Educational Publishing Futures
Welcome and Introduction

Marc Durando

What is European Schoolnet (EUN)?
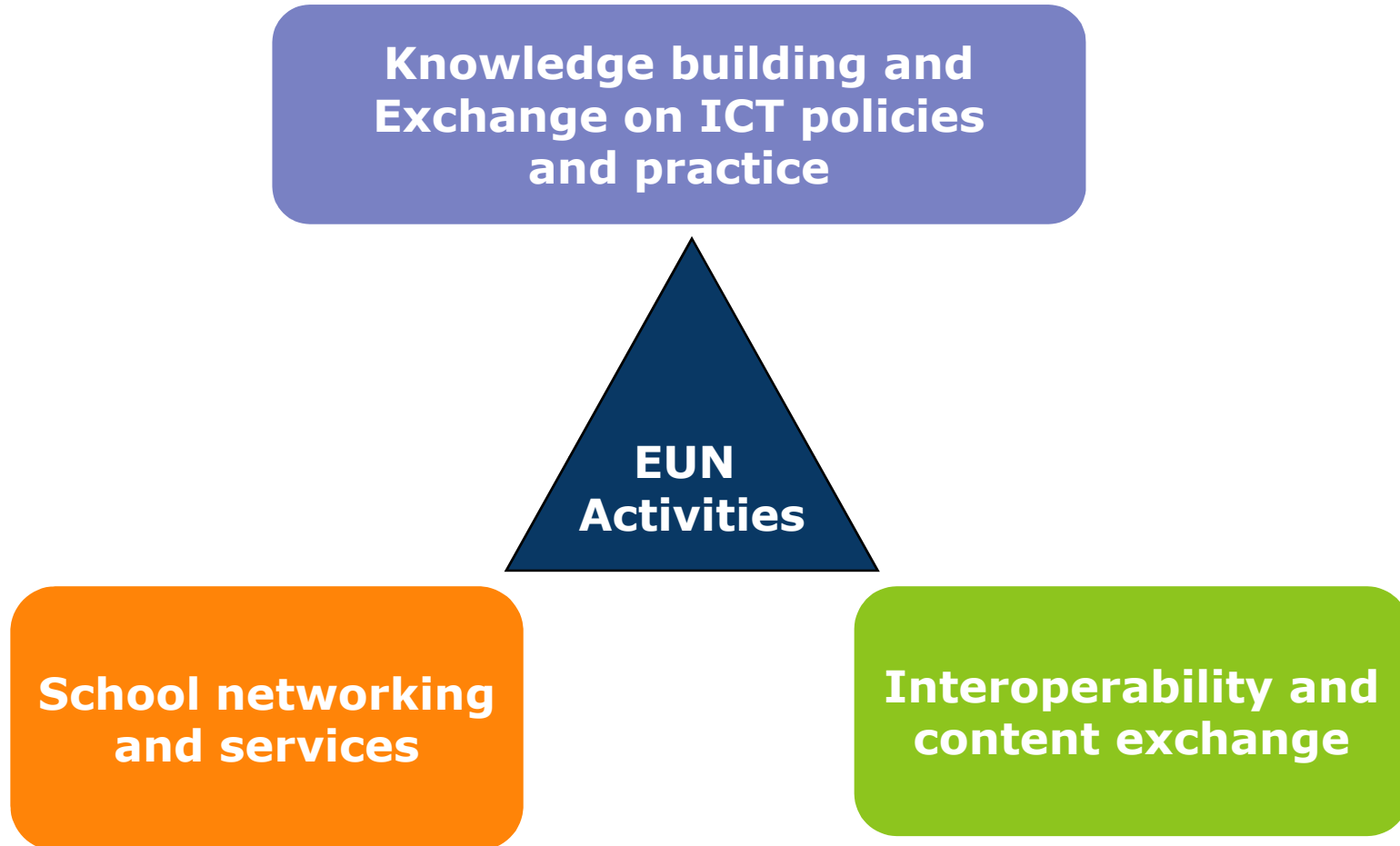
Network of 30 Ministries of Education in Europe

Dedicated to

Support schools in bringing about the best use of technology in learning

Promote the European dimension in schools and education

Improve and raise the quality of education in Europe

Three mains Strands of activities

Knowledge building and Exchange on ICT policies and practice

EUN Activities

School networking and services

Interoperability and content exchange

European Schoolnet

Three major strategic areas

- Providing concrete evidence and data for effective use of ICT in schools on which to base policy recommendations.

