



Developing Visions and Scenarios for Future Education The VISIR Approach & First Results

Claudio Dondi



SCIENTER

Moscow, 10th of
October 2012



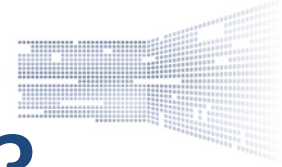
International Educational Forum
“The World on the Path to a
Smart Society”



WHAT DO WE KNOW ABOUT FUTURE EDUCATION?

- IT WILL BE MORE OPEN
- IT WILL USE ICT MORE
- IT WILL BE MORE LEARNER-CENTRED
- IT WILL BE MORE INTERNATIONAL

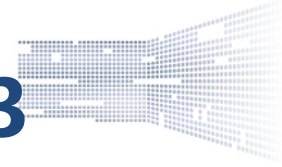




WHAT ELSE DO WE NEED TO KNOW?

- WILL IT TAKE PLACE IN EXISTING INSTITUTIONS?
- WILL IT BE STANDARDIZED?
- WILL IT BE INCLUSIVE?
- WILL IT BE MORE «PROFESSIONAL»?
- WILL IT FACE DEMOGRAPHIC CHANGE?
- WHO WILL PAY FOR EDUCATION?
- ...
- ...
- ...

TOWARDS SCENARIOS PLANNING 1/3



(Leonie, 2005)

1. **Convergence vs Context**
2. **Continuity vs Experimentalism**
3. **Access vs Excellence**
4. **Market dynamics vs public good values**
5. **Generalization vs Specialization**
6. **Information vs Knowledge**
7. **Individualization vs Socialization of Learning**
8. **Encourage Traditional Providers vs Bring new actors to drive innovation**
9. **More Investment vs more Efficiency**
10. **Focus on Young People vs Re-direct Resources to adult learners**



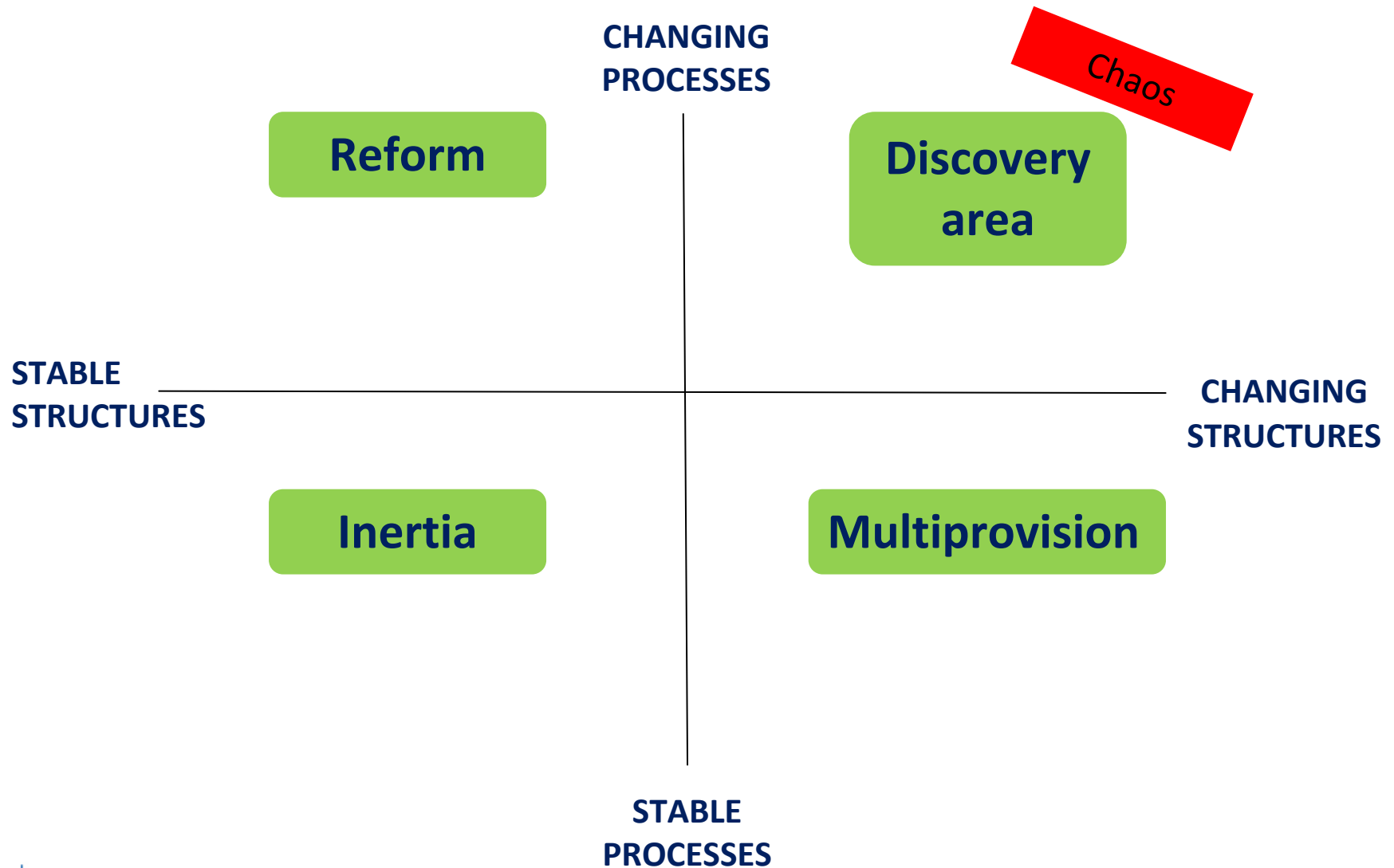
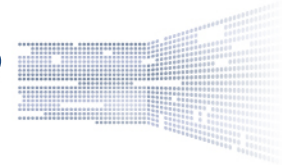


