

iTEC

Designing the future
classroom

D11.2.3 - THIRD WORKSHOP FOR STAKEHOLDERS AT AN INTERNATIONAL CONFERENCE

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THIRD WORKSHOP FOR STAKEHOLDERS AT AN INTERNATIONAL CONFERENCE

iTEC's first workshop for stakeholders at an international conference (D11.2.1) was organised as part of the EMINENT 2011 Conference, and the second workshop took place during the EMINENT 2012 Conference (D11.2.2).

EMINENT Conference 2013

EMINENT (Experts Meeting in Education Networking - www.eun.org/about/eminent) is European Schoolnet's annual event that brings together policy makers, researchers, teachers and industry people. The conference venue and country change every year. The EMINENT 2013 took place in Helsinki on 4 and 5 December 2013 and was held as a continuation to a national event called Virtual Teaching Days, hosted by the Finnish National Board of Education and held at the Helsinki Exhibition and Convention Centre. In 2013, EMINENT brought together 127 education sector professionals (see Annex 3 for the list of participants).

EMINENT conference opening session on 4 December 2013: Krista Kiuru, Finnish Minister for Education and Science



Workshop objectives

As indicated in the DoW, iTEC will organise a total of three workshops which are deliverables under the WP11 task 11.2 “Promotion of iTEC to relevant stakeholders”. The workshop organised in Helsinki was the third and last to be organised. The main objective of all three workshops has been to raise awareness of the project and support the general project dissemination activities by presenting iTEC scenarios and project results to relevant stakeholders in both the public and private sectors.

The workshops have been strategically linked with the EUN’s EMINENT conference for the following reasons:

- EMINENT brings together a diversity of K-12 education sector professionals: teachers, research organisations, policy makers from both national and European level and educational technology vendors.
- EMINENT is usually organised in parallel with a major national teacher event and supported by a national ministry of education providing the EMINENT programme with prestige.
- Several iTEC project partners and Associate Partners attend the EMINENT and travel costs can be minimised.

In its fourth and final year, the iTEC project has entered to a mainstreaming and exploitation phase, looking to create strong partnerships with private partners, research, education authorities and new Ministries of Education to make the project results and outcomes sustainable beyond the project lifespan. One of the points that the project is looking into carefully is collaboration with Initial Teacher Education providers (ITE) to exploit the iTEC results within teacher training. Therefore, the EMINENT 2013 with its focus on “Teacher training for the 21st Century” provided an ideal platform to discuss how this could be done.

Programme and delivery

The iTEC workshop programme was as follows within the EMINENT conference programme (see the full EMINENT programme in the Annex 1):

4 December 16-17:30h - iTEC - A look into the future(s)

Chair: Will Ellis, iTEC Project Manager

In the final year of the iTEC project it has become evident that it has successfully achieved much of what it set out to do, in creating a sustainable and scalable model for bringing innovation to the classrooms of Europe through the effective use of ICT. This workshop focuses on the current plans and developments towards achieving the potential scale and impact, that has remained elusive in the past, but which iTEC has the potential to achieve. A key element of this will be a focus on training and accreditation, to equip school leaders, teachers and others with the tools and techniques to create innovative visions of learning and teaching that can be used to direct improvements in teaching practice.

The workshop focused on the results of iTEC pilots and explain the mainstreaming challenges, e.g. to scale up the success and to exploit the toolkits developed within the project. The support and role of teacher training on this was then the main focus of the discussion. The workshop was attended by 30 participants (see Annex 2 for the complete list).



Presentation

The key messages of the presentation, given by Will Ellis, were:

- The iTEC Learning Activities and Learning Scenarios have proven to be an effective way of encouraging innovation in the classroom by inspiring teachers to experiment.
- This has been validated at scale: Over 2000 classroom pilots in Europe in over 17 countries.
- The challenge is now to mainstream this: The process for creating a vision (Future Classroom Scenarios, FCS), and then using the vision as inspiration for innovative Learning Activities is what needs to be adopted across the system.
- iTEC has several themes for mainstreaming, and engagement with ITE is believed to have particular potential.

The presentation is available [online here](#) (PDF).

