

# Every Classroom a Future Classroom

10–11 October 2013, Brussels

## Conference speakers

### Bálint Magyar

Dr. Magyar is one of the founders and board members of the international NGO, Empowering European Universities, and a former Minister for Education of Hungary

Having obtained his University Doctoral degree in Political Economy and MA in History and Sociology at the Eötvös Loránd University, Budapest - started his career as a researcher (1977-1990) at different research institutes. Between 1979 and 1990 he was a human right activist of the anti-communist opposition movement. Since its foundation in 1988 until 2009, Dr. Magyar was one of the leaders of the Hungarian Liberal Party (Alliance of Free Democrats). Between 1988 and 1990, he took part in architecting the new democracy and negotiating about the peaceful transition.

As a Minister of Education, he initiated and carried out public and higher education reform process. Made a move towards competency based education, implemented a European Schoolnet programme for spreading digital literacy, directed the introduction of the Bologna process, modernised the management and business structure of higher education institutions, and carried out a nationwide PPP program renewing the infrastructure of HEIs. He developed and passed the Act on Innovation, set up an Innovation Fund. He was Vice President of the National Development Council under the direction of the Prime Minister (2006-2008), and Secretary of State for Development Policy (2007-2008).

Dr. Magyar was a member of the Governing Board of the European Institute of Innovation and Technology (EIT) (2008-2012). Currently, he is Strategic Consultant of the Financial Research Plc. at Budapest.



### Cathy Lewin

Professor Cathy Lewin is currently leading the evaluation work package for the European-Commission funded iTEC project. She is Director of the Technology, Innovation and Play for Learning (TIPL) research group, in the Education and Social Research Institute at Manchester Metropolitan University.

With expertise in both quantitative and qualitative methods, she has over 15 years' experience of the evaluation of technological innovations in the



educational sector. Cathy's research interests concern young people, teachers and technology, particularly how technological developments and innovation can disrupt and change pedagogical and social practices. Much of her research has been funded by the UK Government and Becta, the government agency leading the use of technology for learning until 2010. Significant contributions include high profile evaluations such as ImpaCT2, the Primary Schools Whiteboard Expansion project and ICT Test Bed, the outcomes of which shaped national (and international) policies and strategies on technology for learning. She has published widely on technology, learning and teaching.

Cathy started her career as a software engineer working for a software house in London. After a career break she taught part-time at a Further Education college in England and then undertook a full-time PhD in educational technology at The Open University in the UK.

## Eduardo Marçal Grilo

Eduardo Marçal Grilo is member of the Board of Trustees of the Calouste Gulbenkian Foundation, a Portuguese private institution that develops and supports projects and initiatives in the fields of Education, Science, Health and Human Development and Fine Arts.

He has written and co-authored several papers concerning materials engineering, education and aid for development. He is also member of several institutions such as the International Commission of the Council for Higher Education Accreditation in the US, Senior Advisor to the Rector of United Nations University President to iTEC High Level Group and member of the Empower European Universities.



From 1980 to 1991, Dr. Grilo was consultant for the World Bank in the area of Education; between 1995 and 1999 Dr. Grilo was the Minister of Education of Portugal and from 2004 to 2010 he was a member of the Board of the United Nations University.

During his career Dr. Grilo was also the Director-General for Higher Education and President of the National Council for Education, in Portugal. Dr. Grilo holds a Master's Degree from the Imperial College of Science and Technology - University of London and a PhD. from the I.S T- Technical University of Lisbon.

## Gavin Dykes

Gavin is Secretary General of the iTEC Project's High Level Group and he currently holds additional roles that include Senior Director of International Relations for the New Media Consortium, Programme Director for the Education World Forum, Fellow of Education Fast Forward and Fellow of Education Impact.

He began his career as a civil engineer, then progressed to working in further and higher education. As a result of developing innovative courses and approaches to learning using technology, he was invited to work with the English government on post-16 strategies then on e-learning policy development for schools in 2002. Since that time, Gavin has worked as an advisor to governments, agencies and corporations. He has worked with the Innovation Unit on Next Practice Projects, with Futurelab on identification of innovative education practice and as a member of the US Department of Education committee on development of online communities of practice.



