



United Nations  
Educational, Scientific and  
Cultural Organization



UNESCO Institute  
for Information Technologies  
in Education

**REPORT ON THE ACTIVITIES  
OF THE UNESCO INSTITUTE FOR INFORMATION  
TECHNOLOGIES IN EDUCATION (IITE)  
FOR 2014-2015**



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# IITE FOCUS AREAS

**POLICY ADVOCACY,  
RESEARCH and  
TECHNICAL  
ASSISTANCE**

**TEACHER  
PROFESSIONAL  
DEVELOPMENT  
and NETWORKING**

**DIGITAL  
PEDAGOGY, OER  
and LEARNING  
MATERIALS**



The new composition of **IITE Governing Board** was approved in 2014

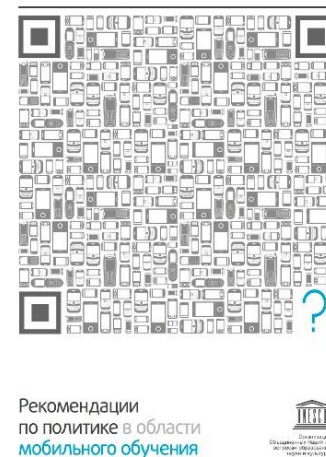
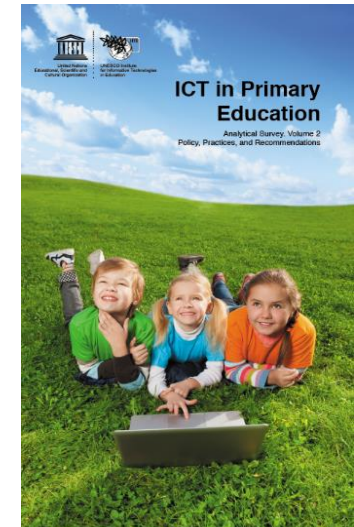
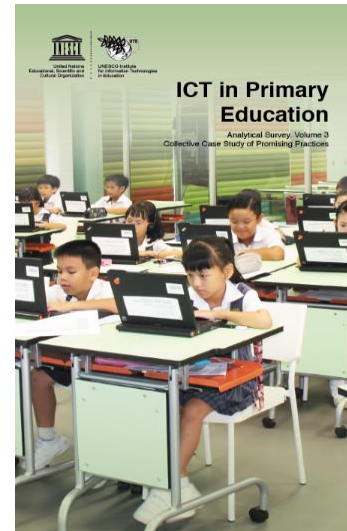
In view of ensuring that IITE serves as an enabler and a facilitator in promoting equitable quality education and lifelong learning for all by 2030, **GB has defined technology-enhanced learning and the use of ICTs as focus areas of IITE's activities**

In close interaction with three GB Task Forces - **Strategy, Fundraising, Publication and Events** - IITE has achieved a number of meaningful, visible and relevant results



IITE has been supporting Member States through policy advice, technical assistance, high level events and publications.

- Two sets of evidence based research were produced to provide policy guidance to Member States in the policy of use of ICT in primary education The Russian version of the UNESCO The
- Policy Guidelines for Mobile Learning have been prepared and published with financial support of VimpelCom
- Policy Brief “How Openness Impacts on Higher Education” has been published in English
- The Teacher Policy Development Guide has been translated into Russian within the Project on the International Task Force on Teachers for EFA as well as





# POLICY ADVOCAY AND TECHNICAL ASSISTANCE

IITE co-organized a number international High-Level events and participated in more than 20 High-Level events organized by UNESCO HQ and other UNESCO entities including the IITE-2014 International Conference "New Challenges for Pedagogy and Quality Education: MOOCs, Clouds and Mobiles" attended by 186 participants from 28 Member States, Innovation Arabia 8, LINQ-2015, CASIE-2014, CASIE-2015, UNESCO-ICDE High Level Policy Forum, WEF-2015, Qingdao conference, ICDE-2015, etc.