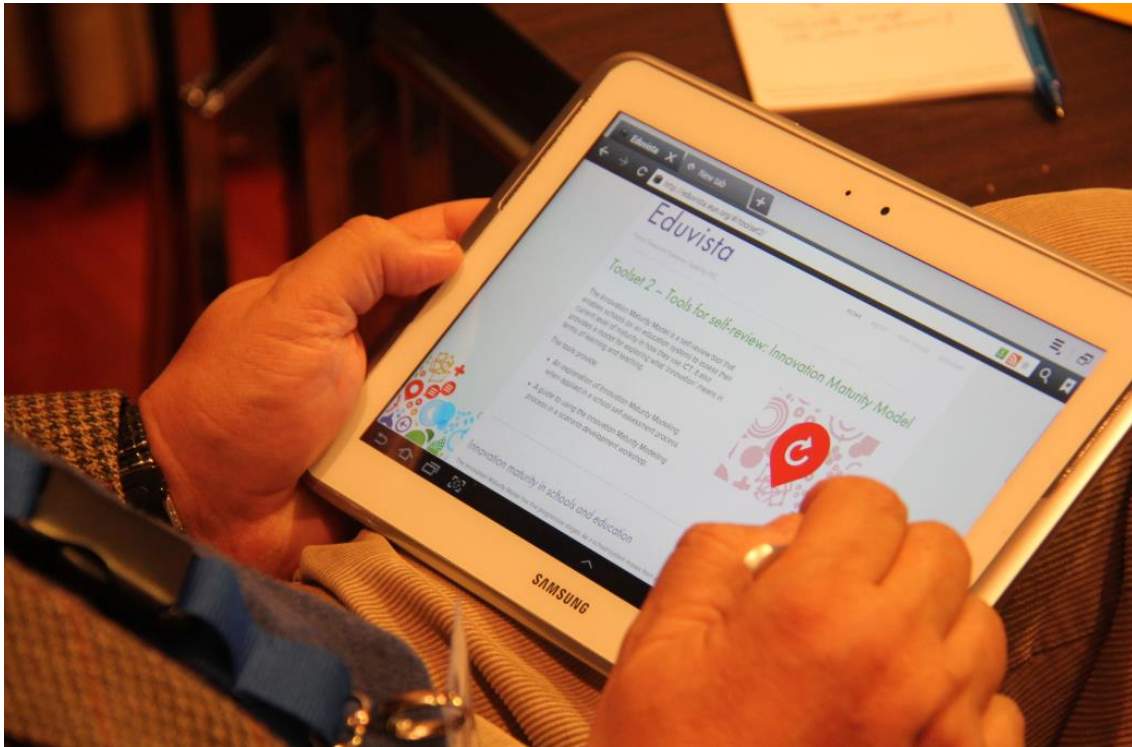


Group tasks

The workshop included practical exploration and group discussion using some of the iTEC toolkits. First, the participants were presented the [innovation matrix](#) (tool 2.2 in [Eduvista](#)) and challenged to discuss in groups where the schools or their country (or region) would be situated in the matrix. Secondly, the participants could have a look at another tool, [Guidance in identifying relevant trends](#) (tool 3.1 in Eduvista), and see if they can come up with a new trend relevant for creating a vision of education in the future. Finally, the participants were presented the following objective and asked to brainstorm different solutions: *To get a large number of European ITE (Initial Teacher Education) organisations to integrate iTEC outputs (tools and training resources) in their ITE Programmes.*

The proposals were posted in using the Socrative online tool, and the some of the given results are presented here:

- Emphasise the benefits
- Use videos to promote and explain
- Pilot a large scale training programme and involve ITE organisations to participate and eventually take ownership.
- Focus on teacher collaboration workshops
- Organise a training scheme for ITE organisations and an award scheme
- Develop a competence framework for teaching professionals
- Persuade the inspection/quality agencies to include criteria of evaluation of ITE providers that cover relevant skills, e.g. to give new teachers the skills of being able to work collaboratively, to innovate by using best practice ideas from other teachers, etc.
- Use experienced iTEC teachers as co-trainers or ambassadors at ITE
- Show how iTEC results can address non-ICT related challenges teachers face currently.

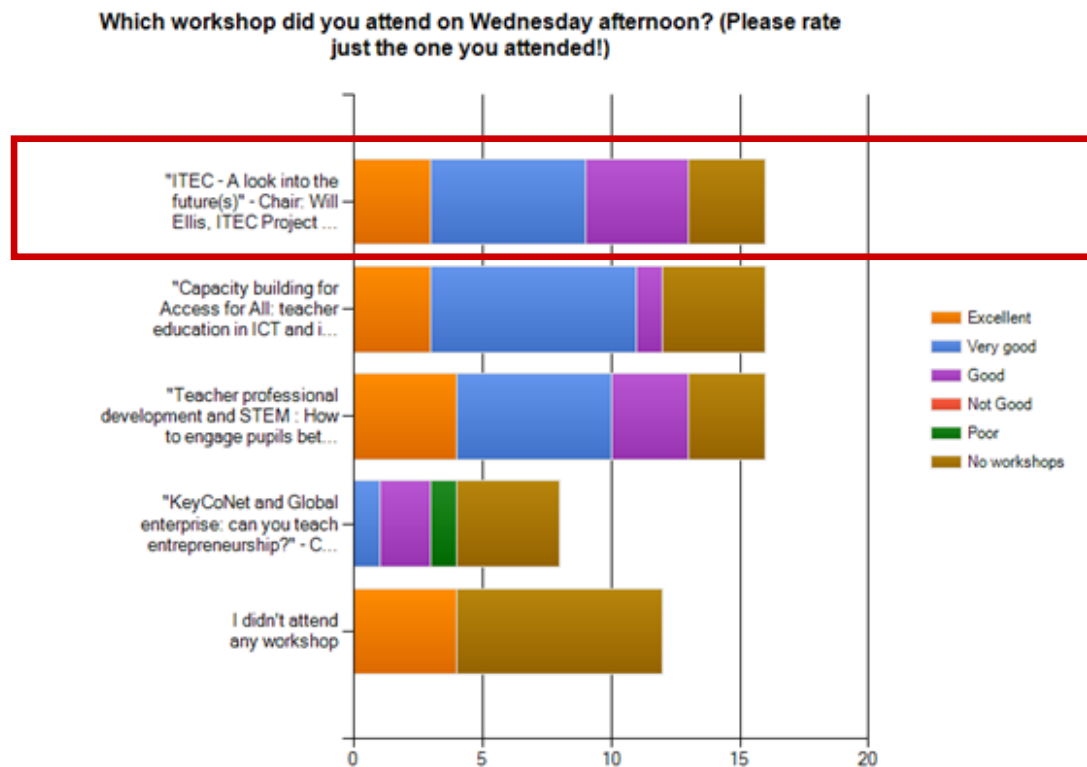


Workshop results

Participant feedback

Based on the feedback collected after the EMINENT conference from all the participants, the iTEC workshop received a positive rating as shown in the following graphic. However, the response rate was very low (13 out of 30 participants).

