

A photograph showing three students in a classroom. In the foreground, a student with curly hair is smiling and looking at a tablet. Behind her, another student with long dark hair and glasses is also looking at the tablet. A third student, a woman with curly hair, is leaning over them, also looking at the screen. They appear to be working together on a task.

# **Education Disrupted, Education Reimagined**

**WISE and Salzburg Global Seminar, 16 April 2020**

**Andreas Schleicher**

# Impact of Covid-19 on education

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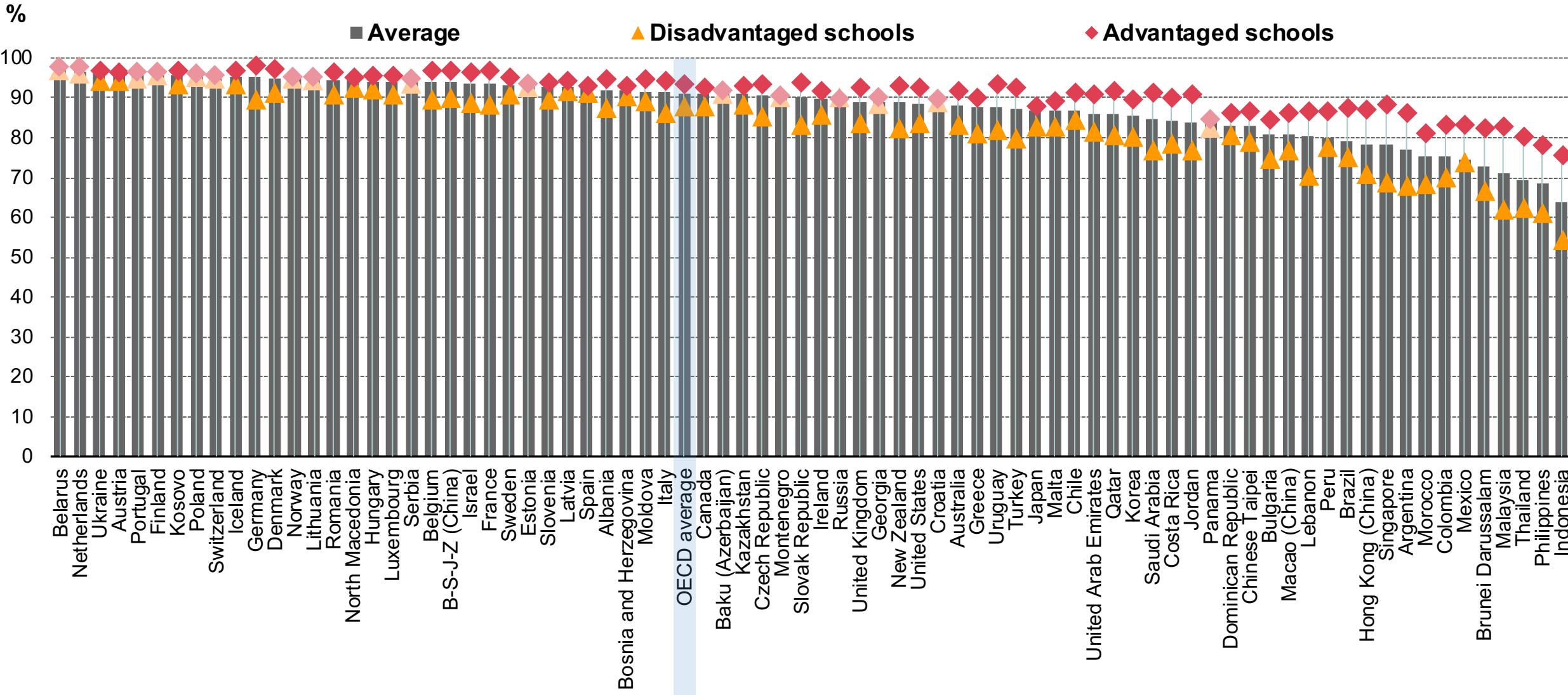
- **1.5bn** students impacted by school closures
- **Remote learning** has become the lifeline for learning but doesn't address the social functions of schools
- Access, use and quality of **online resources** amplifying inequality
- **Accreditation** at stake
- Huge needs for **just-in-time professional development**
- Re-prioritisation of curricula leads to new tensions
- But lots of **innovative learning environments** emerging !



