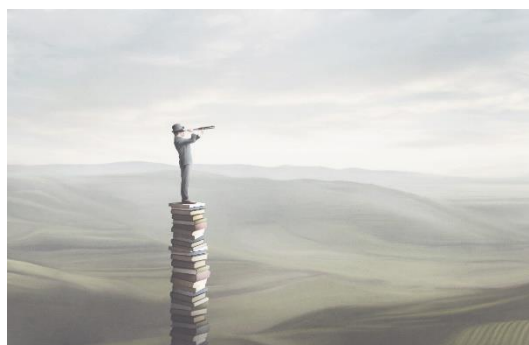




European Schoolnet webinar series

Re-imagine education beyond Covid-19



December 2021 – June 2022

Outline v.3

Contents

1 - UPCOMING WEBINARS	2
HOW TO DESIGN DIGITAL EDUCATION PROMOTING STUDENT AND TEACHER WELL BEING? 2	
HOW TO ENSURE EQUAL ACCESS TO QUALITY DIGITAL RESOURCES FOR ALL?	3
THE FUTURE OF SCHOOL EDUCATION – WHAT PRIORITIES FOR THE FUTURE?	4
2 - PAST WEBINARS	5
HOW TO DESIGN THE (DIGITAL) ASSESSMENT OF THE FUTURE?	5
HOW TO DEVELOP THE FUTURE OF SCHOOLS TOGETHER AS PART OF WIDER COMMUNITIES 6	
HOW TO BUILD STRONGER EDUCATION SYSTEMS BASED ON STRONGER MONITORING?	7
3- ABOUT THE WEBINAR SERIES	9

1 - UPCOMING WEBINARS

<p>Title</p>	<p>HOW TO DESIGN DIGITAL EDUCATION PROMOTING STUDENT AND TEACHER WELL BEING?</p>	
<p>Date</p>	<p>Thursday, 12 May 2022, 12:00 – 13:30 CEST</p>	
<p>Focus</p>	<p>Due to Covid-19, teachers had to organise learning very differently, together with students and their parents. This new situation caused a lot of stress for everyone involved, and was particularly hard on those that were already more vulnerable or in lack of support. One lesson learned for many is that promoting the well-being of students and teachers needs to become more of a priority. But how do we concretely foster everyone’s well-being while learning both online and offline?</p>	
<p>Registration</p>	<p>Anyone who would like to join the webinar can fill in this short form by 11 May noon.</p>	
<p>Speakers</p>	<div data-bbox="371 981 560 1160">  </div> <p>Dr Rebecca Goodhue, Australian Research Alliance for Children and Youth, Australia. Starting her career as a Paediatric Speech-Language Pathologist, Rebecca worked for 15 years in early childhood centres, schools, homes, and sometimes in parks and playgrounds. In her current role, she has developed holistic wellbeing training which has received international interest, and is deeply involved in the evidence surrounding the wellbeing of children and young people. Rebecca is the co-author of Exploring Australia’s Wellbeing Framework for Children and Young People and Taking the Pulse of Australian Students.</p> <div data-bbox="371 1379 544 1550">  </div> <p>Cathleen Beachboard is a teacher, author, and researcher. She writes and creates content for Edutopia, is the author of the upcoming book from Corwin publishing, The School of Hope: The Journey From Trauma and Anxiety to Achievement, Happiness, and Resilience, and has been featured by TED-Ed. After adopting five children out of a case of extreme abuse and neglect, she has been on a mission to improve outcomes for those who experience trauma and anxiety. Cathleen has taught middle school English for the past 15 years. She also works as a part-time researcher holding an M.A. in Psychology. Her research focuses on psychological tools schools can use to help students and staff increase psychological hope, resiliency, achievement, and happiness.</p> <div data-bbox="371 1823 549 1998">  </div> <p>Remco Pijpers (Kennisnet), Netherlands, is co- author of the report Value Compass for digital transformation of education which provides a frame of reference for structuring digital transformation based on values. He specializes in students’ digital skills in general primary and secondary as well as vocational education. Remco Pijpers is an advisor on the topic of student digital literacy. He is the author of the Digital Literacy Handbook</p>	

	and responsible for the Youth and Media Monitor, a study of students digital skills (students aged 10 to 14). He recently published the article Opinie : Voorkom dat kinderen slachtoffer worden van datagedreven wereld.
--	---

