

UNESCO-Fazheng project on Best practices in mobile learning

Experts Group

Alexandre Barbosa



Mr. Barbosa is responsible for managing nationwide ICT stand-alone survey projects for the production of ICT-related statistics on the access and use of ICTs in different segments of society in Brazil, including indicators on ICT in education, child online protection, ICT in health, digital economy, e-commerce and e-government. He coordinates capacity-building programs in survey methodologies in Latin America and Portuguese-speaking countries in Africa. Mr. Barbosa was the Chair of the Expert Group on ICT Households indicators (EGH) from the International Telecommunications Union (ITU) from 2012 to 2017 and currently is member of the International Advisory Group of Experts on the Global Kids Online project (UNICEF and LSE) and member of the Council Board of The Innovation Center for Brazilian Education (CIEB).

Mr Barbosa holds a PhD degree in Business Administration from Getulio Vargas Foundation (Brazil), a Master Degree in Business Administration from Bradford University (UK), an MSc Degree in Computer Science from Federal University of Minas Gerais (Brazil) and a BSc Degree in Electrical Engineering from Catholic University (Brazil). He has also conducted postdoctoral research at HEC Montreal (Canada) in the area of electronic government.

Ana Smoljo



Ana has a long-term experience in reputation management, market positioning, media relations, corporate social responsibility consulting, risk issues and crisis management. From 2001 to 2018 she worked in Hauska & Partner, an international communication consultancy firm specialized in strategic communications. During 2012 and 2013, Ana also held the position of Secretary General of the Foreign Investors Council in Croatia. In February 2018 she joined the Croatian Academic and Research Network – CARNET, as the Head of Office for Administration and Management of Special Programmes, responsible for managing communications, marketing and international cooperation. Ana graduated Journalism and completed MSc Specialization in Foreign Policy and Diplomacy at the Faculty of Political Science, University of Zagreb.

Anja Korda



Anja graduated from the Faculty of Political Science at the University of Zagreb, with a Master of Arts degree in international affairs. She earned her professional development diploma in PR and reputation management at the London School of Public Relations. She is currently an Associate at the Office for Administration and Management of Special Programmes at the Croatian Academic and Research Network – CARNET. Her work mainly focuses on public relations for CARNET's pilot project e-Schools: Establishing a System for Developing Digitally Mature Schools. Prior to joining CARNET, Anja worked at the Croatian Ministry of Science and Education at the Office for public relations of the cabinet of the minister.

Anja Balanskat

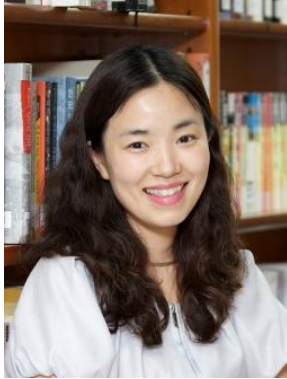


Anja Balanskat is senior advisor to European Schoolnet, a network of 30 ministries of education, with 18 years of professional experience in ICT in education policy and research. Anja currently coordinates two of European Schoolnet's working groups on Digital Citizenship and the Interactive Classroom.

Her main fields of expertise are innovative teaching practices with ICT, competence frameworks and computational thinking. From 2009-2010, Anja advised the European Strategic Management of Universities (ESMU) in the European Benchmarking initiative in Higher Education. Anja holds a Master Degree in Human

Resources Development and European Studies from the College of Europe in Bruges, Belgium as well a Secondary Teacher Training Degree from the Friedrich- Schiller- University of Jena, Germany.

Bokyoung Kye



Bokyoung Kye has worked as an associated researcher at KERIS (Korea Education & Research Information Service) for 20 years, making contributions to the task of applying information and communication technology to the field of education. She is also an adjunct professor at Ewha Womans University since 2012. In the past Bokyoung was a researcher at the Korea Multimedia Education Center (1999), an ICT consultant in Education Area at Lao P.D.R. (2006~), and a research fellow at the University of Michigan (2008-09). Her current topics of interest are future schooling systems, the interaction between human and learning environment, and implementation of new technology, such as

Augmented Reality, IoT(Internet of Things), affective computing in schools to enhance the quality of education.

