EzyEducation

A 21st Century approach to learning that harnesses the power of feedback and data

EzyEducation Ltd is a UK online digital learning management platform that combines the experiences of former teachers with the vision of technology experts to provide enhanced student learning whilst relieving teacher workloads. EzyEducation provides an educational platform that is teacher-centric, providing online learning support but in a new and functional way.

The EzyEducation pioneering approach based on green screen technology to produce high quality course videos, advanced and unique question functionality which avoids the simplicity of many legacy approaches and supports a visual and highly engaging formative assessment approach that captures and visualises data to improve self and teacher supported interventions.

The visualisations enabled by this approach transport schools from a binary and monochrome approach to a multidimensional, colourful and engaging experience.

By automating many teaching tasks, the platform acts as an online digital teaching assistant which releases time spent of content preparation, delivery, assessment and administration by releasing time to concentrate on improving students' grades through skills development and data lead teaching interventions.

Automated marking, with instant feedback and support, allows students to quickly and easily accelerate their independent learning. While doing this it allows teachers more time and freedom to concentrate on skills development in class. Increased independent learning will also develop pupil confidence to support better class outcomes.

The online platform is designed to provide complete learning support services covering whole syllabuses through the use of video teaching and assessments, immediate feedback and the provision of complete oversight to the teacher. The extensive database means that every student is trackable, allowing the teacher to see what the student has achieved and thus providing an open and honest two-way learning environment.

A Strategic Approach

Most legacy digital services have been engaged tactically by schools and have not had much impact on teaching delivery. This has partially been due to the summative assessment approach. Often services have been employed as an extra option for students or as a simple summative assessment option for homework.

EzyEducation was created to play a strategic role in schools. In essence this is targeted at helping schools to flip their teaching so that content delivery is conducted online in a formative assessment environment that helps focussed students to work at their own pace without marking constraints.

This also means that learning data is accumulated without teaching tasks and is unleashed to proactively support teaching interventions. The release of time from multiple tasks facilitates a completely different teaching focus and is where the possibility of strategic benefits can be achieved. This has become more evident during the recent pandemic.

Explanation feedback will make a huge difference to how much you learn from online activities
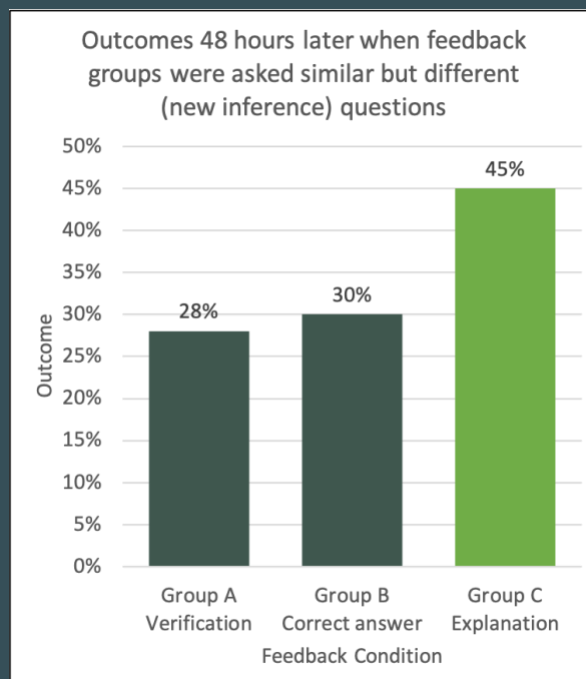
Fulfilling a strategic role with schools has been made possible by a formative assessment approach. Explanation feedback is at the heart of this as it means students get immediate support when they work on their own.

A lot of digital support is dated and uninspiring due to a binary approach that simply marks answers. The way to accelerate learning is via answer explanations so that young people can learn more than if answers were correct or incorrect.

Our feedback videos contain 10m words of explanations and means every learner has the chance to improve. Influential research by Butler, Godbole & Marsh, Journal of Ed Psych, 2013 (cited 93 times according to www.researchgate.net) helps to illustrate just how important this level of feedback can be. This research and a bit of teaching intuition inspired EzyEducation to create a formative assessment model.

