



La Plaza Mayor, Salamanca



view of the cathedral



Danny Arati (Intel) Opening plenary

Day 1 – 24 November 2011 – Palacio de Congresos, Salamanca

Opening Plenary – Local Intel directors welcomed us to Salamanca along with Danny Arati (Intel Education Manager, Europe). Once the opening formalities were concluded, the first presenter was Martina Roth (Director Global Strategy, Research, Policy, Intel, and Corporate Affairs) who spoke about Systemic Education Transformation and the links between education and GDP.

She and other speakers often referenced PISA (The Programme for International Student Assessment). This is a worldwide evaluation carried out in Organisation for Economic Co-operation and Development (OECD) member countries of 15-year-old learners' scholastic performance. It was conducted first in 2000 and is repeated every three years, with a view to improving educational policies and outcomes – it is similar to TIMSS. In 2009 the PISA report was entitled "*The High Cost of Low Educational Performance*" and Martina focused on this aspect citing the low performance of the USA in comparison to other countries. One of her main concerns was impact on unemployment figures She outlined the educational public private partnerships involving Intel and stressed the great work being done by groups such as UNESCO and the Global Partnership for Education.



The General Director of School Policies for the Ministry of Education in Castilla and Leon, Fernando Sanchez Pascuala did a really creative presentation in Prezi which has sadly not been made available online. While his Prezi demonstrated that he was an IT expert, his content with the theme of how they were implementing ICT in education in his province demonstrated that he was also a curriculum expert – the rare combination.

The breakaway sessions were circulated well before the Summit so that we could select from them. The first one was a choice between Sabine Huber presenting on Intel Learning Series and Fernando Rodríguez García talking about motivating learners through entertainment. Both presentations are available online and the one by Sabine should be useful for future access to facts about classmates and 1:1.

http://www.eventoplenos.com/economia_educacion/files/pdf/Sabine%20Huber.pdf

Fernando Rodríguez García is the CEO of a company called Grupo-AE and was a very good presenter. The translator was also excellent but somehow I never got to the heart of the teaching methodology or the content he was promoting. This was because I expected the presentation to be about using gaming for learning when in fact it was more about using certain attributes of gaming design to motivate learners to participate in non-formal education. He listed such examples as: giving badges for achievement; having a leader board; game points for progress particularly in social networking; systems for awarding, redeeming, trading, gifting, and otherwise exchanging points; challenges between users; embedding small casual games within other activities. He stated that learning happens these days in front of a screen and teachers have to accept that; they should use LMS to allow learners to create their own PLE. He predicted that social networking would be quickly overtaken by gaming in the next decade. Very unfortunately his presentation included no examples or insight into the type of gaming he might be referring to. He outlined a project he was running called Pisa Fuerte – which literally means ‘bold step’ but it is translated as Stomp. Fernando explained that Stomp is a social transformation project aimed at schools but also parents to specifically improve PISA Test Results and Diagnostic Evaluations. [So there may have been a pun on the project name.] His findings had been that 85% of learners improved their test results after participating in Stomp.



The Summit took the format of interspersing plenaries between break away parallel sessions and because the venues were close it worked well and combatted concentration span deficiencies.

Engaging the Consumer by Lord Jim Knight was the next plenary presentation - and he was impressive. He is currently a member of the House of Lords in the UK but had previously held a number of portfolios in the previous Labour government, one of them being - education minister.

He started by outlining what he termed “International consensus on education reform” which went along the lines of – improving leadership – improving teaching – increasing accountability – and thus leading to an improved school system. [He also included school autonomy and parental choice – which he labelled the demand side of the equation] He showed data which indicated that this approach had not had any significant impact on school achievement or reducing unemployment in the UK from 1984- 2009. He supported this with an excellent quote from Andreas Schleicher, OECD Education Directorate:

"For most of the last century, the widespread belief among policymakers was that you had to get the basics right in education before you could turn to broader skills. It's as though schools needed to be boring and dominated by rote learning before deeper, more invigorating learning could flourish. Those that hold on to this view should not be surprised if students lose interest or drop out of schools because they cannot relate what is going on in school to their real lives."