Cheah Horn Mun



HM Cheah is currently the Assistant Provost at the Singapore University of Social Sciences. He is concurrently the Dean of the S R Nathan School of Human Development. He was a Director at the Educational Technology Division, at the Ministry of Education, Singapore from 2008-2013. His then responsibilities included planning and implementation of the 3rd ICT Masterplan for Education. Prior to this, he was the Dean of the Foundation Programmes at the National Institute of Education taking charge of all initial teacher preparation programmes. He received his PhD for research work on High Temperature Superconductivity from Cambridge University. His present research interests include the effective integration of ICT

in education and assessment of 21st Century skills. He was a member of the Horizon K12 Advisory Board, the ATC21S Executive Board, and the NEXT-TELL International advisory panel. He is currently on the board of Singapore Centre for Chinese Language and Temasek Foundation Innovates.



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Cheolil Lim



Cheolil Lim is a Professor at the Department of Education at Seoul National University and the President of the Korean Society for Educational Technology. He was the chair of the Department of Education at the Seoul National University. He holds a Ph. D. in educational technology from Indiana University. His publications are focused on new technologies in higher education, he recently co-authored a publication on “*Developing a National Data Metrics Framework for Learning Analytics in Korea,*” and on “*Promoting socially shared metacognitive regulation in collaborative project-based learning.*”

Cristóbal Cobo Romani



Cristóbal Cobo is the Director at the Center of Studies - Fundación Ceibal and an associate researcher at the Internet Institute of the University of Oxford. He has a doctorate degree in Communication from the Autonomous University of Barcelona. He coordinates studies on innovation and learning, knowledge translation, digital culture and the future of education. As a consultant he collaborates in research for the European Commission (Horizon 2020). Cristóbal has been honored by the British Council of

Economic and Social Research (ESRC). He is an associate researcher at the Skills, Knowledge and Performance Center of the University of Oxford. He was a professor and director of Communications and New Technologies at FLACSO-Mexico. He has worked with academic and government institutions in more than 30 countries.

Juan Enrique Hinostroza



Enrique Hinostroza is the director and associate professor of the Institute of Educational Informatics at the Universidad de La Frontera in Chile. His main research areas are the evaluation of the introduction and use of ICT in education and ICT in Education Policy Evaluation and Design. Since 2003, he has been working for different Ministries of Education (Chile, El Salvador, Honduras, Jamaica, Mexico...) to assist in various aspects of the design and implementation of ICT in Education policies.

Previously he worked as a consultant for Intel Corp. for the review of ICT in education policy design toolkit. He also worked for the Inter-American Development Bank developing case studies about the status of ICT in Education initiatives in the Bahamas and an analysis of the impact of Edutech, the ICT in Education project in Barbados. He also worked on several occasions with UNESCO on capacity building for ICT in Education and the ICT in Education Policy of Uruguay.

He holds a PhD in philosophy from the Institute of Education, University of London and a Master in Engineering Sciences from Pontificia Universidad Católica de Chile.

Eric Kimenyi



Eric Kimenyi is the National Coordinator for the One Laptop per Child (OLPC) programme in Rwanda. The OLPC programme is government funded and ran by the Rwanda Education Board. Eric has spent 7 years with the OLPC programme where he started as the Chief Technology Officer and prior to that, was a Telecommunications Engineer with the Rwanda Development Board. Under his leadership, the OLPC programme has now covered half of all primary schools in the country, trained over 18,000 teachers in different teaching and learning practices using ICTs and has overseen the deployment of more than 275,400 laptops across Rwanda. Eric has provided analytical policy advice to the Ministry of Education on the development of the ICT in Education Policy and the ICT in Education Implementation Plan. Eric has received different trainings and certifications in education and technology, he earned an MBA in Strategic Management from the Jomo Kenyatta University of Agriculture and Technology, Kenya and a Bachelor's degree in Electronics and Telecommunications Engineering from the University of Bradford, UK.