Title	<p>HOW TO ENSURE EQUAL ACCESS TO QUALITY DIGITAL RESOURCES FOR ALL?</p>	
Date	Thursday, 9 June 2022, 14:00 – 15:30 CEST	
Focus	<p>With remote learning due to Covid-19 equal access for all students to quality (interactive) digital resources like digital textbooks has become more important for student learning. Policy makers think that providing these resources will remain key to move forward in education. To that end, policy makers, researchers, publishers, tech companies – including small start ups entering the scene – need to join forces. How can we ensure that quality digital resources of the future will move student learning forward? How do we empower schools in the process of selecting digital resources that are fit for purpose for them? And how to we always ensure student privacy?</p>	
Registration	Anyone who would like to join the webinar can fill in this short form by 8 June.	
Speakers	<div data-bbox="371 1256 579 1458">  </div> <p>Rola Hulsbergen, education consultant, Netherlands, has initiated several projects aimed at providing open digital learning materials, mainly in mathematics. Presently, she is a member of an organization that aims to improve and increase open digital learning material in Dutch schools. She has also recently conducted a survey among 12 European countries in the area of open digital learning material.</p> <ul style="list-style-type: none"> • Speaker from the National Centre for Computing Education, UK - <i>still to be confirmed</i> • Speaker from Klasement, Belgium Flanders - <i>still to be confirmed</i> 	



Title	<p>THE FUTURE OF SCHOOL EDUCATION – WHAT PRIORITIES FOR THE FUTURE?</p> 
Date	<p>Monday, 20 June 2022, 10:00 – 11:30 CEST</p>
Focus	<p>More than two years after the first lockdown due to Covid-19 it is time to build a new vision of school education together based on our lessons learned. “Change and innovation need to happen now, otherwise people start to settle in and we lose the momentum.”, as Sarah Howard, University of Wollongong suggested during our webinar in March 2021. We saw for instance a need for effective leadership, the involvement of larger communities in education and more personalised – yet inclusive – learning experiences that foster student autonomy. But how do we really move on to implement a bold new vision of school education?</p>
Registration	<p>Anyone who would like to join the webinar can fill in this short form by 17 June.</p>
Speakers	<div data-bbox="368 976 568 1171">  </div> <p>Gert Biesta is Professor of Public Education in the Centre for Public Education and Pedagogy, Maynooth University, Ireland, and Professor of Educational Theory and Pedagogy at the Moray House School of Education and Sport, University of Edinburgh, UK. He conducts theoretical and empirical research and is particularly interested in relationships between education and democracy and the public role of education. His work focuses on education in formal and non-formal settings, with a strong interest in teachers, teaching and teacher education, curriculum, educational relationships, and the emancipatory potential of education.</p> <div data-bbox="368 1352 539 1520">  </div> <p>John Hattie is a researcher in education. His research interests include performance indicators, models of measurement and evaluation of teaching and learning. John Hattie became known to a wider public with his two books Visible Learning and Visible Learning for teachers. Visible Learning is a synthesis of more than 800 meta-studies covering more than 80 million students. John Hattie has been Director of the Melbourne Educational Research Institute at the University of Melbourne, Australia, since March 2011.</p> <div data-bbox="368 1659 584 1861">  </div> <p>Olli-Pekka Heinonen served from 1994 to 1999 as the Finnish Minister of Education. In September 2016, he was appointed general director of the Finnish National Agency for Education. Since May 2021 Heinonen has held the role of Director General of the International Baccalaureate. International Baccalaureate aims to empower school-aged students to take ownership in their learning and help them develop future-ready skills to make a difference and thrive in a world that changes fast.</p>



