



UNESCO Moscow Office

## International Conference

# IITE-2012

13-14 November • Moscow • Russia

## ICT in Education: Pedagogy, Educational Resources and Quality Assurance

# COMMUNIQUÉ

Co-Organizers:



State Institute of Information Technologies and  
Telecommunications INFORMIKA



Moscow State University of Economics, Statistics and  
Informatics

Supported by:



Education Technology Innovation Center





## The Conference

The Conference events took place in the Moscow State University of Economics, Statistics and Informatics (MESI). The co-organizers of the Conference were UNESCO IITE, UNESCO Moscow Office for Armenia, Azerbaijan, Belarus, the Republic of Moldova and the Russian Federation, The Commission of the Russian Federation for UNESCO, the Moscow State University for Economics, Statistics and Informatics (MESI) and the State Institute of Information Technologies and Telecommunications INFORMIKA in cooperation with UNESCO Chairs/ UNITWIN Network, UNESCO ASPnet and UNESCO-UNEVOC Network. The Conference was jointly supported by UNESCO IITE-Microsoft Rus “Education Technology Innovation Center” (ETIC) and MIMIO Company.

The Conference participants were welcomed by Mr Svein OSTTVEIT, UNESCO Director of the Executive Office Education Sector (EO/ED); Mr Bernard CORNU, Chairperson of the UNESCO IITE Board, Director for Education, CNED-EIFAD, France; Mr Oleg SMOLIN, First Vice-chairman of the Russian State Duma Committee on Education and Science; Mr Grigory ORDZHONIKIDZE, Executive Secretary of the Commission of the Russian Federation for UNESCO; Ms Natalia TIKHOMIROVA, Rector of MESI University (Russian Federation); Mr Nikolai PRIANISHNIKOV, President of Microsoft Rus.

## Background

The IITE-2012 International Conference was organized to provide a floor for deliberations on strategies, policies and best practices of ICT application in education, as well as on the development and implementation of innovative teaching and learning methodologies for achieving Education for All (EFA) goals in the Member States.

The Conference became the platform for constructive dialogue on recent trends and innovative approaches in efficient use of ICT in education among policy-makers, academic community, representatives of the private sector and potential donors. In the framework of the Conference, the concept of “new pedagogy”, that envisages technologies as a significant tool and accelerator of the process aimed at updating and enriching knowledge and skills of those who take part in the educational process was discussed. In addition to UNESCO’s vision and recommendations other topics considered were inclusive education, outreach and some essential issues of gender equality. The participants debated over the potential of ICT and analysed the existing experience in information resources and technologies application to ensure accessible education for all, including disabled people, as well as women and girls.

## Objectives of the Conference

- To overview governmental policies on ICT integration in education at local and international levels;
- To discuss and analyse best practices of the implementation of strategies, programmes and methods of ICT use in education;
- To exchange opinions on the impact of ICT in education, including ICT-enhanced teaching and learning, as well as teacher professional development with the help of information resources and technologies;
- To study major trends in open, distance and online learning on a regional scale and worldwide;
- To discover the opportunities and implications provided by Open Educational Resources (OER);
- To identify the potential and examine the existing practices in ICT application in inclusive education and gender equality issues.

## Outcomes of the Conference

### Participants

The Conference was attended by 148 participants out of 278 registered from 40 countries that represented international organizations, research and education community, professional associations, and mass communication media. Among them there were famous education policy-makers, vice-ministers of education and science, heads and directors of key government educational and IT departments, research centres and institutions, rectors and vice-rectors of universities, heads of UNESCO Chairs, heads of national and international professional associations, top managers of IT companies and IT training centres, leading professors, scientists and experts in the areas of pedagogy and ICT.

### Highlights of Presentations

During the Conference two plenary sessions and two panel sessions were held. Key note speakers for plenary sessions included Dr David ISTANCE, Professor Diana LAURILLARD, Sir John DANIEL, Dr Stamenka UVALIĆ-TRUMBIĆ and Professor Vladimir TIKHOMIROV who presented their views on innovative education, teaching and learning; Open and Smart education and; ICT and quality assurance.

