Clio Online and the Danish digital learning market

Janus Benn Sorensen. Owner and CSO, Clio Online.

Key facts about Clio Online

- 100% digital publishing agency.

- Founded 8 years ago.

- 100+ employees.

- 90 % of Denmarks comprehensive schools subscribe.

- One core learning platform. 100.000 IT hours.

- Subject specific subplatforms.

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The concept of the platform.

- Stand alone core learning materiale used instead of books.

- Always updated.

- Differentiation in levels easy to practice.

- Toolsbox for teachers and student.

- Statistics and tests – learning analytics.

- Saves teachers' time.

- Works on all devices.

Clio Online
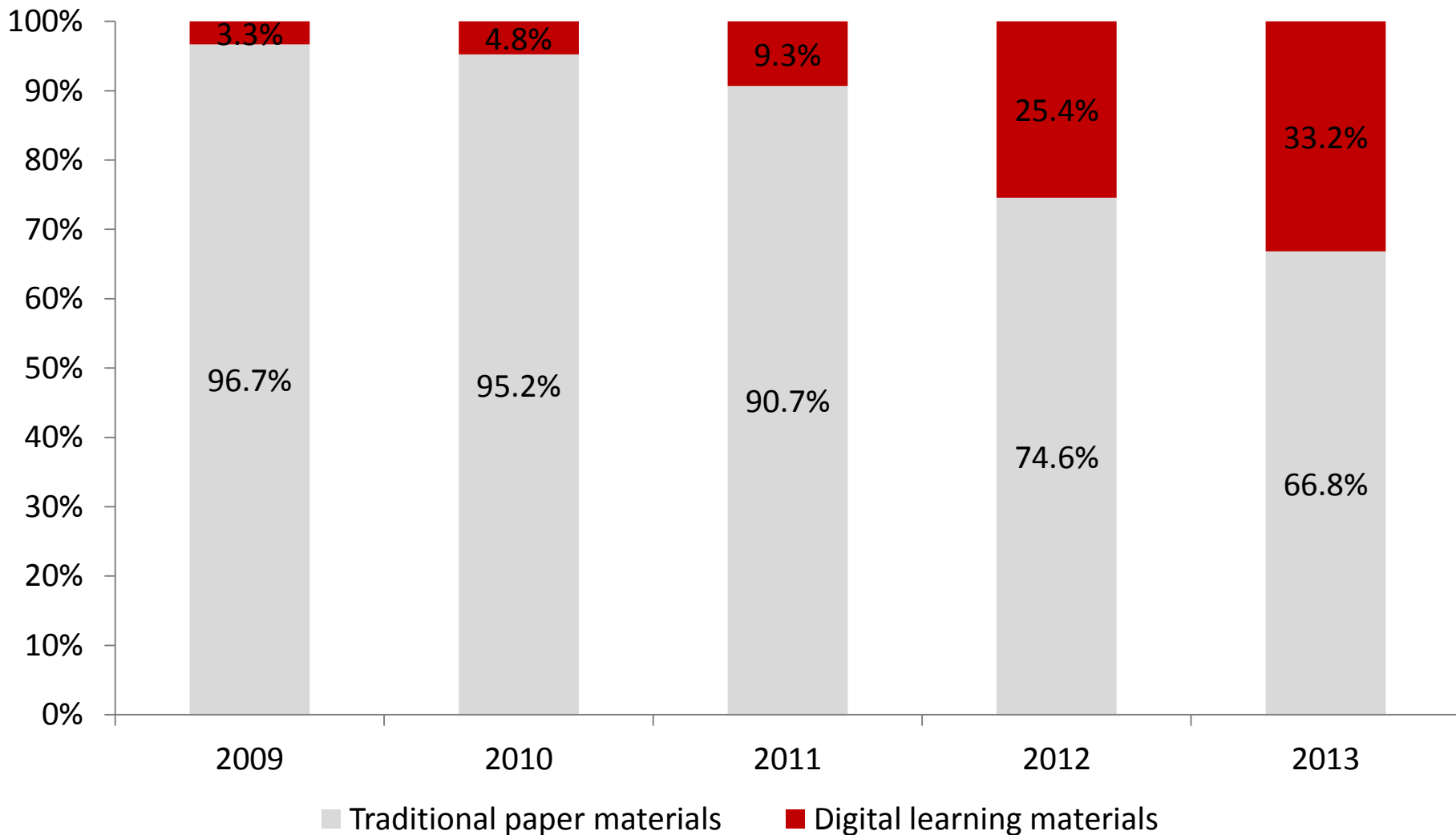Inspirerer til ny viden
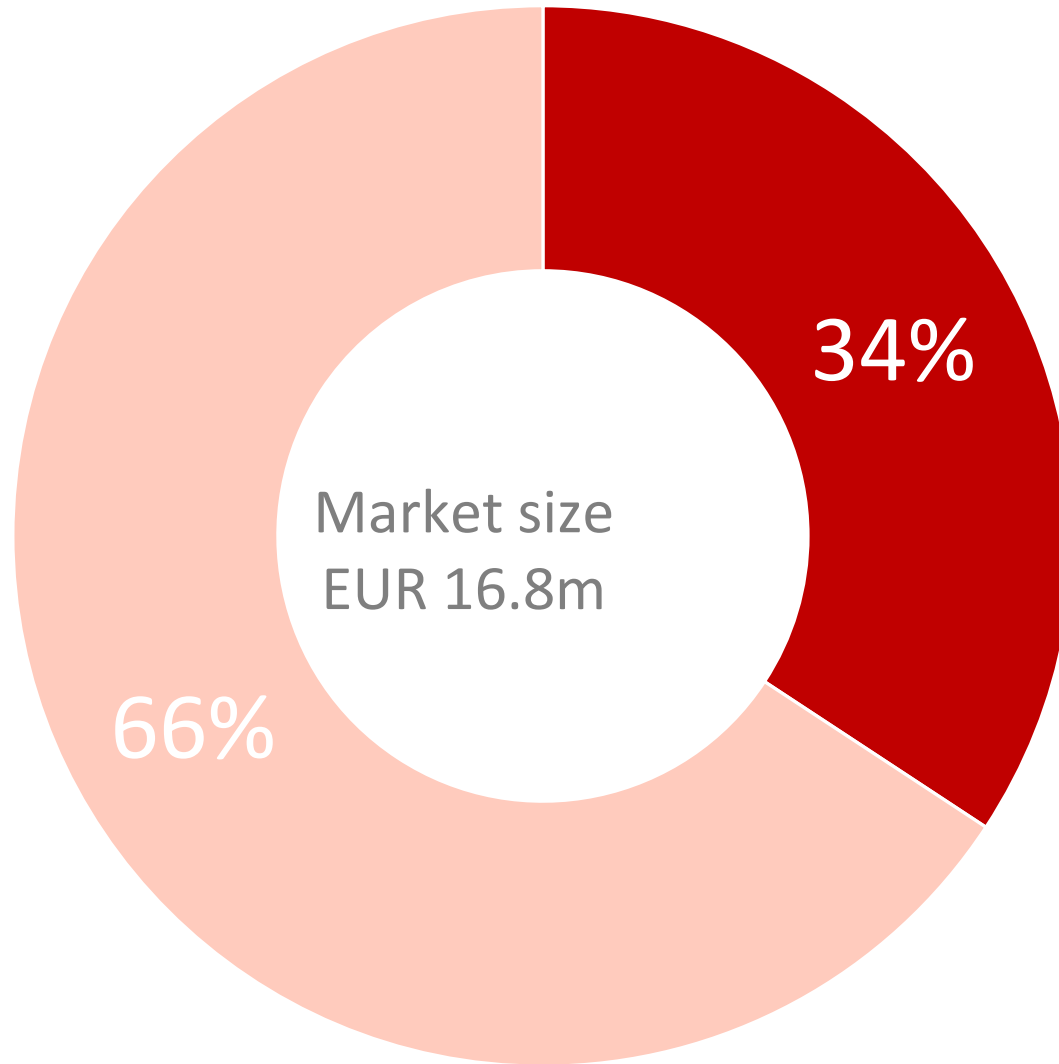
Why look towards Denmark?

- A lot of ICT in schools. Sweden even more:

  - Student/computer ratio very low.

  - Whiteboards with internet in every classroom.