- Excellent - 18.8% (3)
- Very good - 37.5% (6)
- Good - 25.0% (4)
- Not good - 0
- Poor - 0



Source: EMINENT feedback collected online after the conference. SurveyMonkey.

Meeting the objectives

The main objective in this third dissemination workshop was to present some of the tools developed by iTEC and receive stakeholder feedback and ideas on how the iTEC results could be introduced to the ITE organisations and embedded into the training they provide. European Schoolnet will make use of this feedback in developing the planned programme of exploitation activities concerned with achieving impact through work with ITE organisations. The ideas put forward, as well as less formal feedback from participants in the workshop will help guide plans for the international ITE workshop planned for the spring 2014.

Lessons Learned / Future challenges

Arranging iTEC workshops at EMINENT conferences has the key advantage that the project can easily connect both with senior policy makers from Ministries of Education and major ICT vendors that attend the conference. There are difficulties and challenges in achieving the outcomes required by the workshop, and understanding these helps ensure the effectiveness of future similar events. In this case the main challenge was ensuring that participants could obtain a suitable appreciation and understanding of the iTEC toolkits. The initial introduction was intended to provide an easy to understand overview of what the toolkits were designed to achieve in terms of supporting innovation in the classroom. The

emphasis of the workshop was on practical activity and discussion. While it was impossible to cover every tool and aspect of the toolkits due to time constraints it was felt that practical use of two tools, through discussion with other participants, would provide sufficient depth of understanding that would facilitate a greater appreciation of how the toolkits as a whole perform. The bias towards practical activity in the workshop, was also intended to counter act “presentation overload” which can be an issue at conferences. The feedback obtained did not provide any radical or particularly novel ideas, but did act to reinforce many of the ideas that were already built with the iTEC exploitation plans in relation to ITE. The workshop alone is not however the end point. It is anticipated that many of the participants will continue to take an interest in the development and exploitation of the toolkits, and potentially play a role in their further development and exploitation.

ITEC CONFERENCE 'EVERY CLASSROOM A FUTURE CLASSROOM'

10-11 October 2013, Brussels

Two months before the EMINENT and the official iTEC workshop, the project held a major conference in Brussels to kick-off the mainstreaming phase of the project. Even if the conference was not an official deliverable of the project, it proved to be an important encounter to raise the visibility of the results within some new stakeholders. The conference was attended by 160 participants from across Europe.

Conference description

Decades of research and investment in Europe have demonstrated some key drivers and mechanisms for improving standards in schools. Each country has its own examples of excellent, leading edge schools producing impressive results. However, a fundamental challenge remains - the **mainstreaming** gap.



This strategic conference for over 150 invited delegates looked at the challenges involved in up-scaling and mainstreaming innovative teaching and learning practice in order to make every classroom a future classroom. Senior policy makers from different Ministries of Education, decision shapers in regional authorities and teacher educators from across Europe participated in a debate on:

- The initial results from the iTEC project, a flagship initiative that has evaluated **innovative scenarios and learning activities** for the future classroom in over 2,000 classrooms across 18 countries.
- How 17 Ministries of Education in iTEC along with other project partners are starting to **mainstream** the results of this project.
- Scalable processes for the adoption of advanced competencies **by teachers, 21st century skills for learners and change management for schools**.
- A **systemic approach to ensuring that school innovation and advanced teaching practices** can be adopted and exploited by *all* European schools.

Conference agenda

Day one – 10 October 2013

9.30 • Welcome session

Welcome and event aims by **Marc Durando**, Executive Director, European Schoolnet and **Dr. Eduardo Marçal Grilo**, Chair of the iTEC High Level Group

Opening speech by **Patricia Manson**, Head of Unit: Inclusion, Skills and Youth, DG Connect, European Commission

10.00 • Keynote: Challenging visions of the future classroom

Presentations highlighting the challenge of modernising learning and teaching: society, technology and the workplace, outpacing change in the classroom.

Speakers: **Showkat Badat**, Principal, ESSA Academy, UK; and **Kristen Weatherby**, Lead for OECD's Teaching and Learning International Survey

10.45 • Opening of the Future Classroom Exhibition and Coffee/networking break

11.15 • Future Classroom Scenarios: A systemic approach to mainstreaming innovation

Chair: **Niel McLean**, Head of Centre, Futurelab Research at National Foundation for Educational Research, UK

Speakers: **Leonardo Tosi**, INDIRE; and **Cathy Lewin**, Professorial Research Fellow, Manchester Metropolitan University

An introduction to the 4-year, European Commission funded, iTEC project, and its work to define a model for delivering innovation in learning and teaching that can be mainstreamed across Europe.

- An introduction to Future Classroom Scenarios: Educational scenarios developed to be inspirational and focused on innovation balanced with educational priorities and realities.
- Evidence of impact and sustainable innovation: Evidence of impact and the response of teachers and learners.