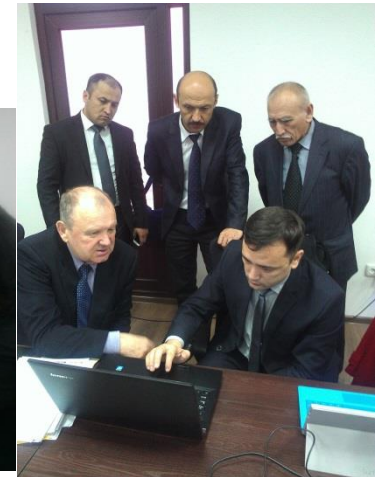
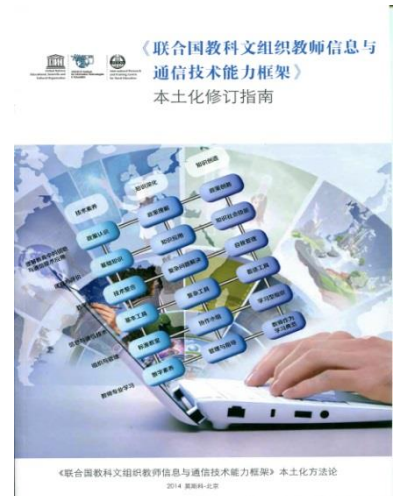
IITE actively participated in UNESCO's flagship ICT in education event, organized in partnership with UN Women and held at UNESCO's Headquarters in Paris



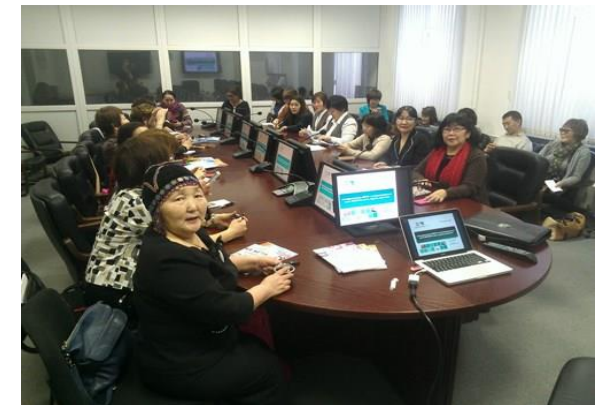
# TEACHER PROFESSIONAL DEVELOPMENT

IITE has been playing an important role in assisting Member States in setting-up ICT competency standards for teachers, teacher professional development and improving the ICT skills of teachers based on UNESCO ICT-CFT. The new direction of IITE activity in this context is connected with development and dissemination of MOOCs.

- The official version of UNESCO ICT-CFT was prepared and published in Mongolian language
- The IITE Guidelines on Adaptation of UNESCO ICT-CFT have been translated and published in Chinese in cooperation with INRULED (UNESCO Category 2 center, China)
- The National Standards of ICT Competency for Teachers of Uzbekistan has been developing jointly with Bangkok and Tashkent UNESCO Offices using “IITE Guidelines on Adaptation of UNESCO ICT-CFT”

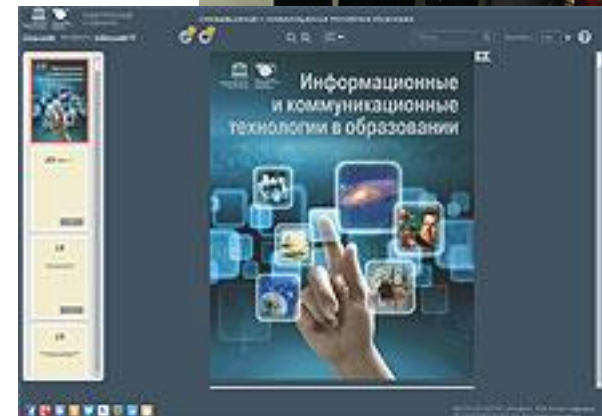


- The MOOC in English “ICT in Primary Education” has been developed jointly with the Institute of Education of the University of London and launched from Coursera platform. First intake - more than 8,500 participants from 172 countries. It was included in the list of 50 best courses for professional development of educators accredited for use by American teachers upon the recommendation of the President of the USA. The second intake has started in May 2015
- The open e-course in Russian developed on the basis of IITE monograph “Information and Communication Technologies in Education” and launched from Rusere platform has around 1,000 registered users supported by 133 certified tutors from 53 regions of Russia
- A series of lectures, seminars, webinars and master classes on practical issues of ICT in education and innovation pedagogy have been held for more than 700 teachers from Republic Sakha (Yakutia), Russia





- Near 6000 teachers have been trained at the training course “ICT in Education” based on UNESCO ICT-CFT implementing jointly with the Moscow Institute of Open Education and Microsoft RUS
- 42 master students has been trained at two leading pedagogical universities from the Russia and Kazakhstan using IITE Curriculum “ICT and Teacher Professional Development”
- IITE jointly with the Mongolian University of Science and Technology has been developing an online course on new technologies in effective Teaching and Learning in Higher Education based on IITE’s publication and online course “Information and Communication Technologies in Education”