TOWARDS SCENARIOS PLANNING 2/3

(STELLAR NoE, 2012)

1. **Data Tracking for Personalized Learning vs Data Privacy**
2. **Digital Divide despite Technology Spread**
3. **Ubiquitous Learning Opportunities vs Focused and Critical processing of information**
4. **Established practices vs Continuous Innovation in the Classroom**
5. **Individual Learning paths vs Standardized learning paths**

TOWARDS SCENARIOS PLANNING 2/3



The VISIR approach



WHY? THREE MAIN GAPS TO ADDRESS



“Understanding gap”

the theories of changes and the intervention logics utilised in the different LLL sectors must be analysed and coherently integrated in some common scenarios and recommendations for change targeted both to policy and practice

“Networking gap”

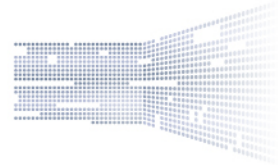
flows of information among ICT-for-learning experts and practitioners from different fields and across European Members states must be made smoother and must be based on recognized “good practices which work”

“Mainstreaming gap”

the micro-innovation practices that exist around Europe must be made visible as ways to mainstream a meaningful bottom-up use of ICT for learning and must be the basis on which future scenarios and visions of European ICT for learning are built and discussed



WHO IS BEHIND VISIR



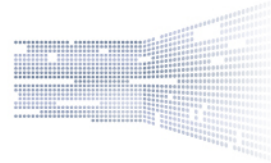
Seven major EU networks, gathering some 18.000 institutions: research centers, business schools, professional associations, academia, industry, content actors, local authorities.



Two research institutions, that will guarantee that networking is grounded on sound research results



HOW TO PARTICIPATE



- Through the VISIR Seminars
- By suggesting micro innovation practices
- By commenting the VIRIS proposed vision
- Through the consultations
- ...

The screenshot shows the VISIR website homepage with a blue header and navigation menu. The main content area is divided into several sections:

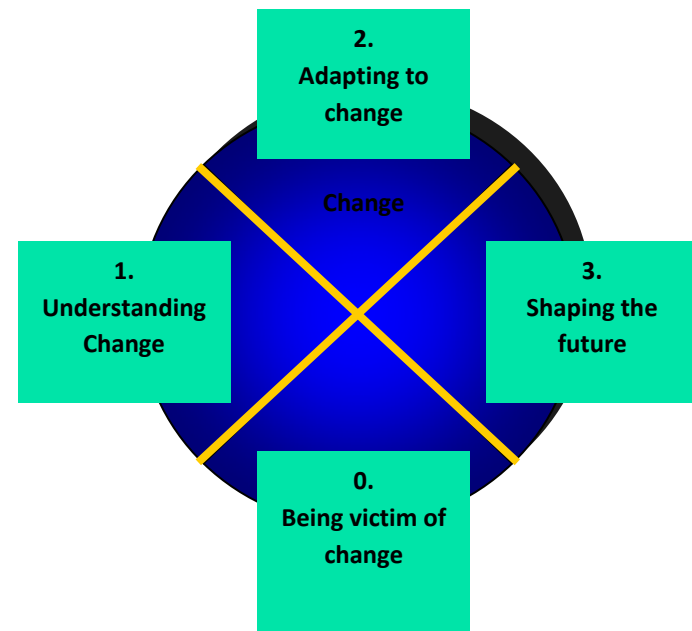
- WELCOME TO VISIR**: A newsfeed section with a text introduction and a "more" link.
- 9TH MAY: VISIR SEMINAR IN BOLOGNA, ITALY**: A news item with a photo of a building and a "more" link.
- VISIR ANNOUNCED IN ONLINE EDUCA BERLIN**: A news item with a photo of a conference and a "more" link.
- VISIR PROJECT LAUNCHED**: A news item with a photo of a banner and a "more" link.
- MICRO-INNOVATION PRACTICES**: A section with four sub-images: "SCHOOL", "HIGHER EDUCATION", "LEARNING AT WORK", and "INFORMAL LEARNING".
- Map**: A map of Europe with labels for various countries and regions.