- The necessity to support schools and teachers in their teaching practices

- Developing and sustaining of a network of schools engaged in the validation of innovative approaches on how to use ICT in classes.
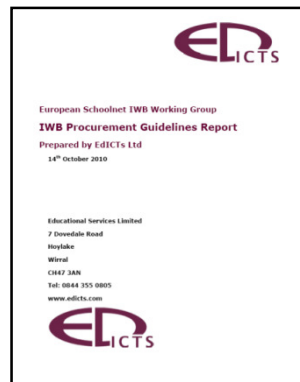
Evidence based activities

3 Working Groups

Major studies

**IWB
Digital skills
Special Needs**

How are digital games used in schools? Complete results of the study. Final report

Analysis of the issue of serious games

Making the most of your interactive whiteboard

European Schoolnet IWB Working Group
IWB Procurement Guidelines Report
Prepared by EdICTs Ltd
14th October 2010

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TEACHERS' TAKE ON NETBOOKS IN SCHOOLS
Acer - European Schoolnet Educational Netbook Pilot
Pre-evaluation in six European countries

steps

Survey of schools, ICT and education

NETBOOK STUDY

acer

Support Schools and Teachers

eTwinning

Education and Culture DG

Energy cooperation activities

70,000 schools
12 000 projects
120 00 teachers
eTwinning 2.0

U4 energy — the European school challenge

PlasticsEurope
Association of Plastics Manufacturers

Xperimania
FROM MOLECULES TO MATERIALS

Network of validation schools pilots

- EUN worked with innovative teachers and early adopters

- ICT innovative schools

- Challenge is now to scale up innovative ICT practice

Concept of Living Lab
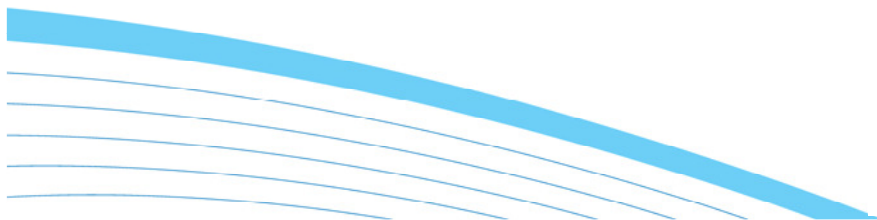
iTEC proposal

Large-scale pilots for the design of the future classroom (exploring both technology and teaching practices).