- IITE published a book “Engineering of Learning: Conceptualising e-Didactics” focussed on the design, development, and implementation of effective learning environments through the use of ICT in various formats: face-to-face, blended, and distance education. The publication is addressed to educators at different levels and sectors of education to support their transition to e-Didactics.
- IITE promoted digital pedagogy and OER at the international conferences: “Open Educational Resources and Digital Education”(Kyrgyz Republic), “ICT in Education: Digital Pedagogy, Learning Technology, Teachers and OER” (Mongolia), Central Asia Symposium on Information Technologies in Education in 2014 (Uzbekistan) and 2015 (Kyrgyz Republic), 2<sup>nd</sup> Symposium "Open Educational Resources: Beyond Advocacy, Research and Policy" (Malaysia), International Conference “MOOCs4D: Potential at the Bottom of the Pyramid” (USA), and International Conference “Innovation Arabia 8” (UAE)



Engineering of Learning:  
Conceptualizing e-Didactics



**IITE promotes OER and new-generation learning materials through research, events and publications to raise awareness of Member States in digital pedagogy as a main tool provided an equal access to qualitative education and lifelong learning**

- "OER Country Policy Development Template" and a policy brief "OER in Your Own Language, in Your Way" (produced by ICDE) were translated into Russian and published at IITE website
- A chapter on "OER through the System of Russian National Portals" was prepared for the monograph to be published by UNESCO on OER in non-English-speaking countries
- As a follow up of the Paris Declaration on Open Educational Resources and the Qingdao Declaration, the National Commission of the Republic of Uzbekistan for UNESCO organized the National Training Seminar on OER in Tashkent in June 2015. Participants of the Seminar passed online examination through the course "Open Educational Resources" developed by IITE

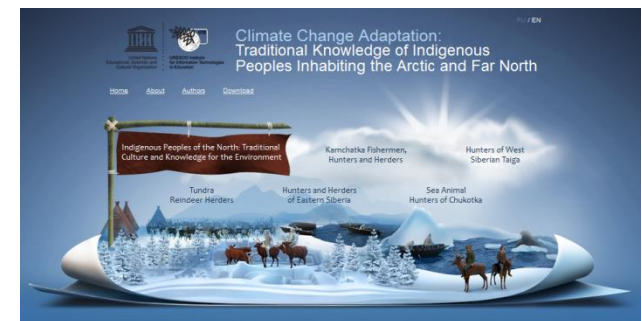


LangOER

Policy Brief - Open Educational Resources in your Own Language, in your Way



- A publication "OER in France: Overview, Perspectives and Recommendations" was released in the framework of the IITE Project "OER in non-English speaking countries"
- An analytical survey "Open Educational Resources in Kenya" has been prepared in cooperation with the African Virtual University
- Within the project "A Networked System of Open Indigenous Knowledge Resources for Climate Change Mitigation and Adaptation in Polar Regions" funded by the Emergency Fund for the Intersectoral Platform for Action to Address Climate Change, IITE developed an open network system containing multimedia resources for different cultures of traditional nature use and relevant climate change adaptation strategies in the Arctic region





## In line with the Major Programme I, MLA 3 IITE initiated a project to analyze ICT-related innovations and current/emerging trends in ICT use in higher education

- In the framework of the project “Access, Equity and Quality: Envisioning the Future of Higher Education in a Digital Age” jointly with UNESCO Headquarters, a first meeting of experts was held in Paris in March 2015
- A summary brief “Technologies In Higher Education: Mapping the Terrain” was developed on the basis of 28 policy briefs published by IITE from 2010 to 2014
- Focus group meetings were held in June in St. Petersburg, Russia and in Paris, and in October in Johannesburg, South Africa within the ICDE-2015 conference organized by UNISA
- An online survey has been launched and the responses of respondents will be analyzed by the end of 2015



## FORESIGHT ICT in Higher Education



**TECHNOLOGIES IN HIGHER EDUCATION: MAPPING THE TERRAIN**

This report of the project from 2010 to 2014, the UNESCO Institute for Information Technologies in Education (IITE) provides a comprehensive overview of the current state of higher education and the role of ICT in it. It also identifies emerging trends and challenges in the use of ICT in higher education and provides recommendations for policy-makers, educational leaders and educational institutions to ensure that higher education is relevant, accessible and of high quality in the digital age.

**ICT AND CHANGING CURRICULUM IMPERATIVES**

ICT can be used to support the business of educational institutions, and support the learning process, in terms of teaching and learning. ICT can be used to support the learning process, in terms of teaching and learning, and to support the learning process, in terms of teaching and learning.

