



**REACTING TO CHANGE AND TRANSFORMING  
EUROPEAN LIFELONG LEARNING:**

**THE CONTRIBUTION  
OF ICT IN ADDRESSING  
KEY CONCERNS  
RELATED TO LEARNING  
INNOVATION**

PUBLIC DOCUMENT

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## INTRODUCTION

The European Union has set the objective to establish the strongest education system in the world by 2020, and ICT is one of the levers to support the process of innovation of European learning systems.

Many national governments in the EU still struggle with a fragmented picture in terms of **effective use of ICT for learning**. That said, research in the field is progressing, good practices increase but a meaningful use of technology has not yet been achieved.

There is a need for **research to support policy makers** at EU and national level in understanding how ICT can support educational innovation.

A wide consensus is available that ICT has the potential to **contribute to learning innovation**, and the VISIR consortium feels the need to discuss how to do so.

## OBJECTIVES

The objective of the VISIR Stakeholders' Consultations is to involve professionals and practitioners as well as decision makers, students, civil society representatives, to build on their opinion and experience, to develop a common vision on how ICT may help making lifelong learning a reality.

Four consultations are being carried out during the project's lifetime to achieve this object.

In the first consultation, public contributions were used to help to identify and analyse the trends on ICT and learning in Europe, while the second put a set of key policy messages into the centre of discussion.

The theme of the 2<sup>nd</sup> Consultation was:

**“Reacting to change and transforming European Lifelong Learning:  
the contribution of ICT in addressing key concerns related to learning innovation”**

With this survey, the aim was to discuss how ICT can contribute to a set of key policy objectives, identified by the Stellar Network of Excellence in 2012:

- ✓ Cost reduction and effectiveness of learning
- ✓ Transferability of learning results across lifelong learning sectors and contexts
- ✓ Employability value of Education
- ✓ New assessment methods
- ✓ Scalability of innovation
- ✓ Learning attractiveness.

For these objectives, a set of options were provided on how ICT can contribute to achieve them.



## EXECUTIVE SUMMARY - MAIN FINDINGS

1. The significant number of responses received to the survey, their diversity and substance, often also the deepness of the comments showed that the consultation has reached its goals, the importance of the topic was understood, having created many relevant responses. Stakeholders seem to be interested and informed about the contribution of ICT in addressing key concerns related to learning innovation.
2. Practically all statements raised in the survey received strong support, meaning that the concerns raised have been much shared by the respondents. The disagreements made ca. 15-20% of the votes.
3. We can highlight the following main messages of the consultation, from the textual comments left by the respondents to the individual questions;
  - a. The positive impact of the work-based, workplace related learning, and “real-life situation embedded” instruction, the need of bringing real-world applications and experts in the classroom, was raised in considerable number of reflections.
  - b. Also, several times was the opinion mentioned that better connection with the challenges learners face in their real lives is needed and that “changes will come from outside the institutions...”. Linked to this approach, the promotion of entrepreneurship was also highlighted as desirable.
  - c. Integration, collaboration, strategy, concept and holistic approach are needed to realise the potential of ICTs.
  - d. New paradigms, concepts were not really proposed, rather the better understanding and proper use of the existing tools was advised.
    - i. Functional rationalisation, flexibility, increased economic (cost and resource) awareness, quality and assessment and legislation/accreditation issues were highlighted.
    - ii. Encouragement of collaboration, further the preparedness and attitudes of the learners are also showing up in the comments
  - e. In the meantime, some scepticism regarding the power and potential of ICTs seemed to be shown. It was also mentioned that the expected learning enhancements exist in traditional environments as well and they are not inevitably linked to the ICT use. A kind of impatient approach could sometimes also be observed: when ICT will be in education and training finally properly implemented...?!
  - f. Whilst there was no doubt that “ICT has the potential...” as stated in the questions, in reflections of respondents it was noted that potential is different thing than saying that it will also happen. This threw the light on the importance of the implementation aspect and the necessity of further research on the reasons why this is not really happening.
4. Existing geographic (US/UK vs. e.g. Europe) specificities and differences have been highlighted regarding the **learning outcomes transferability** approach. The scenario is not homogenous for this question across regions. The relatively lower support for the learning outcome focused assessment may show blocks of territories divided along this approach.

Responding transferability of outcomes, support was received for the development of transparency of documenting learning outcomes by ICT.

5. **On employability value of education:** the approach regarding to bringing closer the world of work to education received the strongest support. The positive effect of the employability demand was recognised not only for the learners but for their teachers as well. ICTs, in the same context, were also held valuable because their contribution to the development of transversal and soft skills (communication, critical thinking, collaboration, etc.), is being increasingly valued by the employers.
6. Respondents clearly approved the potential of ICT in contributing to the **new assessment methods**. Providing instruments for the integration of informal learning, the e-portfolio approach received high support, together with relatively new assessment fields like media testing of learning outcomes or ICT use in social-collaborative open assessment forms. This is encouraging and shows the openness and interest of respondents for the newly emerging practices.
7. Respondents also endorsed the potential of ICT in contributing to the **scalability of innovation in learning**. The preferred option for this was the support for setting up learning practitioners' network. Sharing experience, peer collaboration, networking of students and families, thus the collaborative aspects in respect of this question have been emphasized.
8. **Concerning attractiveness of learning**, the flexibility combined with real life activities like work and family life received strong support here as well.

On the **survey methodology side**, there have been some signs concerning that whilst the aim of the exercise was to find ways in which ICT could help - not to prove it! - from some remarks of the respondents we may guess that not all of them got that the formulation of the questions was intended as raising/highlighting a possibility and not providing a strong answer.

Thus, in few cases, the survey may have turned out to be an assessment of such answers rather than a reflection on other ways through which ICT could help achieve the objectives addressed.

## METHODOLOGY

The consultation was carried out from 5 March to 29 April 2013.

The online tool used for the survey was SurveyMonkey ([www.surveymonkey.com](http://www.surveymonkey.com)).

The partnership highlighted 6 policy statements and provided 3 options for each statement, regarding how ICT can contribute to achieve them. Participants were invited to vote on the options and they could submit their own proposals as well about additional/alternative ways they think ICT could contribute. It was also possible to raise and explain other policy objectives that could be reached with the support of ICT.

The consultation was running in 5 languages: English, German, French, Spanish and Italian.

## REACHING THE STAKEHOLDERS

The potential target group is wide, it may include stakeholders from all education sectors, including

- ✓ Policy makers (EU and national level, in education related fields)
- ✓ Educational professionals (teachers, professors)
- ✓ ICT professionals (practitioners and business providers)
- ✓ Researchers (in education related fields)
- ✓ Networks and initiatives dealing with similar topics

The consultation was widely promoted through all the communication channels of the members of the VISIR consortium.

Following a preliminary exemplary survey of the stakeholders and their potential interest, before the series of consultations started, the outreach potential of the partnership has been mapped.

**The “VISIR Stakeholders Map” illustrating the outreach is presented in the Annex.**

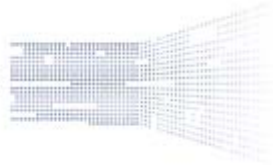
The recruitment channels, tools and activities used were:

- ✓ Web 2.0 tools (social networks)
- ✓ Professional communities (e.g.: EDEN Network of Academics and Professionals (NAP) Members’ Portal, similar initiatives/projects’ mailing lists)
- ✓ Electronic communication materials: electronic newsletters, partners’ mailing lists
- ✓ Conferences and seminars: presentations at international and national events
- ✓ Synergies with related initiatives, projects, organisations, networks

In addition to the general recruitment and dissemination tools used during the first consultation, emphasis was now put on the targeted approaches and communication, like personal e-mails to selected groups of professionals.

1. ICT has a high potential to contribute to **cost reduction and effectiveness of learning** by:
  - a. Embedding learning in working processes
  - b. Rationalising the provision of study programmes and support services among institutions with different specializations
  - c. Engaging a massive number of people into education for example favoring the take up of viable and sustainable open educational practices
  - d. Other (please add your comment/suggestion)
  
2. ICT has a high potential to contribute to **transferability of learning outcomes** by:
  - a. Supporting new forms of assessment which are focused on learning outcomes
  - b. Documenting learning outcomes in a media-rich way and making them transparent across countries, sectors and organisations (for example: allowing people to build their own e-portfolio on mobile technological devices)
  - c. Providing interoperability among (online) learning environments
  - d. Other (please add your comment/suggestion)
  
3. ICT has a high potential to contribute to the **employability value of education** by:
  - a. Supporting the connection between the world of education and the world of work (for example allowing employers and training bodies to communicate on a continuous basis on emerging skills needs)
  - b. Supporting the design of competence-based learning systems that help to learn processes and related competences, not only knowledge sets
  - c. Improving access opportunities to learning for those at risk of social exclusion (drop-outs, those affected by disabilities, other disadvantaged groups).
  - d. Other (please add your comment/suggestion)
  
4. ICT has a high potential to contribute to **new assessment methods** by:
  - a. Providing instruments –such as e-portfolio – which enable the integration of learning experiences of the individual, making informal learning explicit
  - b. Using different media to test and document broad set of learning outcomes
  - c. Supporting new forms of social and collaborative assessment and open assessment practices
  - d. Other (please add your comment/suggestion)
  
5. ICT has a high potential to contribute to **scalability of innovation in learning** by:
  - a. Providing (social) networking platforms displaying and integrating ongoing efforts worldwide to enhance innovation across the different learning sectors
  - b. Providing information brokerage platforms giving access to databases of best practices in the use of ICT for learning
  - c. Supporting the setting up of learning practitioners’ networks
  - d. Other (please add your comment/suggestion)





6. ICT has a high potential to contribute to the **attractiveness of learning** by:
  - a. Making education more interactive, by giving learners the opportunity to share their ideas/opinions, for example through the use of social media and networks, the use of electronic voting systems in large groups, game-based learning, etc. ...
  - b. Enabling learners to be in charge of their own learning, for example by building individualized and contextualized learning paths
  - c. Facilitating flexible ways of learning and in this way enabling learners to combine their study with other commitments like work, family life, etc. ...
  - d. Other (please add your comment/suggestion)
  
7. **In case you think that ICT can contribute to additional priorities not listed in the survey, please state these below adding the way in which it can do so. (open question)**

## RESULTS

### STATISTICS

Altogether 229 participants gave their opinion and added their own suggestions.