Fernanda Rosa



Fernanda R. Rosa is a PhD candidate in the American University's School of Communication within the field of Internet Governance and Science and Technology Studies. She is also a Young Scholar at Columbia University's School of International and Public Affairs Tech & Policy Program. Fernanda is a sociologist who graduated from the University of São Paulo (USP), and holds a masters in Management and Public Policy from Fundação Getulio Vargas (FGV). Previously, Fernanda worked as a mobile learning research associate at the Columbia University Center for Brazilian Studies and Institute for Latin American Studies, a consultant for the Brazilian Presidency of the Republic's Secretariat of Human Rights, and as an adviser to the cabinet for the Municipal Secretary of Education of São Paulo. More recently, Fernanda has collaborated with R3D (Rede en Defensa de los Derechos Digitales) in Mexico, as a Google Policy Fellow in 2017.

Jukka Tulivuori



Jukka Tulivuori works as a Counsellor of Education at the Finnish National Agency for Education. He has 20 years' experience of education in the local, regional, national and international level. Jukka has experience as a class teacher in primary school as well as a subject teacher in secondary and upper secondary school (biology, geography, health education). At his current work for the government of Finland he has been working mainly in the areas of the pedagogical use of ICT in education, biology, geography, sustainable development (Agenda2030) and environmental education as well as national curriculum planning. He also has experience from the various working groups and projects of the European Commission and European Schoolnet. In the past Jukka worked one year as an Education Specialist on teacher education at the Finn Church Aid in Eritrea and for a shorter period as an Education Specialist at the refugee respond in Athens, Greece.

Lucia Dellagnelo



Director of the Center of Innovation for Brazilian Education-CIEB, an organization whose mission is to promote the culture of innovation and the use of technology in Brazilian public schools. Former State Secretary of Sustainable Development in Santa Catarina and founder of the Instituto Comunitário Grande Florianópolis-ICom.

Lucia holds a Doctor of Education and Master of Education degrees by Harvard University, and has worked as consultant on education and sustainable development projects for national and international organizations. She has received several awards for her work, including the National Education Merit Award in 2018 granted by the President of Brazil.

Lucy Gray



Lucy Gray is an experienced consultant and a frequent speaker and workshop presenter at conferences. Lucy is the co-founder of the Global Education Conference Network, an online community devoted to globally connected teaching and learning. Before her work as a consultant, Lucy worked directly in schools for 17 years. Her career began in the Chicago Public School system where she taught primary grades and went on to serve in various capacities related to educational technology at the University of Chicago's Laboratory Schools, Urban Education Institute and Center for Elementary Mathematics and Science Education.

Lucy holds a BA in Art History (in addition to elementary education certification) from Beloit College and an M.Ed from National Louis University. Lucy has received the distinctions of Apple Distinguished Educator and Google Certified Innovator and has been given the Make It Happen award from the Illinois chapter of the International Society for Technology in Education (ISTE).

Mike Lawrence



Mike Lawrence has been an award-winning teacher, administrator and non-profit educational leader. He is honored to support the UNESCO Best Practices in Mobile Learning Project. Previously, he served as CEO of CUE (CUE.org), helping the nonprofit grow fivefold in 12 years, served two terms on the ISTE board of directors. He co-founded the Google Certified Teacher and Leading Edge Certification programs, and often consults and keynotes for educational institutions as Chief Maverick of Maverick Learning; most notably supporting the development and launch of ISTE Certificatied Educator program in 2018.

He is an Apple Distinguished Educator, Global Minecraft Mentor and was honored as one of the National School Board Association's "20 to Watch in Educational Technology." In 2014, he was recognized as a top EdTech Digest CEO/Founder of the year, tapped to join the California Emerging Technology Fund Board of Expert Advisors in 2017. He is proud to support educators worldwide in his current role as Senior Director of Educator Engagement at PowerSchool. He's also lead singer of Red Pen, the all-teacher band.

Pablo Rivera Vargas



Pablo Rivera is a lecturer of the Department of Didactics and Educational Organization of the University of Barcelona. He is a researcher of the consolidated research group Esbrina - Subjectivities, visualities and contemporary educational environments (2014 SGR 632), and Associate researcher at the Ceibal Foundation. He obtained a doctorate degree in Education and Society from the University of Barcelona (UB). His postdoctoral research focuses on adult education at the University of Wisconsin-Madison. Pablo has also a Master's degree in Political Analysis and Institutional Advisory (UB), in Higher Education (UB) and in Social Sciences, University of Chile. He is a visiting professor in Education and Society at the Andrés Bello University (Chile).

