



NORWEGIAN MINISTRY
OF EDUCATION AND RESEARCH



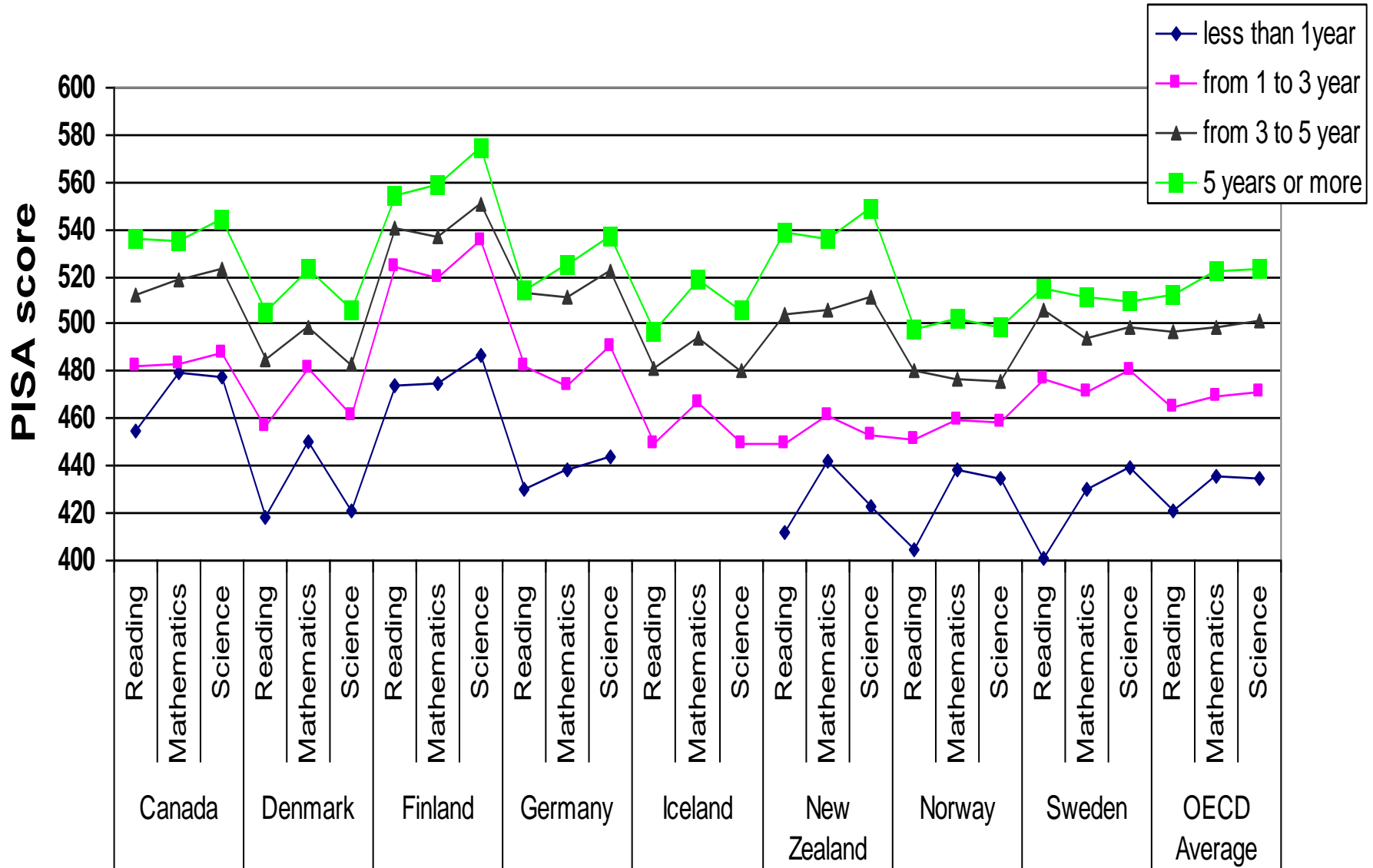
The OECD New Millennium Learner Project: The Norwegian Perspective