	Participants
EN	154
DE	23
IT	23
ES	10
FR	19
SUM	229

Table 1: Summary of votes and participants

Participation was the highest in English, with 154 voters, the rest (DE, IT, ES, FR) had lower numbers varying between 10 and 23.

1<sup>ST</sup> STATEMENT

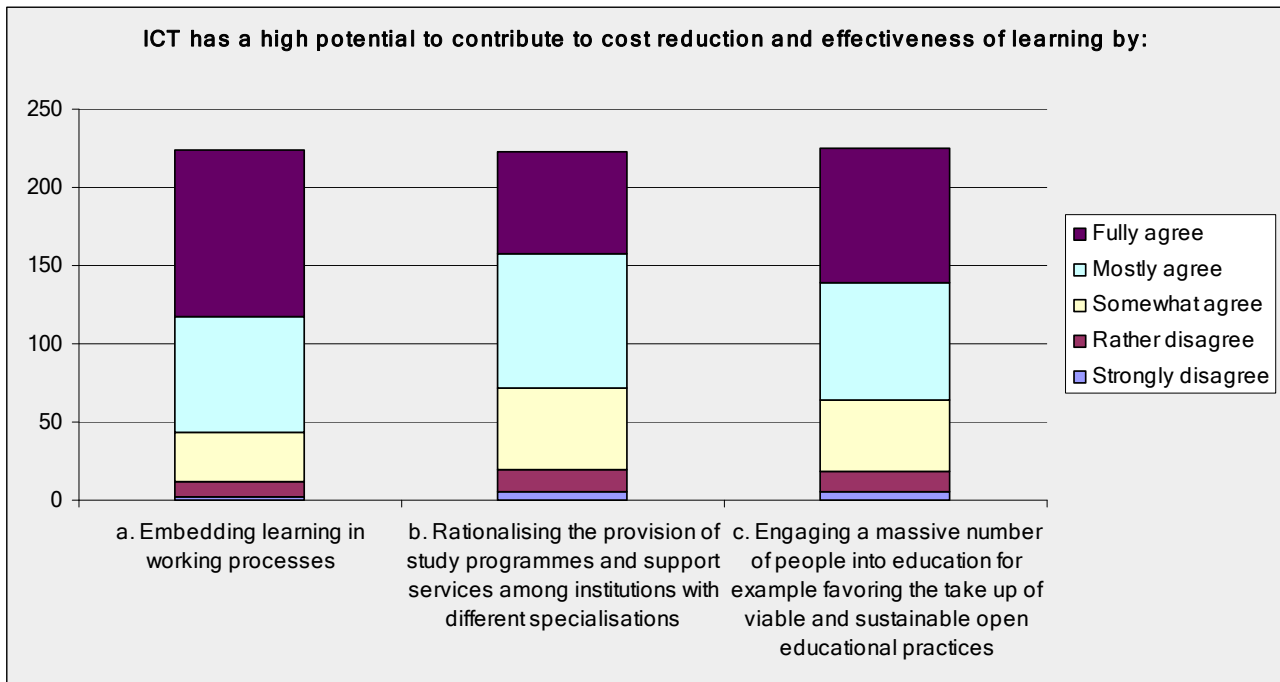


Figure 1

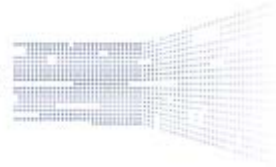
In general, respondents confirmed that all three areas do contribute to the cost reduction and effectiveness of learning. The Fully and Mostly agree votes were in large majority, altogether 50 votes were disagreeing in one way or another with the statements.

The largest support was received by the **potential in embedding learning in working process**.

There were additional 45 comments by the respondents, in quite large diversity. From their themes, the functional rationalisation, flexibility, increased economic (cost and resource) awareness, quality and assessment and legislation/accreditation issues can be highlighted.

The comments mentioned the following issues:

- ✓ New pedagogical and didactic models
- ✓ Personal Learning Environments, focus on learning instead of teaching, through well-designed tools
- ✓ Flexibility of learning time and learning space
- ✓ Facilitate internal differentiation and direct feedback
- ✓ Increasing the scalability of courses
- ✓ Streamlining the supply, curriculum customization
- ✓ "Differentiating different teachers roles with e.g. broadcasting online classes provided for the best teachers"
- ✓ "Engage a massive number of people into informal learning practices"
- ✓ The use of open resources (speeding up access to learning objects)
- ✓ Enhancing the cooperation of actors in the educational field (this contributes e.g.: to high-level contributions in teaching materials)
- ✓ Facilitating expertise and knowledge sharing across an office or across a continent to increase learning effectiveness at lower cost.
- ✓ "Eradicating repetition of effort and by enabling centralisation of teaching/tutoring, leading to improvements in quality."



- ✓ “Cost reduction will also come from user owned technology use”
- ✓ Supporting compliance requirements with learning and accreditation, learning assessment

Suggestions on further issues to be dealt with:

- ✓ The importance of the commitment of decision makers and policy makers in the renewal of practices.
- ✓ Changing the educational philosophy, bringing in the values of web2.0 (ICT is only a tool, in itself it is not enough)
- ✓ Legislation on using open hardware and software (at the moment legislation is preventing major companies from using EU (public) funding and then they sell their products with huge profit to students and teachers)
- ✓ Quality assurance issues: measurement of the competences of the participants, differentiation of learning outcomes of online courses (rather to be a certificate than a degree)
- ✓ Up front costs in re-presenting curriculum in a digital format (academic staff costs) is significant and the most important cost issue.
- ✓ If educational institutions keep engaging IT providers to control the process, it will increase the costs. Therefore I would advise to use open source, social media and other cost effective platforms.
- ✓ The criteria of rationalisation needs to be conceptualised.

Critical comments

- ✓ Several (6) replies are dealing with the problem of how cost reduction and effectiveness are contradictory to each other. Based on these comments, these two factors may need to be handled separately.
- ✓ “ICT in itself is just a costing factor”, its application, environment, concepts for its potentiating needs to be considered carefully.
- ✓ Cost reduction of the human resources is not evident: “because even with ICT, the maximum number of people at virtual classroom is better not to exceed 20-22. Unlike the discourse for the open courseware, which offer open courses but not always supported by tutors and teachers. In this case there may be a reduction in costs but the efficacy is dependent on the degree of autonomy and awareness of trainees.”

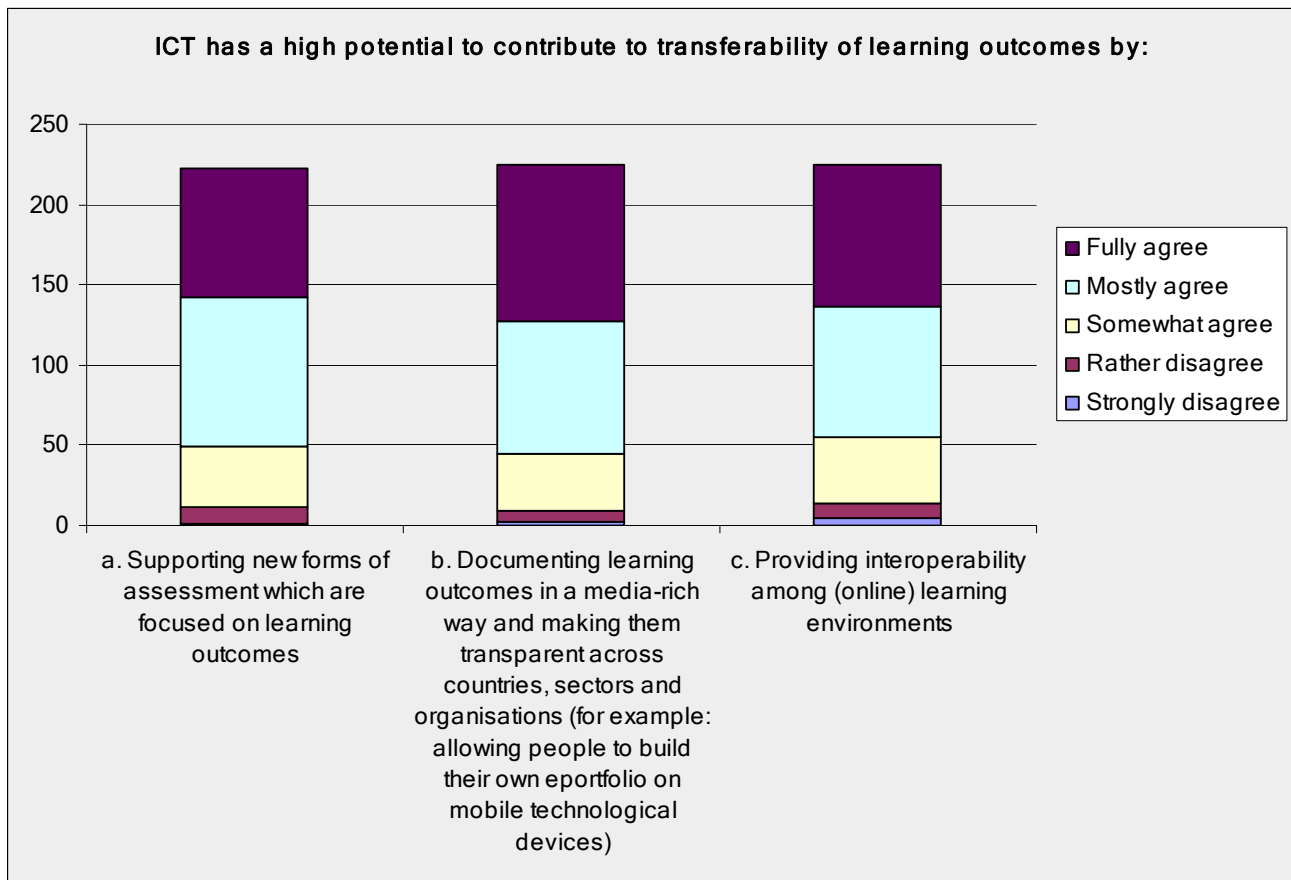


Figure 2

With only few (34) exceptions, respondents agreed regarding the potential of ICT to the transferability of learning outcomes through the listed examples. With small difference only, the strongest support was received for option (b) – transparency of documenting learning outcomes by ICT. Some more questions seem to appear in the case of new assessment methods.

Existing geographic (US/UK vs. Europe) specificities and differences have been highlighted regarding the learning outcomes transferability approach, thus the scenario is not homogenous for this question across regions. In the light of this observation, the relatively lower support for the learning outcome focused assessment may show blocks of territories divided along this approach.