Jim's argument was that technology is the key to unlock the balance between the demand and the supply side of educational reform. With technology as the catalyst in their hands learners become engaged and empowered; they have access to resources, good quality personalised interactions and experiences and tailored assessment. Schools should be transparent and provide data and information to families so that parents have access to, and good communication with, the school [that would be in an ideal 1st world.] and are able to have input and feedback to the school. He joked that schools need good apps – a front end for parents.



The provision of IAW to all schools in the UK was briefly mentioned as a major failure due to lack of use which in turn was due to lack of effective professional development. I was pleased to hear that from the horse's mouth.

Jim had been the instigator of an innovative initiative to provide laptops to families. This was because research had indicated that 16 year olds in England with access to a computer at home had scored 14 points higher at GCSE level which was equivalent to 2 full GCSE grades higher. Losing access to a computer was associated with a drop of 20 GCSE points. He had another great quote –from Julius Genachowski, Federal Communications, Commission Chair December 2009:

"The costs of digital exclusion are high and getting much higher. Digital literacy is fast becoming as important as knowing how to read."

He did have industry on his side for the laptop venture – obviously laptop vendors had an underlying interest in capturing a new and young target market. His government spent £194 million to provide laptops to homes in the UK but his point was, "What would the cost have been if they had not bothered to do anything?" The model he used was innovative in itself; a retail model of delivery whereby grants of £500 were given to parents and sent via Visa card. He stated that there was no fraud and no abuse of this model. Findings of the study on this initiative revealed that the £194 million investment in home access in the UK was predicted to pay back +£768 million through increased attainment. (A study by Price Waterhouse Cooper)

He used a number of quaint acronyms that are obviously in current parlance in the UK such as FSM children (eligible for free school meals) and the NEET population – not employed or in education or training. His presentation can be viewed here:

http://www.eventopenos.com/economia_educacion/files/pdf/Lord%20Jim%20Knight.pdf

In personal conversation with Jim he described a programme that he and his wife are running which uses horse therapy for young prison offenders - and is proving to be surprisingly effective.

Anne Looney – is the CEO of the National Council for Curriculum and Assessment (NCCA) in Ireland. She described this body to me afterwards as being a semi-state organisation that was established to make sure that politicians do not interfere with curriculum and/or education in Ireland and Peter Hamilton (Intel Skool) described it to me in much the same way. What a brilliant institution.

Change Management and Educational Leadership for a 21st Century Education was the topic of her break away session and she was a remarkably engaging speaker. She approached this topic with much in the same arguments as Jim Knight. She listed the accepted drivers that are proposed internationally for educational change which she described as being like the Groundhog Day film with Bill Murray and described how education ministries are excellent at producing great policy



documents that they send out to schools via snail mail and expect teachers to be there waiting for them. Education experts then explain the policies to the teachers, fire a lot of terminology at them such as 21st century, Paradigm, Skills, Innovation, Reform, Transformation, Problem-solving, etc. Teachers' reactions range from just wanting to shut their ears up to outright resistance. Teachers feel criticised not encouraged or valued. Governments expect teachers to magically change into different types of teachers when in fact the only people putting any energy into the

policy implementation are the so-called experts and policy writers and the buzz words are accountability, leadership, technology and initiatives, which sound plausible and were therefore politically correct to use. The rhetoric keeps being "loud hailed" at teachers as to what to do and then loud hailed questions as to why it has not been done. These policies have resulted in no impact on educational change in the last few decades; hence -Groundhog Day.

Anne described a scenario now where policy makers have learnt that what they actually need to be doing is producing fewer documents and working in the classrooms, hands-on, with teachers. She cited one of the McKinsey education reports, *[How the world's best-performing schools come out on top](#)* which revealed these hard hitting findings. [McKinsey also has a 2010 report on Africa; it is not focused solely on education.] The McKinsey report provides three factors that help countries achieve the much needed educational change; countries have to be (1) in a social or economic crisis (2) have received a bad PISA report and (3) have new political leadership that is at the end of their term of office – that is apparently the only time that politicians dare make meaningful changes. Anne confirmed that Ireland had ticked all those boxes.

