

## **CERI-KERIS INTERNATIONAL EXPERT MEETING ON ICT AND EDUCATIONAL PERFORMANCE (CHEJU ISLAND, SOUTH KOREA, OCTOBER 16-17, 2007)**

### **AGENDA**

#### **Introduction**

OECD's Centre for Educational Research and Innovation (CERI) launched a new activity last January on the New Millennium Learners, which will run for two years. The main objective of this activity is to conceptualise and analyse, from a comparative perspective, the effects of digital technologies on cognitive development, values and lifestyles, and educational expectations and performance, and to examine the educational responses to the emergence of this new phenomenon, both in terms of policies and practices.

This international expert meeting, sponsored by the Korean Ministry of Education and Human Resources Development (MoEHRD) and the Korea Educational Research and Information Service (KERIS) will be devoted to analysing the effects of digital technologies on educational performance.

There is overwhelming evidence regarding the spread of digital technologies in OECD countries, but little is known about the effects of a digital lifestyle, i.e. living completely surrounded by digital technologies and services, on learning. Some authors claim that they can be a powerful transformational tool in classroom teaching and learning; others sustain the view that even commercial videogames have a positive impact on cognitive development and skills. Both positions, however, have to be checked against the reality of facts, and this is precisely the starting point for this international expert meeting.

#### **Objectives**

In this context, this expert meeting is intended to summarise the existing evidence regarding the effects of digital technologies on educational performance. In particular, the meeting should result in:

- A wider definition of educational performance, including both traditional school-related competences and contents but also (possibly) those linked to the emergence of a knowledge society.
- An updated synthesis on the effects of digital technologies on this wider concept of school performance, thus addressing the relationships between:
  1. in-school use of digital technologies and academic and non-academic results; and
  2. non-school uses of these technologies and academic and non-academic results.

- A discussion of the educational and political implications of these effects:
  1. The more digital technologies are used, the better for educational performance?
  2. How should learning environments be designed for a better use of digital technologies in view of improved performance and learning experience?
- Future orientations for educational and social research in this area.

## Venue

Cheju national university (<http://www.cheju.ac.kr:8080/eng/main.jsp>), Cheju Island, South Korea

## Agenda

### **October, 16. Analysing the impact of ICTs in education**

#### **09:00 Welcoming session:**

- Welcome speeches by KERIS and MOE and OECD-CERI.
- Presentation of the participants.
- Introduction to the New Millennium Learners Project and to the objectives of this meeting, by Francesc Pedró (OECD-CERI)

**10:00 1<sup>st</sup> session: Defining the issue: the views of policy makers, teachers and researchers about digital technologies and educational performance.** Oystein Johannessen (NO) and response by Karen Dill (US), MyoungHee Kang(KO).

*Although there is a common expectation regarding that the linkage between ICT and educational performance should result in a linear relationship, a close examination reveals how difficult and non-linear it is. There are a number of methodological issues that should be addressed, particularly if new models involving both the use of ICT in schools and at home have to be designed.*

11:00 Coffee break

**11:30 2<sup>nd</sup> session: Do national results point to the same direction? The role of research reviews and assessment studies.** Richard Andrews (UK), Tim Magner (US), Takashi Sakamoto (JP), and Morten Soby (NO), InSook Lee(KO).

*A number of OECD countries are conducting ongoing reviews to provide evidence to assist both educational policy makers and practitioners to take appropriate decisions. This session looks at alternative methodological approaches and whether what has been found so far points to a certain degree of convergence.*

13:30 Lunch

**15:00 3<sup>rd</sup> session: Comparative international evidence on the impact of digital technologies on learning outcomes: empirical studies.** Nancy Law (CH), Roland Owston (CA), and Peppi Taalas (FI), DongSik Kim(KO).

*A supplementary way to address the issue is to consider what research reviews, conducted at international level, show. Again, there are problems linked with the methodological approach and this session looks carefully at these, while providing some insights on what are the current research trends and outcomes at international level.*

16:30 Coffee break

**17:00 4<sup>th</sup> session: Comparative international evidence on the impact of digital technologies on learning outcomes: policy implications.** Anja Balanskat (EU) and Michael Trucano (World Bank), JeongHee Seo(KO).

*This last session conveys, finally, what are the political lessons that can be drawn from recent international empirical work, particularly in view of the complex relationships between home and school use of digital technologies and their impacts on school performance.*

18:30 End of sessions

20:30 Dinner

**October 17<sup>th</sup>. Exploring recent research outcomes on learning environments and alternative uses of ICT**

**09:00 5<sup>th</sup> session: Enriched learning environment: enhancing learning outcomes with ICT.** Makoto Kageto (JA), and Steven Mustor (NZ), HaeDeok Song(KO).

*The learning sciences (including design research) are exploring how learning environments can use ICT to foster different learning outcomes. What are these learning arrangements that improve outcomes - their main characteristics and dynamics? What specific learning outcomes are best achieved? What forms of teaching work best with these technology-rich learning environments and how well equipped are teachers to adopt them?*

11:00 Coffee break

**11:30 6<sup>th</sup> session: Alternative learning environments in practice: using ICT to change impact and outcomes.** Knud Erik Hildin-Hamman (DK), Neil Selwyn (UK), and Luca Toschi (IT), Kyoung Kim(KO).

*A focus on individual exemplary cases may complement the research focus on more general relationships to show the potential benefits of using ICT to change learning outcomes. This session analyses and explores the features of some exemplars of such learning environments that use ICT and respond to NML challenges. What are they achieving? What are the particular reasons for their effectiveness and how do they evaluate their results? What is the potential for “scaling up”?*

13.30 Lunch

**15:00 7<sup>rd</sup> session: Enlarging the view: alternative ways to deal with ICT and educational performance.** John Furlong (UK), HoiSoo Kim(KO).

*As a conclusion, the last session will explore other research perspectives from different fields aimed at enlarging our understanding of the relationships between digital technologies and educational achievement. These will include the analysis of the interactions between spaces and uses*

*(home, school, public and private, ...), adult learning and ICT from a lifelong perspective, as well as the overarching issues of the digital divide concerning both socioeconomic status and gender.*

**16:30 Conclusions and next steps.**