12.15 • Taking successful educational initiatives to scale

Chair: **Gavin Dykes**, General Secretary of the iTEC High Level Group

A panel discussion involving key members of the iTEC project partnership of European Education Ministries, exploring the opportunities in taking innovative approaches to scale, providing practical examples and key actions essential for success.

Panellists: **Reinhold Hawle**, Federal Ministry of Education, Science and Art, Austria; and **Péter Szőke**, Deputy Development Director, Educatio, Hungary; and **Michel Pérez**, General Inspector, French Ministry of Education.

13.00 • Lunch

14.00 • iTEC High Level Group recommendations

Chair: **Øystein Johannessen**, iTEC High Level Group

Contributions by the iTEC High Level Group members: **Dr. Eduardo Marçal Grilo**, **Dr. Bálint Magyar**, **Toine Maes**, and **Morten Søbø**

Members of the iTEC High Level Group discuss the ongoing work of the group to support mainstreaming of innovation in the iTEC project. The High Level Group's recommendations to decision makers, concerning self-review, teacher training and teacher ambassador programmes are discussed, with reference to European examples.

15.00 • Workshop sessions: Moving from theory to practice

Five facilitated workshops, to explore practical steps for the adoption and mainstreaming of the most valuable iTEC outputs. Generation of concrete ideas for taking advantage of the iTEC investment, and exploiting the opportunities presented. **See details at the end of the agenda.**

16.00 • Coffee break and Future Classroom Exhibition

16.30 • Feedback from the workshop sessions

Presentation of the ideas and approaches proposed by the group, identifying what is most achievable and likely to have impact.



Day one workshop sessions: 15.00–16.00

1. Initial teacher training, professional development and accreditation - Identifying ways in which ITT organisations and training providers can make use of iTEC outputs, and deciding on what needs to be done to involve these organisations from across Europe. Also considering how the elements of teacher training developed in iTEC can be accredited, to encourage greater interest by schools and teachers.

2. School development plans: creating a vision for the effective use of ICT – Exploring the practical use of the iTEC Toolkit, Eduvista, designed to help schools, regions and national policy makers create reliable visions for the future of education in practice, to guide decision making at school and policy level.

3. Expanding the development and impact of Innovative Learning Activities – The iTEC Learning Activities have proven to be effective resources for bringing innovation to the classroom, and inspiring teachers. This workshop discusses ways in which the activities can be promoted across all European Schools, including the use of Edukata, the toolkit for creating Learning Activities. Approaches such as collaboration between networks of schools and Ambassador Teachers will be explored.

4. Self-review and Maturity Modelling – Self-review initiatives can take many forms, from national systems that accredit advanced schools to systems that simply allow schools to benchmark their own maturity in support of school development planning. This workshop will investigate how the tools provided by iTEC, such as the “Innovation Maturity Model” can be adopted or adapted to support existing systems or to facilitate the development of new ones in different countries or regions.

5. The role of ICT suppliers in supporting innovation in schools – ICT suppliers play an arguably critical role in supporting innovation in schools, supplying not just technology but training and other guidance and support. The iTEC toolkits and training programmes provide industry with potentially valuable assets and opportunities for their own staff development, improved engagement with customers, and support for better implementation and use of their products and services. This workshop focuses on the exploitation of these opportunities.

Day two – 11 October 2013

09.00 • Summary of highlights of previous day

09.15 • Keynote presentation: System level

Speaker: **Lord Knight of Weymouth**, Director of Step-A International Ltd

A discussion on identifying the



effective levers available to policymakers in driving systemic change in education.

10.00 • Innovation and mainstreaming – How to sustain the results of EC education projects?

Speaker: **Marc Durando**, Executive Director, European Schoolnet

An analysis of the collaborative work required to build on the ongoing investment in pan- European education research, in order to bring tangible benefits to education and wider society. How can all stakeholders cooperate more effectively to tackle the mainstreaming challenge in a more holistic way?

10.30 • The role of ICT suppliers in supporting innovation

Chair: **Will Ellis**, iTEC project manager, European Schoolnet

A panel discussion, revealing the critical contribution major technology supplier can have in bringing innovation to education, through the supply of tools and resources that stimulate and support positive change, when deployed correctly.

11.00 • Closing presentation

Speaker: **Xavier Prats Monné**, Deputy Director General, Education and Culture, European Commission

11.30 • Coffee break and Future Classroom Exhibition – Ballroom II, ground floor

12.00 • What happens next?

Reflection on the ideas, opportunities and actions discussed and generated in the previous day, and plans proposed for collaborative action to reap the benefits to conference participants and Education in Europe. By **Jim Ayre**, European Schoolnet

12.30 • Closing the conference

12.45 – 15.00 • Session for ICT suppliers

The Future Classroom Lab industry partners are invited to attend a special session at the Every Classroom a Future Classroom conference on the 11th October. The session will offer the opportunity to conclude the conference with an informal lunch at which ICT suppliers can discuss the potential for commercial exploitation of outcomes of the iTEC project. The session will be led by Will Ellis, iTEC project manager, and will include contributions from key partners of the iTEC project.