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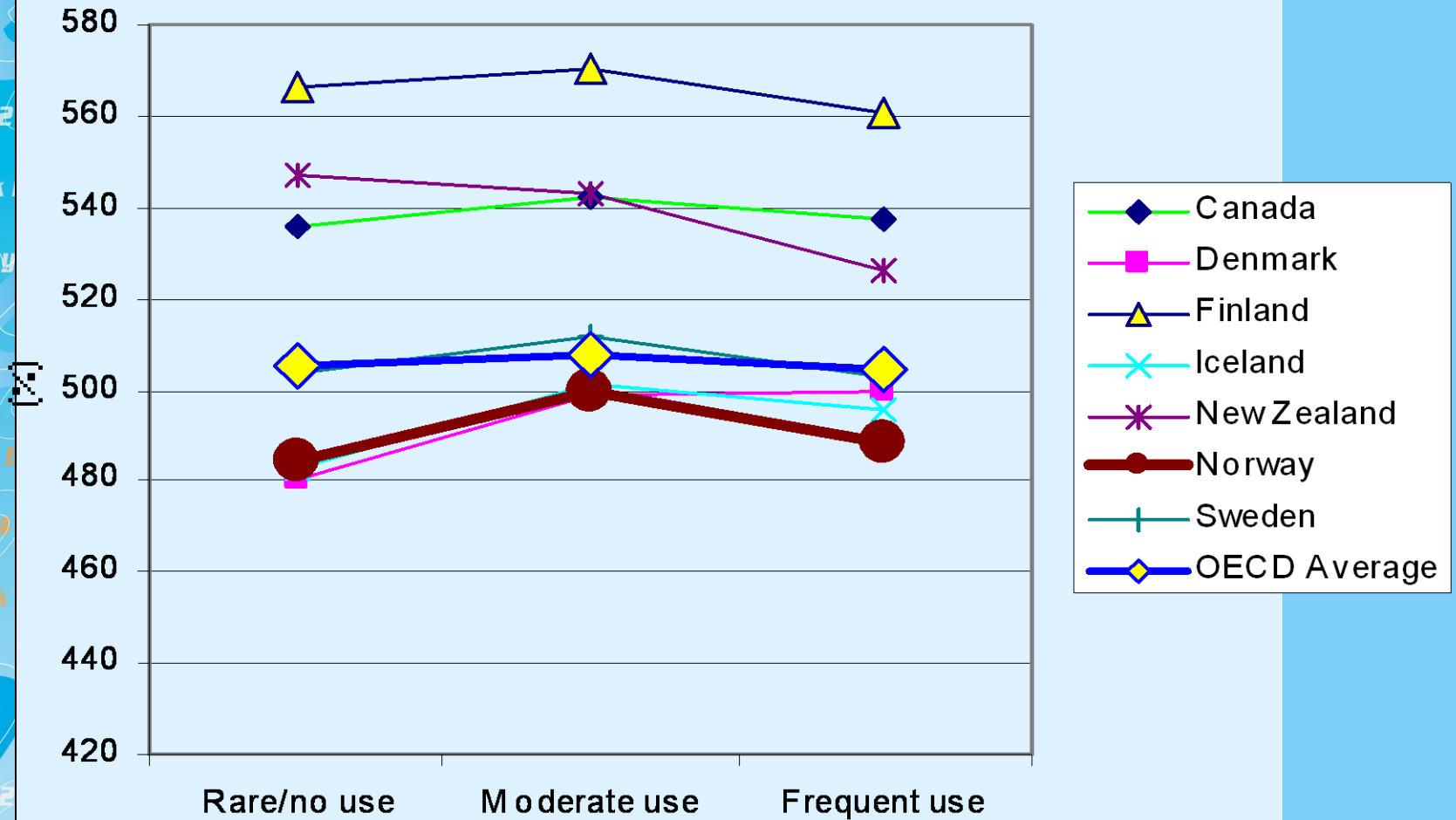
Issues

- The New Millennium Learners: What do we know?
- What are the challenges?
- The NML Project and Future Policymaking
- Documentation
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Q2: How long have you been using computers?



Use of ICT at school - Science
 Q3b - How often do you use a computer at school?