UNESCO Institute for Information Technologies in Education



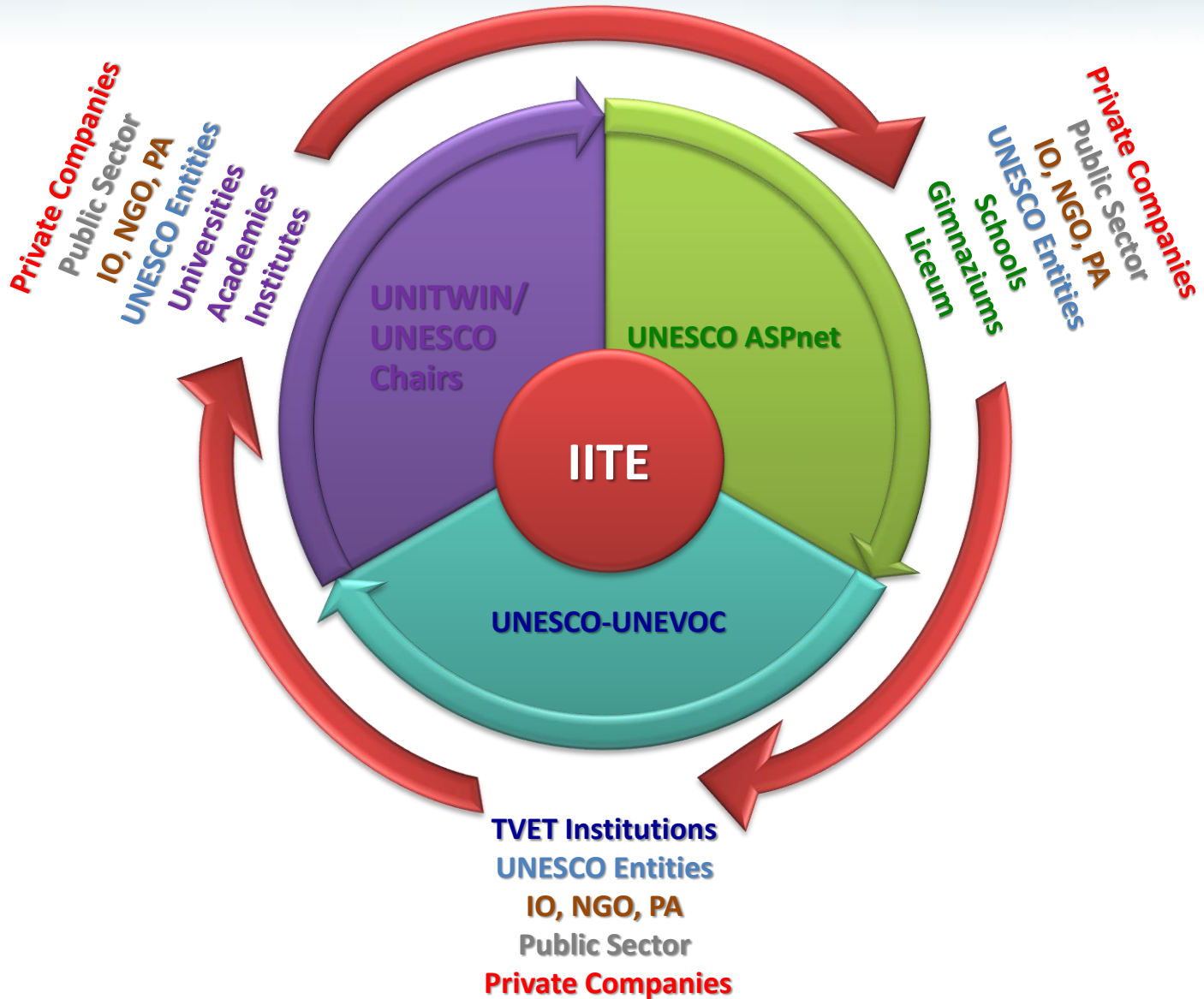


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# IITE Networking Model





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## Networking Priority: Cooperation With Global UNESCO Networks