  - Fast internet access.

  - <u>Country with highest penetration rate of digital materials</u>.

  - <u>Uni login. Easy to get started for schools. No barriers</u>.

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Evolution of the Danish digital market

	2009	2010	2011	2012	2013
Digital learning materials	3.3%	4.8%	9.3%	25.4%	33.2%
Traditional paper materials	96.7%	95.2%	90.7%	74.6%	66.8%

■ Traditional paper materials   ■ Digital learning materials

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Clio Online's market share of the digital market.

34%

66%

Market size
EUR 16.8m

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Uni login

- Every student and teacher has one.

- From 1. grade to high school.

- Classes are always updated.

- Easy for schools to get started.

- No typing in students every year.

- Good for learning analytics.

Why is digital material only 5% of the market in Sweden?

- No central updated login system.
- Every publisher/LMS it´s own login system.
  - 8 types of info to get started with product/register a school
  - In DK. Only type in uni login info.
- Makes learning analytics difficult.

Solution - Skolfederation.

- Make it updated always.
- Make it mandatory for schools to update info.
- Bum! Sweden is digital ☺

ANVENDELSE AF DIGI-TALE LÆREMIDLER EFFEKTMÅLING

RAMBØLL

BCG
The Boston Consulting Group

Title:

Use of digital learning materials – impact.

Objective:

The report aims to highlight how prevalent the use of digital learning materials is within the Danish elementary school system and in what degree the actual measurable impact is compared to traditional analogue learning materials.

Release date and size

June 2014, 68 pages ex. appendices.

Ordered by:

The Danish Ministry of Education.

Prepared by:
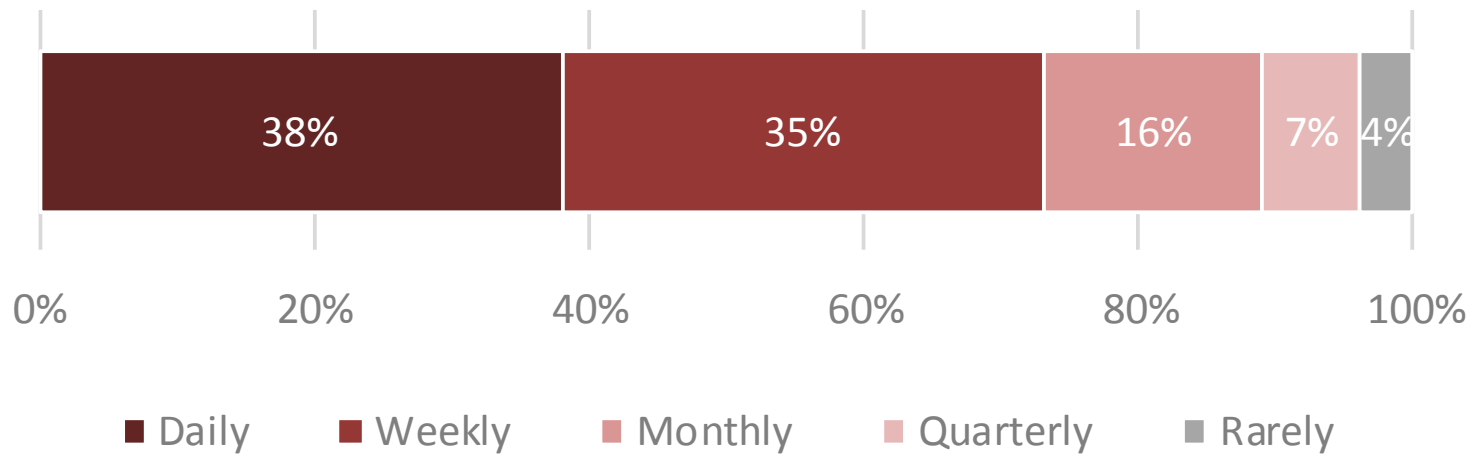
Rambøll and Boston Consulting Group.

Method:

Quantitative: Two questionnaires, answered by 1,450 teachers and 400 school principles across 477 Danish elementary schools.