There are additional 24 comments by the respondents mentioning the following issues:

- ✓ “Provide interactivity and collaborative research development experts and beginners, enhancing learning and promoting sustainable development”
- ✓ “Opening adoption of Philosophy and REAs as global public policy”
- ✓ “Allows integration, interdisciplinarity and unexpected learning outcomes”
- ✓ ““b)” is vital if we are to manage educational data needs. Assessment will become embedded in learning”
- ✓ “Giving HR professionals rapid access to data to check the validity and value of qualifications and other documented learning outcomes”
- ✓ “Involving learners on the informal level as well as the formal thanks to social media”
- ✓ “Providing mobility to learning through ubiquity nature of the current available technology.”
- ✓ “Establish relationship between knowledge building resources and mobile devices of information.”
- ✓ “Making learning activities more meaningful personally through creative engagement”
- ✓ “Immediate feedback”

Suggestions on further issues to be dealt with:

- ✓ “Interoperability among (online) learning environments does not solve sharing; other factors are to take into account (i.e., willingness to share)”
- ✓ “Improvement of teachers media teaching competences“
- ✓ “Many interests exist to restrict interoperability”
- ✓ “Avoid the lowering of academic learning standards that has happened in the USA. The USA has pushed for standardization, and more independent study (read about Western Governors U and competency-based education).”
- ✓ “ICT can help, but not sufficient condition for change”

Critical comments:

- ✓ “Media-rich ways are not efficient in themselves , as they are costly and seldom effective”
- ✓ “This question seems to be based on the assumption that it is expectable to be a "transferability" of knowledge from formal learning contexts to everyday activity. There are many authors that disagree (see, Lave, 1988, Cognition in practice)”
- ✓ ““a” is being done already - but maybe in some countries this is not the case - reads oddly to a UK person”
- ✓ “Interoperability has not been an issue for a number of years. Learning environments are just like any other website and can share what they are capable of sharing.”
- ✓ “The concept 'transferability of learning outcomes' is a US industrial concept of education that does not achieve education understood in a traditional sense which is the aim of the US approach but ironically not able to be achieved through that method.”

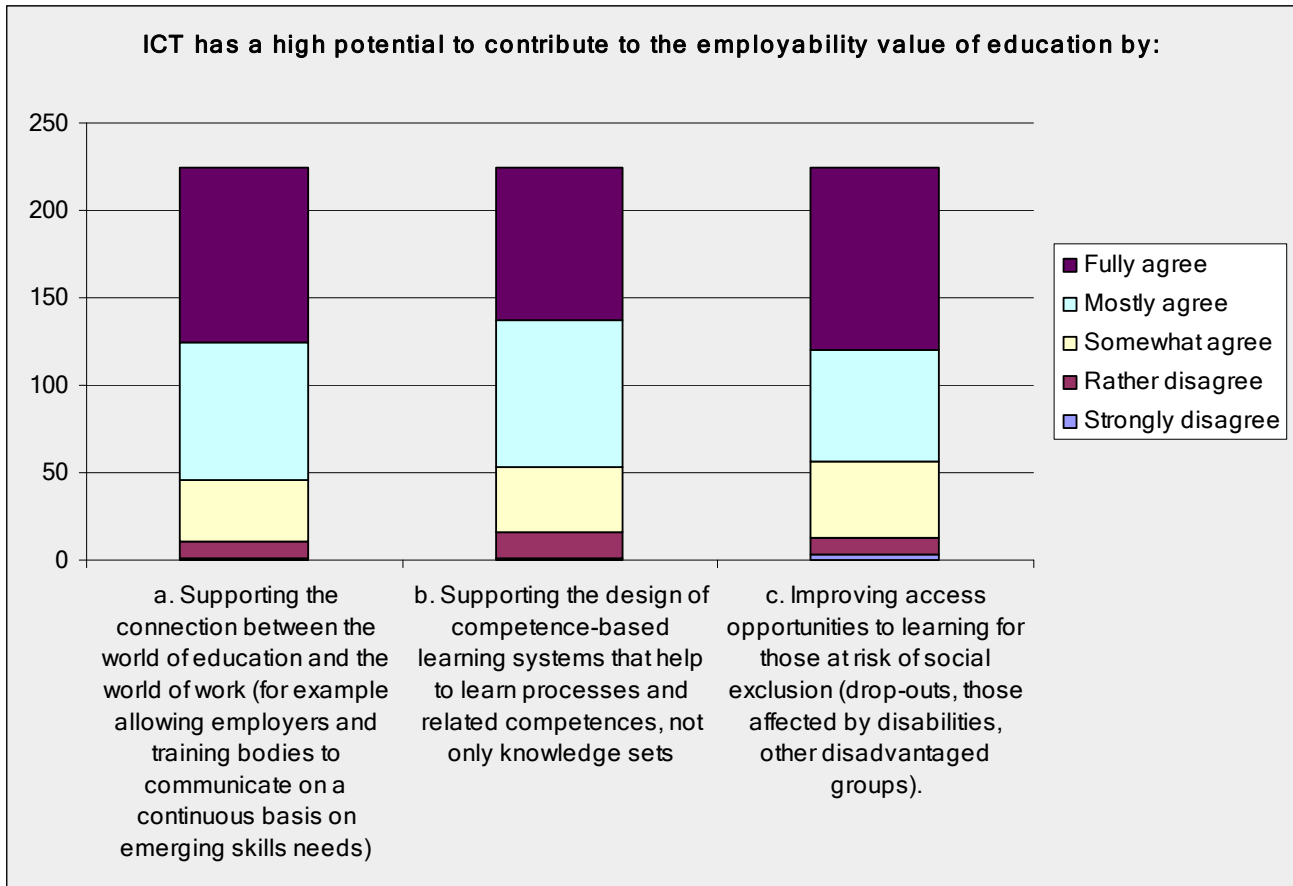


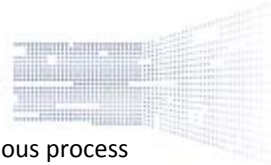
Figure 3

For statement 3, 40 votes expressed disagreement, the significant majority agrees in the potential of ICT in increasing employability value of education through the offered alternatives.

Again, like for question 1, the approach regarding to bringing closer the world of work to education received the strongest support. This is also confirmed by comments like “Brings real-world applications into the classroom - and Brings experts into the classroom”. The positive effect is recognised in this respect not only for the learners but their teachers as well. ICTs, in the same context, are also held valuable because their contribution to transversal and soft skills (communication, critical thinking, collaboration), valued by the employers.

There were 26 comments left by the respondents mentioning the following issues:

- ✓ “Allows the real Change: the process of learning/studying is ICT based at home or work environment and the transferability (exercising; application; critical thinking; simulation;) at school/VET centre/work place.”
- ✓ “Brings real-world applications into the classroom”
- ✓ “Brings experts into the classroom”
- ✓ “The ICT contents are updated and adapted more easily.”
- ✓ “Recognition of informal learning”
- ✓ “Raising awareness and providing developmental opportunities to teachers in terms of pedagogical methods and methodological diversity targeting 21st century skills.”
- ✓ “Improving communication choices and thus skills beyond writing.”
- ✓ “Developing generic skills that are essential in the workplace (co-working, entrepreneurship, autonomy, ...)”
- ✓ “Encourage collaboration, collective intelligence and understanding of the meaning of human interdependence, capable of potentiating actions for human development and improvement of community life”



- ✓ “Increasing the capacity for learning, unlearning and re-learning - encouraging learning as a continuous process rather than as simply acquisition of a set of facts and static knowledge.”
- ✓ “Problem Based Learning with the competence-based learning systems are very good practice oriented method.”
- ✓ “Theory and practice links to develop employability, to avoid social exclusion risks, mainly in emergent countries”

Suggestions on further issues to be dealt with:

- ✓ “It need to be more finely textured in addressing social exclusion. Putting 'drop outs' and the disabled together is not good enough!”
- ✓ “Improving access will certainly be possible, but it will take substantial resources to reach populations of social exclusion.”
- ✓ “At point c), I believe that improving access is important but not sufficient to guarantee the presence of the excluded, and therefore, their employability.”
- ✓ “ICT has high potential to do these things, but fulfilling that potential is difficult. We need pilot projects.”
- ✓ “ICT doesn't "support" or "improve" a., b., and c. It depends on how ICT are applied. ICT can hinder to do so, when the actors, who are responsible for supporting and improving a, b., c. are poorly trained to apply ICT appropriately and effectively, and when the pedagogical concepts and objectives are not elaborated accordingly.”
- ✓ “See c.) ICT will not by itself improve access to learning opportunities for the hardest to reach groups
- ✓ “The connection between the world of education and the world of work is more supported by the content of the course and the empowerment of students with activities focused on the real world of work rather than ICT”
- ✓ “The potentials mentioned above, although theoretically acceptable, but without processes and personal willingness to take responsibility simply can not be realized. And political interests are driving (see e.g. funding)”
- ✓ “The learning competence is useful, but its implementation does not depend on technology. However, there are areas where it is said to be good to teach competences.”
- ✓ “IF you do this, be sure that the results is NOT considered a "degree". In the USA, mostly online non-traditional degree holders go on for Masters degrees (another money mill). The value of an UG and G degree is denigrated.”
- ✓ “University education is about deep creative and critical learning. Competence is not.”

Critical comments:

- ✓ “These are not new issues - we could have said all this 10 years ago”
- ✓ “Technology is not enough to solve c.)”

