Diana Laurillard
London Knowledge Lab, UK
Diana Laurillard is a Professor of Learning with Digital Technologies at the London Knowledge Lab, Institute of Education, leading externally-funded research projects on (i) developing a learning design support environment for teachers, and (ii) developing an understanding of knowledge building in networks. This work relates closely to her role as Director for Open Mode Learning, and as a Board member of the Planning Board for the cross-institutional Centre for Knowledge Lab, Institute of Education, London.

Sarietjie Musgrave
University of the Free State, Bloemfontein, South Africa
Sarietjie Musgrave heads a special programme ICTISE (ICT Innovation in School Education) at the University of the Free State in Bloemfontein, South Africa. This programme is responsible for development and ICT training for both in-service and pre-service teachers across South Africa. Various community outreach projects within schools fall under the leadership of, which in a day-to-day interactive manner, interacts with the schools. Apart from her appointment, she was head of ICT at the top academic school in the Free State Province (South Africa), was an ICT classroom teacher and has specialized in Special Needs Education.

Marcia Turchanská-Szabó
Eötvös Loránd University, Budapest, Hungary
Dr. Mária Turchanská-Szabó is an associate professor, head of ELTE T@T Lab (formerly Teátyl Lab), Department of Media & Educational Technology at Eötvös Loránd University, Faculty of Education. Her research area, Technology Enhanced Learning, is currently engaged in several research projects as developing software for kindergarten children, developing a model for promoting youth well-being in underdeveloped regions and providing a perspective for their future, developing Teach Challenge game series, that provides context based “e-problem solving” learning tasks.

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ICT in Primary Education
Each member of the expert panel has rich experiences in the field of integrating ICT into primary education and related educational research. They also have extensive collaborations with governments, schools, academia and peer institutions around the world. Experts represent different regions – coming from Chile, Hong Kong, Hungary, Jordan, Russia, Poland, Slovakia, South Africa, UK and USA – as well as different institutions, networks and programs and engaged in the process of transition and innovation of education on the national level.

Haif E. Bannayan
Jordan Education Initiative, Amman, Jordan
In 2009 Haif Bannayan became a UNESCO Laureate, focusing on accelerating education reform through technology, innovative research, testing, and development, while also seeking to value to students, teachers, and the education system. In 2009 Haif Bannayan became a UNESCO Laureate the education UNESCO Hong Kong awarded for integration of technologies in education.

Leslie Conery
ISTE, Eugene, Oregon, USA
Leslie Conery is the deputy CEO of ISTE, the International Society for Technology in Education. ISTE is a membership association for educators and education leaders globally to bring about systemic change in education. Recent projects include increasing the representation of women in technology, developments for digital age life skills, and bringing computing literacy skills to the primary and secondary classrooms.

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Ernesto Laval
National School Network – Enlaces. He was involved in the design of programs for Rural Multi-Grade Schools, Community Networks and Literacy & Numeracy strategies for primary schools. Currently Ernesto is a director of Technology, Integrated and Digital Learning at the Ministry of Education. His work is focused on delivering strategic, Planning, Policy and Technologies to educational establishments worldwide.

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for complex integration of ICT across subjects and facilitates the emergence of new playful and exploratory learning remarkably well. One of the reasons is that, for each environment of primary education supports innovation and transition to modern, Research literature and experience from previously implemented activities prove that harnessed in primary settings, by primary teachers?

from several innovative ECCE centres around the world, it is natural and necessary childhood institutional education. Its findings were well accepted by the delegates of the World Conference on Early Childhood Care and Education (ECCE) in Moscow.

In 2010 UNESCO IITE conducted an analytical study about integration of ICT into early childhood education for primary stage children – most of all, their parents. We want to address teachers and educators in all regions around the world, headmasters, school policy decision-makers and everybody who cares about modern educational systems, and regions to learn more about the process – while either trying to initiate it or promote it further in their schools. We plan to:

• collect, analyze and document local idiosyncrasies and shared approaches to the complex process of integrating ICT in primary country contexts,
• demonstrate why governments should invest in integrating ICT into the learning processes of children and why many of them do,
• investigate reasons why teachers and leaders use ICT in their everyday pedagogy and what for and, especially, why they should use it in primary education,
• study the roles of the teachers, children, parents and school leaders in this process,
• study and document opportunities provided by ICT for teaching and learning supporting the development of literacy, numeracy, science, 21st century competencies in primary schools,
• collect and share a range of learning outcomes reported, identify learning outcomes that could be planned and expected because of ICT, and
• disseminate the experiences of the leading primary schools IITE will collaborate with during the project,
• examine the limitations of ICT and the associated concerns in primary education.

We want to address teachers and educators in all regions around the world, headmasters, school policy decision-makers and everybody who cares about modern education for primary stage children – most of all, their parents.

Goals of the project

We decided to use the following instruments for accomplishing goals of the project:

• select a worldwide sample of leading innovative primary schools – in various regions – and conduct an intensive communication with them,
• address not only principals and teachers in these innovative schools but their children as well, so that we learn directly about their skills and experiences,
• study research literature and interesting initiatives in the field of engaging new technologies into the teaching and learning processes of 21st century learners, and share inspiring findings and interesting observations with our audience.

Innovative schools network

The key source of experience and reflections for our study will come from a worldwide sample of innovative leading primary schools. We will cooperate with nine schools from nine different countries and cultural backgrounds. In the following years we will extend this collection to around 40 schools of all continents.

When identifying these pilot schools we strive to recognize a particularly enlightening story behind each of them, which illustrates the transition from the traditional approaches, priorities, everyday pedagogies, and conventional learning goals to an approach that problematizes teaching, engages all teachers in exploring how best to teach, and uses ICT to fulfill the schools’ highest ambitions for their learners.

The innovative schools network will help us collect inspiring case studies and stimulate comparisons of primary practice that other schools anywhere could be from – trying to duplicate and multiply their outcomes in learning, understand different aspects and problems of the transition and strive to achieve those.

Instruments of the project

We will address our audience in a language close to primary practitioners, both in electronic and printed formats, namely on the UNESCO IITE website and through the separate web portal, which is being built as a part of the UNESCO IITE website, will support schools to communicate, learn and share their own experiences. Other important products of the project will be a series of printed (and electronic) books.

Volume 1 (outcome of year 1 of the project) will set the scene of ICT as a means to support the development and learning processes of children in formal primary education. It will contain a research literature review, short profiles of the initial group of sample schools – a collection of highly motivated and innovative primary education institutions, diverse in many aspects, but identical in their endeavor to benefit from the potential of ICT to support learning.

Volume 2 (outcome of year 2 of the project) will focus on practical realization of ICT use in schools, case studies of leading innovative primary schools – most of all, their parents. We will also explore connections (in the area of integrating ICT) between ECCE and primary education, and also explore connections (in the area of integrating ICT) between ECCE and primary education.

Volume 3 (outcome of year 2 of the project) will concentrate on the recommendations for the process of integrating ICT into teaching/learning processes in primary schools. We will develop ICT-related teacher training programs and reflections on future developments and trends in this issue. We will also analyze and contribute to this research agenda on ICT, education, and also between primary and secondary education.

We believe that the project materials will inspire teachers to work together on exploring ways of using ICT for themselves, and will give some of the support that they need to help them to embrace ICT in their everyday work and play of primary children and their teachers.

Anticipated outcomes

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