Qualitative: In-depth interviews with 194 teachers across 31 Danish elementary schools.
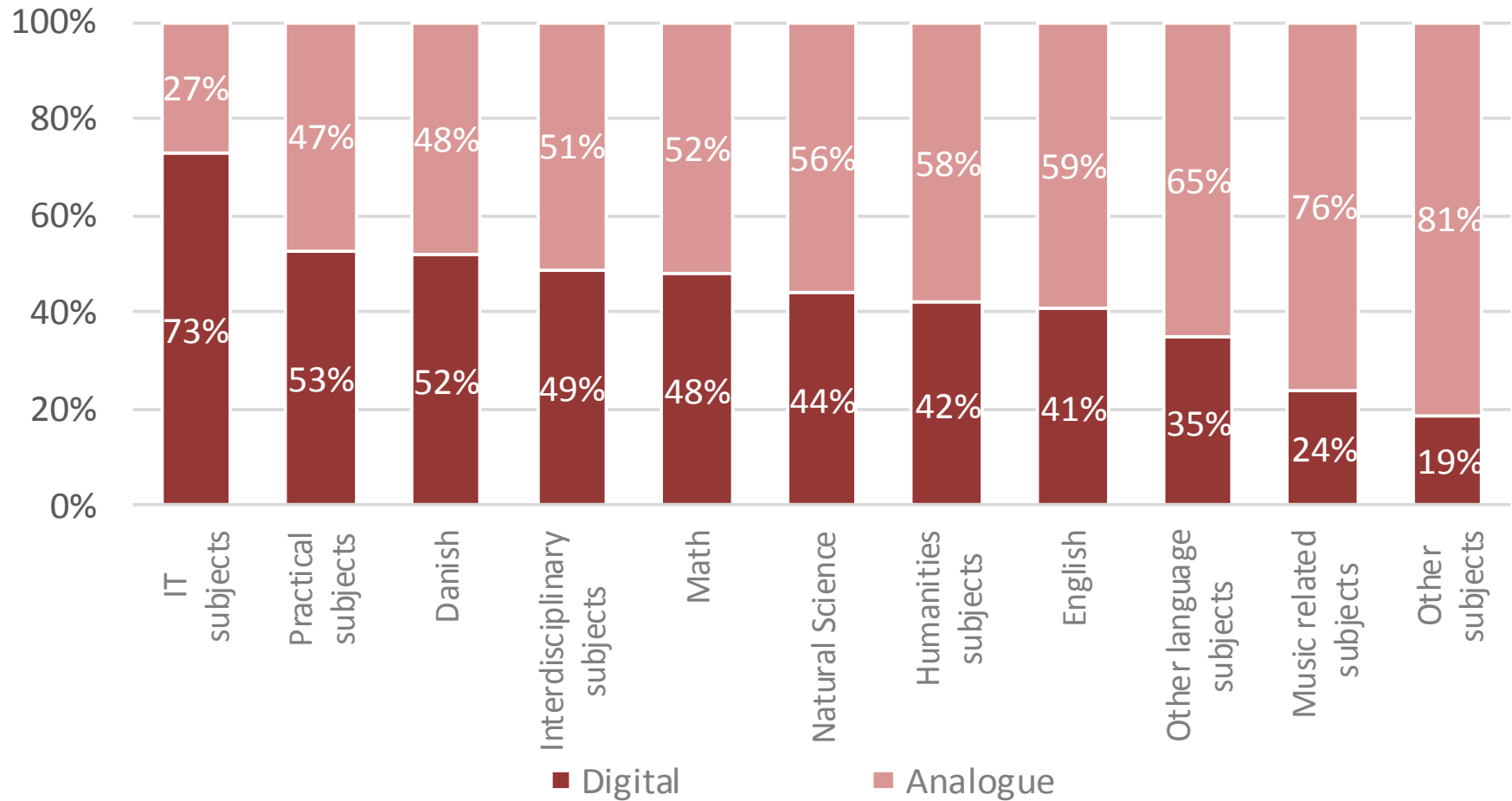
Teachers use of digital material
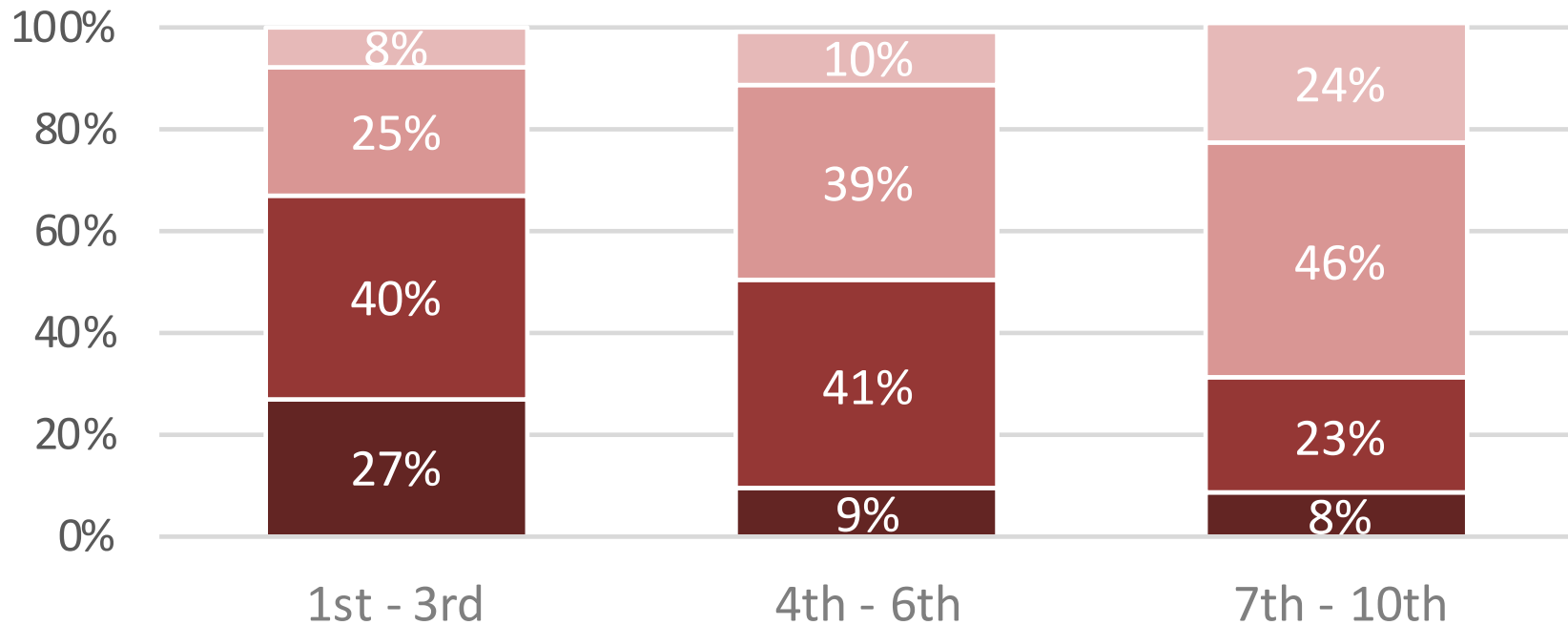
Use of digital learning materials, frequency

38%	35%	16%	7%	4%

0%　　20%　　40%　　60%　　80%　　100%

■ Daily　■ Weekly　■ Monthly　■ Quarterly　■ Rarely

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40 % digital use in classes

Digital vs. Analogue learning materials, split by total use per subject

Subject	Analogue	Digital
IT subjects	27%	73%
Practical subjects	47%	53%
Danish	48%	52%
Interdisciplinary subjects	51%	49%
Math	52%	48%
Natural Science	56%	44%
Humanities subjects	58%	42%
English	59%	41%
Other language subjects	65%	35%
Music related subjects	76%	24%
Other subjects	81%	19%

■ Digital   ■ Analogue

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Use of digital learning materials, frequency per grade segment

Barriers that limit use of digital learning materials

✓55% of all teachers using digital learning materials expressed that they faced problems in implementing and/or using digital learning materials.

✓43% of all teachers face <u>internet connection</u> problems more than once a week.

✓38% of all teachers face <u>hardware problems</u> more than once a week.

✓54% of all teachers in <u>need of hardware</u> (PCs, tablets, whiteboards, etc.) for use in digital teaching must book them in advance (i.e. the school does not have a set for each class).

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