Recent projects have included working with the World Bank to report on technology agencies, with UNESCO on mobile learning across Europe, and with Microsoft, HP and Promethean on innovative education initiatives. His passion is in developing student potential particularly through innovation in learning and development of entrepreneurship and enterprise across education.

## Kristen Weatherby

Kristen Weatherby is senior policy analyst at the Organisation for Economic Cooperation and Development (OECD) in Paris. She runs the first and largest international survey of teachers, the Teaching and Learning International Survey (TALIS). TALIS 2013, underway now, looks at the teacher working conditions and learning environments in 33 countries. Kristen started her career as a teacher of 12-14 year olds in the United States before moving to Microsoft, where she managed components of their worldwide education initiative Partners in Learning. Kristen then moved to the United Kingdom to manage all of Microsoft's education programmes, working with government, teachers and schools in England, Scotland and Wales to help integrate ICT into teaching and learning.



She has a Master's degree in Education from the University of Michigan and is currently pursuing a PhD from the University of London's Institute of Education.

## Jim Ayre

Jim Ayre is a Senior Adviser with European Schoolnet, and has a background in educational technology, information provision, and multimedia. He has worked on a number of large-scale development projects and research studies particularly relating to the use of technology in Education and Training. While at the Council for Educational Technology (1979-1988) and National Interactive Video Centre (1988-90), he was involved in pioneering work related to the use of ICT and multimedia in education in the UK. Jim Ayre has also supplied consultancy, research and evaluation services to the European Commission since 1994. He has evaluated project proposals and been an expert reviewer of over 20 large-scale R&D projects. He is particularly responsible in assisting EUN with business and project development activities, and is helping EUN to coordinate the iTEC, CPDLab and Living Schools Lab projects as well as the Future Classroom Lab initiative.



## Jim Knight, The Rt Hon Lord Knight of Weymouth

Lord Knight's main policy interests are education, employment, skills and digital technology. He served as an MP from 2001-2009, during which time he was a minister for rural affairs, schools and then employment, with his final year as a Cabinet minister. Jim is now shadow environment minister in the House of Lords.

Jim is a visiting professor at the London Knowledge Lab of the Institute of Education, University of London. He works as a consultant specialising in advising on the use of technology in education and employment; currently working with TSL Education, Alderwood Recruitment, E C Harris and Step-A International Ltd. He is a co-owner of Vigasolar Ltd, developer of solar



powered digital projectors for wireless use of iPads in Africa and Asia. He is chair of the Tinder Foundation, operating the network of UK Online Centres, and the HTI Education Trust; he is a trustee of the e-Learning Foundation, and Apps for Good.

## Leonardo Tosi

Leonardo Tosi works as researcher for the Italian national institute for documentation, innovation and research in education. He graduated from the University of Florence and continued Post Degree studies in "E-learning and blended learning", "Online educational design", "Content management for online learning environments", with a First Level Master's Degree in "Digital Writing". He is adjunct professor at the Italian University line. He works on training and professional development projects addressed at school Teachers and School Heads promoting innovation and change in school through the integration of ICT in teaching, learning and school management. He published articles on following topics: instructional models and online learning environments, Multimedia and digital resources, ICT and professional development, Interactive Whiteboards and new teaching methods. He presented findings and outcomes of the institute's Research & Development activity in national and international seminars and conferences. He is chair of European Schoolnet's Interactive Classroom Working Group.



## Marc Durando

Marc Durando has over 20 years experience in the field of education and training, both at European and national level. Since 1983 he worked in the education and training area, where after 5 years of activities in the field of continuing education for enterprises he developed specific expertise in the area of European cooperation in the field of education and training. He occupied successively the post of Director of the COMETT Technical Assistance Office and the SOCRATES&YOUTH Technical Assistance Office. At the end of 1998 he joined the Pôle Universitaire Européen de Lorraine where he developed European projects in the field of education and training and provided consultancy services in the area of European cooperation in education and training.



Since September 2006, Marc Durando joined the European Schoolnet network as Executive Director of European Schoolnet. As a network of 30 Ministries of Education, European Schoolnet provides its member Ministries with in-depth analysis of the state of play of ICT in education across Europe. It also facilitates peer learning activities between Ministries of Education in key areas such as development of digital learning resources, standardisation, impact of ICT in schools, use and impact of interactive whiteboards and 21st Century digital skills for teachers and pupils. European Schoolnet thus provides a platform where all Ministries can define together the agenda for the future development of ICT in education and exchange policy and practice. In addition, European Schoolnet provides a unique space for collaborative teaching and learning for any teacher or school in Europe under the umbrella of the Future Classroom Lab.