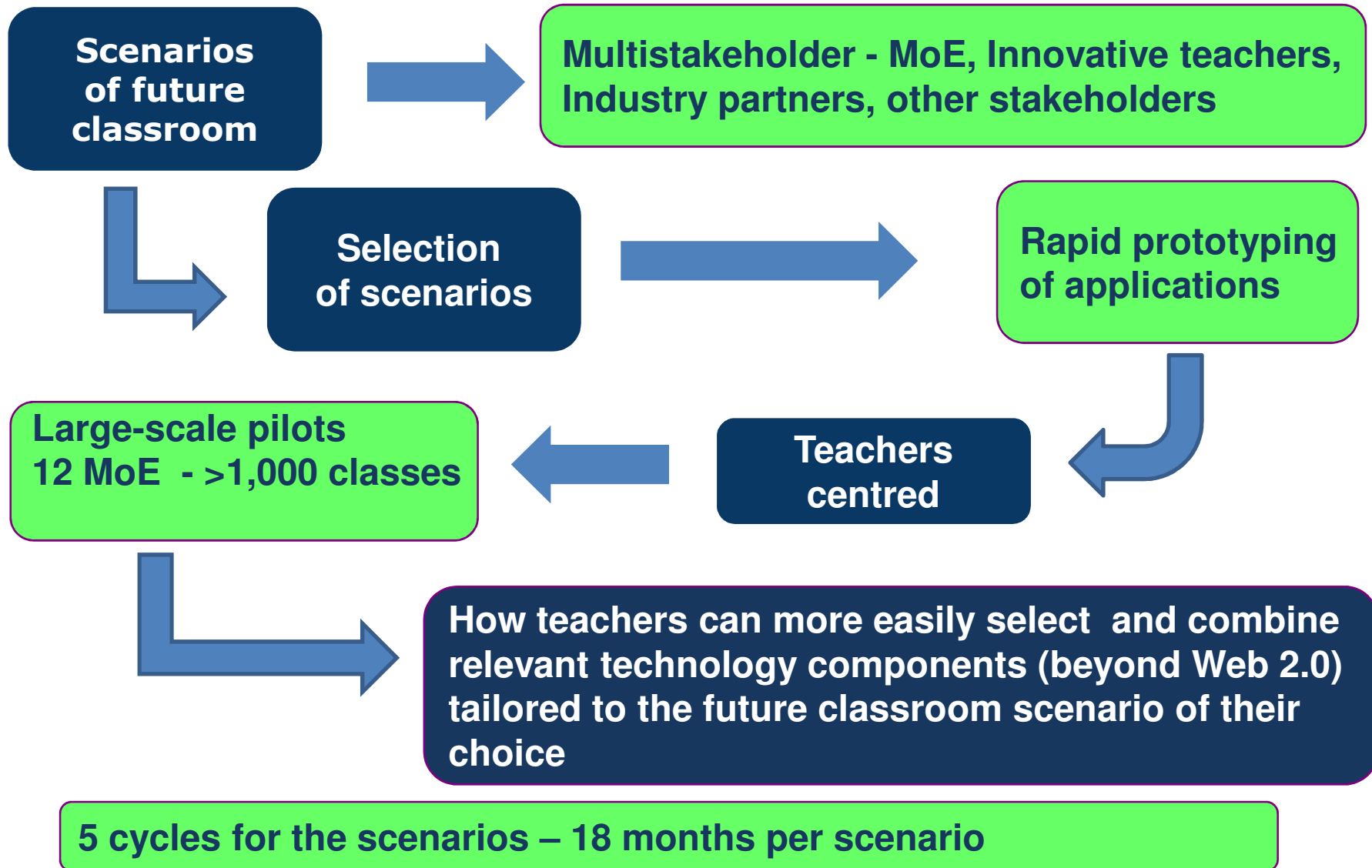**Innovation in learning and teaching**

Underlining change processes
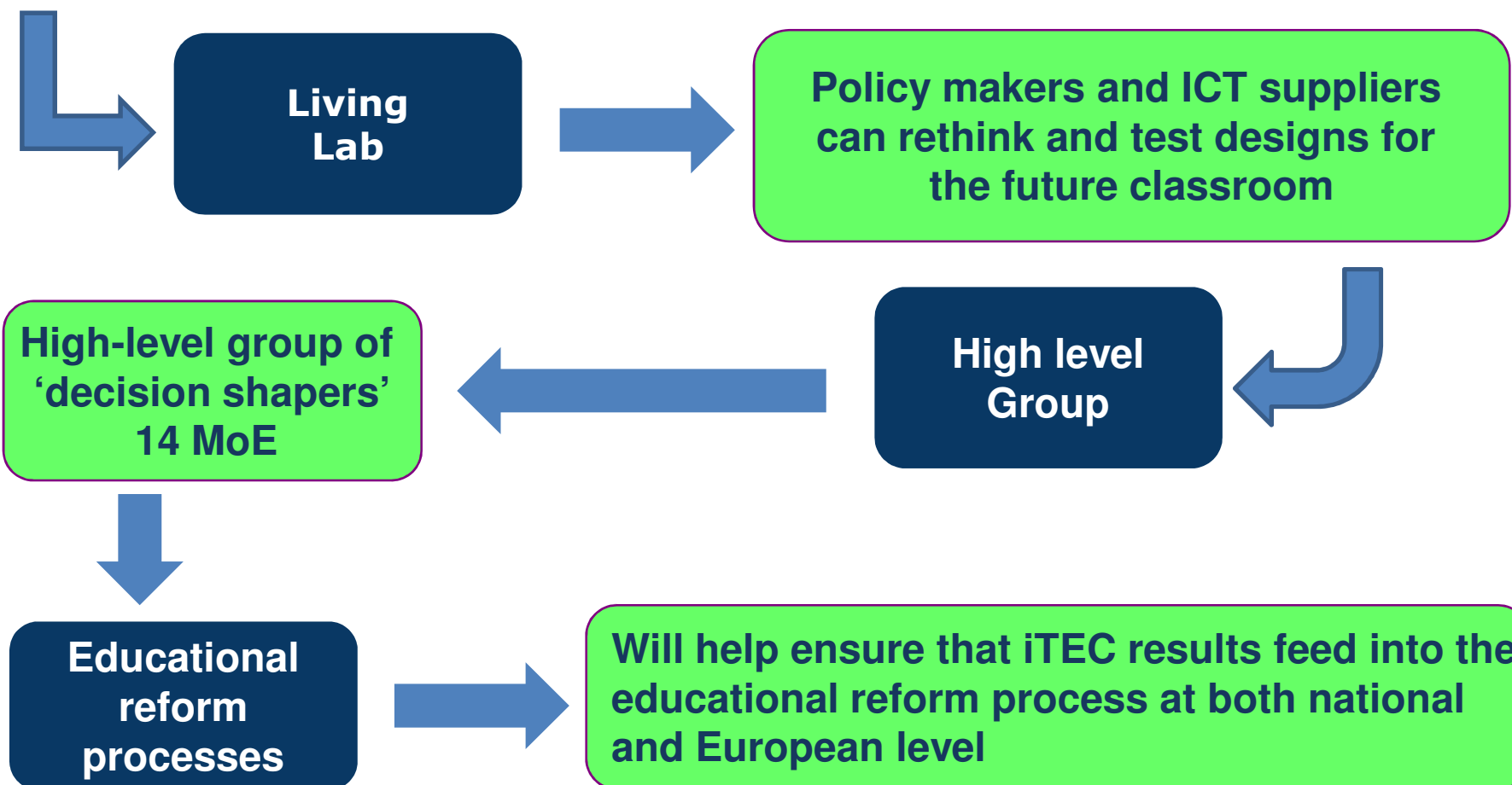
New summative and formative assessment methods