She then quoted Michael Fullen's "Right Drivers" for educational change which are the direct opposite of each of the ones quoted above, i.e. Capacity building, Collegiality, Instruction/pedagogy,

Systemic – and as Anne explained – this was the way to break out of the Groundhog Day syndrome. I have tabled them¹ here (although she did not):

Accountability	Capacity Building
Leadership quality	Collegiality
Technology	Pedagogy
Initiatives and strategies	Systemic change

She then showed a Prezi created by students following research they had conducted as a project about what education should look like in 2020. It was interesting that it included a great deal of technology use and excellent descriptions of good teaching practice that aligned closely with Fullen’s right drivers - but no mention of fun. When questioned about this the students said that they felt if they had included fun then their research would not have been taken seriously. Anne advocated all policy planners to include a student voice in any research undertaken and before any planning takes place. It was sound advice that we all agree with - but we rarely do it.

Anne made the comment that teachers know and everyone else must accept that children do not go to school to learn; they go to school for social purposes. In her experience she had found that she connected with teachers and gained their buy-in when she agreed with teachers that they were working harder and learners were working less - that is why learners had to take responsibility for their own learning and take undue and undeserved pressure off teachers. Teachers were then willing to change their approach in order to achieve this. Anne herself includes short periods of going back to teaching in the classroom as part of her job description.

The NCCA has proposed by 2017 that there will be no matric exam for learners to sit and write but rather the 50 000 school leavers will submit a digital portfolio. This is the most revolutionary educational proposal I have ever heard and will definitely result in more dramatic change in public education and the way teachers teach than anything previously conceived in the world. This one move will revolutionise assessment as we know it because assessment is the key determinant of curriculum and pedagogical change. They are still trying to work out how they are going to assess these digital portfolios and are very open to suggestions!

A notion of the role of the teacher as curator was discussed in the Q & A section of this presentation. The curator concept seems to be a current trend that has now replaced “the sage on the stage move to the guide on the side” to evolve into a role where knowledge is cared for by the teacher but rather like the curator in a museum the teacher provides the grand narrative and locates where it happens to fit - but the focus is on the enthusiastic sharing of knowledge with learners.

In another discussion it was said that Singapore attributes its high scores in the PISA assessment to its emphasis on professional development and teachers “keeping up”. Apparently the requirement for professional development in Singapore is 100 hours a year which does not seem excessive but this is the minimum and it was stated that only the weak teachers complete this minimum.

¹ We can consider these aspects in relation to our SA policies and strategies – I think we might think that we are going with Fullen’s right drivers but then - the DoBE has just circulated their Action Plan 2014 – and schooling 2025 docs – everyone is still focusing on training for principals - technology still takes precedence over pedagogy – and there are plenty of initiatives and strategies that are stuck in pilot phase – if we are lucky – some such as the TLI and e-education White Paper have become archival rather than living or implemented policies.

The official opening was the next plenary with dignitaries from a range of portfolios in Spain which included the Ministers of Education, Economic Development and Environment, the Lord Mayor of Salamanca and with Danny Arati chairing the session again and the usual formalities being observed. After lunch Javier Firpo, Intel South America, presented a keynote plenary on a finance framework for education.



Experiences in Entrepreneurship Programmes was the next break away session presented by Lucia Zavala from Junior Achievers in Spain. She gave a comprehensive account of what the JA organisation www.ja.org does around the world: inspiring entrepreneurship, innovation and providing coaching on financial literacy, problem solving and soft skills for the real world. I am familiar with the organisation in South Africa i.e. as it was being run in Durban– a most worthy organisation doing an excellent job and from what she described it is much the same all over the world.



Financing Education in Rural Schools was part of the next plenary presentation given by the chair of Rural Mayors in France, Vanik Verberian. It was a very short presentation – about 3 slides - one of a pretty village in the South of France and discussion concerning resourcing the rural areas. I did not find the content riveting but it could have been lost in translation.