Presentations

Day 1

[Re-imagining education – and the future classroom](#), Patrica Manson, Head of Unit Inclusion, Skills and Youth, DG Connect at the European Commission

Challenging visions of the future classroom

- [Kirsten Weatherby](#), Lead for OECD's Teaching and Learning International Survey
- [Showk Badat](#), Essa Academy, United Kingdom

[Future Classroom Scenarios: a systemic approach to mainstreaming innovation](#), Niel McLean, Head of Centre, Futurelab Research at National Foundation for Educational Research

- [iTEC in Italy: The response of teachers and learners](#), Leonardo Tosi, INDIRE, Italy
- [The impact of iTEC on learning, teaching and sustaining innovation](#), Cathy Lewin, Manchester Metropolitan University

Taking successful education initiatives into scale

- [iTEC in Austria: Examples of schools using iTEC technology](#), Reinhold Hawle, Federal Ministry of Education, Science and Art, Austria
- [iTEC pathways in future classrooms - Hungary's practice](#), Péter Szőke, Deputy Development Director, Educatio, Hungary
- [Bringing all schools into the digital age](#), Michel Perez, General Inspector, French Ministry of Education

Day 2

[Highlights of day one](#), Will Ellis, European Schoolnet

[Innovation and Mainstreaming - How to sustain the results of EC education projects?](#) Marc Durando, European Schoolnet

[iTEC Next Steps](#), Jim Ayre, European Schoolnet

Videos

The following interviews were filmed during the conference:

- **Patricia Manson**, Head of Unit for Inclusion, Skills & Youth at the European Commission's DG Connect - <http://fcl.eun.org/fcl-interview-series/-/blogs/413833>
- **Kristen Weatherby**, Senior Analyst on the OECD's TALIS project (Teaching and Learning International Survey) - <http://fcl.eun.org/fcl-interview-series/-/blogs/269227>
- **Peter Claxton**, Senior Manager for Educational Policy & Practice with SMART Technologies - <http://www.youtube.com/watch?v=XfXsusXTXNA>
- **Gill Leahy**, Promethean's Head of Teaching and Learning Consultants, and **Maria Florenzano**, Innova&Educación - <http://www.youtube.com/watch?v=yBe91QKrb6E>
- **Niel McLean**, Head of the Futurelab Research Centre at the UK's National Foundation for Educational Research (NFER) - http://www.youtube.com/watch?v=wEETs8LVS_0

Exhibition

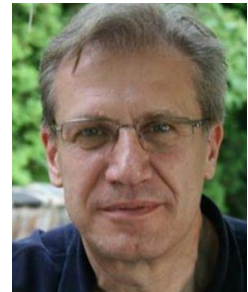
The industry exhibition was supported by five sponsors: Acer, Esri, Microsoft, Samsung, and SMART Technologies.



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 Szőke

Péter Szőke 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 Szőke 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. Szőke'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

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.



Results / Summary

The iTEC Mainstreaming Conference provided a successful launch to the final years project exploitation activities. The event succeeded in bringing together a mixture of important stakeholders who would be in a position to support the work to scale up the adoption and impact of iTEC outputs. The project is far from over, and several key outputs are still in the development and evaluation phase. However, some activities have progressed to a point where it was possible to convincingly highlight what has been achieved so far and what can be achieved in future. The event provided those stakeholders involved in the project as partners or associate partners, as well as many others new to the project, with: a view of what the project was trying to achieve in terms of innovation in learning and teaching; how it has tackled this in the scale of 2000 classrooms; and what the final stages of the project, and beyond, have in store.

ANNEX

Annex 1: EMINENT 2013: full conference programme

See also:

<https://custom.cvent.com/497380097BD94BE8A94145C10E481A7B/files/6fa967ec574045e681dd681ecc7da947.pdf>

Day 1 - EMINENT conference | Wednesday 4 December 2013

9. ¹⁵ – 10. ⁰⁰	Registration and welcome coffee → SOUTHERN ENTRANCE FOYER AND WINTER GARDEN CABINET, 1 ST FLOOR - HOLIDAY INN HELSINKI - EXHIBITION & CONVENTION CENTRE
10. ⁰⁰	Welcome session → ROOM 103, 1 ST FLOOR Chair: Giovanni Biondi , <i>Chairman of European Schoolnet</i> <ul style="list-style-type: none"> Opening by Ms. Krista Kiuru, <i>Minister of Education and Science for Finland</i> Key note address by Diana Laurillard, <i>Professor of Learning with Digital Technologies in the Faculty of Culture and Pedagogy, and Assistant Director for Open Mode Learning, Institute of Education, University of London</i> "Educators as the drivers of innovation in digital pedagogy"
11. ³⁰	First plenary round table: Latest trends in education - what the research says → ROOM 103, 1 ST FLOOR Chair: Patricia Wastiau , <i>Principal Advisor for Studies, European Schoolnet</i> <ul style="list-style-type: none"> Summary of the latest trends identified by the researchers session Speakers: researchers and Policy and Innovation Committee members
12. ³⁰	Lunch → BUFFET RESTAURANT, 1 ST FLOOR
14. ⁰⁰ – 15. ⁰⁰	Roundtable on initial teacher training: Challenges and best practices → ROOM 103, 1 ST FLOOR Chair: Roger Blamire , <i>Senior Advisor, European Schoolnet</i> <ul style="list-style-type: none"> Majella Dempsey, <i>Maynooth University, Ireland</i> Dr. Åsa Morberg, <i>Vice president of the Association for Teacher Education in Europe</i>
15. ⁰⁰ – 16. ⁰⁰	Coffee break & poster session on European Schoolnet projects → WINTER GARDEN CABINET, 1 ST FLOOR <ul style="list-style-type: none"> Future Classroom Lab & Living School Lab Desire Creative Classroom and 1to1pedagogy Go Lab nanOpinion Global excursion

16.⁰⁰ – 17.³⁰
Workshops
1. iTEC – A look into the future(s)

Chair: **Will Ellis**, *iTEC Project Manager* → ROOM 207, 2ND FLOOR

In the final year of the iTEC project it has become evident that it has successfully achieved much of what it set out to do, in creating a sustainable and scalable model for bringing innovation to the classrooms of Europe through the effective use of ICT.

