FORLIC
First series of visions

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1. Emerging skills and competences

2. Changing roles of teachers and learners

3. Implications for educational institutions

4. The roles of ICT

5. Assessment
Theme I: Emerging Skills and Competences
Emerging skills and competences for European citizens

- Complex information problem solving skills
- Technical skills and knowledge
- Social / Soft skills
- Self Management / Regulation skills
Solving Complex Information Problems

Finding, evaluating and using information

1. Basic knowledge of the issues
2. Skills to find information
3. Skills to evaluate information
4. Skills to use information

Vision:
• Readily and freely available information
• Responsible and open quality control of information
• Ability of people to critically reflect upon information

→ Challenge: providing access to information and ensuring sufficient knowledge skills of users.
Technical skills and knowledge

Citizens need to keep up with the speed of societal and technological changes:

1. Job requirements may change
2. New job requirements may emerge
3. Totally new jobs may be created

Vision:
- All citizens can find out which skills are required for particular positions.
- All citizens have access to educational systems to obtain skills
- Citizens have incentives to update their skills

→ Challenge: ensure availability of information, access to education and incentives for life long learning
Attention to Soft and Social Skills

Social skill within an global and technology-mediated society

1. Taking responsibility
2. Technologies & the human factor
3. Intercultural understanding
4. Face-to-face communication is still relevant

Vision:

• Social skills and ‘humanness’ should remain central despite technology use
• Taking responsibility for each other and the environment is central

→ Challenge: teaching and learning these skills
Self-Management and Regulation Skills

Fast-paced 24-hour society calls for self-management

1. Good planning and self-management
2. Work-life balance
3. Keep up with growing demands
4. Fast communication

Vision:
• Learn how to set own goals
• Improved quality of life within fast-paced society
• Improved work-life balance

→ Challenge: finding ways to balance individual needs with external requirements
Overview

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Theme II: Changing Role of Teachers and Learners
More Interaction Between Teachers and Learners

ICT leads to new ways for teachers and students to interact

1. Being teacher and student at the same time
2. The new role of learning software
3. Teachers no longer sole authority

Vision:
• Learners will become responsible for their learning
• Technology as supporting tool and not an end in itself
• More customized education
• Equal access to high quality learning

→ Challenge: finding the right deployment of technology
Peer Teaching

Learners will teach each other in communities

1. Problem-based learning / teaching
2. Emergence of “proto-professionals”
3. Blurring lines between professionals and laypersons
4. Challenges around certification, trust and quality

Vision:
- Peer teaching for knowledge improvement
- New ways of certification
- Improved problem-solving

→ Challenge: distinguishing competent peer teachers from non-competent ones.
Crowd Sourced Learning Paths

Follow successful paths of others

1. Collective intelligence for rating/assessment
2. Collective intelligence for problem solving

Vision:
• Remain critical about crowd decisions
• Know when crowd sourcing is helpful and when not

→ Challenge: ensuring that crowd decisions are reflected upon to avoid blind following
Teachers Teach, Others do the Assessment

Teaching may be detached from assessment

1. Teachers can focus more on teaching
2. How to assess individualized learning?
3. Comparable standards may be required

Vision:
• Balance between standardization, individualized learning and the teacher’s need to get to know the progress of the student
• Fair Assessment

→ Challenge: overhauling educational assessment systems
More Intercultural Interaction

Teachers need skills to work in a globalized world

1. Globalization and immigration as drivers
2. Internet makes the world smaller

Vision:
• Balancing of national and global education
• Intercultural acceptance and identity
• Technology for multicultural exchange

→ Challenge: changing mindsets and organisational cultures to enable intercultural learning.
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Theme III: Implications for Educational Institutions
Functions of Institutions

Changing functions of educational institutions

1. Education provision and assessment are separated
2. Institutions as learning spaces
3. Schools will fulfill more roles

Vision:
• Education not be restricted to a physical space
• Institutions provide information, help and advise
• Education is embedded in many activities
• Broad and goal-oriented definition of education

→ Challenge: seeing learning as the ability to apply information
Purpose of Educational Institutions

What institutions will continue to facilitate

1. Meet obligation to learn (compulsory education)
2. Right to learn (infrastructure/access)
3. Institutions for control and assessment

Vision:
• Educational institutions will still be required in the future, but their character might change

→ Challenge: adjusting old institutional frameworks to meet future requirements.
New Business Models for Institutions

Different revenue models for institutions:

1. Open source learning / free education
2. Voucher-based systems
3. Publicly funded education
4. Privately funded education
5. Public-private mixed systems

Vision:
• All educational institutions should strive for high quality education and maximum accessibility.

→ Challenge: ensuring that quality and (financial) accessibility go hand in hand
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Theme IV: ICT for Education
ICT for education

ICT will play a key enabling role in future learning

1. ICT will be omnipresent and ubiquitous
2. Learners and artifacts will be connected
3. ICT will be non-obtrusive
4. ICT allows for personalization
5. More intelligent technology
6. Immersive technology

Vision:
• Technology should be a tool and learning stand in the centre

→ Challenge: safeguarding trust, privacy and security
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Theme V: Assessment
What to Assess?

Assessing what someone can

1. Assessing knowledge is less important
2. Crucial to adequately apply information

Vision:
• Assessment will shift towards what someone can do rather than assessing what someone has memorised.

→ Challenge: moving from a ‘knowledge based’ to an ‘application of knowledge’ based assessment system.
Assessment in a Global Context

Requirements of assessment within a global context

1. Open intellectual and emotional borders
2. Standardisation for a globalized world
3. International feedback loops

Vision:
• Assessment of learning milestones within shorter intervals
• Assessment based on global requirements and best practice

→ Challenge: maintaining close linkages between teachers and learning progress of individual learners
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