#### 4TH STATEMENT

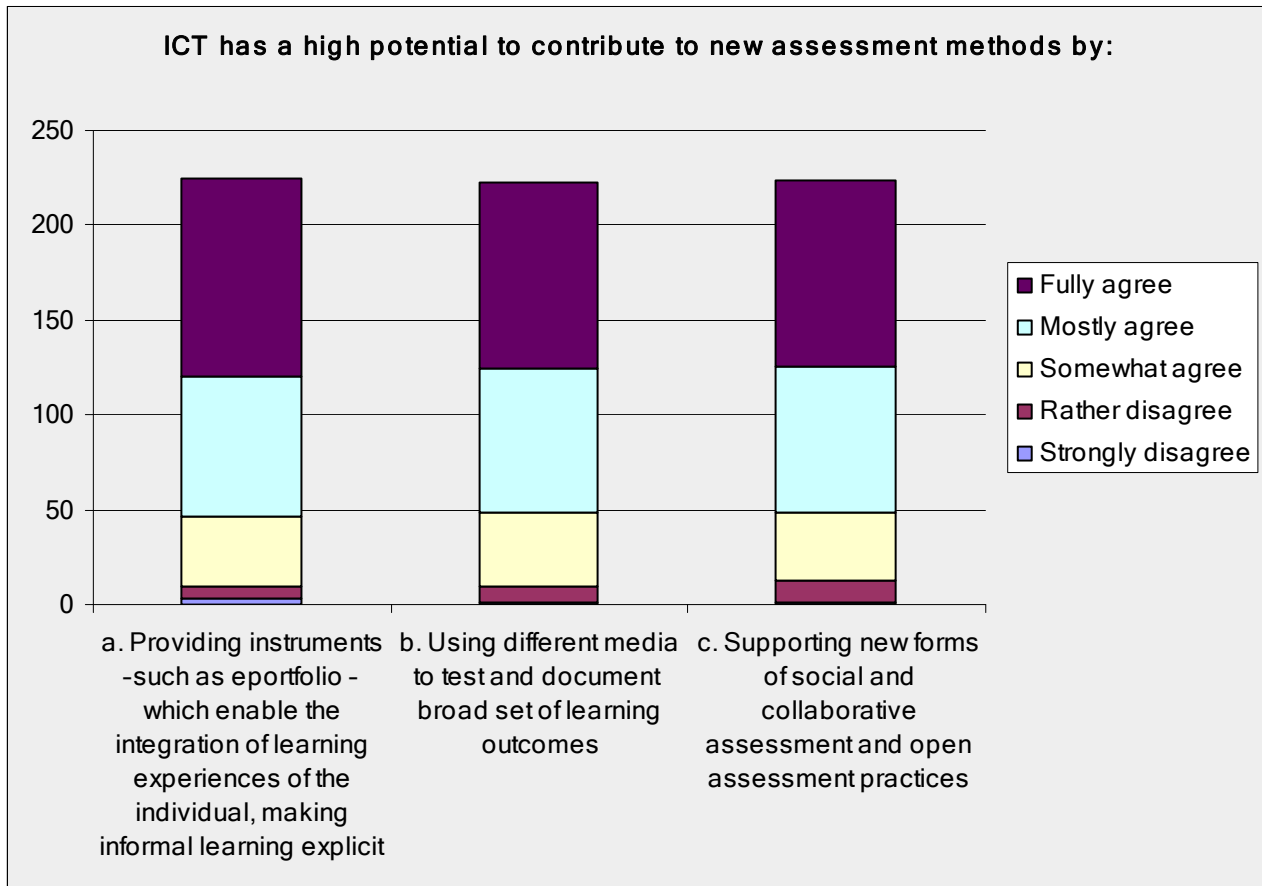


Figure 4

This statement received small number, only 32 disagreeing votes. Respondents overwhelmingly approve the potential of ICT in contributing to the new assessment methods. The difference is small but the option of providing instruments for the integration of informal learning, the ePortfolio approach received the highest approval. The similarly strong support for the other, however relatively new fields like media testing of learning outcomes and ICT use for social-collaborative-open assessment forms shows the openness and interest of respondents for these emerging practices. Some remarks left remind the pragmatic sides of assessment: the preparedness of the environment, the cost implications and legal issues, others strengthen the value of the collaborative approach.

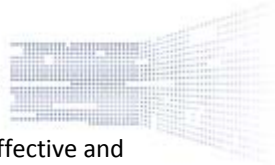
There are additional 15 comments by the respondents. They raised the following issues linked to the statements:

- ✓ "Providing diagnostic support and iterative learning journeys"
- ✓ "Personal authentication capabilities."
- ✓ "Extending assessment approaches across teams and organisations rather than simply focusing on individuals - assisting and improving network performance outcomes."
- ✓ "ICT has a high potential to contribute to new assessment methods by making peer learning opportunities much easier for educators to manage"
- ✓ "Empowering the marker to exercise judgement and process results in new ways."

Suggestions on further issues to be dealt with:

- ✓ "One of the great potential of ICT is the various tools and methodologies for evaluating offers. On the other hand, designing an appropriate strategy for evaluation is one of his greatest difficulties."





- ✓ “Yes, only ICT allow ePortfolio, however without a strategy and concept for making the ePortfolio effective and sustainable, ICT is useless.”
- ✓ “Poor learning outcomes (as a result of poor pedagogy) don't get better through "different media".
- ✓ “Yes, ICT allow c. but such happens only when the institutions and actors are well prepared to apply ICT accordingly.”
- ✓ “ICT alone will not change assessment. It can contribute to reflection on new assessment methods but a lot of work needs to be done on the overall pedagogy and clear decisions made. It's not so much ICT which is the driver, rather the need to develop (and assess) 21st century skills and competencies. Only when competency rather than knowledge become the reference will assessment methods change, and will integrate ICT in a sound way. Until then, we'll be stuck with multiple choice questions as the embodiment of ICT-based assessment.”
- ✓ “Assessment remains a contentious issue in education, but the use of technology has the capacity to measure attainment without distorting the learning process - but only if applied with understanding of what negative impact assessment methods can have.”
- ✓ “Such activities, however, add significantly to the cost of education because of the staff involvement essential for such activities. So this is NOT a cost saving venture, but it is good education.”
- ✓ “ePortfolios are legally complex and certainly socially controversial. Who can solve problems wire stigmatization of entire groups?”
- ✓ “Yes, potential is high. Unfortunately in practice this tends to revert to naive box-ticking and the holistic approach is lost”
- ✓ “As above, avoid most of the USA processes and systems for non-traditional adult learners.”

#### Critical comments

- ✓ “a) bad example c) bad example - is often done without ICT”

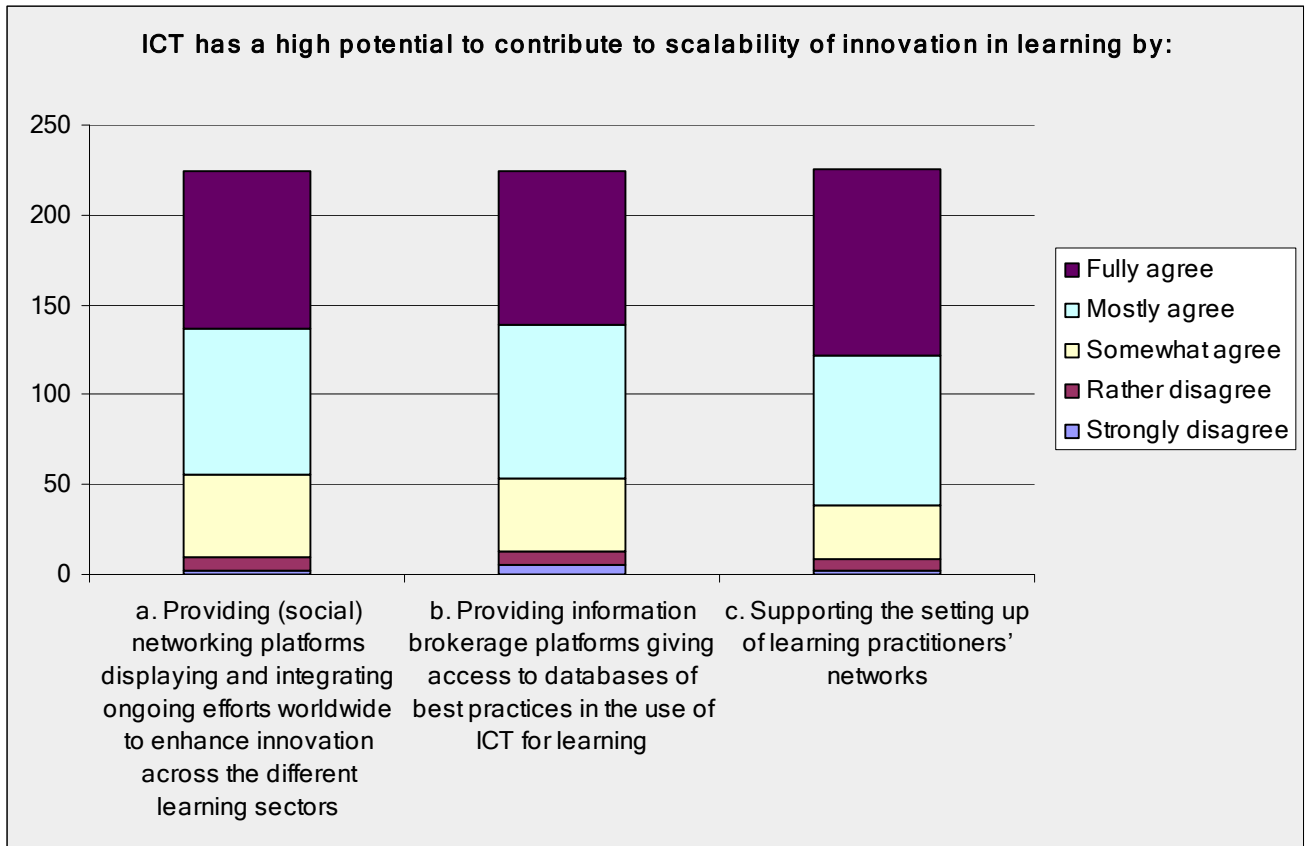


Figure 5

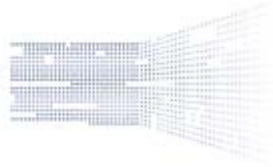
Respondents again highly agree with the potential in ICT contributing to the scalability of innovation in learning, with only 35 votes expressing some kind of disagreement. Responses mostly support the option about setting up of learning practitioners' network. Sharing experience, peer collaboration, networking of students and families were also emphasized in the remarks received, thus the collaborative aspects in respect of this question have been highlighted. The somewhat abstract question has meanwhile provoked more critical remarks than normally.