Shafika Isaacs



Shafika is an international digital learning consultant, community builder and professional coach. She currently serves as technical advisor to UNESCO and as Research Associate at the University of Johannesburg's Centre for Education Practice Research in Soweto.

She has worked on quality, equitable education and skills development programs for all in many countries and built and serviced numerous grassroots community and international organizations. These include the design, implementation and evaluation of the Ukufunda Virtual School, a mobile learning initiative by the Department of Basic Education and UNICEF in

South Africa. She has published widely on ICT in education in Africa and served as Editor for The eLearning Africa Report in 2012 and 2013.

She serves on the governing boards of global and local organization, including as Chair of the Telkom Foundation and GreenMatter and as Trustee of The Lewis Foundation. In 2017 she won the Woman of Stature 2017 Woman of the Year Award.

Su Hong



Hong Su is the Director of Research Center for Education Innovation and an associate researcher. She specialized in Education Administration, curriculum & teaching evaluation and comparative education. She has received a joint doctorate education in Education, Economics and Administration at Beijing Normal University (China) and Columbia University (USA). Su has been working at the China National Institute of Education Sciences since 2009. Besides, she was a visiting scholar at Australian Council for Educational Research in 2013 and a consultant at the local Experiment Zone for Comprehensive Education Reformation in 2014 and 2015. She is committed to improving teaching, learning and administration in local, national, and international education communities.

Su Wang



and Secondary Schools and Technology Literacy Monitoring.

Su Wang is a researcher and the Director of several institutions within the National Institute of Education Sciences in Beijing: Institute of International and Comparative Education, STEM Education Research Center and Future School Laboratory. Su holds a Master of Education from the Institute of International and Comparative Education of Northeast Normal University (China) and a Bachelor of Engineering from Southwest Jiaotong University. Su presided over many research projects and authored publications pertaining to International Comparative Education Research, STEM Educational Research for Primary

Since 2014, she has also initiated “China Future School Conference” and held the Fourth China Future School Conference in Tianjin, Chengdu, Shenzhen and Beijing, which spread the concept of future school education and had a profound influence in China and abroad. She also organized the first "China STEM Education Development Conference" in Chengdu in 2017 and later launched the "China STEM Education 2029 Innovation Action Plan."

Tarek Chehidi



worked for the Ministry of Education of Tunisia where he served as an advisor to the Minister of Education and coordinated analytical work that informed decisions pertaining to the implementation of the July 2002 Education Act and led the Ministry’s general review of ICT strategies and programs and the development of the new strategy (2009-2014). In 2015, he joined GESCI and led the organization’s expansion into francophone Africa and North Africa, coordinated the development of GESCI’s new strategy and led its engagement with governments and international organizations.

Tarek Chehidi has over eighteen years of experience in education across Africa and the Middle East. He is a recognized leader in developing and implementing information and communications technology in education strategies, strengthening capacity of ministry leaders, creating regional platforms for cooperation and policy dialogue and enabling transformative partnerships across ecosystem actors. Throughout his career, Tarek has focused on strengthening the capacities of ministries of education to achieve policy objectives and on aligning education systems’ goals and programs with social and economic development goals. Before joining R4D, Tarek

Tommaso Dalla Vecchia



Tommaso Dalla Vecchia has been working at European Schoolnet since 2012. As Business Development Manager, he is responsible for the relations with public and private bodies supporting and sponsoring the Future Classroom Lab, an inspirational learning environment dedicated to technology enhanced education and school innovation.

Tommaso is coordinating another public-private partnership, the European Coding Initiative, a programme aiming at researching the introduction of coding and programming teaching and learning in primary and secondary school as well as in informal settings. He is contributing to the management of awareness raising, education and training projects, especially in the area of digital skills and digital entrepreneurship and he is currently involved in the Secretariat of the European Commission Digital Skills and Jobs Coalition.

Tommaso holds a MA in International Relations and Diplomacy, Curriculum on Politics, obtained at the University of Trieste in July 2010. After his degree he dedicated with commitment to the development and management of EU funded projects, a field in which he gained relevant expertise.