This workshop focuses on the current plans and developments towards achieving the potential scale and impact, that has remained elusive in the past, but which iTEC has the potential to achieve. A key element of this will be a focus on training and accreditation, to equip school leaders, teachers and others with the tools and techniques to create innovative visions of learning and teaching that can be used to direct improvements in teaching practice.

2. Capacity building for Access for All: teacher education in ICT and inclusion

Chair: **Jan de Craemer**, *Belgium Flemish Community Ministry of Education* → ROOM 206, 2ND FLOOR

Access to education is a universal human right, but, as students with special needs are being integrated into mainstream schools, they are finding that teachers are sometimes ill-prepared. In this workshop participants will find out more about developments to help teachers bring about the inclusive classroom arising from work in European Schoolnet's special needs education networks, particularly relating to:

- Universal Design for Learning - designing learning with accessibility in mind
- Games in special needs education - remarkable examples of how teachers are using serious games to help students with disabilities
- Tools for teachers - a toolkit for the inclusive classroom
- Digital content - Improving the discoverability of inclusive learning resources
- An online modular course - launching a self-access course to inform and empower teachers.

3. Teacher professional development and STEM: How to engage pupils better?

Chair: **Dr. Águeda Gras-Velázquez**, *Science Programme Manager, European Schoolnet* → ROOM 209, 2ND FLOOR

- Review of activities we carry out with STEM teachers, with special emphasis on inGenious and Scientix
- Discussion on information mechanisms from EUN to/from MoE regarding these teachers / activities, how the activities fit in their programmes, how can their programmes enhance the project activities
- Round Table with 5 teachers on how the participation in projects has improved their classes (examples from inGenious, Scientix, nanOpinion and Global excursion)
- Wrap up with suggested improvements.

4. KeyCoNet and Entrepreneurial School project: can you teach entrepreneurship?

Chair: **Maité Debry**, *Project Manager, European Schoolnet* → ROOM 103, 1ST FLOOR

This workshops will focus on the importance of entrepreneurship education at school through two initiatives:

- The **Entrepreneurial School project** has developed two publications which will be presented to the audience: the Guide to Entrepreneurial Learning for teachers in primary, secondary and vocational schools and the quality framework and assessment tool for schools.

Presenter: **Elena Ruskovaara**, *Lappeenranta University Finland, partner in The Entrepreneurial School project*

- The **Key Competences Network (KeyCoNet)** identifies and analyses emergent strategies in implementing key competences into education reforms. The presentation will focus on the activities linked to entrepreneurship competences and the recommendations formulated to policy-makers and industrialists on this matter.

Presenter: **Livia di Nardo**, *Director of Development at Junior Achievement Young Enterprise Europe (JA-YE Europe)*

17.⁴⁵ – 19.³⁰
Industry partners meeting (upon invitation) → ROOM 209, 2ND FLOOR

20.⁰⁰
Gala Dinner → WINTER GARDEN RESTAURANT, 1ST FLOOR

Day 2 - EMINENT conference | Thursday 5 December 2013

9. ³⁰ – 10. ⁰⁰	Report from the workshops by Roger Blamire , <i>Senior Advisor, European Schoolnet</i> → ROOM 103, 1 ST FLOOR
10. ⁰⁰ – 11. ³⁰	New opportunities for in-service teacher training → ROOM 103, 1 ST FLOOR Chair: Jim Ayre , <i>Senior Advisor, European Schoolnet</i> <ul style="list-style-type: none"> • A European overview on the organisation of professional development opportunities for teachers: Presentation from the Eurydice network (Bernadette Forsthuber, <i>Executive Agency for Culture, Education and Audiovisual</i>) • Reform of teacher professional development in Spain (José Luis Cabello, <i>Spanish Ministry of Education</i>) • Best practices in Italy (Samuele Borri, <i>INDIRE</i>) • Experiences and good practices from large scale teacher training ICT projects in Greece (Demetra Egarchou, <i>CTI – "Diophantus"</i>) Debate on the future of in-service teacher training With experts from the panel and questions from the audience #EMINENT2013
11. ³⁰ – 12. ⁰⁰	Coffee break → WINTER GARDEN CABINET, 1 ST FLOOR
12. ⁰⁰ – 12. ³⁰	Moving together with the European Schoolnet Academy → ROOM 103, 1 ST FLOOR Patricia Wastiau , <i>Principal Advisor for Studies, European Schoolnet</i> Closing of the conference by European Schoolnet
12. ³⁰	Lunch → BUFFET RESTAURANT, 1 ST FLOOR