There were additional 18 comments left by the respondents. They raised the following issues of ICT linked to the statements:

- ✓ "Stressing the role of peer collaboration in learning"
- ✓ "Embedding it into a holistic programme of change"
- ✓ "Recording and making accessible historical experience, success and dead-ends and research findings."
- ✓ "Supporting student networking, - Supporting the creation of networks of families"

Suggestions on further issues to be dealt with:

- ✓ "To all this we must establish good connections at low cost and free for those who can not afford"
- ✓ "Transferring knowledge gained, Needs a change in society though"
- ✓ "Cultural barriers and professional silos may go against the openness inherent in ICT use to support innovation"
- ✓ "With always emphasis in learning processes enhanced by technology"



Critical comments:

- ✓ “All of this is still 'work in progress'. There is potential here, but effectiveness has yet to be convincingly demonstrated.”
- ✓ “I think these networks are available (social media) and also to build more and closed (specific learning) networks is completely useless. No one is inside...”
- ✓ “Hard to find useful things in the sea of information that you can get online.”
- ✓ “The concept of "contribution" is too broad and imprecise, so could not fully agree. While I think that ICT positively influence the scalability of innovation, this depends crucially on other policy decisions.” “Question B worded incomprehensible ....”
- ✓ “a), b) and c) ask students too much effort”
- ✓ “Sharing and information transparency is good. Unfortunately, statistics can be used (distorted) to bring out desired results.”
- ✓ “Why "high potential"...?”
- ✓ “a) is meaningless, b) little evidence that this is useful, c) ditto”
- ✓ “How can one not agree there is potential in each area? But you do not ask here about likelihood...”

## 6TH STATEMENT

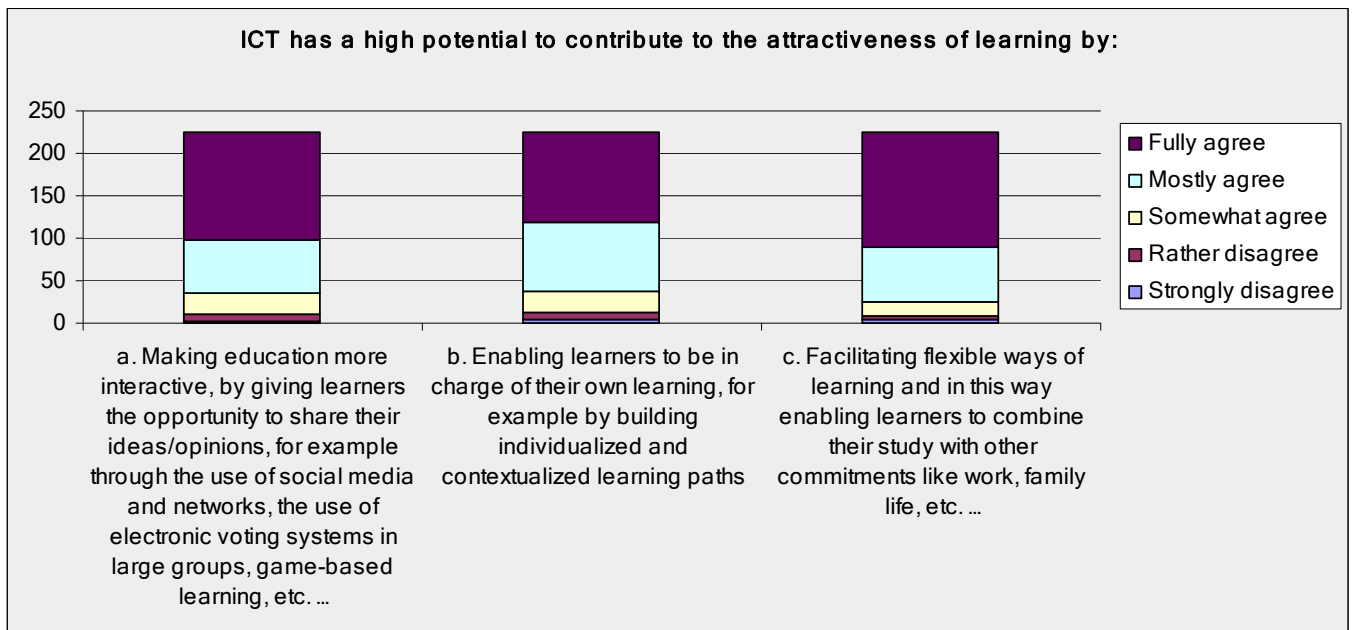


Figure 6

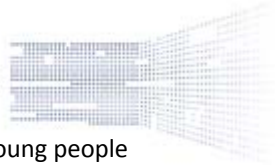
Respondents were on the positive side yet again concerning the statement that ICT can contribute to the attractiveness of learning, with only 31 disagreements. The statement on flexibility by combining with real life activities like work and family received the strongest support (some of the remarks are backing this as well). That approach, in particular the integration of learning and work, received reinforcement in the previous questions of the present survey as well. The encouragement of collaboration, further the preparedness and attitudes of the learners are also showing up in the comments of this survey item.

There were 23 comments left by the respondents. They raised the following issues of ICT linked to the statements:

- ✓ "Allowing gamification to become the key individual and group learning process"
- ✓ "Giving learners greater scope for creativity and learning by doing"
- ✓ "It makes courses like architecture, engineering and technology adaptable for online learning through its ability to achieve interaction, tutelage and collaboration that are highly needed in those courses."
- ✓ "Interactive learning building social links through computers, networks and all distance communication resources."
- ✓ "Making education more flexible in time and pace of individual learning."
- ✓ "Encourage creativity and develop the talents of students do not even known by themselves."

Suggestions on further issues to be dealt with:

- ✓ "Offering things that can only be done with ICT, empower learners"
- ✓ "b) and c) are obviously more true of particular areas of study than others"
- ✓ "Especially in formal education (primary and secondary) this will depend on the personal learning competences of the students"
- ✓ "Again, I think we can truly enable learners to take control of their own learning, but it will take substantial resources to educate them about the possibilities."
- ✓ "Agree IF not awarded a "degree"."
- ✓ "Distance education, even in the print version, has facilitated flexible ways of learning for decades. Learners being in charge of their own learning paths are mentored processes because of the accreditation processes of the professions. Therefore it is high costs as it needs academic staff to mentor."



- ✓ “You have to include the good use of ICT as a learning tool and as a social tool. ICT is identified by young people as tools for entertainment and fun, and it is this conception that must be transformed.”
- ✓ “On this point b., I must say that normally tend to standardize the technology, not contextualize... The personal relationship and the attention of the trainer are basic requirements to individualize and contextualize. The automated systems, however intelligent they are, have demonstrated several times not achieving this goal (see adaptive systems and expert systems). Perhaps with a new generation of technology, in the long term this will change (beyond 2020)”

Critical comments:

- ✓ “Yes, ICT has the potential to support all this, but there is no evidence that all this happens when ICT is applied. The crucial question is not about the potential of ICT and how to let everybody know about this; it is the question of how to use the potential and how to make ICT a/the useful tool.”
- ✓ “Each of these present potentials, but to date much ICT has been static, content-centric and attempting to replicate traditional approaches.”
- ✓ “We need profound disruptions in education, to have teachers XXI”
- ✓ “autonomy is not innate”
- ✓ “a) badly phrased - many learners do not want sharing, c) done long before ICT”
- ✓ Why "high potential"...?

## 7. FURTHER IDEAS RAISED WITH THE SURVEY

Survey participants were invited to submit any of their related supplementary ideas in the end of the exercise.

*Question 7.: "In case you think that ICT can contribute to additional priorities not listed in the survey, please state these below adding the way in which it can do so. (open question)"*

Altogether 32 entries have been uploaded. Following simple screening for more relevant ones, they can be grouped as follows:

### **Methodology and curriculum**

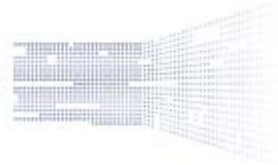
- ✓ "The beauty of technology in education lies in the challenges it poses to traditional understandings of education. The risk is that we use it simply to replicate traditional educational models of learning."
- ✓ "ICT has the potential to change the established teaching (not learning) paradigm. However, in the UK institutions at least, there is little evidence that it is likely to do so in the short term. The conventional classroom/transmission pedagogic model remains entrenched and all institutional systems are designed to support that. My view is that change will come from outside the institutions - mainly through student choice and learning practice."
- ✓ The most important is that ICT enables changes in the curriculum, not just pedagogy. This mantle has to be acknowledged otherwise it is just an add-on, superficial and just full of gadgets. ICT stands for Information and Communication technology. The emphasis on pedagogy focuses on the communication part of the acronym. There needs to be scholarships offered in the re-presentation of curriculum information.
- ✓ "It has a high potential to contribute to reduction in educational irregularities which are common with face to face learning."
- ✓ "Sounds like the USA models... a need for caution and avoiding pitfalls."
- ✓ "As we discover that the C (communication) in ICT can be as powerful as, if not more powerful than the I (information), we will see the teaching and training models change towards new types of relationships. The traditional binary relationship of a teaching authority on one side and passive learners on the other will evolve towards more complex exchanges of knowledge and emulation of skills."
- ✓ "ICT also provides new tools to help with traditional problems of education. It also opened new doors, new possibilities. "

### **Workplace and real-life-situations connected learning, "Learning to learn" skills:**

- ✓ Opening educational systems to world of work, public authorities and non-profit organizations. Educational system should adopt to market needs as we all agree on. However, educational institutions aren't open as we expect them to be. Also, SMEs (or world of work) isn't ready to tackle with slow educational institutions. ICT should be just there. Why shouldn't connect students to potential employers while still on University? Why companies aren't able to search through school database in order to find suitable candidates for scholarship or internship?? Process of ICT implementation in educational life of each individual (LLP) should start as early as possible.
- ✓ "Foster and enhance creativity and entrepreneurship (both skills and activities)"
- ✓ "Providing mechanisms that allow for a better connection between the challenges learners face in their real lives and the learning environment"
- ✓ "Helping learners learn how to learn so that they are \*capable\* workers within unique and complex environments."

### **Assessment:**

- ✓ "Really reinforcing many of the points above, there is a need to change some basic building blocks (e.g. Assessment, accreditation of social / MOOC learning) if the true potential if ICT in learning is to be fully realised"
- ✓ "Transparent annotations to oral assessment at a global scale with ensuring identity and security."
- ✓ "Based on each student's effort, it has a high potential to contribute to a commensurate course duration for different students"



### Community-building:

- ✓ "Contribute to the empowerment of the masses when used as social technologies, creativity and co-creation"
- ✓ "Might expect to see more about learning in cross-border groups. Real possibilities for building (social and other) Europe. Don't forget your sponsors here..."
- ✓ "To learn joining people around the world that has the same interests."
- ✓ "It is proposed educational spaces that enable the construction of knowledge and alternative discourses, typical of groups with common identifying points, which can come into contact and cooperation among themselves."
- ✓ "In higher Education teaching should be based on research. The new virtual communities where research and education can be integrated in new ways will put the education in H.E. institutions to different level."