UNESCO  
Associated  
Schools



**LFF**

Network of Chairs  
on ICT in Education  
and Innovative Pedagogy

**ICT IN TVET**



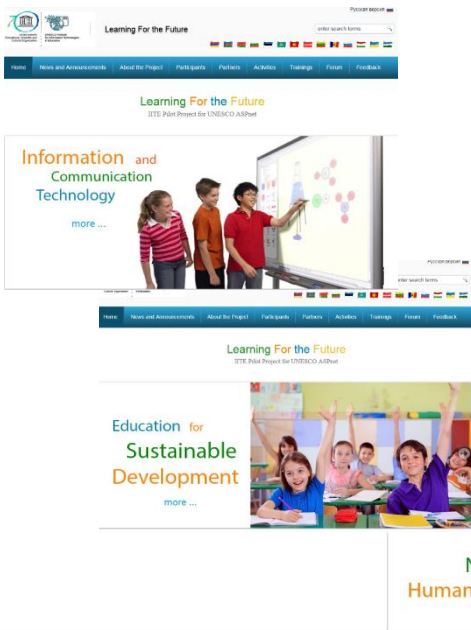
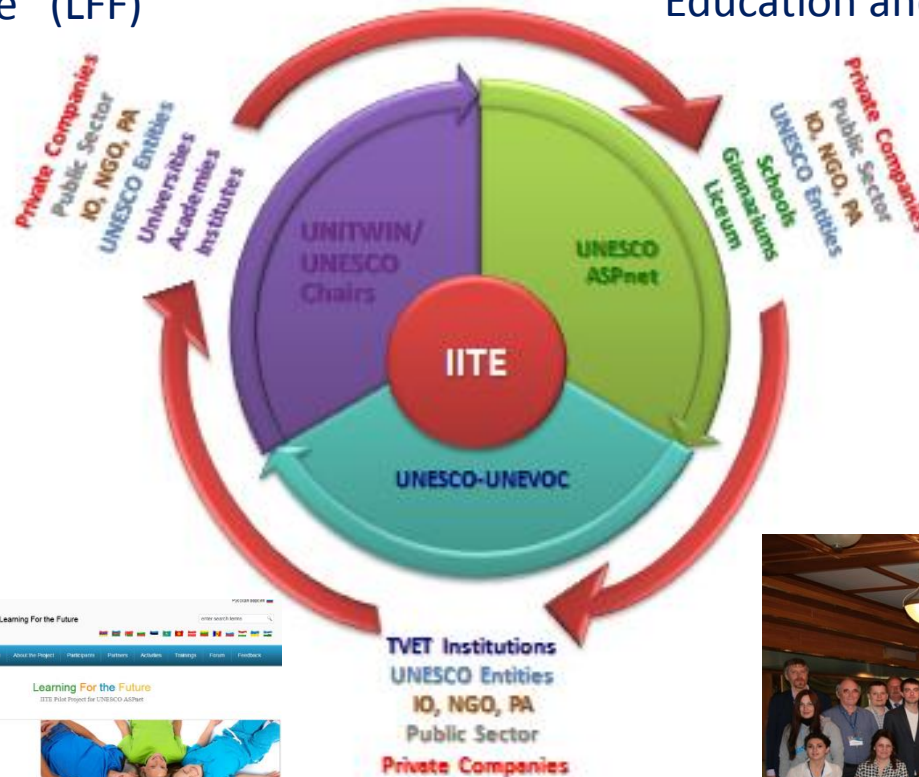


# NETWORKING AND PARTNERSHIP

The cooperation of IITE, as integral part of the Education Sector, with other UNESCO sectors and the global UNESCO networks as well as with public authorities, universities and private companies provides an important synergy effect to achieve goals defined and to attract extra-budgetary resources

IITE-ASPnet Pilot Project  
“Learning For the Future” (LFF)  
**42 schools**  
**from 14 countries**

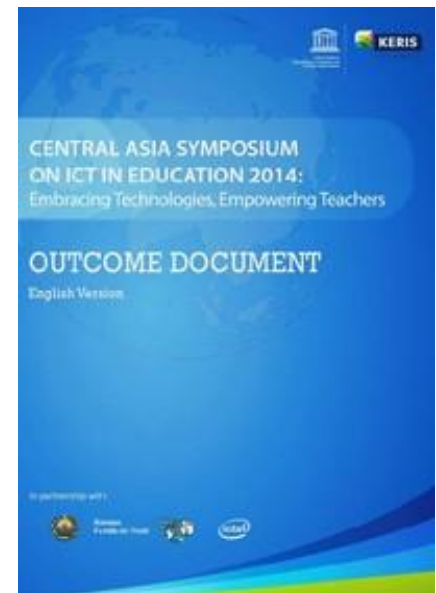
IITE Network of UNESCO Chairs on ICT in  
Education and Innovative Pedagogies  
**54 members**  
**from 25 countries**