The first Panel Discussion on ICT-Integrated Pedagogy and Teachers was chaired by Professor Bernard CORNU. Panellists included Professor Ivan KALAS, Professor Don KNEZEK, Professor Alexander LEIBOVICH, Professor Vittorio MIDORO and Professor Alexey SKURATOV. The second Panel Discussion on Challenges and Opportunities of ICT in Higher Education included the following Panellists Professor Diana LAURILLARD, Professor Stoyan DENCHEV, Professor Dae-Joon HWANG, Professor Marta TURCSANYI-SZABO, Dr Stamenka UVALIĆ-TRUMBIĆ and Professor Jianzhong CHA and was chaired by Professor Yuriy KHOKHLOV.

The Conference comprised a total of 81 presentations by the leading representatives of international organizations and professional associations, governmental authorities, IT business, research and education community insights on ICT in education.

## Communiqué

### Plenary Sessions

At the Plenary Sessions topical issues of the development of new ICT-integrated pedagogy were discussed including: governmental policies on ICT integration in education at local, regional, national and international levels; impact of ICT on education in different levels and sectors, including ICT-enhanced teaching and learning; innovative approaches to teaching, learning and professional development based on ICT competency models and by means of ICTs; key trends in the field of e-learning, distance, on-line and open education, including the use of “smart” approaches and OER in education as well as the application of new approaches to quality management and assurance in the framework of new ICT-integrated pedagogy.

### Parallel Session 1. ICT-Integrated Pedagogy and Learning Methodologies

**Topics discussed:** Innovative educational systems, where learning is seen as the result of interaction of students with flexible learning environments based on ICT application and new learning principles.

Psychological, pedagogical and organizational issues of ICT integration into educational process.

#### Proposals:

**Undertake** periodic reviews and collections of best practices on psychological, pedagogical and organizational aspects of ICTs in education to provide the basis for policy formulation and recommendations or guidelines development that will address the challenges and gaps which in turn could accelerate progress towards EFA goals.

**Elaborate** the relevant amendments to be included into UNESCO ICT-CFT on development of ICT competency of specialists involved in early childhood, primary and inclusive education as well as appropriate recommendations for further localization of these recommendations at national level.

**Disseminate** practical and methodological experience, accumulated by IITE through establishment of IITE resource centres and educational networks at the national and regional levels.

**Intensify** the international community cooperation within UNESCO Member States on promoting accessibility and quality of all forms and levels of education, especially early childhood, primary, secondary and inclusive education, on the basis of ICT application, in particular, through international seminars, conferences, round table discussions and specialists exchange programs development.

## Parallel Session 2. E-Learning, Open and Distance Education

**Topics discussed:** Open Educational Resources, Open CourseWare, Massive Open Courses and use of Open Source Software in education, including the aspects of quality and legal aspects related to open licensing.

New-generation electronic textbooks and innovative courses, including those produced for mobile devices.

Monitoring and evaluation of eLearning in higher education, marketing and quality assurance of eLearning, distance education and business processes in e-University.

### Proposals:

**Contribute** to further elaboration of the regional, national and institutional strategies and policies to support a wider use of ICT in education, in particular, open and distance education and eLearning.

**Facilitate** enabling environments and promote the openness of education and support the use of new open and distance education approaches.

**Implement** the Paris OER Declaration adopted by The World OER Congress (UNESCO, Paris, 20-22 June 2012), in particular, promote awareness and encourage the development, use and re-purposing of Open Educational Resources, Open Courseware and Massive Open Online Courses.

**Support** the development of new patterns and models of eLearning at all levels of education and production of diverse forms of electronic teaching and learning materials that would be based on the use of different types of electronic devices.