### Socio-cultural issues

- ✓ "I agree with all the statements in questions 1-6 and see enormous potential for ICT to support radical changes in education. However transforming this potential into reality is another matter. There are considerable barriers to uptake and sometimes a backlash from traditionalists."
- ✓ "I think the real point is to have people (policy makers, decision makers and teachers) who trust these goals, and that you are able to seize the technological opportunities that arise."
- ✓ "ICT brings several ethical-related questions: Is there an ecological and sustainable use of ICT? What is "digital citizenship"? All these aspects are related to ICT but are part of the definition of Digital Competence (cf. Calvani and IDCA)"
- ✓ "Supporting and enhancing cultural identities by providing learners with the means to reflect their individual culture and interests"
- ✓ "ICT can help improve the leisure of young people: The development of ICT and the Internet has also been influential in the field of leisure. The digital entertainment virtual social media is booming, and studies show that young people make superficial use of ICT. That is, they use their free time digital entertainment to benefit from the opportunities and advantages offered by new technologies. (Ana Viñals White)"
- ✓ "International commerce information and exchange between countries."
- ✓ "ICT can contribute to a way of education that respects the different types of diversity (cultural, ethnic, special needs, gender, etc..)"
- ✓ "Always bear in mind that ICTs are the tools, not the purposes in themselves."

### Access to information and education:

- ✓ "Allows access to open data, resources etc., Allows learners to make sense of complex information, for example through visualizations, Allows geolocation to become an important feature in media and information, Enables interactions not otherwise possible"
- ✓ "Providing information on most updated innovation products and services and it base on technology or techniques."
- ✓ "ICT helps to access to information and enhances intercultural communication, encourages the production of more common and understandable KNOWLEDGE"
- ✓ "It is important not to forget the technological gap when designing training activities."
- ✓ "ICT also has the potential to engage older citizens in Europe, who are at risk of marginalization."

### Digital storytelling

- ✓ "Many services of web 2.0 allow the creation of digital storytelling in a simple, no special computer skills specifications. The narrative is a practice not normally used in training, and I think it is essential to produce a real learning. There are several areas of application: autobiographical narrative, story-relevant events, practices, ... The use of several different media (text, audio, images, video) and the transfer of information between them, their organization, the need to make a design and produce a product usable by others, improves learning and promotes explicating tacit knowledge often. In addition, the practice of storytelling allows you to express your creativity. Finally, review the product that is made helps to "" distance "" from it, thus facilitating self-assessment processes. ""

## ANNEXES

Annex 1: Additional comments and answers to the open questions

Annex 2: Stakeholders' map



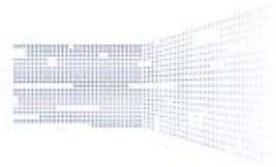


ANNEX 1: ADDITIONAL COMMENTS AND ANSWERS TO THE OPEN QUESTIONS

Statement 1: ICT has a high potential to contribute to cost reduction and effectiveness of learning by:

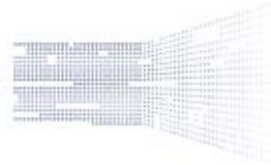
Number	Language	d. Other (please add your comment/suggestion)
1	EN	leverage colearn in RS
2	EN	"cost reduction" and "effectiveness" are not always results of the same action or strategy. Sometimes they are contradictory. That's why answers in this category are ambivalent and biased. It also makes a difference, if you are considering "high potential..." or just the "potential". ICT in itself is just a costing factor. The potential or high potential depends on the application of ICT, its environments and the concepts for potentiating ICT...
3	EN	Enabling use and re-use of open data and resources
4	EN	ICT can make learning more appealing and thus more effective
5	EN	new pedagogical and didactic models using ICT to add relevance in learning
6	EN	The potential is great but a lot depends on how institutions and authorities view learning and are ready to adopt new perspectives in education. Focus on learning rather than focus on teaching and testing.
7	EN	There is a difference between cost reduction and effectiveness. I am more confident about the latter than the former
8	EN	not sure what you mean by "Embedding learning in working processes"
9	EN	Supporting compliance requirements with learning and accreditation
10	EN	cost reduction and effectiveness are two completely different topics. it does not make sense to group them. my responses are with regards to the former, that is cost reduction
11	EN	It is not obvious to me, how a., b. and c. can contribute to the cost reduction that is aimed. It may not be achieved regardless of some other measures. For instance, legislating on using open hardware and software, preventing major companies from using EU (public) funding and then selling their products (having huge profiting) to EU students and teachers.

12	EN	No straight time, no straight place.
13	EN	There is already a considerable body of work from the USA to support these contentions
14	EN	Facilitating expertise and knowledge sharing across an office or across a continent to increase learning effectiveness at lower cost.
15	EN	c depends on the quality and competences of the participants
16	EN	Developing community learning in which knowledge and skills are anchored in a common culture that not only retains but also interprets and expands knowledge and skills.
17	EN	- fully personalized learning and through this more efficiency - learning assessment
18	EN	allowing better tracking of costs of teaching and thus documenting the subsidy from teaching to research which drives up the cost of higher education
19	EN	Speed up the access to learning objects.
20	EN	facilitate internal differentiation and direct feedback
21	EN	Facilitating the development of transversal competencies such as learning to learn, critical thinking, creativity.
22	EN	Cost reduction will also come from user owned technology use
23	EN	ICT has a high potential to contribute to cost reduction and effectiveness of learning by eradicating repetition of effort and by enabling centralisation of teaching/tutoring, leading to improvements in quality.
24	EN	It can be made to reach poor, in-accessible in remote corners of the world without boundaries.



25	EN	I agree with the previous, but I feel I have to add that if educational institutions keep engaging ITers to control the process, it will increase the costs. Therefore I would advise to use open source, social media and other cost effective platforms.
27	EN	Emphasis in learning processes instead of instructional ones
28	EN	Differentiating different teachers roles Broadcasting online classes provided for the best teachers
29	EN	Cost reduction and effectiveness of learning are not necessarily linked. My answers relate to effectiveness.
30	EN	Avoid the lower quality standards than have emanated from USA "for profit" schools offering adult education "degrees". IF implemented "en masse", have a different name (NOT a degree) for the outcomes (perhaps a certificate).
31	EN	Engage a massive number of people into informal learning practices
32	EN	by reducing drop-outs
33	EN	Increasing the capacity of individuals to be creative in their learning through the affordances of well-designed tools.
34	EN	Why "high potential"...?
35	EN	increasing the scalability of courses
36	EN	Up front costs in re-presenting curriculum in a digital format (academic staff costs) is significant and the most important cost issue.
37	EN	Don't like the idea that ICT is a driver for cost reduction - is simply not true.
1	DE	Kooperationen und Zusammenarbeit zwischen verschiedenen Schulen
1	IT	Le TIC possono AIUTARE A fare queste cose, am senza impegno politico e dei decision makers e rinnovamento delle pratiche, le TIC da sole non portano alcuna innovazione reale nei processi.

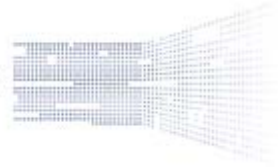
2	IT	migliorando la qualità del materiale didattico implementando contributi di alto livello
3	IT	Riduzione dei costi solo in parte e relativamente ai beni consumabili (carta, inchiostro, ecc.); la riduzione dei costi non riguarda le risorse umane (i formatori) poiché, anche con le TIC, il numero massimo di persone per classe virtuale è bene che non superi le 20-22 unità. Diverso il discorso per gli open courseware, che propongono corsi aperti ma non sempre supportati da tutor e docenti. In questo caso potrebbe verificarsi una riduzione di costi ma l'efficacia è subordinata al grado di autonomia e consapevolezza dei soggetti in formazione.
1	ES	El punto b es relativo, ya que depende de los criterios de racionalización. No todos redundan en la efectividad de los aprendizajes.
2	ES	Permite la adaptación del aprendizaje a distintos horarios.
3	ES	Además de racionalizar la oferta, permite una mayor amplitud de la misma, una más fácil y variada personalización curricular.
4	ES	Las TIC son sólo una herramienta. Lo que no quiere decir que la efectividad del aprendizaje dependa únicamente de integrar las TIC en las aulas. Con tecnologizar las escuelas no basta. Hay que trabajar en cambiar la filosofía educativa de España y tender hacia un nueva ecología de aprendizaje, basada en los valores 2.0.
1	FR	Les TIC ne réduisent pas les coûts de l'apprentissage. Il n'est pas indiqué de lier réduction des coûts et efficacité de l'apprentissage



Statement 2: ICT has a high potential to contribute to transferability of learning outcomes by:

Number	Language	d. Other (please add your comment/suggestion)
1	EN	e. provide interactivity and collaborative research development expertises and beginners, enhancing learning and promoting sustainable development f. Opening adoption of Philosophy and REAs as global public policy
2	EN	ICT can help to do good things like a., b., c, and d. There a examples of good practice and at the same time also lots of examples of inefficient and costly use of ICT.  "media-rich" ways are not efficient in itself. They are costly and seldom effective.
3	EN	Allows integration, interdisciplinarity and unexpected learning outcomes
4	EN	Many vested interests exist to restrict interoperability...
5	EN	interoperability among (online) learning environments does not solve sharing; other factors are to take into account (i.e., willingness to share)
6	EN	B is vital if we are to manage educational data needs. Assessment will become embedded in learning
7	EN	This question seems to be based on the assumption that it is expectable to be a "transferability" of knowledge from formal learning contexts to everyday activity. There are many authors that disagree (see, Lave, 1988, Cognition in practice)
8	EN	Giving HR professionals rapid access to data to check the validity and value of qualifications and other documented learning outcomes
9	EN	Involving learners on the informal level as well as the formal thanks to social media
10	EN	a) is being done already - but maybe in some countries this is not the case - reads oddly to a UK person
11	EN	Interoperability has not been an issue for a number of years. Learning environments are just like any other website and can share what they are capable of sharing.