# NETWORKING AND PARTNERSHIP

## Cooperation with UNESCO and UN entities:

- **UIL** - UNESCO-Microsoft Advancing Mobile Literacy Learning project (AMLPL)
- **UIS** – Eastern Europe, Caucasus and Central Asia Regional Workshop on ICT in Education Statistics
- **BGK** - Central Asian Symposia on ICT in Education (CASIE -2014, CASIE -2015)
- **BGK, TAS** - Regional project “Supporting Competency-Based Teacher **Training** Reforms to Facilitate ICT-Pedagogy Integration in Uzbekistan”
- **ITU** – Development of Training Centers for people with special needs (Armenia, Kyrgystan)



## Cooperation with Public and Private Sectors:

- **Ministry of Education of Republic Sakha (Yakutia), Russian Federation** - “Teachers of Arctic” Project
- **Universities and Teacher training institutes** - Joint development of training courses and implementation of IITE curricula and MOOCs
- **Private Companies** – Through partnership with private companies IITE completely covered the costs of main 2014-2015 events including International IITE-2014 Conference, LFF-Forum and meetings, two conferences of IITE-UNESCO Chairs Network as well as most of the Institute’s publications. Besides IITE updated its ICT infrastructure and premises through in-kind contributions of Institute’ private partners



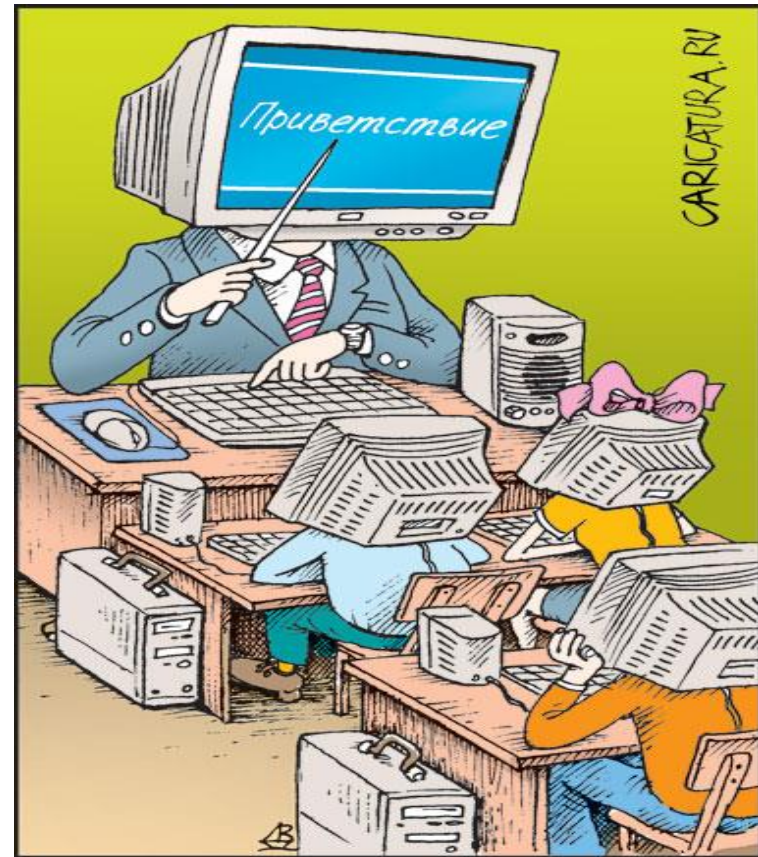


WE HAVE TO FIND AN ANSWERS FOR THE FOLLOWING QUESTIONS....