# Access to a quiet place to study

*Percentage of students that have access to a quiet place to study*

Fig A1

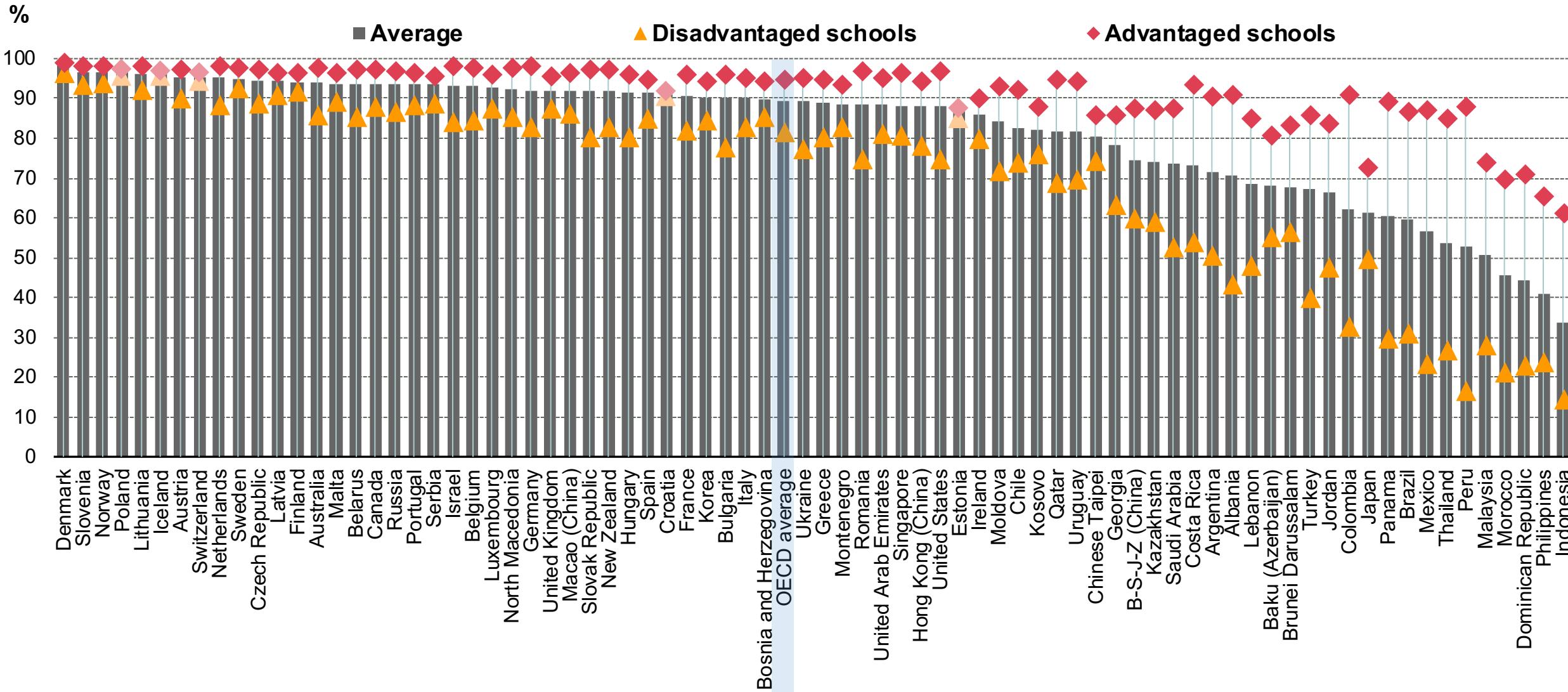




# Access to a computer for school work

*Percentage of students that have access to a computer they can use for school work*