### Parallel Session 3. Teacher ICT Competency and Professional Development

**Topics discussed:** ICT competency models for teachers, teaching and administrative staff of different education sectors based on UNESCO ICT-CFT; localization, refinement and adaptation of UNESCO ICT-CFT and its use for development of ICT competency standards and creation of sustainable systems of teacher professional development including certification mechanisms; development and implementation of teacher training programmes based on UNESCO ICT-CFT; cooperation and partnership of UNESCO, UNESCO Global networks and partners from public and private sectors in the field of professional development in education.

**Proposals:**

**Support** the development and implementation of ICT competency models for all target groups of teachers, teaching and administrative staff from different levels and sectors of education based on localized, improved and adapted UNESCO ICT-CFT.

**Finalize** the methodology developed by IITE for UNESCO ICT-CFT localization, adaptation and application for development of National Teacher ICT competence Standards and creation of sustainable systems of professional development in the education sphere on regional and national levels.

**Facilitate** the development and implementation of model educational programmes and training courses for teachers, teaching and administrative staff, as well as for educating policy makers in the field of ICT application in education, innovative ICT-integrated pedagogy and professional development in compliance for UNESCO ICT-CFT, its modifications and derivatives.

**Contribute** to further enforcement of cooperation between UNESCO, its' global and regional networks and partners (both from public and private sectors) in the field of teacher professional development based on UNESCO ICT-CFT approach and using opportunities of IITE projects and initiatives on networking at the different levels and sectors of education.

### General Recommendations

Recognizing the success of the Conference and its influence on the development of Education as a key sector of Knowledge Society through policy advocacy, capacity development and building of partnerships, the Conference participants recommend:

- To continue hold IITE Conference biennially
- To publish the Conference Proceedings and other related materials as well as to upload them to the IITE web-site.

Based on the summary of two Plenary Sessions and panel discussions the participants have agreed:

- To support and participate in the UNESCO initiatives in the field of ICTs in education and innovative pedagogy including policy advice on ICT integration in education at different levels;
- To enforce the UNESCO IITE activity in the field of policy advocacy, professional development and knowledge management according to key trends of ICT application in education and innovative pedagogy, and based on the use of state-of-the-art ICT-competency models;
- To draw attention of governmental authorities and policy makers of the education sphere to the need to study the best international practices in the field of national and regional teacher ICT competency standard setting based on UNESCO ICT-CFT and using the methodology developed by IITE;
- To stress out a necessity to analyse the efficiency of the application of OER in the framework of implementation of innovative approaches to e-learning, distance and open education as well as an effectiveness of quality assurance tools and techniques of ICT-integrated pedagogy.

## Appreciation

Finally, UNESCO IITE extends its gratitude to the National Education Ministries and Education Departments for their attendance at the High Level meeting, experts and panelists for their contributions in the form of abstracts and active discussions and the Russian Federation for their continuous support.

UNESCO IITE appreciates the following organisations for their support to the Conference: co-organizers of the Conference UNESCO Moscow Office for Armenia, Azerbaijan, Belarus, the Republic of Moldova and the Russian Federation, The Commission of the Russian Federation for UNESCO, the Moscow State University for Economics, Statistics and Informatics (MESI), the State Institute of Information Technologies and Telecommunications INFORMIKA in cooperation with UNESCO Chairs/ UNITWIN Network, UNESCO ASPnet and UNESCO-UNEVOC Network, UNESCO IITE-Microsoft Rus "Education Technology Innovation Center" (ETIC) and MIMIO Company.

## Ministerial Round Table on ICT in Education

In the framework of the IITE-2012 International Conference, the Ministerial Round Table on ICT in Education was organized (November 13, 2012) which brought together Senior Officials from Ministries of Education, authorities, rectors of teacher training universities from CIS, the Baltic States and several other countries. Totally 20 policy makers from 12 countries (Armenia, Azerbaijan, Belarus, Iran, Latvia, Lithuania, Mongolia, Moldova, Oman,

Russia, Slovenia, Uzbekistan) took part in this event. During the meeting the issues of state policy-making in the field of ICT usage in education, including the elaboration of the national standards of ICT competency for educators, as well as application of open educational resources were discussed.