Annex 2: List of participants, iTEC workshop

ITEC - A look into the future(s)

Chair: Will Ellis, ITEC Project Manager - Room 207, 2nd floor

First Name	Last Name	Signature
Jim	Ayre	<i>[Signature]</i> SUBSTITUTE !!
Vaino	Brazdeikis	<i>[Signature]</i>
Majella	Dempsey	<i>[Signature]</i>
Beat	Döbeli Honegger	<i>[Signature]</i>
Marc	Durando	<i>[Signature]</i>
Demetra	Egarchou	<i>[Signature]</i>
Will	Ellis	<i>[Signature]</i>
Anniken	Furberg	
Stefano	Ghidini	<i>[Signature]</i>
Danny	Gooris	<i>[Signature]</i>
Barbora	Grecnerova	<i>[Signature]</i>
Francis	Grillon	<i>[Signature]</i>
Reinhold	Hawle	
Frantisek	Jakab	
Peter	Jakub	
Elina	Jokisalo	<i>[Signature]</i>
Peter	Karlberg	<i>[Signature]</i>
Pieter	Knapen	<i>[Signature]</i>
Kimmo	Koskinen	<i>[Signature]</i>
Janusz	Krupa	
Ainhua	Marcos	
Alexandra	Mounier	
Leena	Nissilä	
Kirsten	Panton	<i>[Signature]</i>
Adrian	Plant	<i>[Signature]</i>
Bernhard	Racz	<i>[Signature]</i>
Martti	Raevaara	<i>[Signature]</i>
Veronika	Slivková	
Morten	Søby	
Tarmo	Toikkanen	<i>[Signature]</i>
Laureen	Tordeux	
Antonella	Turchi	<i>[Signature]</i>
Juha-Matti	Turpeinen	<i>[Signature]</i>
Patrice	Ulles	<i>[Signature]</i>
Anton	Van den Brink	<i>[Signature]</i>
Wouter	van Tol	<i>[Signature]</i>
Sergio	Venturino	<i>[Signature]</i>
Eddie	Ward	
Lene Karin	Wiberg	
Maria	Wiesinger	

[Signature]
ALESSANDRA
PATRICK
STEFANO
ALEX

[Signature]
RUCCI
GHIDINI
LIRIO

[Signature]
A. P. ...
[Signature]
[Signature]

Diana Laurillard
 Vaclav Jelen
 Ana Smolnik
 Karsten Simons

[Signature]
 [Signature]
 [Signature]
 [Signature]

Annex 3: List of all participants, Eminent conference

Last name	First name	Country	Company
Allemand	Elo	Estonia	Information Technology Foundation for Education
Arkko	Sirpa	Finland	Promethean
Armendone	Douglas	Switzerland	educa.ch
Artemyeva	Anna	Switzerland	Acer
Ashmore	Rachel	United Kingdom	Promethean
Ayre	Jim	United Kingdom	EUN
Bakos	András	Hungary	Educatio
Bernstein	Stuart	Israel	Fourier Education
Biondi	Giovanni	Italy	INDIRE
Blabova	Veronika	Czech Republic	Centre for International Cooperation in Education
Blamire	Roger	Belgium	European Schoolnet
Borri	Samuele	Italy	INDIRE
Brazdeikis	Vaino	Lithuania	Centre of information technology for Education
Brown	Doug	United Kingdom	UK Ministry
Cabello Espolio	José Luis	SPAIN	INTEF (Spanish Ministry of Education)
Campbell	Colin	Sweden	Ecophon Group
Christoffersen	Jesper Rud	Denmark	Kongevejens Skole
Claxton	Peter	Germany	SMART Technologies
Cunha	Carlos	Portugal	Escola Secundária Dom Manuel Martins
De Craemer	Jan	Belgium	Flemish Ministry of Education and Training
De Four	Hans	Belgium	KlasCement
Debry	Maité	Belgium	European Schoolnet
Dempsey	Majella	Ireland	National University of Ireland, Maynooth
Dempster	Robert		

Di Nardo	Livia	Belgium	JA-YE Europe
Döbeli Honegger	Beat	Switzerland	Schwyz University of Teacher Education
Durando	Marc	Belgique	European Schoolnet
Egarchou	Demetra	GREECE	COMPUTER TECHNOLOGY INSTITUTE & PRESS - DIOPHANTUS""
Ellis	Will	England/Belgium	European Schoolnet
Enochsson	Ann-Britt	Sweden	Karlstad university
Fernández	José Luis	Spain	Ministry of Education
Forsthuber	Bernadette		Education, Audiovisual and Culture Executive Agency (EACEA)
Furberg	Anniken	Norway	University of Oslo
García Aparicio	Maria Henar	Spain	Education Ministry
Garoia	Valentina	Italy	EUN Partnership AISBL
Gertsch	Christian A.	Switzerland	Swiss Agency for ICT in Education - educa.ch
Ghidini	Stefano	Italy	C2 GROUP
Gooris	Danny	Belgium	Oracle Academy
Gras	Agueda		EUN
Grecnerova	Barbora	Czech Republic	Dum zahranični spolupráce/ Centre for International Cooperation in Education
Grillon	Francis	France	CNDP
Gudinas	Darius	Lithuania	Ministry of Education and Science
Gudmundsdottir	Greta	Norway	The Norwegian Centre for ICT in Education
Hawle	Reinhold	Austria	Bundesministerium für Unterricht, Kunst und Kultur
Heino	Tina	Finland	The Finnish National Board of Education
Helminen	Juho	Suomi	FNBE
Hyötyniemi	Yrjö	Finland	Finnish National Board of Education
Jakab	Frantisek	Slovakia	Technical University of Kosice
Jakub	Peter	Slovakia	The Institute of Information and Prognoses of Education
Jelen	Vaclav	The Czech Republic	Ministry of Education, Youth and Sports
Jokisalo	Elina	Belgium	European Schoolnet
Jönsson	Per	Sweden	Malmö University
Kangur	Triin	Estonia	Estonia Information Technology Foundation
Karlberg	Peter	Sweden	Swedish National Agency for Education
Kiesi	Ella	Finland	
Knapen	Pieter	Belgium	KlasCement
Koitla	Ene	Estonia	Estonia Information Technology Foundation for Education