The Economy of Intellectual Property: Protection and Remuneration of Content at Digital Age was a presentation that was part of the same plenary by Lionel Thoumyre who is responsible for Global Public Policy at Intel. The content was sophisticated. While not being my strongest educational ICT topic, it was far too technical for me. Furthermore the presentation was rushed but is available online here:

http://www.eventoplenos.com/economia_educacion/files/pdf/Lionel%20Thoumyre.pdf



The next break away session was presented by a Swedish group of three people, Per Brahm, Charlotte Dingertz and Claes Johansson and was called **PPP financed end-to-end ITAO platform: The Stockholm Experience**. They outlined the circumstances of education in Stockholm. Some of the educational data were surprising as most Scandinavian stats can be: The population of Stockholm is only 1 million. There are only 180 schools in Stockholm. All teachers own laptops and iPads but only 3 schools in Stockholm use 1:1 learning.



They summarised the various initiatives and developments in educational ICT over the past two decades and made sure to include their mistakes and lessons learnt, such as neglecting to include ICT integration into the curriculum from 1999 – 2002 when they had misguidedly focused on computer literacy. They outlined a national professional development initiative called PIM - Practical ICT and Media Competence – that was implemented by a local organisation and they showcased their platform/portal/bank of resources and courses called “Learnify”. This platform has everything

from e-books, e-learning, video, rubrics and teacher and learner upload facility for sharing, right through to professional development courses where progress can be tracked and the emphasis is on change management and creativity and using ICT as a pedagogical tool and of course with interaction and sharing as the best means of achieving this. Due to a partnership with Intel, it houses the Swedish version of Intel Teach Advanced Online which comprises 4 teacher training sessions of 3 ½ hours each with two week breaks in between training sessions and the last session being a showcase. Learnify is available in a number of languages including English.

There were questions in the follow up discussions about copyright, specifically referring to lessons that teachers create and upload. The response was that all material is Creative Commons. I had discussions with Claes at the Gala dinner and have subsequently followed up via email with Per Braham who is obviously keen for us to try out the platform and see if we can use their resources and maybe encourage our teachers to share too.

Day 2 – 25 November 2011 – Palacio de Congresos, Salamanca

Education and the new economy: creative industries and innovation was the title of the opening plenary on the second day, given by Bernadette Andrietti, Director Intel Europe. Please refer to her slide show which accurately details exactly what she spoke about. She referred to the skills learners now need for the new economy which is what prompted the formation of the 21st Century Partnership. She urged delegates to accept that now is the time to act and that all role players need to collaborate.

http://www.eventopenos.com/economia_educacion/files/pdf/Bernadette%20Andrietti.pdf

Challenges and Opportunities for Education in the New Economy was the second keynote in this plenary, presented by Francesc Pedró, Lead UNESCO Sector Policy Advice in Education. The main theme was managing change but this was linked to the thinking around knowledge societies and knowledge economies, how social relationships are impacting on how quickly change happens and how badly systems manage change. He also focused on how technology is used at home and the PISA report but he also showed some findings from a UK study

conducted by the research group Ipsos MORI which compared the activities that learners reported that they most often do in class with their most preferred ways to learn. See slides 11 and 12.



Francesc advocated an efficiency driven approach that uses data such as these to improve instruction. He then touched on assessment of teachers and showed statistics for comparative countries in Europe that actually conduct teacher assessment. He related this to a quadrant on how change can be accomplished by treating teachers differently. He was going to show the video on The Medieval Help Desk but there was no time. [http://www.youtube.com/watch?v=xFAWR6hzZek - although most delegates had probably seen this before.]

Dr. Urs Grobel from The University of Applied Science in Switzerland was the first of the next break away sessions. His session was entitled *Fostering innovation a case study from Switzerland reflecting on the contribution of education to economic development*. Urs emphasised that it takes a long time for policy and change to effect any improvements in education systems. He had developed an intriguing factor-complex instrument for evaluating return on investment in relation to the potential benefits. Sponsors of any education initiatives should explore this tool. He quoted from Phillips and KirkPatrick's Four Levels of Evaluation which was beyond me even when I tried Googling it later. Urs's presentation is here:



http://www.eventopenos.com/economia_educacion/files/pdf/Urs%20Groehbiel.pdf

Challenges of digital publishing was the next plenary presentation from Rick Shepherd representing MacMillan Iberia. Rick acknowledged that publishers were out to sell books and therefore providing content to education was their aim. In the past publishers had little concern about encouraging teachers to adopt ineffective teaching methodologies and in fact had encouraged learners to engage in unrealistic activities, using chronological grammar and assuming learners were empty vessels to be filled with facts. Rich suggested that publishers have now realised that they must focus on improved pedagogical practices, that learner cognitive engagement must target higher order thinking and that learning must be fun. He cited Pearson as having changed to digital packaging with content disaggregated and tagged in non-linear format thus allowing it to be constantly updated and changing. He talked about just-in-time publishing which allows real time feedback and personalisable courses - with social network services playing their part in this.