<p>Additional information</p>	<ul style="list-style-type: none"> • John Hattie (2021). An Ode to Expertise. What have we learned from COVID and how can we apply our new learning? • Gert Biesta (2022). Have we been paying attention? Educational anaesthetics in a time of crises. Educational Philosophy and Theory 54(3), 221-223 • Centre for Public impact. A BGC Foundation. 5 Lessons learned from Olli-Pekka Heinonen and the Finnish National Agency for Education.
-------------------------------	---



2 - PAST WEBINARS

<p>Title</p>	<p>HOW TO DESIGN THE (DIGITAL) ASSESSMENT OF THE FUTURE?</p>	
<p>Date</p>	<p>Friday, 3 December 2021, 14:00 – 15:30 CET</p>	
<p>Recording</p>	<p>Please find the link to the recording here.</p>	
<p>Focus</p>	<p>Assessment was one of the most challenging issues during distance and blended learning, in particular high-stake examinations. Formative assessment became key to identify where students are at during and after the lockdown(s). Assessment online yields the potential to be a real game changer for assessment. There is a lot of advancement in that area and in particular artificial intelligence has great potential to further education. However, open issues around validity and plagiarism remain. To move forward, we might need to re-think our concept of learning and assessment altogether. What do we want our students to learn and how do we assess their learning, and why?</p>	
<p>Speakers</p>	<p>Dylan Wiliam is Emeritus Professor of Educational Assessment at the UCL Institute of Education (UK). He is one of the leading experts in assessment for learning. Dylan Wiliam is a consultant who works with educators all over the world to develop effective, research-based teaching. He is former deputy director (Provost) of the Institute of Education at the University of London.</p>	
		<p>Peep Küngas works for the Education and Youth Board, in Estonia. He is an experienced Data Scientist / Data Architect, skilled in Artificial Intelligence, Knowledge Graphs, Databases and Linked Data. Peep is devoted to make AI applicable for education, mostly by using machine learning for automatically building predictive models for nowcasting the level of learning outcomes. He aims at making digital transformation in education cost-effective without creating major overhead to educators. This entails building personalized learning path infrastructure, which</p>

	<p>enables cost-effective collection of learning experiences while respecting privacy and ensuring security.</p>  <p>Marc van Dongen is the school head at Augustinianum, a school for secondary education in Eindhoven, the Netherlands. At his school he wants to develop a feedback culture not only within students but also in school leadership with everyone who works at the school. To really move forward with feedback culture at the whole school, school heads need to invite teaches to receive feedback from one another and their students. School heads also need to invite teachers to provide feedback on their own leadership.</p>
<p>Relevant materials</p>	<ul style="list-style-type: none"> • Website: Dylan Wiliam • Website : Estonia to unleash AI for personalisation of education • Website : Augustinianum

<p>Title</p>	<p>HOW TO DEVELOP THE FUTURE OF SCHOOLS TOGETHER AS PART OF WIDER COMMUNITIES</p>	
<p>Date</p>	<p>Tuesday, 25 January 2022, 11:00 – 12:30 CET</p>	
<p>Recording</p>	<p>Please find the link to the recording here.</p>	
<p>Focus</p>	<p>Remote and blended learning experiences due to Covid-19 have highlighted the importance of relations and connections between all actors in education. It has stressed the importance of close collaboration within the school between school leadership, teachers and students. But also connections outside of school with local communities, universities, NGOs’s, publishers and tech companies are becoming more important. <i>“Schools of the future should maintain and enhance strong links with local communities starting from the parents of the students and opening up to new local community actors”</i>, suggested Marco Montanari, European Commission, Joint Research Centre, during our webinar in March 2021. Stronger links with the outside world can help to move learning outside of school, make learning more evidence based, get parents on board and develop technical solutions that are fit for purpose for schools. How can we create an alliance of actors in education to develop a common vision of the future of education together?</p>	
<p>Speakers</p>		<p>Jacob Chammoni is CEO of the Forum Bildung Digitalisierung in Germany. Previously he was the school director of the German Scandinavian school in Berlin, where he successfully led the school to become more digital. He is teacher by training and published several didactic books and lesson materials.</p>