Fig A2

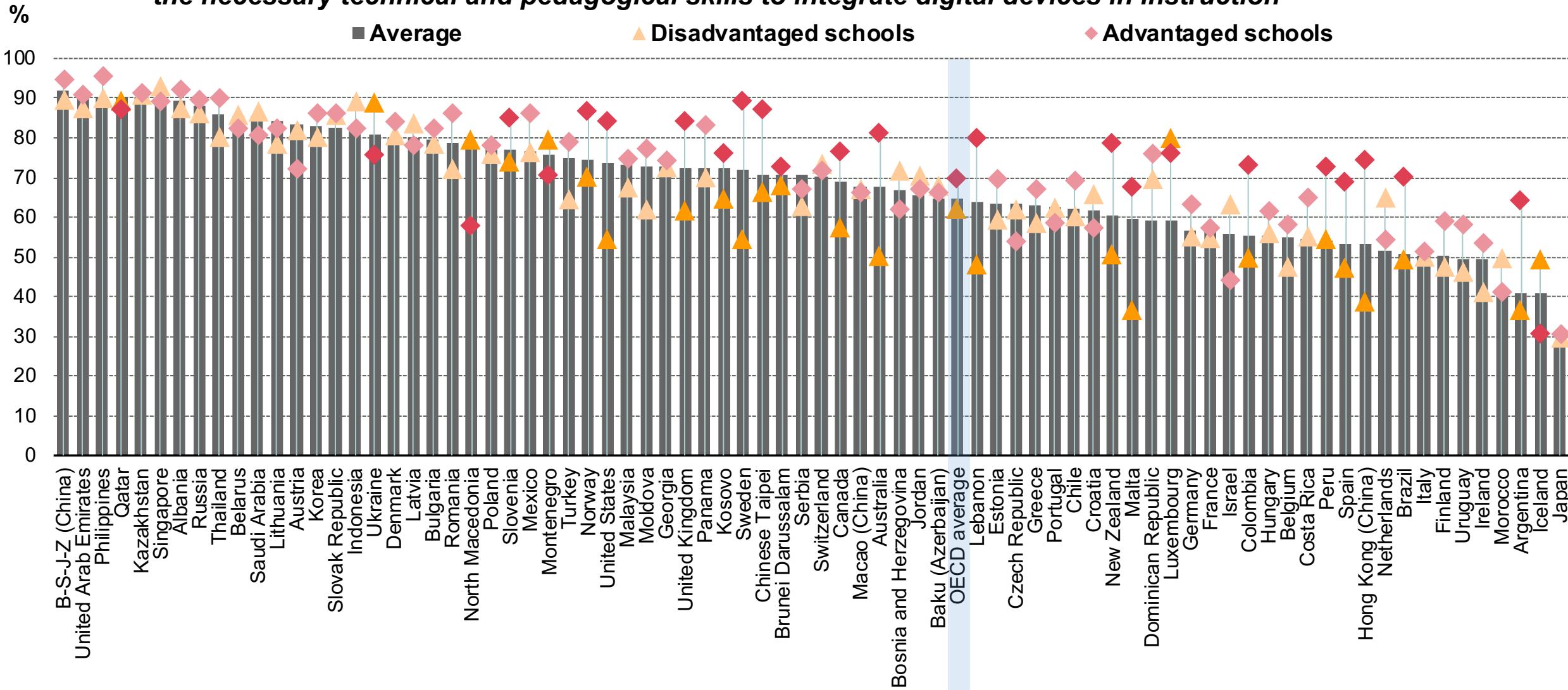




# Teachers have the necessary technical and pedagogical skills to integrate digital devices in instruction

Fig A9

*Percentage of students in schools whose principal agreed or strongly agreed that teachers have the necessary technical and pedagogical skills to integrate digital devices in instruction*