Rick outlined some facts around marketing and what people are prepared to pay for. He showed a graph plotting the sales of bottled water in the USA from 1976 to 2009. This was a commodity that was not necessary to buy in most parts of the USA and yet the sales had soared over the decades. He then used the example of coffee machine sales which followed the same track as bottled water with the public willing to pay €100 for a super coffee making machine when coffee itself costs nothing like that. Rick argued that the publishing industry must adopt the same approach and give authenticity to content – in order to provide value that people appreciate. He then described a range of strategies that had been adopted to motivate learners to use the new and improved digital content including a digital competition that had been used in Spain where the winning learners appeared on TV – and the class nerd had become the hero.

Social, augmented learning: new content for a new society was the last break away session presented by Dolores Reig, from the Open University of Catalonia. She gave an excellent presentation on uses of social media and its effect on social development. Her presentation is not uploaded on the Summit site but a video of a similar presentation is available here: <http://www.dreig.eu/caparazon/> unfortunately only in Spanish. Dolores is a specialist in social media, internet projects and cybercultures. She spoke about cognitive dissonance caused by social media – the clash of ideas that cannot co-exist e.g. the convention of having elections and voting every 4 years when young people vote every day in social media. She compared situations such as the recent Occupy Wall Street and the social upheavals in parts of the UK. She observed that social media can be used for good or evil and used the example of young demonstrators in Northern Spain who had placed a rose at the feet of police who were about to make an armed charge against them but compared this to those demonstrators in the UK who were more interested in causing destruction while grabbing goods from shops than for any higher motives. Lord Jim Knight was in this session so during the Q & A session he was able to provide his perspective and gave more data concerning the proportion of demonstrators in the UK who had looted shops and a good discussion around the underlying reasons.

She raised issues around technology impacting education and explained the differences between the behaviour of boys and girls at school. This was not genetic, but social and was characterised in general terms by girls going to school to socialise and talk while boys tended to isolate themselves through watching video and gaming. In general she said that boys find school boring. She also outlined the difference between what children care about and what teachers care about; teachers are worried about spelling when learners are more worried about how accurately they can resize a photograph to insert or to send to a friend. Dolores explained that learners exist in such a media immersed environment that they readily embrace applications such as augmented reality and can do so creatively superimposing previous eras on current environments or making their own versions of history.

Dolores extended the concept discussed earlier of ‘teacher as curator of knowledge’; she advocated education for participation and recommended that teachers should be collecting and organising data for sharing with learners and guiding them through sharing with each other. She showed the music video of Lady Gaga’s Marie Antoinette and explained how teenagers were more likely to remember information about the French Revolution from that one music video than a string of dates and facts in a text book. She was critical of teachers’ reluctance to learn compared to so many other

professions who are required to constantly refresh their knowledge. She made reference to the Khan Academy content and how it was designed for sharing. She asked what made Facebook successful and what was it selling; what was the product? Her answer was that it seems as if we are the product of FB. She concluded her presentation with the You've Got the Love video about social media <http://www.youtube.com/watch?v=jsxICZFB2Q>

In conclusion this Summit was really worth attending, not only to be exposed to the content of the presentations and mind-opening new ideas but also the exchanges and networking during the interludes were invaluable. I also met a number of people with whom I have worked for many years and yet had never met.

All presentations are uploaded here:

http://www.eventoplenos.com/economia_educacion/seccion.php?sec=10

And photos (mostly of Salamanca architecture) are uploaded here:

<https://picasaweb.google.com/107798576144899884318/20111125Salamanca#>