Novel solutions supporting the active participation of a wider community of stakeholders

iTEC approach

Scenarios of future classroom → **Multistakeholder - MoE, Innovative teachers, Industry partners, other stakeholders**

Selection of scenarios → **Rapid prototyping of applications**

Large-scale pilots 12 MoE - >1,000 classes ← **Teachers centred**

How teachers can more easily select and combine relevant technology components (beyond Web 2.0) tailored to the future classroom scenario of their choice

5 cycles for the scenarios – 18 months per scenario

Mainstreaming iTEC scenarios

Define the future classroom in the largest pan-European validation yet undertaken.

Living Lab → **Policy makers and ICT suppliers can rethink and test designs for the future classroom**

High level Group

High-level group of 'decision shapers' 14 MoE

Educational reform processes → **Will help ensure that iTEC results feed into the educational reform process at both national and European level**

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3 basic components of an eBook?
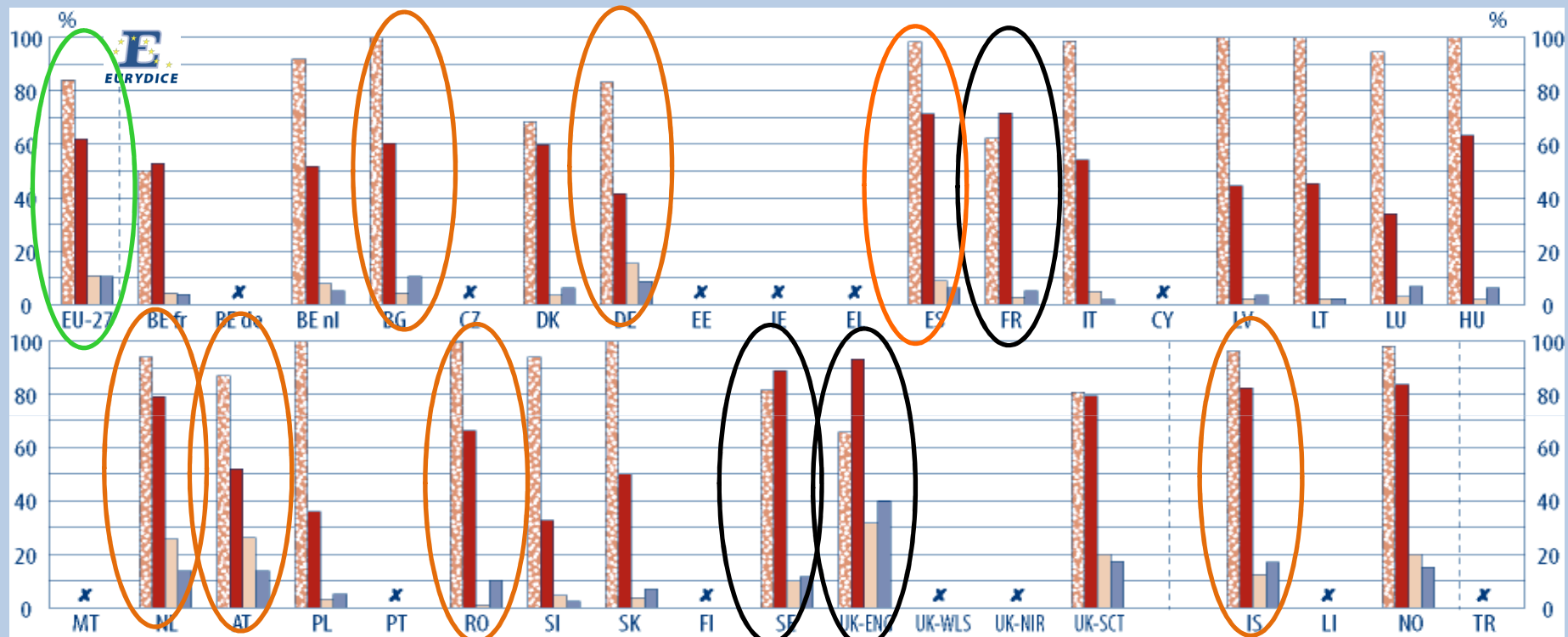
Delivery - Support for reading