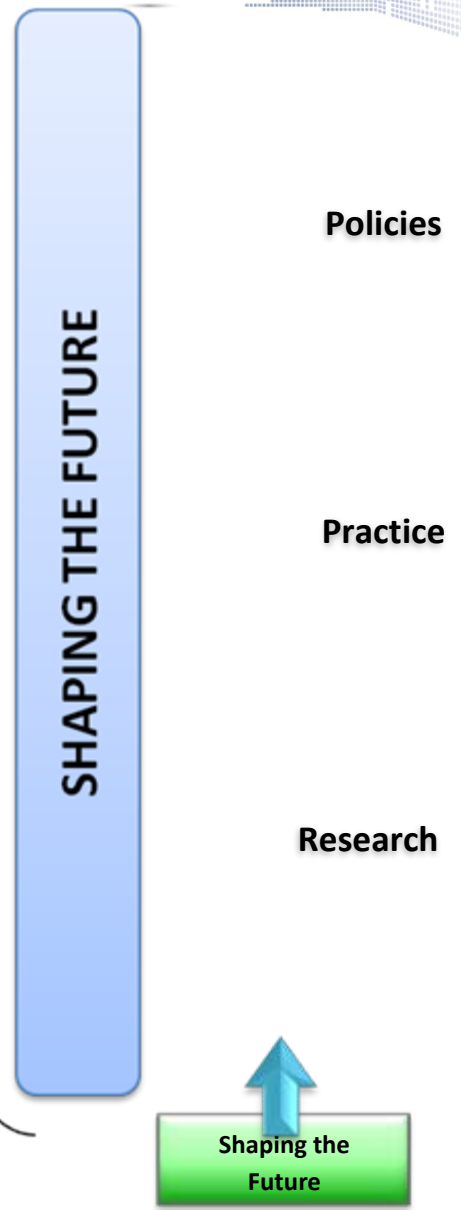
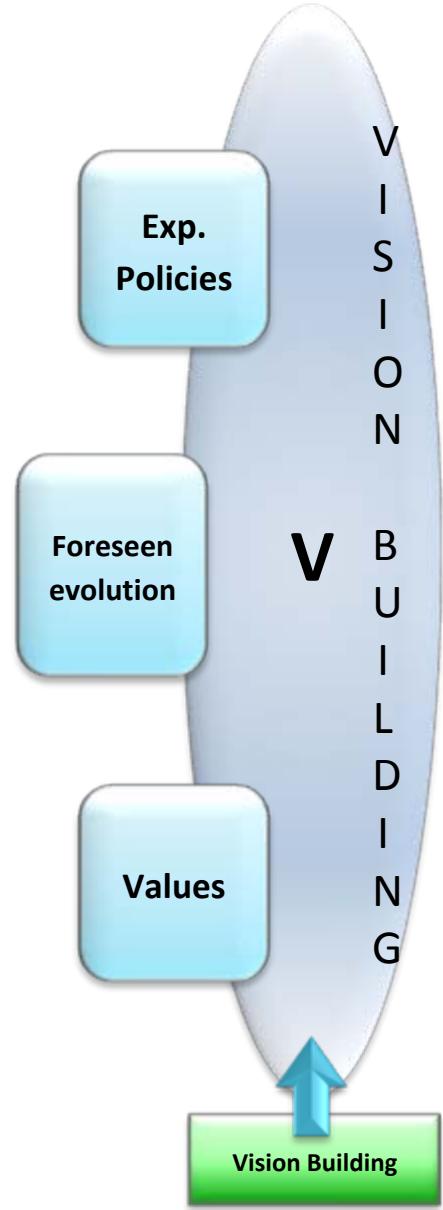
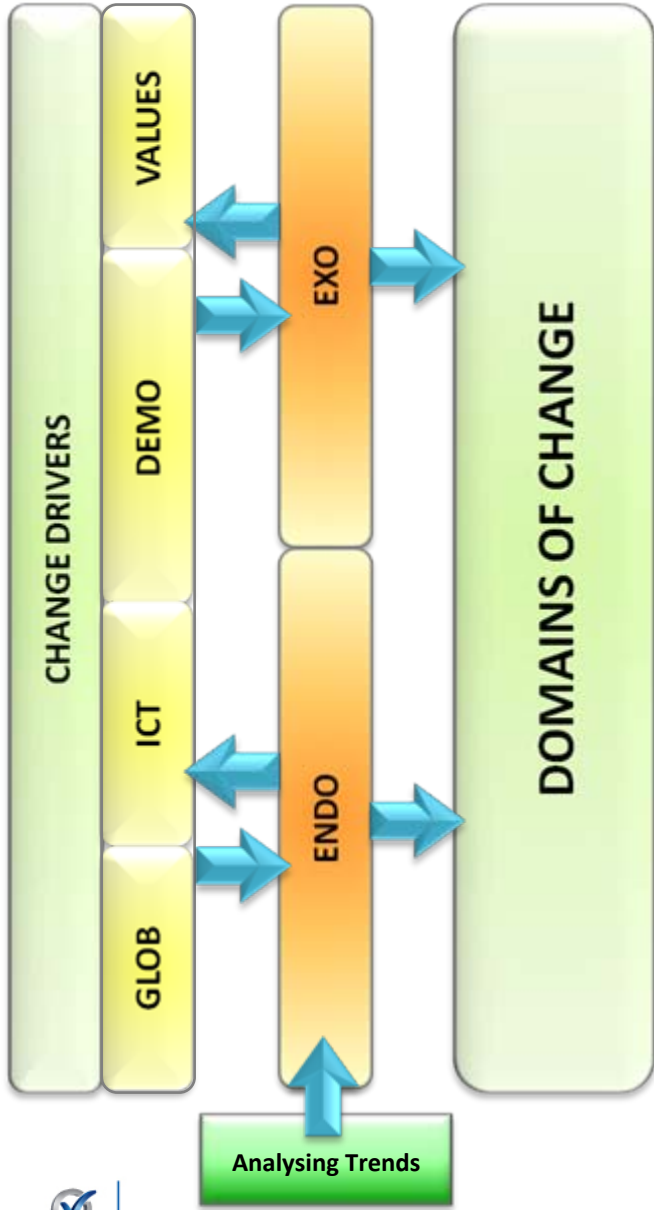