The objectives of the ministerial round table were as follows:

- To discuss and overview national experiences, initiatives and policies on ICT competency standards for teachers and promotion of open educational resources;
- To discover the opportunities and implications provided by UNESCO ICT CFT and discuss possible strategies for its localization;
- To discover UNESCO potential and facilities on promoting open educational resources (OER);
- To discuss and provide recommendations for following UNESCO (including IITE) actions to support UNESCO Member States on ICT policy development for strengthening educational systems.

The ministerial round table was held in two sessions:

Roundtable session 1. Bridging the Quality Gap in Education through Teacher Professional Competencies in the field of ICT, and

Roundtable session 2. Bridging the Quality Gap in Education through open educational resources.

The participants of the ministerial round table elaborated and agreed a resolution containing national roadmaps/policies on bridging the quality gap in education through standards development on ICT teacher competencies and promoting of open educational resources to accelerate the progress towards achievement of EFA goals in the region (see the attachment).

## **Resolution of the UNESCO IITE Ministerial Round Table on ICT in Education**

### **Preamble**

We, the participants of the Ministerial Round Table have exchanged views on the current situation and the existing problems in teacher's competencies in the use of ICT and development and promotion of educational content, in particular, Open Educational Resources, during the High-Level Meeting within the framework of the IITE-2012 International Conference organized by the UNESCO IITE.

The participants reaffirm that teacher's competencies in the use of ICT and the development of Open Educational Resources are a cornerstone of education development in the Knowledge society.

### **Recommendations**

The recommendations of the Ministerial Round Table on ICTs in education are grouped under two headings corresponding to two roundtable discussions.



### ***Round Table 1. Bridging the Quality Gap in Education through Teacher Professional Competencies in the field of ICT***

*Recognizing* the importance of the UNESCO ICT Competency Framework for Teachers (ICT-CFT) and appreciating UNESCO efforts to support the Member States in the development of comprehensive national teacher ICT competency policies and standards,

*Acknowledging* the considerable progress made by the UNESCO IITE in the development of methodology and recommendations on localization of the UNESCO ICT-CFT at national level and reaffirming the importance of upholding the general vision of the methodology and recommendations on localization of the UNESCO ICT CFT developed by the UNESCO IITE,

*Request* the UNESCO IITE to study the best international practices in the field of national and regional teacher ICT competency standard setting based on UNESCO ICT-CFT and provide a technical assistance to the Member States upon their request for development and implementation of such kind of standards as a starting point for the creation of sustainable national systems of professional development in education .

### ***Round Table 2. Bridging the Quality Gap in Education through Open Educational Resources***

*Agreeing* to follow up on the Paris OER Declaration adopted by the World OER Congress (UNESCO, Paris, 20-22 June 2012), in particular, to promote awareness and encourage the development, use and re-purposing of Open Educational Resources, Open Courseware and Massive Open Online Courses,

*Acknowledging* the important findings obtained by the UNESCO IITE on OER in different countries that should be taken in consideration while developing relevant policies and strategies at national and regional levels,

*Request* the UNESCO IITE to support the Member States regularly on the ways and means of implementation of the Paris OER Declaration and to provide technical assistance and policy advice upon request,

*Request* the UNESCO IITE to launch the OER initiative for CIS countries, based on the accumulated expertise and aimed at promoting the openness of education and supporting the use of new open and distance education approaches, confirmed by international authorities in consultation with the relevant government authorities.

Recognizing the importance of the Ministerial Round Table and its impact on the educational strategy development and implementation at national level, the participants recommend the UNESCO IITE to continue holding ministerial round table meetings on ICTs in Education *biennially*.