



STRATEGIC PARTNERSHIPS FOR INNOVATION IN DATA ANALYTICS IN SCHOOLS (SPIDAS)



FOR DEVELOPING STUDENTS' STATISTICAL THINKING AND DATA ANALYTICS

The everyday use of digital technologies is creating vast reservoirs of data. This data has huge, but largely untapped, potential. It could be used to transform public services, promote sustainability and enhance quality of life. Corporate capacity to understand data has become so central to competitive advantage that 'big data' has been termed 'the 'new oil' that will fuel our economy in the coming decades'. But it is useless if we don't have the skills and creativity to turn it into insight and action. Also dealing with big data will be an essential skill for new jobs and opportunities that will be available for young people.



OUR RESEARCH

We will implement our teaching of data analytics through student-centred, problem-based learning, focusing on the impacts of weather and climate change. We will use design-based research methodology and a range of quantitative and qualitative methods, including interviews, assessments, student-logs, observation and focus groups in order to evaluate our teaching.



DIALOGUE WITH THE STAKEHOLDERS

Contact with key stakeholders in the field in statistics/mathematics/science education and STEM education is crucial. We would welcome your involvement and hope you are willing to share your experiences with us!



PROJECT PARTNERS



United Kingdom

- University of Exeter
- Exeter College
- Broadclyst Primary Academy Trust
- St James School
- MET Office
- Exeter Mathematics School

Spain

- Universidad de Lleida
- Institut Guindavols
- Col·legi Claver Raimat Jesuites
- Col·legi Maristes Montserrat

Turkey

- Pamukkale Universitesi
- Tavas Anadolu Lisesi
- Pamukkale Merkez Ortaokulu



SPIDAS TOOLKIT

We will begin with a thorough examination of practice and its context within the partner countries.

We will build on that through a series of nine Pilot Projects delivered in our partner schools setting out learning objectives, data analyses required, and the ICT tools to be employed.

We will synthesise our results, identifying common success factors and lessons, and will draw our conclusions from these together into a structured SPIDAS Toolkit, that others can follow in order to replicate or build on our own experience. The Toolkit will be available from our project website.



CONTACT INFORMATION

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ABOUT US

SPIDAS brings the University of Exeter (UK), Universidad de Lleida (Catalonia-Spain), Pamukkale Universitesi (Turkey), the UK Met Office and nine schools/colleges in the UK, Turkey and Catalonia-Spain.