12	EN	Providing mobility to learning through ubiquity nature of the current available technology.
14	EN	Stablish relationship between knowledge building resources and mobile devices of information
15	EN	As above, avoid the lowering of academic learning standards that has happened in the USA. The USA has pushed for standardization, and more independent study (read about Western Governors U and competency-based education).
16	EN	making learning activities more meaningful personally through creative engagement.
17	EN	Why "high potential" ...?
18	EN	The concept 'transferability of learning outcomes' is a US industrial concept of education that does not achieve education understood in a traditional sense which is the aim of the US approach but ironically not able to be achieved through that method.
1	DE	Erweiterung und Vertiefung der mediendidaktischen Kompetenz der Lehrkräfte
1	IT	Come sopra! Le TIC possono aiutare, ma non sono condizione sufficiente al cambiamento.
2	IT	Feed back immediato
3	IT	Dipende dall'uso che si fa delle TIC. Certamente la realizzazione di vari artefatti intermedi e finali (necessari quando si lavora con le TIC), costituisce una documentazione del processo e consente di rivederlo durante e dopo l'azione, favorendo così atteggiamenti riflessivi e metacognitivi tali da garantire un aumento della consapevolezza del proprio percorso di apprendimento, delle difficoltà incontrate e delle strategie attuate per il loro superamento. L'esplicitazione del processo, dunque, conduce ad una revisione degli schemi d'azione e alla creazione di nuovi schemi che possono essere impiegati anche in contesti differenti. In questo senso credo si possa parlare di trasferibilità. La tecnologia aiuta ma non è la diretta responsabile.
4	IT	incoraggiando la diffusione di materiali didattici digitali e l'adozione di licenze aperte tipo CC al fine di rendere disponibili questi materiali al



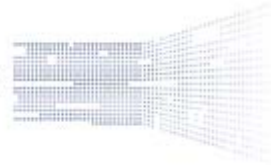
		maggiore pubblico possibile
1	ES	Idem 1. El punto a es relativo, ya que habría que evaluar las características de las nuevas formas de evaluación.
2	ES	Transfiriendo el control de la tecnología del aprendizaje al alumnado, no quedando sólo en manos del profesorado

Statement 3: ICT has a high potential to contribute to the employability value of education by:

Number	Language	d. Other (please add your comment/suggestion)
1	EN	d. Encourage collaboration, collective intelligence and understanding of the meaning of human interdependence, capable of potentiating actions for human development and improvement of community life
2	EN	ICT doesn't "support" or "improve" a., b., and c. It depends on how ICT are applied. ICT can hinder to do so, when the actors, who are responsible for supporting and improving a, b., c. are poorly trained to apply ICT appropriately and effectively, and when the pedagogical concepts and objectives are not elaborated accordingly.
3	EN	Bring real-world applications into the classroom Bring experts into the classroom
4	EN	Need to be more finely textured in addressing social exclusion. Putting 'drop outs' and the disabled together is not good enough!
5	EN	ICT has high potential to do these things, but fulfilling that potential is difficult. We need pilot projects.
6	EN	technology is not enough to solve c.
7	EN	See c. ICT will not by itself improve access to learning opportunities for the hardest to reach groups
8	EN	Increasing the capacity for learning, unlearning and re-learning - encouraging learning as a continuous process rather than as simply acquisition of a set of

		facts and static knowledge.
9	EN	these are not new issues - we could have said all this 10 years ago
10	EN	Allows the real Change: the process of learning/studying is ICT based at home or work environment and the transferability (exercising; application; critical thinking; simulation;) at school/VET centre/work place.
11	EN	Improving access will certainly be possible, but it will take substantial resources to reach populations of social exclusion.
12	EN	The connection between the world of education and the world of work is more supported by the content of the course and the empowerment of students with activities focused on the real world of work rather than ICT
13	EN	Problem Based Learning with the competence-based learning systems are very good practice oriented method.
15	EN	Theory and practice links to develop employability, to avoid social exclusion risks, mainly in emergent countries
16	EN	As above, IF you do this, be sure that the result is NOT considered a "degree". In the USA, mostly online non-traditional degree holders go on for Masters degrees (another money mill). The value of an UG and G degree is denigrated. FYI: I work for an online state school so I understand the "system" from the inside.
17	EN	recognition of informal learning
18	EN	Raising awareness and providing developmental opportunities to teachers in terms of pedagogical methods and methodological diversity targeting 21st century skills.
19	EN	improving communication choices and thus skills beyond writing.
20	EN	Why "high potential"...?
21	EN	University education is about deep creative and critical learning. Competence is not.
1	DE	Die oben genannten Potenzialen sind zwar theoretisch gesehen akzeptabel, aber ohne Prozessen und persönliche Verantwortungsbereitschaft können einfach nicht realisiert werden. Und die politischen Einsichten (gesehen z.B.



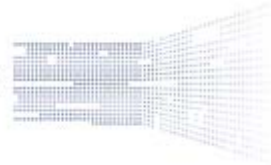


		die Finanzierung) scheinen entgegenzuhandeln... :(
1	IT	L'apprendimento per competenze è utile, ma la sua implementazione non dipende dalle tecnologie. Ci sono poi ambiti in cui non è detto che sia bene insegnare per competenze.
1	ES	Desarrollando competencias transversales que son de utilidad esencial en el mundo laboral (co-working, enterprenership, autonomy,...)
2	ES	En el punto C, considero que la mejora del acceso es un factor importante pero no suficiente para garantizar la permanencia de los sectores excluidos, y por tanto, su grado de empleabilidad.
3	ES	Los contenidos TIC son actualizados y adaptados con más facilidad.
1	FR	En utilisant de spédagogies actives où l'instructional design de TOUTE activité d'apprentissage part des compétences à acquérir et non pas des contenus des professeurs ou des formateurs.

Statement 4: ICT has a high potential to contribute to new assessment methods by:

Number	Language	d. Other (please add your comment/suggestion)
1	EN	<p>Yes, only ICT allow ePortfolio, however without a strategy and concept for making the ePortfolio effective and sustainable, ICT is useless.</p> <p>Poor learning outcomes (as a result of poor pedagogy) don't get better through "different media".</p> <p>Yes, ICT allow c. but such happens only when the institutions and actors are well prepared to apply ICT accordingly.</p>
2	EN	Yes, potential is high. Unfortunately in practice this tends to revert to naive box-ticking and the holistic approach is lost
3	EN	Providing diagnostic support and iterative learning journeys
4	EN	Extending assessment approaches across teams and organisations rather than simply focusing on individuals - assisting and improving network performance outcomes.

5	EN	a) bad example] c) bad example - is often done without ICT
6	EN	persona authentication capabilities.
7	EN	ICT alone will not change assessment. It can contribute to reflection on new assessment methods but a lot of work needs to be done on the overall pedagogy and clear decisions made. It's not so much ICT which is the driver, rather the need to develop (and assess) 21st century skills and competencies. Only when competency rather than knowledge become the reference will assessment methods change, and will integrate ICT in a sound way. Until then, we'll be stuck with multiple choice questions as the embodiment of ICT-based assessment.
8	EN	Assessment remains a contentious issue in education, but the use of technology has the capacity to measure attainment without distorting the learning process - but only if applied with understanding of what negative impact assessment methods can have.
9	EN	ICT has a high potential to contribute to new assessment methods by making peer learning opportunities much easier for educators to manage
11	EN	As above, avoid most of the USA processes and systems for non-traditional adult learners.
12	EN	empowering the marker to exercise judgement and process results in new ways.
13	EN	Why "high potential" ...?
14	EN	Such activities, however, add significantly to the cost of education because of the staff involvement essential for such activities. So this is NOT a cost saving venture, but it is good education.
1	DE	e-Portfolios sind juristisch sehr komplex und mit Sicherheit sozial umstritten. Wer löst Probleme wie die Stigmatisierung ganzer Gruppen???
1	ES	Uno de los grandes potenciales de las TIC es las variadas herramientas y metodologías que ofrece para la evaluación. A su vez, el diseñar una estrategia adecuada de evaluación es una de sus grandes dificultades.



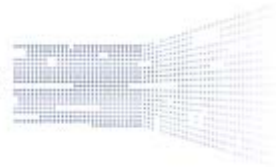
Statement 5: ICT has a high potential to contribute to scalability of innovation in learning by:

Number	Language	d. Other (please add your comment/suggestion)
1	EN	To all this we must establish good connections at low cost and free for those who can not afford
2	EN	Transferring knowledge gained Needs a change in society though
3	EN	How can one not agree there is potential in each area? But you do not ask here about likelihood...
4	EN	a., b. and c. ask students too much effort
5	EN	Stressing the role of peer collaboration in learning
6	EN	Cultural barriers and professional silos may go against the openness inherent in ICT use to support innovation
7	EN	a) is meaningless b) little evidence that this is useful c) ditto
8	EN	All of this is still 'work in progress'. There is potential here, but effectiveness has yet to be convincingly demonstrated.
10	EN	With always emphasis in learning processes enhanced by technology
11	EN	Sharing and information transparency is good. Unfortunately, statistics can be used (distorted) to bring out desired results.
12	EN	Embedding it into a holistic programme of change
13	EN	recording and making accessible historical experience, success and dead-ends and research findings.
14	EN	Why "high potential"...?

1	DE	Ich denke, diese Netzwerke sind vorhanden (social media) und darüber hinaus weitere und geschlossene (lernspezifische) Netzwerke zu bauen ist völlig unnützlich. Niemanden ist drinnen..
1	IT	Difficile però trovare le cose utili nel mare di informazioni che si possono ottenere online.
1	ES	El concepto de "contribución" es demasiado amplio y poco preciso, por lo que no podría estar totalmente de acuerdo. Si bien considero que las TIC influyen positivamente en la escalabilidad de la innovación, ésta depende fundamentalmente de otras decisiones políticas.
2	ES	- Apoyando la creación de redes de alumnado - Apoyando la creación de redes de familias
1	FR	rquestion B formulée de façon incompréhensible ....

