



## RETHINKING LEARNING IN A DIGITAL AGE

18-20 SEPTEMBER 2017, BULGARIA

### **International Summit on ICT in Education “EDUsummit 2017” Borovets, Bulgaria September 18-20, 2017**

The learning landscape is undergoing fundamental changes, requiring new methods and perspectives to capture the new capabilities and learning processes that have emerged because of the basic technology infrastructure and tools generally available and the augmented capabilities that learners have through the use of such tools

Approximately 80 leading researchers, policy makers and practitioners spanning all continents, gathered in Borovets, Bulgaria, September 18-20 2017 to define action items.

### **A Call to Action**

#### **Students and Learning with ICT**

- To recognize that digital agency, as an individual's ability to control and adapt to a digital world, is a critical goal for social, civic and economic well-being.
- To recognize that citizens including young people are able to engage as producers rather than consumers in order to shape the interaction between technology and society.
- To create awareness of family, community and peer challenges for promoting digital citizenship and new opportunities and risks of upbringing in a digital world.
- To rethink inter-generational and intercultural dynamics of family and educational institutes linked to upbringing, in a continuous manner.
- To recognize creativity as an important component of student development.
- To embed creativity throughout the curriculum in both what we teach and assess, and in teacher professional standards.
- To develop a rich array of cases/examples that help exemplify and visualize what creativity looks like across teaching and learning contexts.
- To promote informal learning in education through empowering students, policy makers should facilitate connections between informal and formal learning and enable teachers to recognize and integrate informal learning in their pedagogy.

## Professional Development for Integrating Technology

- To encourage professional development that includes the recognition that leaders facilitating technology-enhanced learning are important change agents in the implementation of policies.
- To encourage policy makers to create opportunities for developing teacher capacity to identify, foster development of, and formatively assess 21st century skills (e.g. creativity, problem solving, self regulation, critical thinking, collaboration, communication, digital literacy).
- To establish global and local networks of professional development of leaders who facilitate technology-enhanced learning.

## Educational System Policies for Infusing Technologies

- To develop an actionable vision that has buy-in from all stakeholders to ensure alignment within the system.
- To use frameworks such as the UNESCO Framework (2011) as tool to guide alignment and implementation within the system.
- To develop productive partnerships among all stakeholders to advance capacity building for ICT use in schools through the co-design of research with real commitment and ownership from all stakeholders--at appropriate levels.
- To communicate and connect with policymakers and educators to ground policies in evidence informed knowledge to protect policy and practice from the latest fads of educational technology.
- To be aware of the affordances and challenges when stakeholders use data to make decisions for formative assessment.
- To create opportunities for collaborative work with stakeholders in order to examine the complex connections between data collection, data interpretation and meaningful data use to support teachers and learners.
- To use real time data systems to monitor and evaluate educational processes and outcomes through a balance of valued indicators in dynamic systems models.

## AND

- To develop future ready policy visions aligned with global development goals.