THE PROCESS

- Analyzing Trends
- Imagining Scenarios
- Building Vision
- Shaping the Future





12 DOMAINS OF CHANGE





Key TRENDS & CHALLENGES





1- AIMS OF LEARNING SYSTEMS

- INCREASED WEIGH OF PROFESSIONALIZATION
- INDIVIDUALIZATION GAINS IMPORTANCE IN SCHOOL
- SELF-DIRECTED PROFESSIONALIZATION

ICT can support individual combination of socialization, professionalization and individualization objectives, making the Learner Master of his/her learning path



2- CONTENT AND COMPETENCES

- FROM GIVEN SETS OF KNOWLEDGE TO PROCESSES AND COMPETENCES
- MORE LOCAL DEFINITION OF CONTENT
- MORE INTERDISCIPLINARY IN EDUCATION

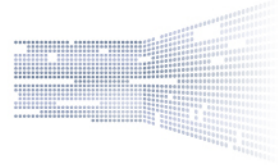
ICT can support the acquisition and consolidation of transversal competences and favor metacognition processes around interdisciplinary projects



3- ORCHESTRATION (T/L)

- FROM TEACHING TO LEARNING
- CHANGING (AND MULTIPLYING) LEARNING CONTEXTS
- NEED TO SUPPORT MORE AUTONOMOUS WAYS TO LEARNING

ICT can act as an emancipatory leverage (for the Learner) & as an instrument to orchestrate complex learning experiences (for the Teacher)



