



## EDITOR'S REMARKS

Ann D. Thompson

# ***International Summit on the Future of ICT in Education: A Call to Action for All of Us***

Approximately 70 leading researchers, policy makers, and practitioners gathered in the Hague in the Netherlands June 10–12 at EDUsummIT 2009, an international conference designed to define action steps following the publication of the *Handbook on ICT in Primary and Secondary Education*. The handbook, published in 2008 by Springer, provides a broad international synthesis on major research in the field and provides a very useful resource for researchers in the area of technology in teacher education.

The publication of the international handbook comes at a pivotal time for our field. Covering 40–50 years of research on ICT, it provides a useful summary of what we know about ICT and thus an ideal starting point for defining directions in the areas of policy, research, and leadership.

Handbook editors Joke Voogt and Gerald Knezek orchestrated the summit to provide a platform to use the comprehensive handbook to help move the field of ICT in primary and secondary education forward. The International Society for Technology in Education (ISTE) from the United States, Becta from the United Kingdom, and Kennisnet from the Netherlands supported the realization of EDUsummIT 2009.

Chris Dede began the conference with an inspiring keynote address in which he remarked that he strongly believes we are at a point of great opportunity with respect to action in ICT in education. Dede indicated that he felt more positive about the potential impact of technology in education than at any previous time in his career. He pointed out three factors that suggest the time is right for action:

- Students' out-of-school lives are richer in ICT than their in-school lives.
- Schools are currently still operating under an industrial model for education and not responding to the need for producing students with skills necessary for life in a 21<sup>st</sup>-century, global economy.
- New and powerful technology tools are available to support changing roles for schools.

Conference participants agreed that the timing for bold steps forward in the field of ICT in schools is right and that the research results summarized in the handbook provide a strong platform for advocating next steps in research, policy, and leadership.

Following the keynote, summit participants accepted the challenge of discussing and defining what we know, our goals for the future, and the actions we need to take to achieve these goals.

The reports from each of the groups (research, leadership, and policy) revealed some strong overlapping themes in terms of a call to action. These actions included a challenge for researchers, leaders, and policy makers:

- To use findings presented in the handbook to inform research, policy, and leadership for ICT in schools
- To radically restructure schools around using multiple technology-enhanced pedagogies to address students' individual needs

- To work to use student technology experience in informal learning environments to inform work in formal environments
- To actively study both research and development on ICT applications in classrooms
- To nurture an international community of ICT scholars who continually build upon our knowledge base
- To develop new assessments designed to measure outcomes from technology-enriched learning experiences
- To develop and use distributed leadership models for technology use in schools and teacher education programs
- To adopt an ecological perspective to study ICT use in classrooms to help explain and influence the complex interactions and events
- To create a wiki so that handbook authors can share the most important findings from their chapters for a large audience and continually update their findings
- To connect recommendations from EDUSummit 2009 with future international ICT initiatives
- To plan an annual EDUSummit focused upon connecting current research and action plans for ICT

Dede began the working conference with a vision that the time is right for bold action in major school restructuring, and participants departed the Hague with a renewed mission to better connect ICT research with ICT policy and action plans for primary, secondary, and teacher education. I urge all our readers to visit <http://edusummit.nl> for further information and updates from EDUSummit.

Each of the articles in this issue is a strong example of research that makes important contributions in connecting our research with the worlds of policy and practice. The first article, "A Mentoring Model for Interactive Online Learning in Support of a Technology Innovation Challenge Grant," has promising implications for the development and use of a distributed leadership model. Scott M. Graves, Jason Abbitt, Mitchell D. Klett, and Changhua Wang examine a professional development project for its effectiveness in promoting problem-based learning pedagogies and technology use in schools. They find that online mentoring was an essential factor in the successful implementation of a technology innovation grant. In accordance with the EDUSummit recommendation that an international community be nurtured, the article "Nigerian Inservice Teachers' Self-Assessment in Core Technology Competences and Their Professional Development Needs in ICT," by Sam E. O. Aduwa-Ogiebaen, offers teacher educators a clearer picture of the challenges we face in adequately preparing all students for an increasingly global and technologized society. Drew Polly and Leigh Ausband provide an important

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consideration when assessing levels of technology integration by teachers. Their article, "Developing Higher-Order Thinking Skills through WebQuests," emphasizes the need to support classroom teachers' adoption of technology in ways that support the higher-order thinking skills that are essential for success in the 21<sup>st</sup> century. The final article is the SIG for Technology in Teacher Education Award-winning paper presented at the National Education Computing Conference (NECC) in Washington, D.C., this year. In this paper, Vivian Wright, Joy Burnham, Christopher Inman, and Heather Ogorchok explore the affordances of Second Life in educating adolescents about cyberbullying, a growing problem as teens spend increasingly large amounts of time in cyberspace. Findings help educators understand how students' experiences in informal learning environments may be used in engaging ways to meet the goals of formal schooling. Together these articles provide leaders in technology and teacher education with a growing research base to improve the practices and policies necessary to create schools that prepare students and teachers for the challenges of working and living in a digital world.

## SIGTE Graduate Student Scholarships

A number of years ago, SIGTE began funding annual scholarships to support the work of graduate students as they begin their careers in the field of technology in teacher education. We have continued to increase funding for these scholarships, and this year all four winners presented their work in various sessions at NECC. These \$500 scholarships were awarded to Linda Macaulay of Towson University, Shih-Ting Lee of the University of Texas at Austin, Jana Hare of the University of Kansas, and Kenneth Shelton of California State University in Los Angeles. More information about the scholarships is posted on the SIGTE wiki. Special thanks to Robert Jason Hancock, who chaired the committee that selected the scholarship winners for the past two years, and Treasurer Karen Grove, who has led this work since its inception.

As you read the list on page 42 of those who served SIGTE this year in a variety of capacities, please consider contacting me or any of our SIGTE officers listed at the SIGTE wiki if you want to get more involved. Thanks to everyone for all their hard work last year, and we look forward to more of the same in 2009–2010.

## Resources

ISTE PT3 Books: <http://www.oten.info/pt3insights.html>

Rhine, S., Bailey, M., Eds. (2005). *Integrated Technologies, Innovative Learning: Insights from the PT3 Program*, Vol. 1. Eugene, OR: ISTE.

Rhine, S., Bailey, M., Eds. (2005). *Integrated Technologies, Innovative Learning: Insights from the PT3 Program*, Vol. 2. Eugene, OR: ISTE.

GIS summit: <http://www.isat.jmu.edu/stem>

NECC 2009 Web site: <http://center.uoregon.edu/ISTE/NECC2009>

SIGTE wiki: <http://sigte.iste.wikispaces.net>

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Mitchell Klett has taught courses at the University of Idaho and Roosevelt University and is currently an associate professor of earth science at Northern Michigan University's College of Professional Studies. His experience in science teaching includes the courses *Models in Science Teaching, Methods and Materials in Science Teaching, Earth Science, and Integrating Technology in Science Teaching*. In addition, Dr. Klett was a 2002–2004 research fellow for the National Center for Online Learning and Research (NCOLR).

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