their Question in ordinary language is in development. This interface will be able to respond to many of the Questions where the Answer is required as part of the user's immediate workflow.
- ProLearning also provides the interpretation of the analysis of data — in ordinary language and in real-time.

### **Reporting**

- The output is provided as on-screen 'panels' that can contain interactive 'tiles' each displaying an analysis.
- In addition, reports can be produced as Microsoft Office Word, Powerpoint, and Excel documents.
- Parent Reports, Annual Reports, and Self-Assessment reports for school review and accreditation purposes can be prepared using 1-click technology once a template has been built for the purpose. Such reports, which may currently take more than to prepare, can be produced and delivered to the intended consumers in minutes.

### **Data Management**

- Schools typically have data stored in several different databases, such as: Student Information Systems, Learning Management Systems, plus other data from tests (NAPLAN, PAT, Allwell, Examination Authorities, etc) and other within-school sources.
- ProLearning automates the management of school data and can undertake the work of more than four data management staff, with 100% accuracy.

### **Security and Privacy**

- ProLearning takes the security of data about individuals and protection of their privacy very seriously.
- Data is secured by the protection provided in the Microsoft Azure Cloud, which is certified to the highest standard required by Australian governments.

### **Cost**

- The processes involved in managing data and undertaking analyses consume a large share of the resources in using evidence to inform the improvement of learning.
- ProLearning cuts the cost of making evidence available to all who need to access it — by up to 75% of current cost.
- A single member of staff using ProLearning can undertake the work of up to six staff using current manual and semi-automated processes.
  - The ProLearning subscription price is based on an index designed to make ProLearning affordable to all schools across Australia.

### **Further Information**

- Further information is available from: <https://radii.org/prolearning/resources>
- Peter Cuttance and Susi Steigler Peters can visit your school to discuss ProLearning. Please use the [online calendar](#) below to book a time for a visit.



### **Accessing the benefits of ProLearning**

There are three core levels at which evidence can play a key role in the improvement of school learning.

- School-level
- Classroom-level
- Individual student level.

Schools initially access the features of ProLearning to analyse existing data about learning at school-level. All measures of learning and all data about factors that influence learning can be analysed to assess areas in which learning can be improved. The analyses focus on variation in learning among sub-groups of students. The sub-groups can be defined by the characteristics of students (eg. gender), by the organisational structures in which they are taught — classes, programs, year-levels, etc., and by the school's approach to teaching students who can be considered as group for particular purposes (eg. students at-risk).

Many schools implement ProLearning at this level first, with a focus on meeting two of their significant evidence-based needs.

- Monitoring a range of measures in real-time (eg. students at-risk, absences for students who may be turning it into a habit), and performance over time (NAPLAN, PAT, Year 12 results) with changes in the cohort factored in so you can compare like-with-like.
  - many schools prepare such reports each month or at the end of each term, and are doing so through manual processing and analysis of data.
- Reviewing the performance of the school on an annual or cycle to determine areas to focus improvement efforts going-forward. These analyses tend to be in greater depth than those for the monitoring reports above.
  - This is often an area where considerable resources are expended on preparing and using *ad hoc* manual processes for analysing data.

Schools can save more than the annual subscription for ProLearning in the two areas above.

Moving the use of evidence to the classroom-level involves giving teachers access to evidence from the analysis of data. Few schools have moved to this stage, however, it has the potential to provide significant benefits, and to give back time to

teachers who do their best to use the data they have access to. Delivering evidence to teachers while they are still teaching the student provides opportunities to address gaps in the student's learning, while the opportunity is still available.

Such schools monitor the learning and behaviour of students weekly, if not daily. Monitoring by exception is used to pick-up signals that allow action to be taken to address potential issues before they are manifest as a problem.

ProLearning also provides the opportunity to make the evidence available to the learner and to parents, in realtime. Giving parents and students access to this information on a continuous basis also assists in addressing issues before they are manifest as a problem, and also takes much of the emphasis off the twice-yearly reporting cycle.

### **Implementation timeframe**

The timeframe for implementing ProLearning depends on where the school is up to in using evidence from the analysis of its data to focus on learning at different levels.

Most schools can access significant benefits by focussing initially at the school-level. Considered within a change-management framework, this provides the opportunity to get an understanding of what the automation of the analysis of data can deliver. Further, it supports the critical shift in thinking from data and the analysis of data, to one of how best to use the evidence to improve learning.

Schools can take their time to work through the use of evidence at this level, before tackling the more challenging use of evidence to inform teaching, and the processes and structures that may be required to subsequently provide students and parents with access to evidence on a continuous basis.

Substantial additional benefits become available once a culture of using evidence from formative assessment has been integrated into the teaching and learning environment.

At present, the information that schools can provide to parents on a continuous basis is the grades given for the assessment of student work, and the feedback that teachers provide to students. In addition, information about student behaviour and absences is available.

ProLearning captures data about a range of factors that influence student engagement and well-being. In addition, it captures data about the effectiveness of the learning environment for each individual student. Evidence from these sources can be provided to teachers and others in realtime. For example, evidence about each student's learning can be provided in the context of the student's

engagement in learning, their well-being, and the students response to specific aspects of the learning environment.

Additional evidence is available when students can provide the product of their learning a digital environment, or they undertake part of their learning in an online environment. Further evidence about student learning and progress can then be derived from advanced analyses of this digital information.