Statement 6: ICT has a high potential to contribute to the attractiveness of learning by:

Number	Language	d. Other (please add your comment/suggestion)
1	EN	We need profound disruptions in education, to have teachers XXI
2	EN	Yes, ICT has the potential to support all this, but there is no evidence that all this happens when ICT is applied.  The crucial question is not about the potential of ICT and how to let everybody know about this; it is the question of how to use the potential and how to make ICT a/the useful tool.
3	EN	Offering things that can only be done with ICT ....  Empower learners
4	EN	Mobile: learning anytime anywhere
5	EN	autonomy is not innate

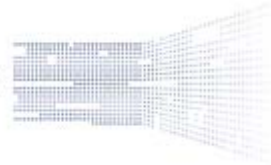


6	EN	Allowing gamification to become the key individual and group learning process
7	EN	b and c are obviously more true of particular areas of study than others
8	EN	Each of these presents potentials, but to date much ICT has been static, content-centric and attempting to replicate traditional approaches.
9	EN	especially in formal education (primary and sek1) this will depend on the personal learning competences of the students
10	EN	giving learners greater scope for creativity and learning by doing
11	EN	a) badly phrased - many learners do not want sharing c) done long before ICT
12	EN	Again, I think we can truly enable learners to take control of their own learning, but it will take substantial resources to educate them about the possibilities.
13	EN	It makes courses like architecture, engineering and technology adaptable for online learning through its ability to achieve interaction, tutelage and collaboration that are highly needed in those courses.
15	EN	Interative learning building social links through computers, networks and all distance communication resources.
16	EN	Agree IF not awarded a "degree".
17	EN	provisionality, aesthetic delight, programming!
18	EN	Why "high potential" ...?
19	EN	Making education more flexible in time and pace of individual learning.
20	EN	Distance education, even in the print version, has facilitated flexible ways of learning for decades. Learners being in charge of their own learning paths is a mentored process because of the accreditation processes of the professions. Therefore it is high costs as it needs academic staff to mentor.
1	DE	Vielleicht für spätere Generationen - für die Kinder der heutigen Digital Natives. Jetzt tragen die Leute noch immer "die Erbe" des vorigen

		Jahrhunderts: "Wir sagen dir, was du tun musst!" Sie sind dafür sozialisiert und geben für ihre Kinder weiter... Sie sind nicht oder nur teilweise fähig, autonom zu handeln oder lernen. ICT kann entgegenhalten, aber nur sehr langsam. Es ist kein Patentrezept.
1	IT	Sul punto b., devo dire che normalmente le tecnologie tendono a standardizzare, non a contestualizzare... Il rapporto personale e l'attenzione del formatore sono requisiti fondamentali per individualizzare e contestualizzare. I sistemi automatici, anche se intelligenti, hanno ampiamente dimostrato di non raggiungere questo obiettivo (vedi sistemi adattativi e sistemi esperti). Forse con una nuova generazione di tecnologie, ma sul lungo periodo (oltre il 2020)
1	ES	Potencian la creatividad y el desarrollo de los talentos de los estudiantes ni siquiera conocidos por ellos mismos.
2	ES	Hay que incluir el buena uso de las TIC como herramienta de aprendizaje y como herramienta social. Las TIC son identificadas por los jóvenes como herramientas para el entretenimiento y la diversión, y es ésta concepción la que hay que transformar.

Statement 7: In case you think that ICT can contribute to additional priorities not listed in the survey, please state these below adding the way in which it can do so.

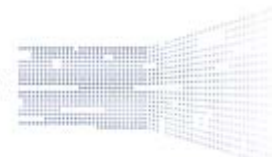
Number	Response Date	Response Text
1	EN	Contribute to the empowerment of the masses when used as social technologies, creativity and co-creation
2	EN	International commerce information and exchange between countries. Providing information on most updated innovation products and services and it base on technology or techniques.
3	EN	* opening educational systems to world of work (mentioned in previous question but just couple of ideas more), public authorities and non-profit organizations. Educational system should adopt to market needs as we all agree on. However, educational institutions aren't open as we expect them to be. Also, SME (or world of work) isn't ready to tackle with slow educational institutions. ICT should be just there. Why shouldn't it connect students to potential employers while still on University? Why companies aren't able to search through school database in order to find suitable candidates for



		scholarship or internship?? Process of ICT implementation in educational life of each individual (LLP) should start as early as possible.
4	EN	<p>Allows access to open data, resources etc.</p> <p>Allows learners to make sense of complex information, for example through visualisations</p> <p>Allows geolocation to become an important feature in media and information</p> <p>Enables interactions not otherwise possible</p>
5	EN	Might expect to see more about learning in cross-border groups. Real possibilities for building (social and other) Europe. Don't forget your sponsors here...
6	EN	In higher Education (i.e. universities) teaching and education should be based on research. The new virtual communities where research and education can be integrated in new ways will put the education in H.E. institutions to different level.
7	EN	I agree with all the statements in questions 1-6 and see enormous potential for ICT to support radical changes in education. However transforming this potential into reality is another matter. There are considerable barriers to uptake and sometimes a backlash from traditionalists.
8	EN	ICT also has the potential to engage older citizens in Europe, who are at risk of marginalization.
9	EN	Helping learners learn how to learn so that they are *capable* workers within unique and complex environments.
10	EN	Really reinforcing many of the points above, there is a need to change some basic building blocks (eg Assessment, accreditation of social / MOOC learning) if the true potential if ICT in learning is to be fully realised
11	EN	As we discover that the C (communication) in ICT can be as powerful as, if not more powerful than the I (information), we will see the teaching and training models change towards new types of relationships. The traditional binary relationship of a teaching authority on one side and passive learners on the other will evolve towards more complex exchanges of knowledge and

		emulation of skills.
12	EN	foster and enhance creativity and entrepreneurship (both skills and activities)
13	EN	<ul style="list-style-type: none"> <li>- providing mechanisms that allow for a better connection between the challenges learners face in their real lives and the learning environment</li> <li>- supporting and enhancing cultural identities by providing learners with the means to reflect their individual culture and interests</li> </ul>
14	EN	Transparent annotations to oral assessment at a global scale with assurance of identity and security.
15	EN	ICT has the potential to change the established teaching (not learning) paradigm. However, in the UK institutions at least, there is little evidence that it is likely to do so in the short term. The conventional classroom/transmission pedagogic model remains entrenched and all institutional systems are designed to support that. My view is that change will come from outside the institutions - mainly through student choice and learning practice.
16	EN	<p>This learning process is being supported by info-communication technologies, including, as vital elements, IT knowledge, digital literacy and foreign language skills, and this methods can support the new education learning system: Problem Based Learning and Simulation Based Learning methods. The international researches and publications of 2011 confirmed the fact that the PBL learning(Problem Based Learning) form can be complemented with other infocommunication learning techniques, such as simulation based learning (Simulation Based Learning), which increase the efficiency of PBL in reaching training output objectives (Szögedi,2011).As a summary I wish to share the message and objective harmonizing with the latest international publications: "The simulation teaching and learning method mainly serves as a"bridge" between classroom learning and the students gaining real clinical experiences. Due to its usage the students are virtually able to get acquainted with real physiological and pathological medical settings of simulation technologies in an interactive "clinical environment", with the form of simulation based learning. The students will be able to adapt the new knowledge and skills to their current knowledge freely (Szogedi, 2011). Then they develop their existing skills, before they meet real patients in clinical environment and face real patient care problems at the clinic, in order to reach the clinical skills that they will use in practice after having finished the training. The simulation teaching and learning serve the safety of the patient: for the patients, hospitals, students and the service centres carrying out the training."</p>





17	EN	<p>It has a high potential to contribute to reduction in educational irregularities which are common with face to face learning.</p> <p>Based on each student's effort, it has a high potential to contribute to a commensurate course duration for different students</p>
18	EN	
19	EN	To learn joining people around the world that have the same interests.
20	EN	Sounds like the USA models ... a need for caution and avoiding pitfalls.
21	EN	The most important is that ICT enables changes in the curriculum, not just pedagogy. This mantle has to be acknowledged otherwise it is just an add-on, superficial and just full of gadgets. ICT stands for Information and Communication technology. The emphasis on pedagogy focuses on the communication part of the acronym. There needs to be scholarships offered in the re-presentation of curriculum information.
22	EN	The beauty of technology in education lies in the challenges it poses to traditional understandings of education. The risk is that we use it simply to replicate traditional educational models of learning.
1	DE	Öffnet die Welt und dadurch trainiert für Offenheit...
1	IT	Penso che il punto vero sia avere persone (policy makers, decision makers e docenti) che condividano questi obiettivi, e che siano in grado di cogliere le opportunità tecnologiche che si presentano.
2	IT	Le TIC contribuiscono a sviluppare la competenza "ETICA". C'è un uso ecologico e sostenibile delle TIC? Cosa significa "cittadinanza digitale"? Tutti questi aspetti sono correlati alle TIC ma fanno parte della definizione di Competenza Digitale (cfr Calvani e iDCA)
3	IT	Interdisciplinarietà
4	IT	<p>Obiettivo: Consapevolezza e creatività</p> <p>Molti servizi del web 2.0 permettono di realizzare digital storytelling in modo semplice, senza competenze informatiche specifiche. La narrazione è una pratica normalmente non utilizzata nella formazione, mentre io ritengo che sia fondamentale per produrre un reale apprendimento. Diversi sono gli ambiti di applicazione: narrazione autobiografica, narrazione di eventi rilevanti, di pratiche,... L'uso di più media diversi (testo, audio, immagini,</p>

		video) e il trasferimento delle informazioni tra di essi, la loro organizzazione, la necessità di effettuare una progettazione e di realizzare un prodotto fruibile da altri, migliora l'apprendimento e favorisce l'esplicitazione di conoscenze spesso tacite. Inoltre, la pratica della narrazione consente di esprimere la propria creatività. Infine, rivedere il prodotto che si è realizzato aiuta a "prendere le distanze" da esso, facilitando così processi di autovalutazione.
1	ES	Las TIC pueden contribuir a una educación que respete los diferentes tipos de diversidad (cultural, étnico, necesidades especiales, género, etc.). Se trata de proponer espacios educativos en los que se habilite la construcción de conocimientos y discursos alternativos, propios de grupos con puntos de identificación común, y que puedan entrar en contacto y colaboración entre sí.
2	ES	Más en mi blog: <a href="http://blog.agirregabiria.net/search?q=sarezkuntza">http://blog.agirregabiria.net/search?q=sarezkuntza</a>
3	ES	Siempre hay que tener en mente que las TIC son herramientas, no fines en sí mismos.  Es importante tener no olvidar la brecha tecnológica a la hora de diseñar las actividades formativas.  Las TIC, además de proporcionar herramientas nuevas para ayudar a resolver problemas tradicionales de la educación, también han abierto nuevas puertas, nuevas posibilidades.
4	ES	Las TIC pueden contribuir a mejorar el ocio de los jóvenes: El desarrollo de las TIC e Internet también ha tenido influencia en el ámbito del ocio. El ocio digital en medios sociales virtuales está en auge, y los estudios muestran que los jóvenes hacen un uso superficial de las TIC. Esto es, no aprovechan su tiempo libre de ocio digital para beneficiarse de las oportunidades y ventajas que ofrecen las nuevas tecnologías.( Ana Viñals Blanco)
1	FR	de rapprocher l'information et la communication interculturelle , d'encourager la production du KNOWLEDGE plus commun et plus comprehensible
2	FR	RAS

ANNEX 2: THE VISIR STAKEHOLDERS MAP