Marc Durando is responsible for the overall strategy, operation and development of all activities of European Schoolnet. Originally trained as an engineer, he has been consistently leading and involved in education and training activities at regional, national and European level. He has developed skills and competences in the field of European cooperation in education and training covering higher education, secondary education as well as vocational training.

## Michel Pérez

Michel Pérez is Inspecteur Général de l'Éducation Nationale in the French Ministry of Education. He holds a doctorate in the Portuguese language from the University Michel Montaigne, Bordeaux, and belongs to the Modern Languages group at IGEN, with responsibility for the ICT section. He had previously held the positions of Regional Inspector of Education (South of France), and adviser to the Director of Regional Education Services of Bordeaux.



Michel Pérez has extensive experience in initiatives on the design of the future classroom, having previously held the position of rapporteur on the France's national consultation for the redesigning of the school, 'A great ambition for digital education'. He has also co-authored reports on future classroom initiatives, including 'The operation Ordicollege19 in the department of Corrèze' (2011), 'A student, a laptop in the Landes' (2012), and piloted the reports 'Monitoring the implementation of the development plan of the uses of digital tools in schools' (July 2012), and 'The structure of educational digital industry: a pedagogical and industrial challenge' (September 2013).

## Morten Soby

Morten Soby is Head of Department at The Norwegian Centre for ICT in Education. He is also a member of the Board of Directors and the Steering Committee of European Schoolnet. He has previously held the position of Director of the Norwegian Network for IT-Research and Competence in Education, University of Oslo.



Morten Soby has also acted as Interim CEO of The Norwegian Centre for ICT in Education, and as Executive Editor of Nordic Journal of Digital Literacy. He has been a Consultant for NKS Distance Education, Research Fellow at the Institute for Educational Research, University of Oslo, and Director at 6th International Conference on Cyberspace. His voice can be heard in a hypertext manifesto, 'Sound refreshment shower' (an art installation at Oslo Airport).

## Niel McLean

Niel worked for 15 years as a teacher and advisor supporting technology in schools. His consultancy work for a number of curriculum and assessment projects led to roles in a number of the UK government's education agencies, where he developed the original IT National Curriculum for England and Wales.



As Executive Director at Becta, the UK government's technology for learning agency, his team produced a set of online school improvement tools used by over 18 000 schools and developed training programmes reaching 10 000 school leaders. He developed and led the home access programme, providing computers, connectivity and support to 250 000 low income families.

He recently worked in the private sector as Business Development Director for Digital Products at TSL Education and now leads the Futurelab Research Centre at NFER, which is committed to developing creative and innovative approaches to education that inspire, challenge and engage

young people and equip them with the essential skills and attitudes for life, learning and work in the 21st Century.

Niel is a trustee of the E-Learning Foundation, Futureversity, and HTI Multi Academy trust, and a fellow of the RSA.

## Øystein Johannessen

Øystein Johannessen is the current Chief Executive Officer of Qin AS and an international expert on ICT strategy and innovation. He is a former Deputy Director General of the Norwegian Ministry of Education and Research, working for the Ministry for 12 years. In 2009, Mr Johannessen was seconded to the OECD Centre for Educational Research and Innovation (CERI). In this capacity, Johannessen was involved in many strategic initiatives, plans and programmes in education.



His career started about 20 years ago, working in higher education with tasks related to teacher training and professional development for public service and education. Øystein was instrumental in the establishment of the Norwegian School of Film and Television in 1997. Øystein Johannessen has extensive international experience. He was a member of the European Commission eLearning Programme Committee, has served on the Steering Committee of the European Schoolnet (EUN), and in 2002, he chaired the IT-- - Policy Group for Education and Research in the Nordic Council of Ministers. He was an active force of the OECD New Millennium Learner Project (NML) and currently takes part in the global Horizon Project.

Øystein Johannessen holds a Master of Arts in Contemporary German Literature with Minors in English and Economics. He is a frequent speaker nationally and internationally.

