



MAKING EDUCATION AN EXPERIENCE

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EXPERIMENT
IN THE CLASSROOM, NOT WITH IT.

Establishing Goals

Transformation Starts with a Vision of Success



Achievement

- Higher rates of attendance and graduation
- Improved test scores



Equity

- Increased enrollment of girls overall and in STEM classes
- Connecting learners who would not otherwise be included
- Reduce the achievement gap between highest and lowest performing students



School Culture

- Higher levels of student engagement
- Increased attendance
- Decrease in behavior problems
- Increased teacher satisfaction



Societal Impact

- Increased alignment with workforce needs
- Increased female participation and achievement in society
- Increased active citizenship and lifelong learning
- Greater cross-cultural understanding



Table 1: Common Framework of eLearning Programs

Vision	Planning	Implementation	Evaluation and Adaptation
<ul style="list-style-type: none">• Political climate and opportunity• Education and ICT policy context• Priorities• Goals and indicators• Champions• Funding model	<ul style="list-style-type: none">• Geographical scale• ICT infrastructure preparation for rollout• Program functional features• Program coordination and operations• Strategies for stakeholder engagement• Communication (to support stakeholder alignment and program coordination)• Feedback mechanism for course corrections	<ul style="list-style-type: none">• Rollout of elements/ components• Program coordination• Ownership of specific components• Stakeholder engagement and alignment• Enacted communication	<ul style="list-style-type: none">• Planned change• Emergent change• Formative, just-in-time monitoring of program operations• Dissemination of course corrections• Summative monitoring of progress toward goals• Dissemination of summative findings



NEW LEARNING MODELS FOR THE NEXT GENERATION

Education technology provides the digital resources that open doors - and minds - to diverse learning models and teaching strategies where students get deeper, active learning experiences.

UNLOCKING THE MIND

Can learning be as unique as the individual?



Distinctive interests

Personalized learning

Personal needs

Learning preferences



Using **real-time** input



As a key to **personalizing** learning elements



Basing instructions on **individual** performance

LIGHTING THE BULB

What if learning adapted to meet each student's needs?



ADAPTIVE LEARNING FOCUSES ON:



**Cognitive
psychology**



**Learning
theory**



Neuroscience



**Data
analytics**

Adaptive educational software **analyzes student performance** as the student interacts with the software, then flips the switch and **adjusts material dynamically**.

Students can light up while learning at their own speed.

PUTTING THE PIECES TOGETHER



What if all subjects and classes were interconnected?

INTEGRATED STUDIES:

Combine two or more subjects
Deepen students' knowledge of both
Strengthen understanding of how subjects fit together

Students can stop being puzzled and start putting it together.

Increase motivation, creativity, and problem solving skills

ROTATING THE GEARS



Students can get their wheels moving in more ways than one.

Can learning be built around students' natural curiosity?

PROJECT-BASED LEARNING FOCUSES ON:



Real-world problems



Inquiry-driven learning experiences

Increases **content retention** // Improves students' **attitudes toward learning** // Builds **21st century skills**