4- VALUING LEARNING

- PERSONALIZATION VS STANDARDIZATION
- INTEGRATING INDIVIDUALS' LEARNING CONTEXT
- PERSONALIZED ASSESSMENT SUPPORTING MOTIVATION

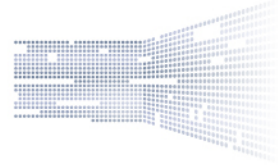
ICT can support the individual Learning Continuum and favor ownership and sense-making through personalization of learning and assessment



5- ASSESSMENT

- THE SHIFT TO LEARNING OUTCOMES
- RAISE OF ALTERNATIVE ASSESSMENT APPROACHES AND CERTIFICATIONS
- NEED TO «ORGANIZE FREEDOM» IN COMPLEX LEARNING ECO-SYSTEMS

ICT can support social and peer assessment approaches which add value to individual and collective learning and favor integration of assessment in the learning process



6 – FUNDING & GOVERNANCE

- INCREASED PRESSURE FOR «REPRESENTATION» OF INDIVIDUAL, FAMILIES, EMPLOYERS AND LOCAL SH
- NEW ACTORS AND PARTNERSHIPS IN EDUCATION

ICT can cut off individual cost of access to education and help sustaining the increasing cost of Lifelong learning.



7- INTEGRATION (F-NF-INF)

- **INFORMALIZATION OF LEARNING & INTEGRATION OF LEARNING FORMS**
- **TOWARDS INSTITUTIONAL SUPPORTING MECHANISMS**
- **NEED TO SUPPORT INDIVIDUAL OWNERSHIP AND CAPITALIZATION OF THE LEARNING PATRIMONY**

ICT can facilitate integration and LLL practice starting from the individual up to institutional change



8 - INCLUSIVENESS

- **NEED TO INCREASE RESPONSIVENESS TO SOCIETAL NEEDS and to..**
- **...ENSURE UNIVERSAL ACCESS TO QUALITY EDUCATION**
- **...SUPPORT INCLUSION THROUGH «EMPOWERMENT»: INDIVIDUAL OWNERSHIP AND MANAGEMENT OF THE LEARNING PATRIMONY**

ICT can provide solutions (like OER) to solve the policy trade-off access vs quality while supporting individual «empowerment»



9- TEACHING

- BECOMING ORCHESTRATORS AND FACILITATORS
- INCREASED FOCUS NEEDED ON THE LEARNING CONTINUUM
- INCREASED TEACHER COLLABORATION AND PEER LEARNING PRACTICES

In the classroom ICT can help teachers orchestrating more individualized and autonomous learning experiences; in teachers' professional development, it support networking, exchange and sharing (including OER)

**Towards
VISION
BUILDING**



WHAT IS THE ROLE OF ICT? (1/2)

(Noss, 2012) Technology Enhanced Learning Research Programme

1)CONNECT exploit the power of personal devices to enhance learning

2)SHARE catch the wave of social networking to share ideas and learn together

3)ANALYSE use technology to understand better how we learn, and so help us learn better

4)ASSESS develop technologies to assess what matters, rather what is easy to assess

5)APPLY allow technology to help learners apply their education to the real world

6)PERSONALIZE utilise artificial intelligence to personalise teaching and learning



WHAT IS THE ROLE OF ICT? (2/2)

(Noss, 2012) Technology Enhanced Learning Research Programme

7)ENGAGE *go beyond the keyboard and mouse to learn through movement and gesture*

8)STREAMLINE *enhance teachers' productivity with new tools for designing teaching and learning*

9)INCLUDE *empower the digitally and socially excluded to learn with technology*

10)KNOW *employs tools to help learners make sense of the information overload*

11)COMPUTE *understand how computers think, to help learners shape the world around them*

12)CONSTRUCT *unleash learners' creativity through building and tinkering*

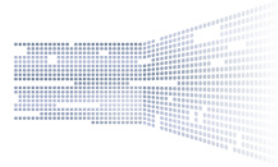


THE PROCESS OF BUILDING VISIONS

Focus on what TEL can bring to core problems in the policy agenda



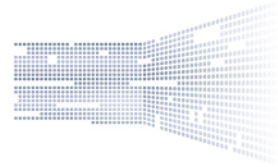
... Equity, competitiveness, Participation, Inclusion



Policy issues

Educational contribution to address broader Societal Agenda Issues i.e. Health and Wellbeing...





Thank you!

Claudio Dondi

cdondi@scienter.org

<http://visir-network.eu/>