In the referenced research three groups of students completed an online physiology assessment. Each group received different forms of feedback – no feedback, correct answer or explanation. The students were tested again two days later with 50% of the questions repeated and 50% new inference questions (similar subject focus but producing a different answer).

The results showed that correct answer feedback and explanation feedback led to equivalent performance on the repeated questions, but explanation feedback produced superior performance on the new inference questions

Outcomes 48 hours later when feedback groups were asked similar but different (new inference) questions

Users also have a personalised gradebook with dynamic question level analysis backed by single touch/click access to images of every marked question attempt and an explanation.

Independent Learning

Unless a young person is committed to learning or is closely supervised it is unlikely that any learning support will result in good engagement. However, with the right level of encourage and supervision great things are possible.

When a young person is committed to learning EzyEducation's modern approach helps young learners quickly accumulate 1,000s of questions. A Y11 GCSE Maths student (supported out of school by a tutor at the Learning Cabin) has achieved incredible activity in 12 months of Lockdown. This was in addition to any work set by school.
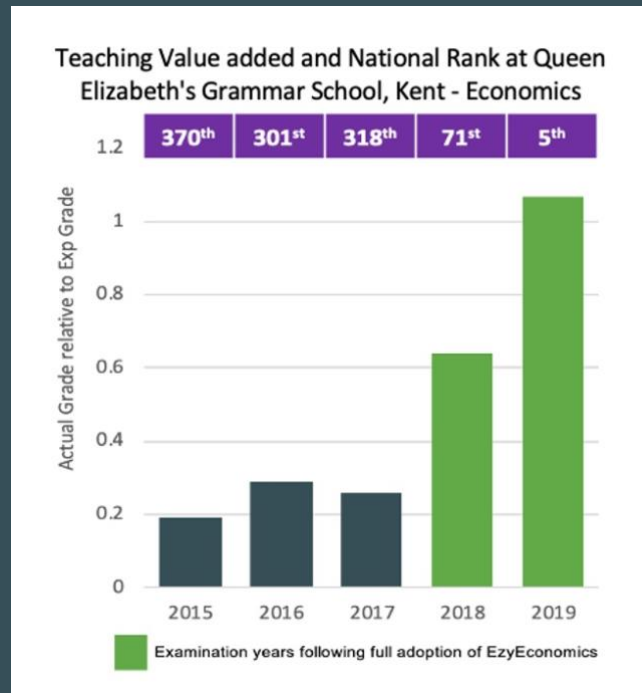
Video views	Assessments	Questions
104	193	3,957

System time
204 hours

"The annual subscription for the current cohort of Y13 students is £220 + VAT. That is equal to £266 + VAT for 4 terms access. The benefit arising from this small investment is that students have engaged in 3,450 hours of learning at a cost of 6.4p per hour). I guess this is the sort of deal we have come to expect from the internet. It is great to have teacher access to an accessibly priced digital model that is structured to support teachers as much as the students.

Students in this cohort have averaged over 150 hours of independent learning each. This is not far-off doubling class hours over this period. It has to be said that this has transformed how I use class time - through debating, discussion and checking understanding."

Supporting schools that want to flip learning and access higher grades

It works well in many schools as we help teachers as much as we help their students. Students have reliable and effective formative assessment support which enables higher levels of automated independent learning. This means teacher admin and basic content and assessment activities are reduced so there is more time for teaching.

Teaching Value added and National Rank at Queen Elizabeth's Grammar School, Kent - Economics

"EzyEducation's approach inspired me to think about how I could find more time in preparation and class to develop key skills. This was achieved by effectively outsourcing a lot of content delivery, increasing student independent learning and capturing learning data that really helps me to make a difference for my students. The value added achieved by the first cohort to fully benefit from these changes speaks for itself."

Roger Bottomley, Economics Lead, Queen Elizabeth's Grammar School

Seamless transitioning between home and school learning

The pandemic has shaken the education system to its core. Many schools are still struggling to come to terms with the idea and to formulate a response that will create a flexible and scalable teaching model which seamlessly works regardless of the location of learning.