Koskinen	Kimmo	Finland	Finnish National Board of Education
Krupa	Janusz	Poland	Ministry of National Education
Kumpulainen	Kari	Finland	Oulu University Teacher Training School
Kurttila	Pasi	Finland	Finnish Teacher Training Schools (FTTS)
Kvisterøy	Jostein	Norway	Norwegian Center for ICT in Education
Kwiatkowska	Anna Beata	Poland	Polish MoE
Lang	Markku	Finland	Finnish Teacher Training Schools
Laurillard	Diana	United Kingdom	Institute of Education
Leahy	Gill	United Kingdom	Promethean
Lind	Liisa	Finland	City of Helsinki Department of Education
Lippo	Asko	Finland	Finnish National Board of Education
Lotti	Patrizia	Italy	INDIRE
Machatscher	Andreas		
Malinen	Veli-Matti	Finland	Finnish National Board of Education
Marcos	Ainhua	Spain	SMART Technologies
Morberg	Åsa Ingegerd Kristina	Sweden	ATEE
Mounier	Alexandra	France	eInstruction
Nissilä	Leena	Finland	Finnish National Board of Education
Ouahdi	Nisdi	Belgium	Fédération Wallonie-Bruxelles
Pallaskorpi	Pauli	Finland	Ecophon / Saint-Gobain
Panton	Kirsten	Denmark	Microsoft
Panzavolta	Silvia	Italy	INDIRE
Pez	Cristina	Switzerland	Acer
Pipchuk	Jenna	France	SMART Technologies
Plant	Adrian	UK	Promethean
Post	Philip	Netherlands	Kennisnet
Prosser	Ed	UK	Independent
Racz	Bernhard	Austria	ENIS Austria
Raevaara	Martti	Finland	Aalto University
Rahkonen	Jukka	Finland	Nisulanmäen koulu
Rannisto	Olli	Finland	ATEA Finland
Rillo	Kristel	Estonia	Ministry of Education and Research
Ritz	Toni		
Rizza	Maria Laura	Belgium	European Schoolnet
Rottier	Jan	Belgium	Eureka Die-'s-lekti-kus
Rucci	Alessandra	Italy	Istituto di Istruzione Superiore Savoia Benincasa
Ruskovaara	Elena	Finland	Lappeenranta University of Technology
Sandvik	Mia	Finland	Finnish National Board of Education
Silander	Tiina	Finland	University of Jyväskylä
Simons	Karsten	Germany	Cisco Systems

Slivková	Veronika	Czech Republic	Centre for International Cooperation in Education
Smedlund	Kristian	Finland	The Finnish National Board of Education
Søby	Morten	Norway	The Norwegian Centre for ICT in Education
Sorsa	Timo	Finland	Nokia
Spinoso	Silvia		European Schoolnet
Statauskienė	Loreta	LITHUANIA	EDUCATION DEVELOPMENT CENTRE
Szekely	Christina	Sweden	MoE
Szybalska	Malgorzata	Poland	Ministry of National Education
Terrades	Nathalie	France	ministry
Tikka	Kaisa	Finland	Olarin koulu ja lukio
Toikkanen	Tarmo	Finland	Aalto University
Tulivuori	Jukka	Finland	The Finnish National Board of Education
Turchi	Antonella	Italy	INDIRE
Turpeinen	Juha-Matti	Finland	Oulu University
Ulles	Patrice	FRANCE	eInstruction
Urschitz	Tullia	Italy	IC B. Lorenzi - Fumane - Verona - Italy
Vacelet	Christel		European Schoolnet
Vainio	Salla	Finland	Seurakuntaopisto
Valantiniene	Kristina	Lithuania	Ministry of Education and Science of the Republic of Lithuania
Van den Brink	Anton	The Netherlands	Fontys University
van Tol	Wouter	UK	Samsung
Venturino	Sergio	Italy	eInstruction Italy
Viñas Diéguez	José	Spain	IES David Buján
Vitor Pedroso	Jose	Portugal	Direção Geral da Educação
Vrancken	Jochen	Belgium	Die-'s-lekti-kus
Ward	Eddie	Ireland	MoE
Wastiau	Patricia	Belgium	EUN
Wiberg	Lene Karin	Norway	The Norwegian Centre for ICT in Education
Wiesinger	Maria	Austria	Hospitality School Bad Hofgastein
Wyman	Robert		
Zielonka	Piotr	Poland	Educational Research Institute