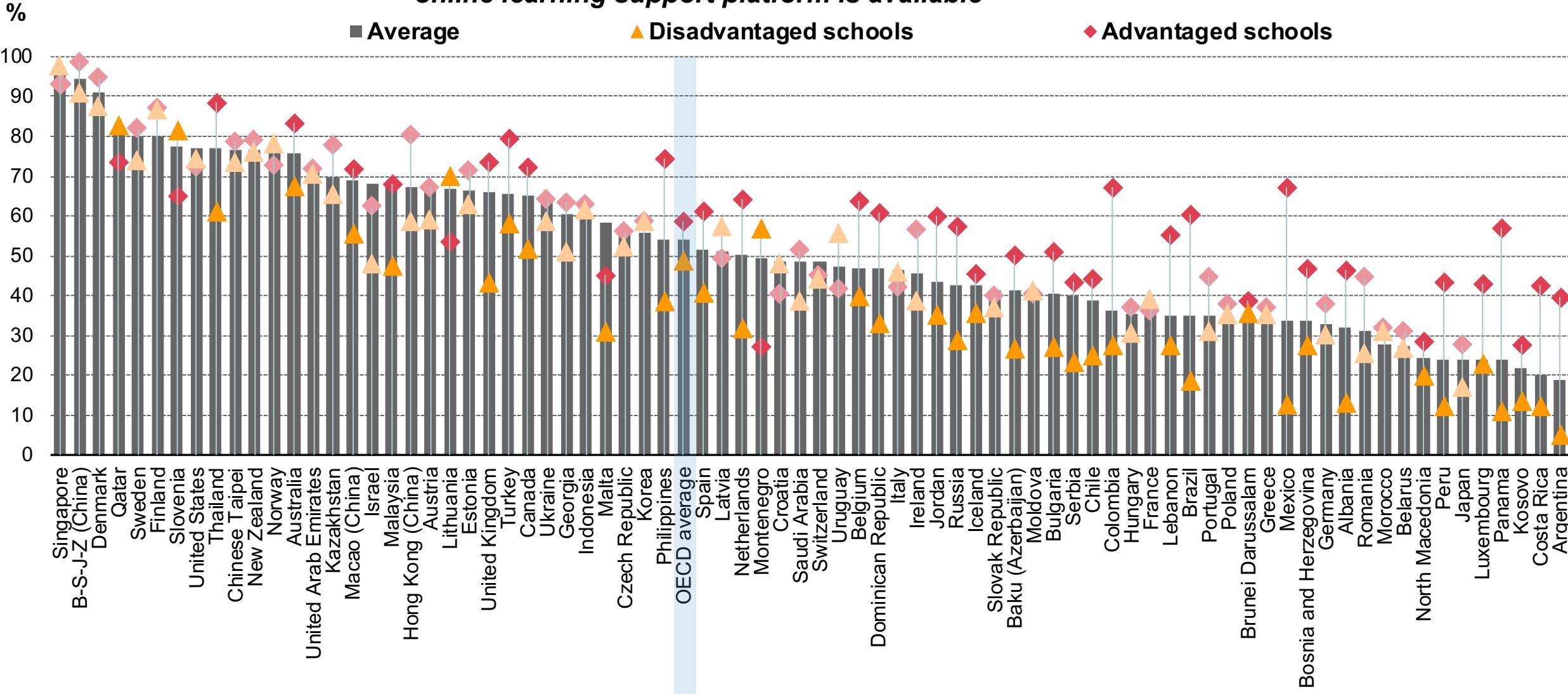




# An effective online learning support platform is available

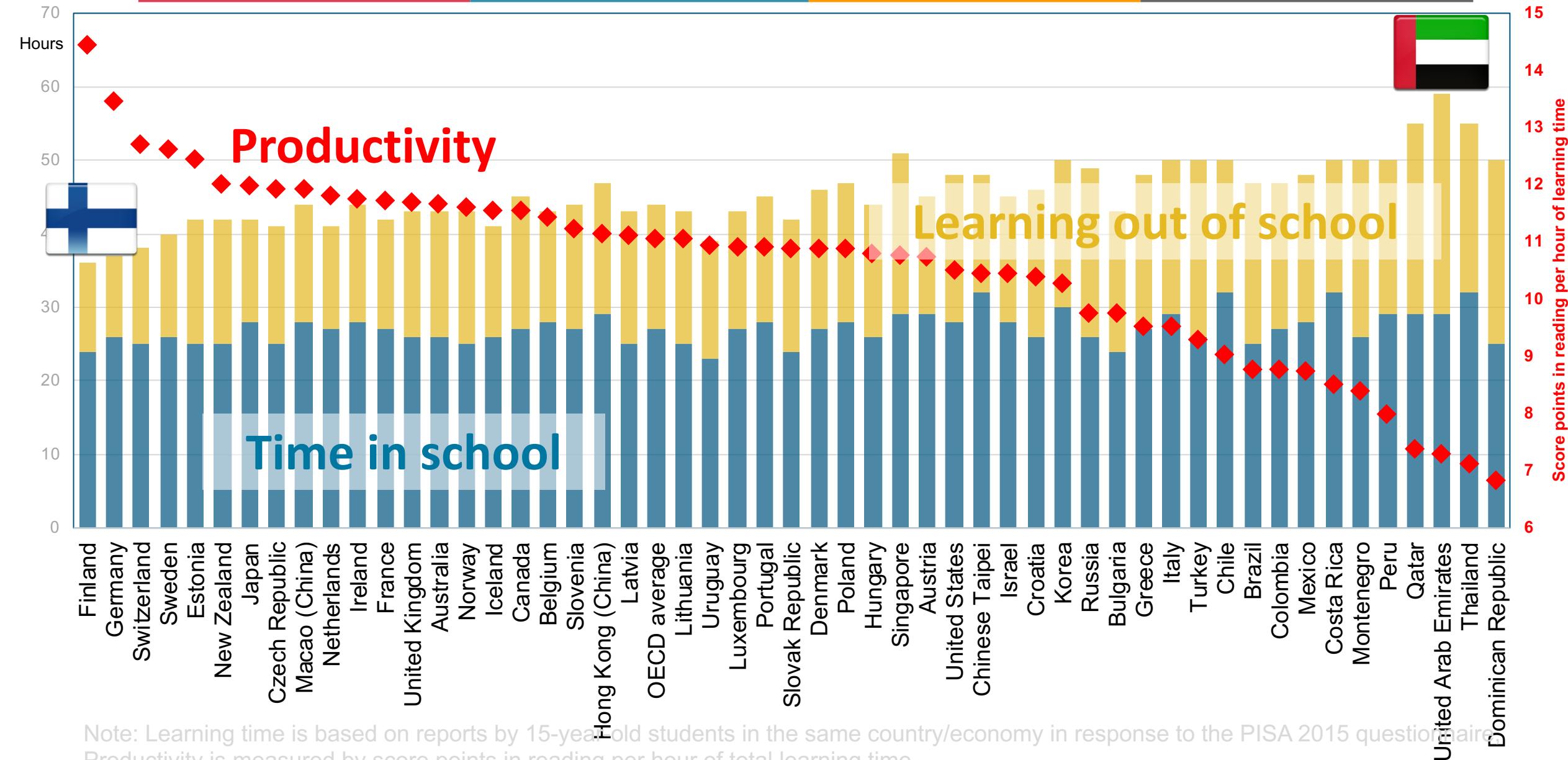
Fig A12