The following two tables demonstrate how our approach supported schools during lockdown. The activity data highlights the first month of 2021 and just how school users have managed to achieve incredible levels of activity while UK schools have been closed.

Many of these schools have already started to think that they do not want to lose the scale benefits they have discovered during lockdown and that the next strategic move is to use the service proactively in class regardless of whether that is a physical or virtual setting.

EZY EDUCATION

Pandemic Activity – 25 most active schools in January 2021 i.e., just 4 weeks

Type	Level	Assessments	Tracked video views	Students	Active Teachers	Assessments per teacher
Non-selective secondary	GCSE/iGCSEs	3453	7473	750	14	247
Non-selective secondary	GCSE/iGCSEs	2993	6827	550	9	333
Selective Secondary	GCSE/iGCSEs	2946	6648	470	9	327
State Sixth Form College	A-level	2700	5150	550	12	225
Selective Secondary	GCSE/iGCSEs	2699	3865	460	15	180
Non-selective secondary	GCSE/iGCSEs	2660	3692	480	16	166
State Sixth Form College	A-level	2493	5765	530	9	277
Non-selective secondary	GCSE/iGCSEs	2329	3242	415	11	212
Private	GCSE/iGCSEs	1945	2137	330	13	150
State Sixth Form College	A-level	1720	3660	350	8	215
Non-selective secondary	GCSE/iGCSEs	1603	3342	425	8	200
Private	GCSE/iGCSEs	1578	2642	350	15	105
Private	GCSE/iGCSEs	1558	2304	415	14	111
Non-selective Secondary	GCSE/iGCSEs	1439	1225	301	7	206
State Sixth Form College	A-level	1417	2719	215	3	472
State Sixth Form College	A-level	1409	2555	201	1	1409
Non-selective secondary	GCSE/iGCSEs	1389	2227	550	9	154
Non-selective secondary	GCSE/iGCSEs	1286	2006	225	7	184
State Sixth Form College	A-level	1273	2724	410	5	255
Non-selective Secondary	GCSE/iGCSEs	1033	1383	375	5	207
Private	GCSE/iGCSEs	1011	1368	450	11	92
Non-selective Secondary	GCSE/iGCSEs	989	2065	500	15	66
Private	GCSE/iGCSEs	872	1203	450	11	79
Private (Qatar)	GCSE/iGCSEs	832	721	220	10	83
Selective secondary	A-level	832	1553	152	2	416

Pandemic Activity – 25 most active students in January 2021 i.e. just 4 weeks

School Type	Level	Assessment	Tracked video views	Questions Answered
Non-selective state	A-levels	65	8	1127
Private	A-levels	45	58	1015
Selective state	A-levels	82	2	990
Selective state	A-levels	75	106	955
State sixth form college	A-levels	44	75	827
Non-selective state	GCSE/iGCSEs	66	211	827
State sixth form college	A-levels	41	9	824
State sixth form college	A-levels	33	1	790
Selective state	A-levels	50	3	725
Non-selective state	GCSE/iGCSEs	72	231	716
Non-selective state	GCSE/iGCSEs	63	91	708
State sixth form college	A-levels	42	47	665
State sixth form college	A-levels	33	66	665
State sixth form college	A-levels	32	100	630
State sixth form college	A-levels	18	28	630
Selective state	A-levels	44	16	625
Non-selective state	GCSE/iGCSEs	59	133	600
Non-selective state	GCSE/iGCSEs	56	129	576
Selective state	GCSE/iGCSEs	42	66	560
Selective state	A-levels	40	41	560
Non-selective state	GCSE/iGCSEs	55	101	550
Private Tutor	GCSE/iGCSEs	27	23	545
State sixth form college	A-levels	29	57	535
Non-selective state	GCSE/iGCSEs	36	60	525
State sixth form college	A-levels	25	20	520

The activity levels speak for themselves in exemplifying the strategic benefits that can be captured.