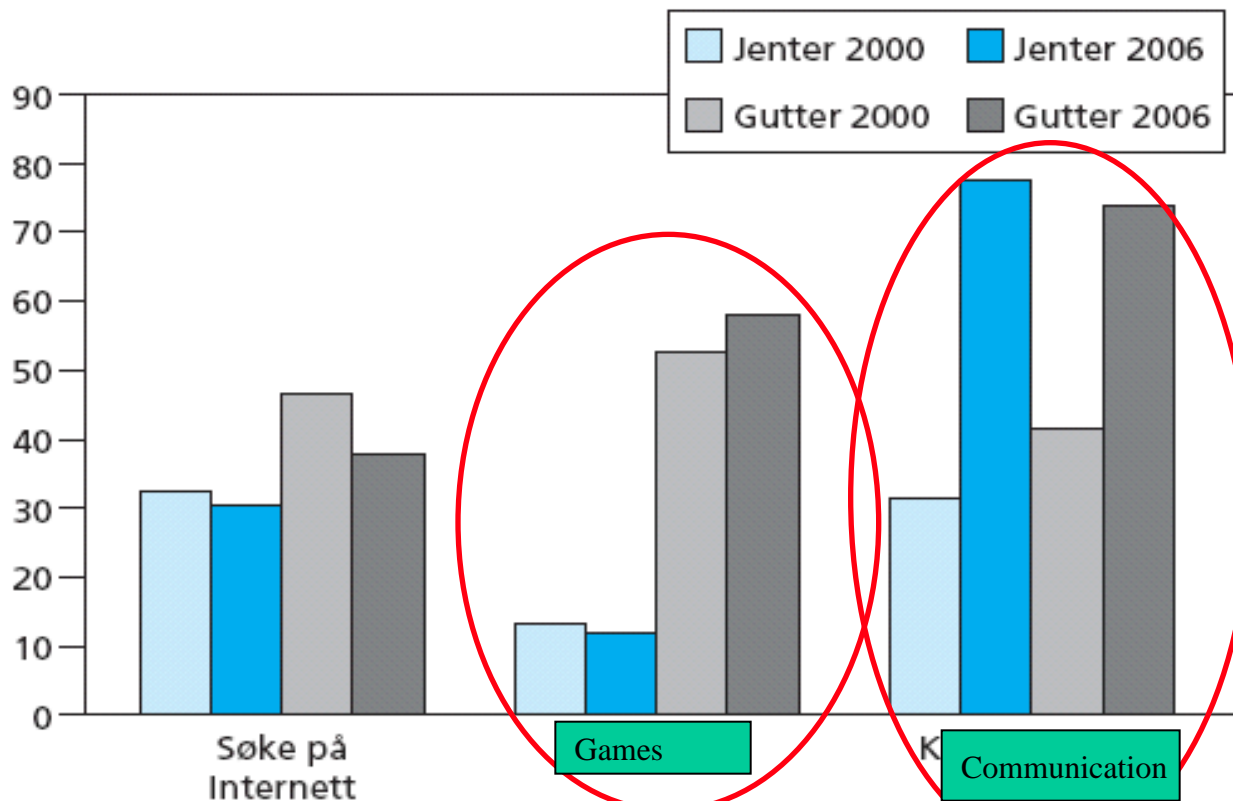
Young people are major users

- The Internet is the largest medium among youth
 - 96% of 16-19-year-olds use the Internet daily
- Nearly everyone has access
 - 99% of 16-19-year-olds have access to the Internet
- The Internet is used throughout the day
 - 76% of 16-19-year-olds use the Internet two or more times a day.
 - They turn on their computer when they come home and let it remain on while they do other things. They check the computer intermittently to see what's been happening on Facebook or "Nettby".

When near a computer, I'm always logged on, even when I'm watching TV.



Patterns of use - Gender



Figur 8.4: Prosentandel jenter og gutter som oppgir at de nesten hver dag bruker datamaskin til ulike ting, i 2000 og i 2006

What else do we know?

- Increased early exposure (Safer Use Survey 2008)
- Bullying in chatrooms is still an issue (Safer Internet Use Survey 2008)
- Home – school gap in ICT use re frequency and patterns of use (PISA 2006, ITU Monitor)
- Technological development accelerates faster than the development of search and navigation skills (University College, London, 2008)

Challenge: Gender, technology and education

- Need to identify and address gender-specific challenges. Expert meeting "Return to Gender" in Oslo 2-3 June 2008
- Testbed study on Gender, ICT and assessment
- Computer Games:
 - Boys play more, but the picture is not that black and white.
 - Serious Games: How do we get the boys' attention?
 - Some games emphasise text production
- Positive link PC-use at home – learning outcome. It is important to avoid gender-based digital divide due to differences in home access.
- Gender stereotypes and objectification of girls (Dille et al 2005)

Challenge 2: Games, social media and policymaking

- The pedagogical potential of social media and computer games must be further exploited.
- Need for methodological diversity and innovations -> testbed projects, user involvement etc.
- Avoid "the coolness trap".
- Home – school gap should be addressed through the curriculum and professional development
- What does it take to make teachers digitally literate?
 - Courage and patience
 - Careful planning
 - Incremental approach

The NML Project and (Future) Policymaking

- The NML Project focuses on issues highly relevant for policymaking
- The project should deliver the first reports soon.
- Learner voices should be included
- A prolongation for 2009-2010 is highly desirable
- The project should lead to intra-OECD innovations (e.g. PISA Questionnaire)



1. NML policy beyond educational reform (UK)
2. NML Policy within educational reform (Norway)
3. Business as usual
(No names 😊)

Thank you for your attention

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