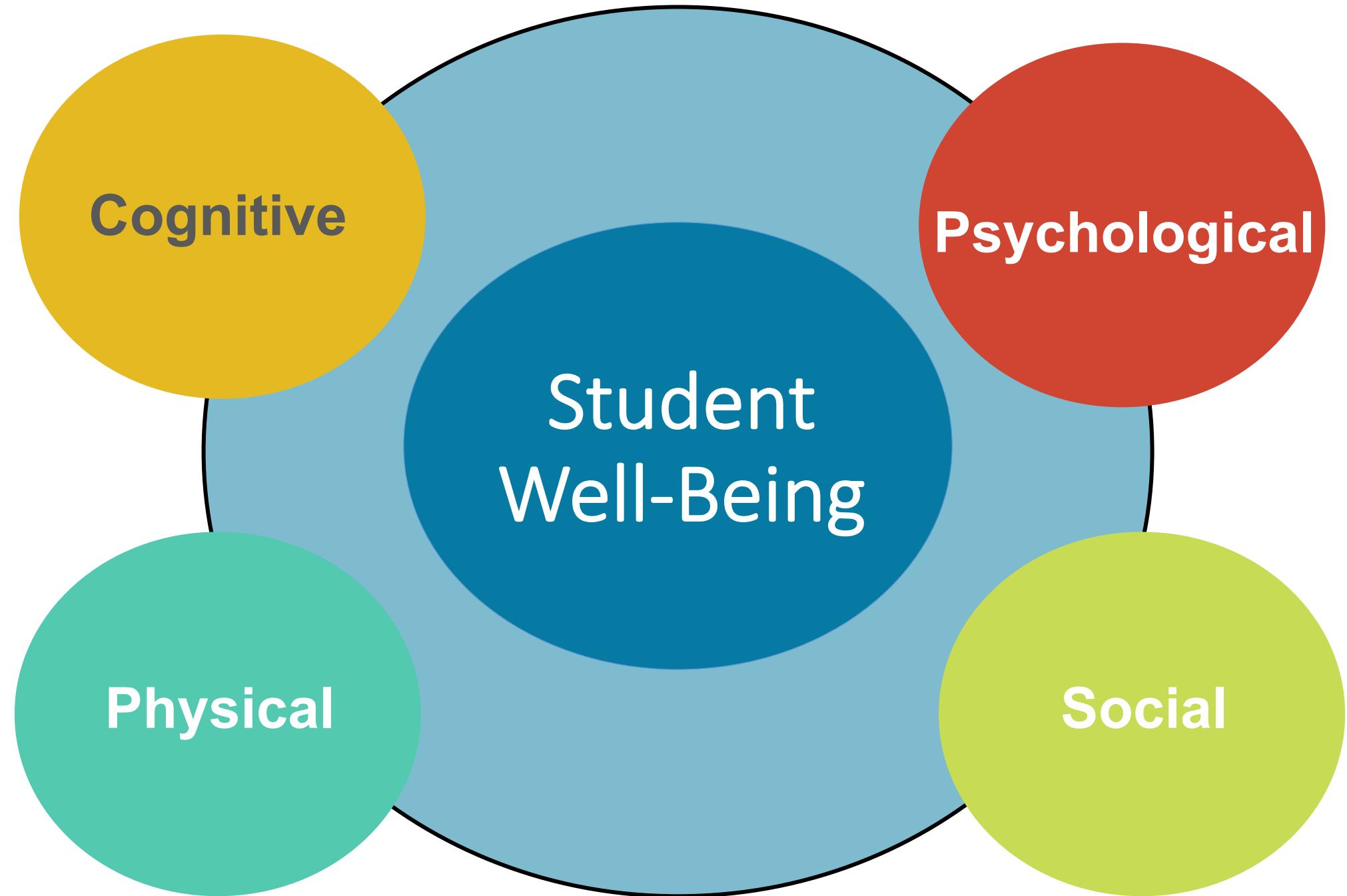
*Percentage of students in schools whose principal agreed or strongly agreed that an effective online learning support platform is available*





