



# iTEC

Designing the future  
classroom

## iTEC Pedagogical Board

### Year 1: 2010-2011

January 2011

<http://itec.eun.org>

## PEDAGOGICAL BOARD YEAR 1: 2010-2011

### Introduction

The pedagogical board have been appointed for the first year of the project. The board is comprised of four experts and led by work package 2: Pedagogical Scenario Development and Monitoring.

The experts will mainly feed into the development of the scenarios through the stages outlined in the iTEC Description of Work (DOW). Activities will be carried out online. For each cycle in the first year the board will do the following.

Tasks	Timescale
Review and assess descriptors by likelihood and desirability.	November 2010 March 2011 October 2011
Review and order 20 mini-scenarios as per DOW “reviewing the scenarios against innovative pedagogic principles and practices”	December 2010 April 2011 November 2011

The board has been contracted for one year in the first instance to allow project partners and members of the pedagogical board to deepen their understanding of the work and the commitment that this will represent for the pedagogical experts. There will be other tasks related to follow-up and impact as the project develops included in the sum payable, but for the first year work is almost exclusively scenario-related as outlined above.

### Board members

**Pierre Dillenbourg** is professor of computer science at Swiss Federal Institute of Technology in Lausanne (EPFL). Former teacher in elementary school, Pierre graduated in educational science (University of Mons, Belgium). He started to conduct research in learning technologies in 1984. He obtained a PhD in computer science from the University of Lancaster (UK), in the field of educational applications of artificial intelligence. He is past president of the International Society for the Learning Sciences. His work covers various domain of CSCL, ranging from novel interfaces for face-to-face collaboration (interactive furniture, tangibles, paper computing) to more cognitive projects on dual eye tracking and mutual modelling.

**Liisa Ilomäki** EdD is a leader and a researcher in the Technology in Education Research Group, Department of Behavioral Studies in University of Helsinki. Her research interests are focussed on issues related to digital technologies and the consequences and innovations in education; especially on school level. Currently she co-ordinates a large EU-supported project Knowledge Practises Laboratory (KP-Lab,

years 2006-2011) and works as the principal investigator in a Finnish Learning technology in Education project (2009-2011). She has been responsible of several evaluation studies about ICT in schools in Finland, and she has participated in several European research projects as the principal investigator in University of Helsinki.

**Prof. Dr. Ingo Kollar** is currently the Director of the international Master's program "Psychology of Excellence in Business and Education" at the Ludwig-Maximilians-University (LMU) of Munich, Germany. After having graduated in Educational Science in 2002, he was a Ph.D. student at the Eberhard-Karls-University of Tübingen (Germany) until 2006. Between 2002 and 2005, he received a scholarship by the Deutsche Forschungsgemeinschaft. In 2006, Ingo Kollar received a doctoral degree for his dissertation entitled "Web-based collaborative inquiry learning: Effects of internal and external collaboration scripts on processes and outcomes of collaborative argumentation". From 2006 to 2010, he was an associate professor at the Chair for Empirical Education and Educational Psychology (head: Prof. Dr. Frank Fischer) at LMU. His research focuses mainly on the effects of different scenarios for Computer-Supported Collaborative Learning (CSCL), their instructional design and its effects on individual knowledge and competence acquisition.

**Ferry de Rijcke** is interim manager of programmes and projects in the Dutch national civil service. His current assignment is directing a programme for the development and implementation of ICT-tools for 14 national inspectorates/regulators in the Netherlands. After studying Social Sciences and Philosophy in Amsterdam, his professional work has mainly been in the field of education policy. Between 1992 and 1996 he was, within the Ministry of Education, Culture and Science, responsible for strategic policy development. From 1996 till 2000 he directed the development and implementation of ICT-policies in Dutch education. From 2000 till 2006 he worked for the Dutch education inspectorate, leading the research, analysis and evaluation of ICT-developments in schools. In this context annual surveys were carried out and over a hundred portraits were produced of innovative practices, in the Netherlands and in other countries. From 2004 till 2008 he was co-ordinating inspector for higher education. From 2000-2003 he was chairman of European Schoolnet EUN [www.eun.org](http://www.eun.org) and from 2004-2008 he was president of the European organisation of education inspectorates SICI [sici-inspectorates.org](http://sici-inspectorates.org). He has been involved in a number of OECD and EU projects on ICT in education.