## What should be school of the Future?



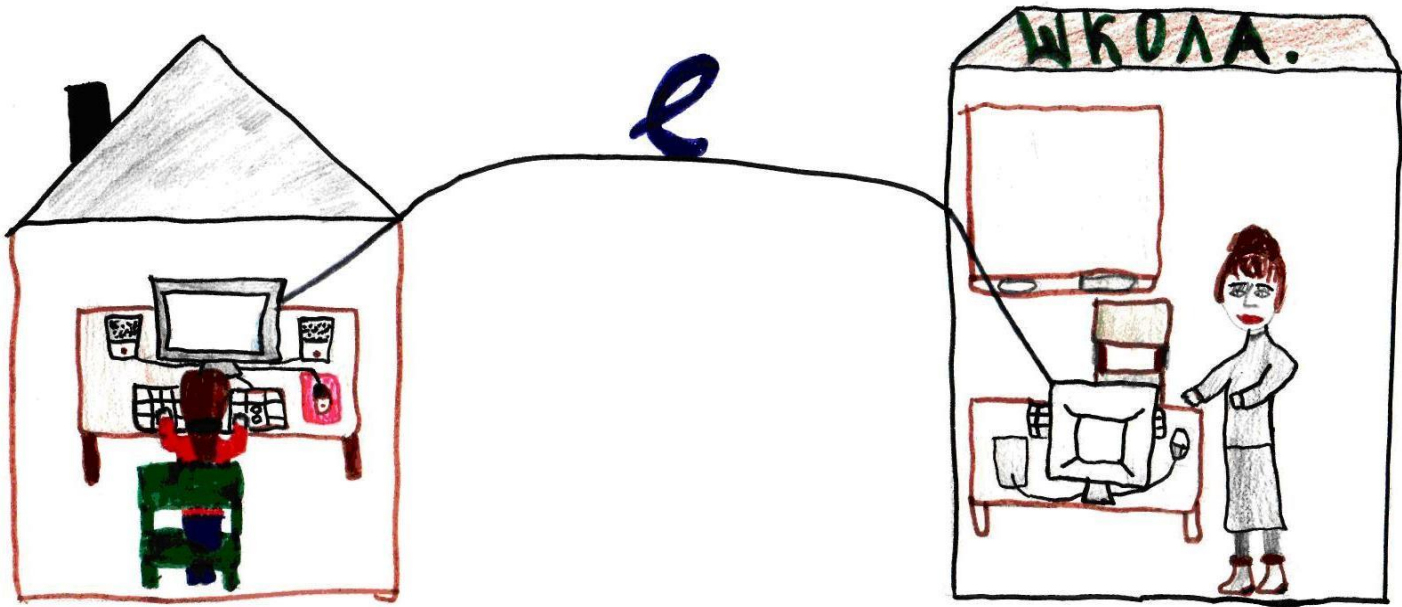
[<http://radodar.ru/?p=1025>].



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Или такой,  
как видят ее наши дети

Школа будущего





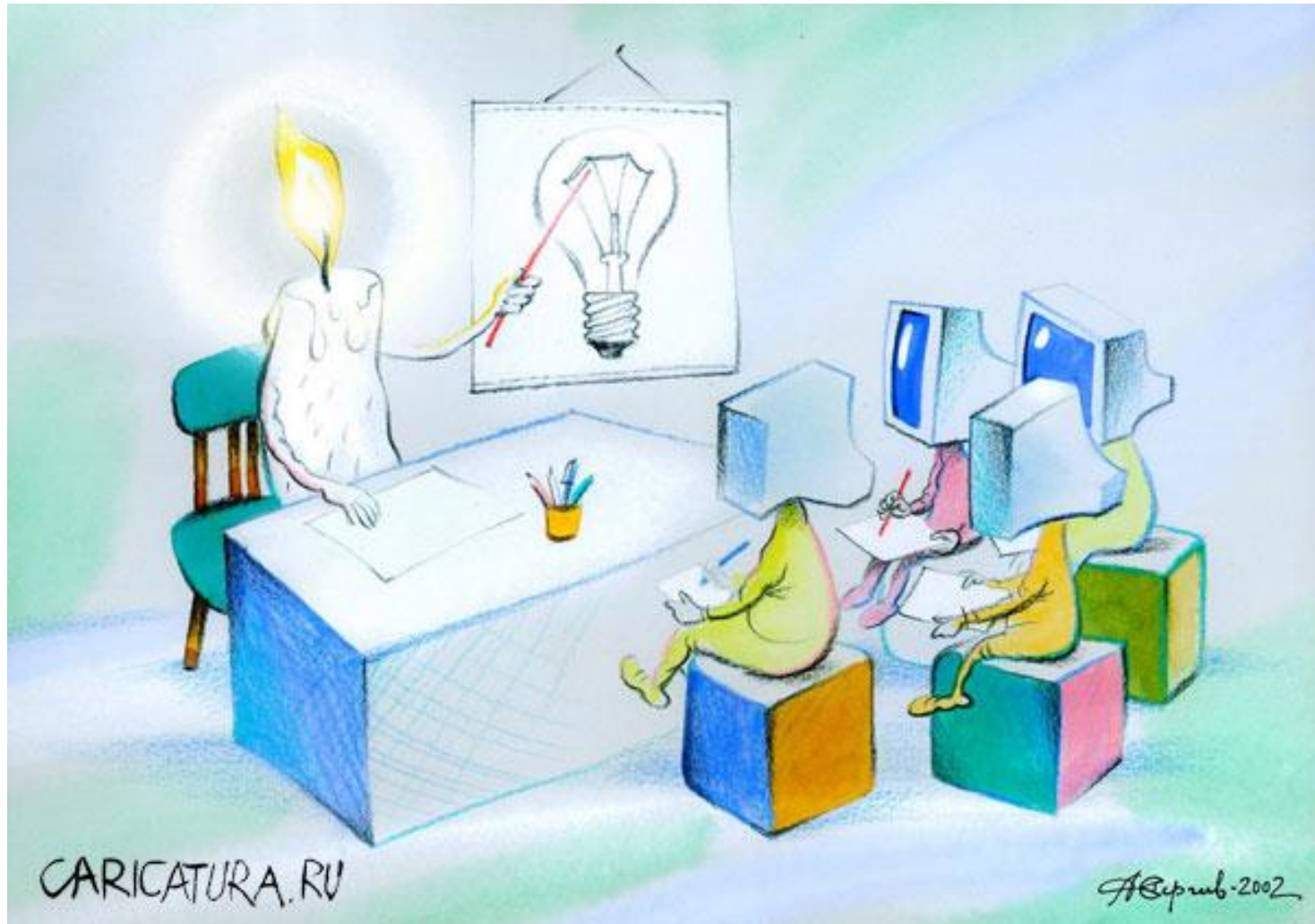
IS THIS A BOOK?????? THIS IS A BOOK !!!!!!!!!!!!!