Interface - Software

Digital content

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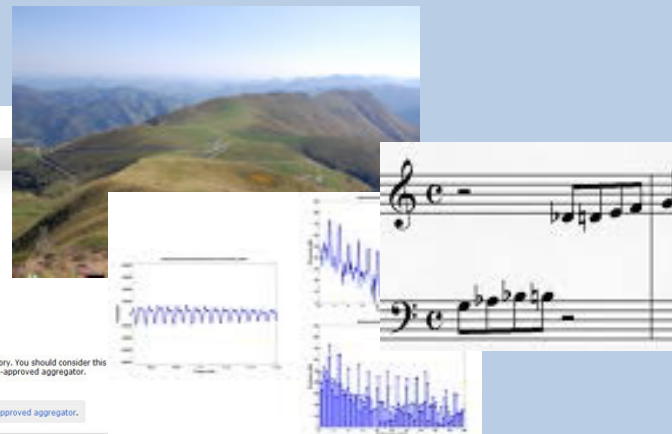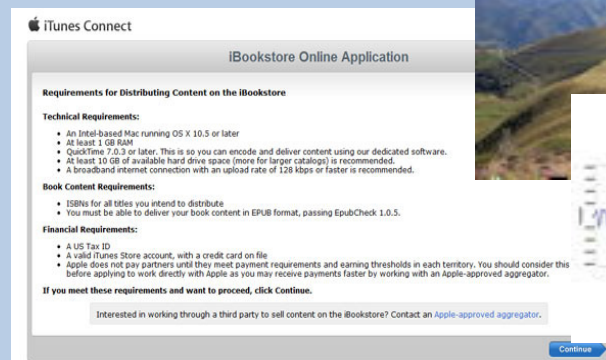
Percentage of pupils (9 years) where teachers say they use at least once a week textbooks, books for children, educational software or Internet access for the learning of reading. Public and Private together, 2006.

Source: Eurydice, Key Figures in Education in Europe *2009, European* Commission Data: IEA, Database PIRLS 2006.
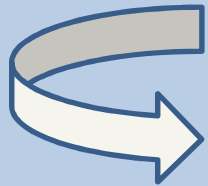
ICT : a lot of promising projects …. and failures
Practices do not progress so much

Richard E. Meyer, University of California, 2010

Approach centred on technology:
▪Emphasis on leading edge technologies
▪Hypothesis: learners and teachers will adapt and cope with new technology and not the other way around

Approach centred on the learner
▪ Starting point is learning mechanisms
▪ Technology which adapts to the needs of the learner and the teacher and SUPPORTS the learning process
▪Cross disciplinary teams (teachers, cognitive experts, pedagogues, technicians, …)

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The eBook – organisational impact

✓ Parents and pupils easlily connect to Internet

✓ Personalisation (access to a selection of chapters and on demand printing)

A service which has to be available: private? public? At local, regional, school level?

Functionalities to be offered and to be managed (choice of software, IPR…)

Impact on the school libraries – storage, how to borrow ebooks?

The eBook – an economic question

For the school   For the parents

eBook costs less (around 30% less?)

For commercial publishers

A new economic model – to be combined with text books ?

INTEROPERABILITY ISSUES

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The success factors of the eBook in education?

ISTE (International Society for Technology in Education)

content

Without digital content, no eBook
Quality and quantity
Sources: publishers, teachers, pupils

Easy to find, to buy, to obtain and to use.

accessibility

usability

weight, dimension, general appearence (material support as well as the software)

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NEXT STEPS

MULTISTAKEHOLDER PLATFORM

where

**MINISTRIES OF EDUCATION
PUBLISHERS
ICT VENDORS**

can discuss

**FUTURE OF EDUCATIONAL PUBLISHING
AND DIGITAL CONTENT FOR SCHOOLS**

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