

Report to Representative Assembly  
November 2017  
BCTF Research and Technology



**Digital Reporting Tools**  
A survey of BCTF members

# Demographics

- 1664 respondents from 33,000 email invitations to participate
- Relatively even participation by primary, intermediate and secondary teachers
- 90% had been teaching six years or more
- Representation from each of 60 districts

# Digital reporting tools used by teachers

- Over half (52%) use email—the survey did not distinguish between formal and informal reporting
- MyEducation BC was used by 44%, followed by hard copy template (31%) and FreshGrade (26%)
- Google Apps were used primarily in Middle Schools (20%)



digital  
reporting  
tools

# Evaluation of tools by teachers

Participants were asked to rate tools based on six criteria:

- flexibility
- improves assessment in classroom
- improves workload around reporting
- facilitates communication with parents
- facilitates communication with students
- appropriate for the new curriculum.



evaluation

# Type of tool varies by grade level

- FreshGrade was used by 34% in primary but less than 10% in secondary
- MyEd BC was used by about two-third in middle school, 8–10 and 10–12, but only one-third in primary
- Email was used extensively at all levels



type of  
tools

# MyEd BC was lowest in all categories

Highest in each category:

- flexibility—FreshGrade
- improves assessment—FreshGrade
- improves workload around reporting—Google Apps
- improves communication with parents—email
- improves communication with students—Google Apps
- useful for new curriculum—FreshGrade, Google Apps.



# Provision of technology


- 83% said district provides technology
- Two-thirds said not encouraged to use own device, but “it is implied, because how else could you accomplish the tasks?”
- Need to use same computer for school/home
- Use of phones for photos and videos for e-portfolios—equipment not provided



technology

# In-service Training

- Only half had in-service training on tools they are asked to use
- Training often was:
  - *after school, at lunch, or at staff meeting.*
  - *by someone with limited training themselves.*
  - *or by exploring on their own or with colleagues who had more background.*



in-service  
training



# Privacy

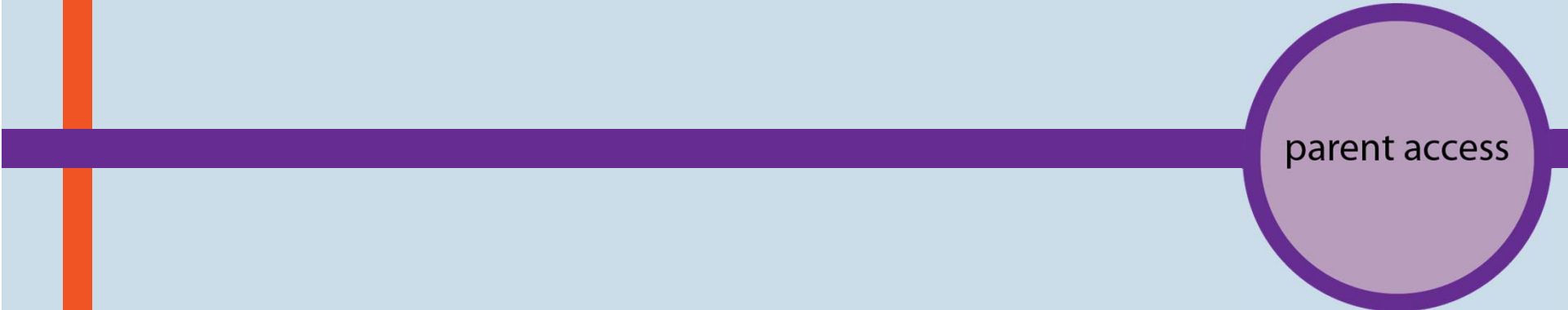
- Only 28% had training on privacy and only 50% of those indicated the training was good or excellent
- 85% have either no training or inadequate training
- Few identify need for reporting on an “encrypted” district device



privacy

# Parent access through a portal

- About half the participants said parents do not have access to reports through a portal
- About half indicated they have concerns or issues related to parents having direct online access



parent access

# Implications for privacy

- Privacy should be a priority—training, audit of practices, clear guidelines
- Privacy is not confined to reporting, but also use of photos and personal information, clarity in who has access, how long data is kept, and encryption of personal data
- Teachers need assistance in assessing privacy implications of apps and creating appropriate and “informed consent”
- Discussions with ministries and privacy commissioner



privacy

implications

# Implications—MyEducation BC

- It is useful to have one common program for administrative purposes—such as timetabling with information about class size and composition, funding-related data
- Useful to have a common program for maintaining attendance information
- Student permanent record information must be kept for 55 years after school—need to keep up with changes in data formats

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myeducationBC

A grey circle with a black border containing the text "implications".

implications

# Implications—Changes in assessments

- Changes in assessments that are part of the new curriculum must be understood and accepted before finally defining how reporting is done
- Reporting systems must fit appropriately to the language and focus of competencies, including self-assessment
- The assessment system should shape the technology rather than the tool shaping the task

changes in  
assessment

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implications

# Implications—What should be in MyEd BC?

- Teachers should not be required to use the MyEd BC “Gradebook” or use MyEd BC for students’ e-portfolios
- Only final reports should be required in MyEd BC
- The Ministry must ensure data is converted when formats change, so that it will continue to be available for student transcripts

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# Implications—What should *not* be in MyEd BC?

- A single approach to IEPs maintained in MyEd BC should not be required
- FSA data should not be included
- Really useful new digital tools are not likely to be developed for a centralized and dated technology

myeducationBC

implications

# Teacher workload implications

- Inadequate tools are counter-productive and waste time that should be spent on teaching and learning
- New tools such as FreshGrade can add substantial workload and therefore should not be imposed
- Work/life balance should be considered when adopting technology
- Technology issues are an appropriate area for consideration during collective bargaining



teacher  
workload



# BCTF policies

Policy adopted at 2017 AGM;

- 51.C.09 Digital reporting

Member's Guide p. 159

Brief to Minister of Education:

\*Teacher autonomy and professional rights regarding reporting must also be respected in this process.

\*Address workload