## Péter Szóke

Péter Szóke has been working in different background institutions of the Hungarian Ministry of Education in the last 10 years. For many years he participated in the development and introduction of the Hungarian student ID card with microchip. In the last 6 years he has been working at Educatio Public Services Non-profit LLC, a background institution of the Hungarian Ministry of Human Resources, an institution that is responsible for the development and operation of digital services for the education sector, as well as for the coordination of many programs in the educational reform process.



Péter Szóke is a Vice Director of the Directorate of Development. The establishment of equal opportunities in education are of high significance, as well as embracing the possibilities of modern technologies in learning and teaching. Among the activities are the development, introduction and dissemination of traditional and digital pedagogical programs and learning materials, as well as offering professional development opportunities for teachers. The directorate runs the eTwinning National Support Service and coordinates the iTEC project.

Mr. Szóke's special field is the coordination of system developments. Among the digital services of education are the information systems of compulsory and higher education, a system that helps decision making at policy level, the system of the college admission process as well as the career tracking service for graduates.

## Showkat Badat

Born in 1962 in Northern Rhodesia, now Zambia, as one of six children to parents who settled in the UK in 1966. Father worked late night shifts in a textile mill in Bolton, Lancashire and the mother a housewife.

Attended local Primary Schools and subsequently, and one of the first from the local community to attend a Grammar School.



After developing a keen interest in Chemistry and the desire to become a teacher through inspirational teaching, attended Sheffield University to study the subject further and subsequently secured a teaching position in 1985.

Awarded the prize of Teacher of The Year in 1989 and appointed as one of the youngest heads of department, an interest in the use of Information Technologies grew together with the ideas of Cognition Demand versus Cognitive Functioning as means to accelerate learning propensity was shaped.

After securing a number of Senior Leadership posts along the way, the role of Principal of Djanogly City Academy provided the formative inspiration for the introduction of Pedagogical Frameworks and the embedded use of information Communication Technologies across a challenging range of student needs.

A failing school with poor prospects for a divided community, a deficit budget, endemic underperformance and a deep lack of faith, the predecessor Hayward School in Bolton was closed as one of the lowest performing schools in the country in 2008. Appointed as CEO/Principal in 2009 of the first Academy in Bolton, Essa Academy, replaced the Hayward school and very quickly became a phenomenal success story with a national and international reputation for innovation, forward thinking and high standards leading to exceptional opportunities. Recognition was provided through TES awards scheme for two consecutive years.

Following exceptionally rate of school improvement in 2011 through the use innovative use of Personalisation, Social and Professional Capital building, a Special Lifetime Achievement Award was made.

2012 saw remarkable progress of the poorest children with indices significantly exceeding local and national averages demonstrating clearly the power of innovation to make a difference to the most vulnerable within the community.

## Will Ellis

Will Ellis is currently working with European Schoolnet leading the European Commission-funded iTEC Project, a four year project that examines the potential classroom of the future. With 27 project partners, including 14 Ministries of Education, iTEC will provide a model for the effective deployment and use of technology in the classroom that can become embedded in all Europe's schools



Will previously held the post of Senior Manager within Becta, the UK Government Agency responsible for educational technology strategy. Will oversaw national strategy for learning tools and resources including the Learning Platform Services procurement framework, delivered to support schools purchase VLEs. Will also held responsibility for the annual BETT Awards

which celebrate innovation and quality in learning technologies and led a programme of work on content technical standards including the development of interoperability specifications for interactive whiteboard content, VLEs and resource discovery.

Will started as a science teacher and progressed to the post of Project Manager in the high profile UK Education Ministry ICT Test Bed Project. The project explored and tested new and developing strategies in the use of ICT in education and arguably spearheaded further UK government funded work within England to improve schools use of technology.

## Xavier Prats Monné

Xavier Prats Monné is the Deputy Director-General for Education at the European Commission (DGEAC); his responsibilities include the modernisation of European education systems; EU cooperation and mobility programmes in the field of education; and relations with international organisations and non-EU countries in the field of education. He represents the European Commission in the Governing Board of the European Institute of Innovation and Technology (EIT). Until 2010 he served as Director for employment policy. He was one of the five founding members of the Impact Assessment Board, reporting to the President of the Commission. He previously served as Director of the European Social Fund; as Deputy Chief of Staff of the Commission Vice-President for international relations; as Advisor of the Commissioner for Cohesion policy; and as Assistant to the Spokesman under President J. Delors.



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