Title: **Big data, social networks and information clouds in future daily school live and education**

Background

Social Networking Big Data is a collection of very huge data sets with a great diversity of types from social networks. The emerging paradigm of social networking and big data provides enormous novel approaches for efficiently adopting advanced networking communications and big data analytic schemas by using the existing mechanism. The rapid development of Social Networking Big Data brings revolutionary changes to our daily lives and global business, which has been addressed by recent research.

The case of the PIRLS study raised some questions about the use of big data at the level of education policy. But the intensifying 'datafication' of education is also a fact of mundane everyday life in schools and classrooms. This fixation on digital data isn't just about testing. It's also apparent in the administration and management of schools; in the design of curriculum content, classroom resources and learning processes; in schools' internal and external communication; and in the regimes of inspection and performance management that now govern education.

Teachers are spending growing proportions of their time gathering, inputting, processing and presenting data. Most secondary schools in the UK will now have a 'data tsar', a senior member of staff who is responsible for collating and managing this data, and attempting to interpret it. Behind them stand the inspectors, constantly seeking to ambush schools if their data is not correctly in place, and to exert sanctions on those deemed to be 'underperforming'. In the marketised system that now prevails in the UK, this provision of data also drives the competition between schools and the construction of league tables. It sometimes seems as though the process of education has been turned into a matter of control-by-spreadsheet. These processes may be intensifying, but they are by no means new. Nor, of course, is the use of technology in schools – or indeed the role of commercial companies in providing it. What is new, however, is that the business model of social media is increasingly being applied in schools. It's no longer just about the selling of equipment or learning materials: it's about the gathering and management of data for profit.

As the Polish case exemplifies, the process of collection, analysis and use of data comes with its own challenges. The combination of descriptive data, research findings and practitioner knowledge is what creates robust knowledge environments for decision making. Results from standardised tests, for example, only provide a snapshot of performance at a particular moment in time. It is when these are combined with other kinds of information that we can actually use this information to improve our practices where it matters the most: the classroom. The Knewton platform is a good example of how such a combination can play a crucial role in finding tailored solutions to students' individual learning needs.

Teachers, schools and other stakeholders involved in decision making need to transform available data into knowledge, which is to say, they need to assimilate this information and understand how to use it. But this is easier said than done. Creating robust knowledge environments that effectively support decision making requires building capacity for stakeholders across the system. Big data can surely support educational change, but knowing which information to use, why and how is as fundamental as its availability

Idea

Students and teachers should understand the opportunities and risks in using big data and social networks in education. Students and teachers should learn methods of working with big data and social networks in schools

Objective

- development of knowledge about big data, social networks and information clouds among students and teachers,
- learning about problems (technological and ethical) in using big data, social networks and information clouds,
- learning the methods of working with big data, social networks and information clouds in schools
- increasing the responsibility of students and teachers for using big data, social networks and information clouds

Activity

- Workshops for teachers about using big data social networks and information clouds in daily school live (np. new platforms: edmodo, briter)
- Workshops for teachers about using big data social networks and information clouds in subject education
- using big data social networks and information clouds in driving up innovative inquiry-based lesson plans; each partner will produce 5 lesson plans; there will be 20 unique and innovative lesson plans designed which could be disseminated via OER and project websites
- preparing innovative lesson plans for responsible using of big data social networks and information clouds in daily live
- conducting classes about responsible using of big data social networks and information clouds in daily live
- mutual teaching through peer-to-peer presentations to show how of big data social networks and information clouds is related to true life situations and other fields of science. Students will be recording videos in which they will be explaining how they solved a set problem in a creative and innovative way or how they applied of big data social networks and information clouds in other fields of science. Then these P2P videos will be shared on the project website, shown and discussed during TPMs and student exchanges
- students preparing special facebook fun page and www page about big data social networks and information clouds in education and daily live
- project logo contest in virtual reality (facebook, instagram)