CARICATURA.RU





## LEARNING – IS IT A LIGHT ???



## *Key Competencies of Inclusive Knowledge Society*

### **ICT Competency (e-Skills)**



**Professional Competency  
(Hard Skills)**



**Social Competency  
(Soft Skills)**

*ICT Competency in Education and OER*



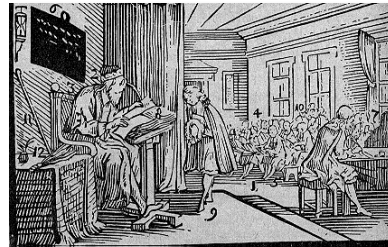


# The History of Innovative Pedagogy



Socrates, Personalized education for selected persons

1:1



XVII century,  
Education for elite

1:M



XIX Century,  
Education for many

1:M



XX Century,  
Massive education

1:M



XXI Century,  
Education for All? State of the Art?? Personalized???

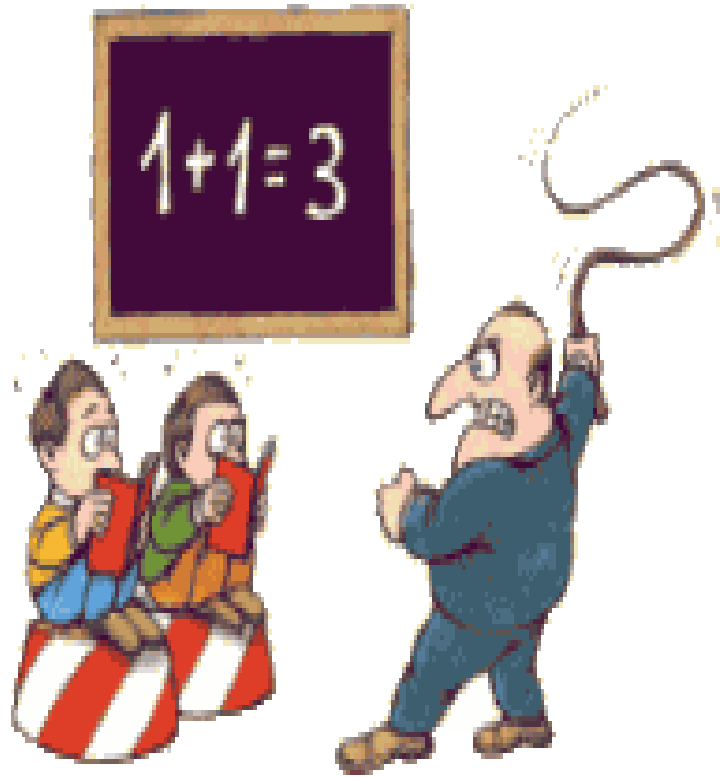


**PERSONALIZED LEARNING**



**IS DIFFERENT**







## ICT in EDUCATION and INNOVATIVE PEDAGOGY: DEAD WINE IN NEW BOTTLES?



**Thank you!**  
**Any questions?**

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