Learning about Big Data among Secondary School Students in a technology-supported collaborative learning environment

Alongside the thematic program at the Fields Institute, a short unit on learning about Big Data was designed and implemented in a Toronto secondary school. This three-week interdisciplinary informal statistics unit was developed to allow students in a 12th grade Mathematics for Data Management course to explore both small and Big Data using inquiry and collaborative approaches. In one of the activities, the learning trajectory was guided through an Interactive Orchestrated Learning Space, inspired by recent smart classroom and knowledge community approaches. The design and pedagogical approach allowing for the introduction of ideas related to the use of Big Data in secondary school will be discussed and findings about student learning from a mixed methods study will be presented.