	 <p>Sarah Howard, University of Wollongong, Australia, focuses her research on the use of new technologies and data science methods to explore classroom practice and teacher change, specifically related to technology adoption and technology-enhanced learning. She has a particular research focus on cultural and individual factors of digital technology use and change related to school subject areas.</p>
	 <p>Eszter Salomon is the Director of Parents International. Stichting IPA (Parents International) is established with the mission of supporting parents around the world to become game-changers by helping their children to grow up happy and healthy 21st century citizens.</p>
	<p>Daniel Toms, Computer Science teacher at Harrogate Grammar School, UK has started to include students from other less privileged schools in his online lessons during remote teaching due to Covid-19.</p>

Title	<p>HOW TO BUILD STRONGER EDUCATION SYSTEMS BASED ON STRONGER MONITORING?</p>	
Date	Wednesday, 2 March 2022, 14:00 – 15:30 CET	
Recording	Please find the link to the recording here .	
Focus	<p>New types of surveys have already been initiated for instance in Italy and Norway. Projects in Norway will make data collection closer and more permanent. Patricia Wastiau, European Schoolnet called for stronger monitoring systems that help to enhance education during our webinar in March 2021. But how to design projects and surveys that are fit for purpose? And how to use the data collected to actually enhance school education by for instance fostering equity in schools?</p>	
Speakers	 <p>Melanie Ehren is a Professor in the Governance of Schools and Education systems, director of the research institute LEARN! and honorary professor at University College, Institute of Education. Her academic work focuses on the effectiveness of accountability and evaluation systems and aims to contribute to a greater understanding of the interplay between accountability and the broader education system in tackling inequality and improving student outcomes. She is editor of the book 'Trust, Accountability and Capacity in Education System Reform. Global Perspectives in Comparative Education in Comparative Education' that was published in 2021.</p>	



Elena Mosa is a researcher at INDIRE, the National Institute for Documentation, Innovation and Educational Research in Italy. Her work focuses on school innovation, active teaching methods, and learning environments. She published the report '[The impact of the Pandemic on Didactic and organizational practices of Italian schools in the school year 2020/21 - preliminary results](#)' (in Italian). The report put a focus on identifying practices that will be potentially relevant beyond Covid-19. School heads from 800 randomly sampled schools were invited to fill in a survey (between March and June 2021).



Morten Soby is the senior policy advisor at the Norwegian Directorate for Education and Training. Previously, he was, amongst others, the Head of Department at The Norwegian Centre for ICT in Education. The 2017-2022 Norwegian Digital Action Plan for schools aims to establish a new cooperation and transparency between all players by establishing an ecosystem for primary and secondary schools, municipalities and suppliers. In that frame, Morten Soby and his team are working, together with the Universities of Oslo and Stavanger, on developing a systematic knowledge basis and synthesis of research at national and international level – with the aim to better understand the impact of technology on teaching and learning. As a result, an annual report is to be published.

3- ABOUT THE WEBINAR SERIES



The third edition of the EUN webinar series **‘Re-imagine education beyond Covid-19’** takes places **between December 2021 and June 2022**. It is a continuation of the webinar series ‘The impact of Covid-19 on schools’ that was initiated in March 2020 – in reaction to the first school closures due to Covid-19. This edition focuses on imagining the future of school education beyond Covid-19 and builds on evidence from previous webinars.



The **webinar series addresses a range of topics**, which were expressed as priority topics by the European Schoolnet Steering Committee, from the **future of assessment**, the **involvement of wider communities**, **monitoring of education systems**, **future priorities in education**, **teacher and student well-being to quality digital resources**.



Six webinars to take place around every 6 weeks are planned. The main focus of the webinars will be to **facilitate an open exchange between relevant actors in education** on what works and what does not – and most importantly on how to move forward together. The webinars are **run for European Schoolnet’s steering committee members**. They will remain **open upon invitation only**. Steering Committee members are welcome to forward the invitation to the webinar series to any colleagues in and outside of their organization.



Anyone who wishes to receive information about the webinar series can subscribe to the mailing list using this [google form](#). To unsubscribe from the mailing list, just fill in this [google form](#).