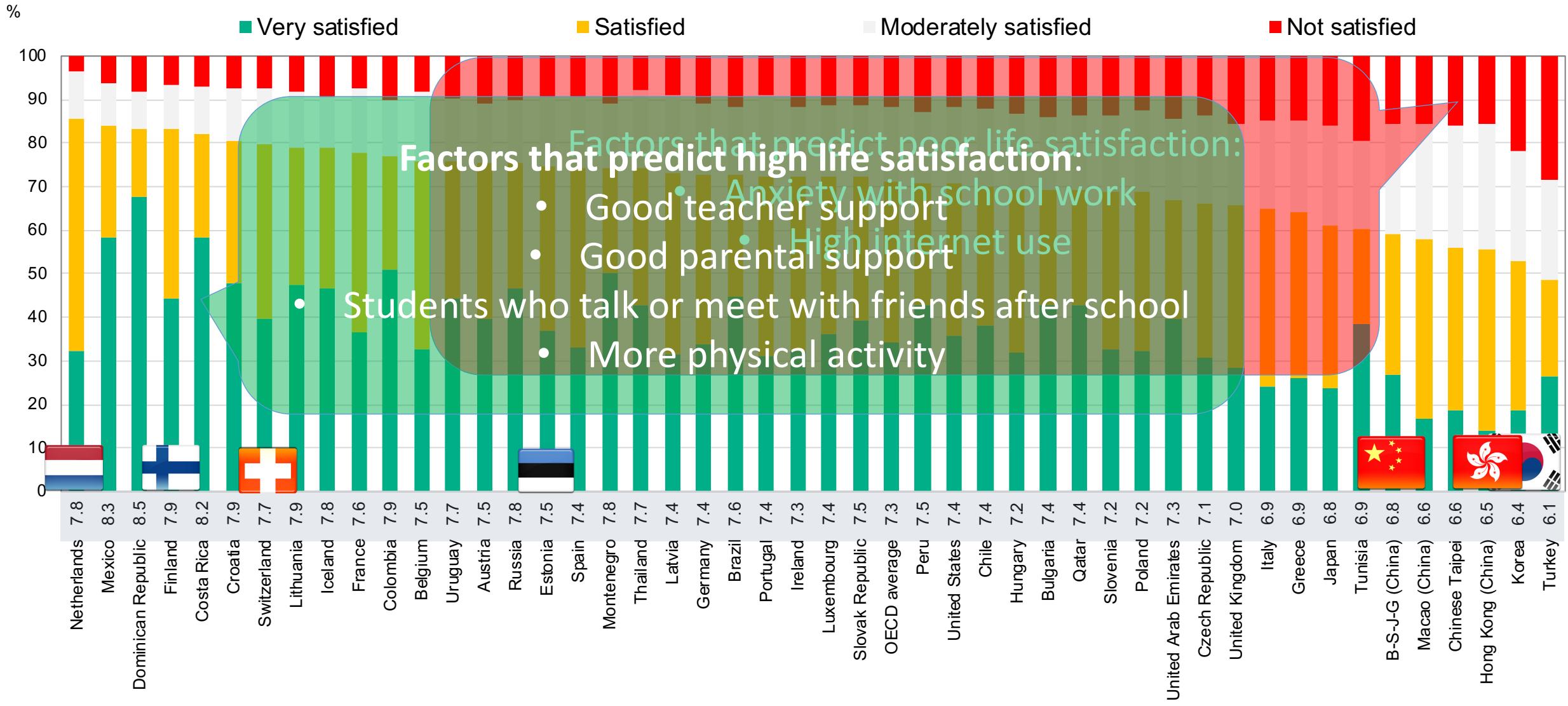
# Learning time ≠ learning outcomes





# Life satisfaction among 15-year-old students

Figure III.3.1

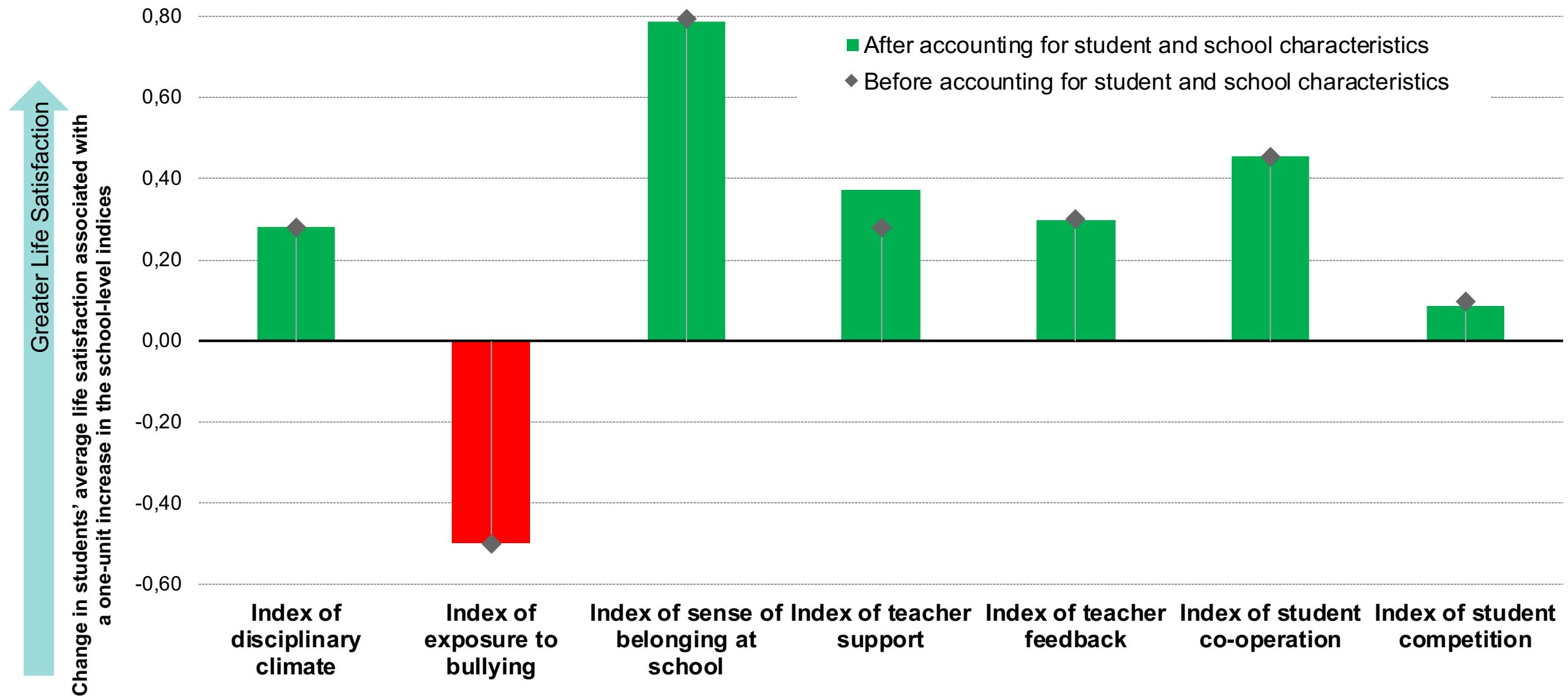




## Students' life satisfaction and school climate

Change in the school-level index associated with a one-point change on the student life-satisfaction scale

Fig III.11.7

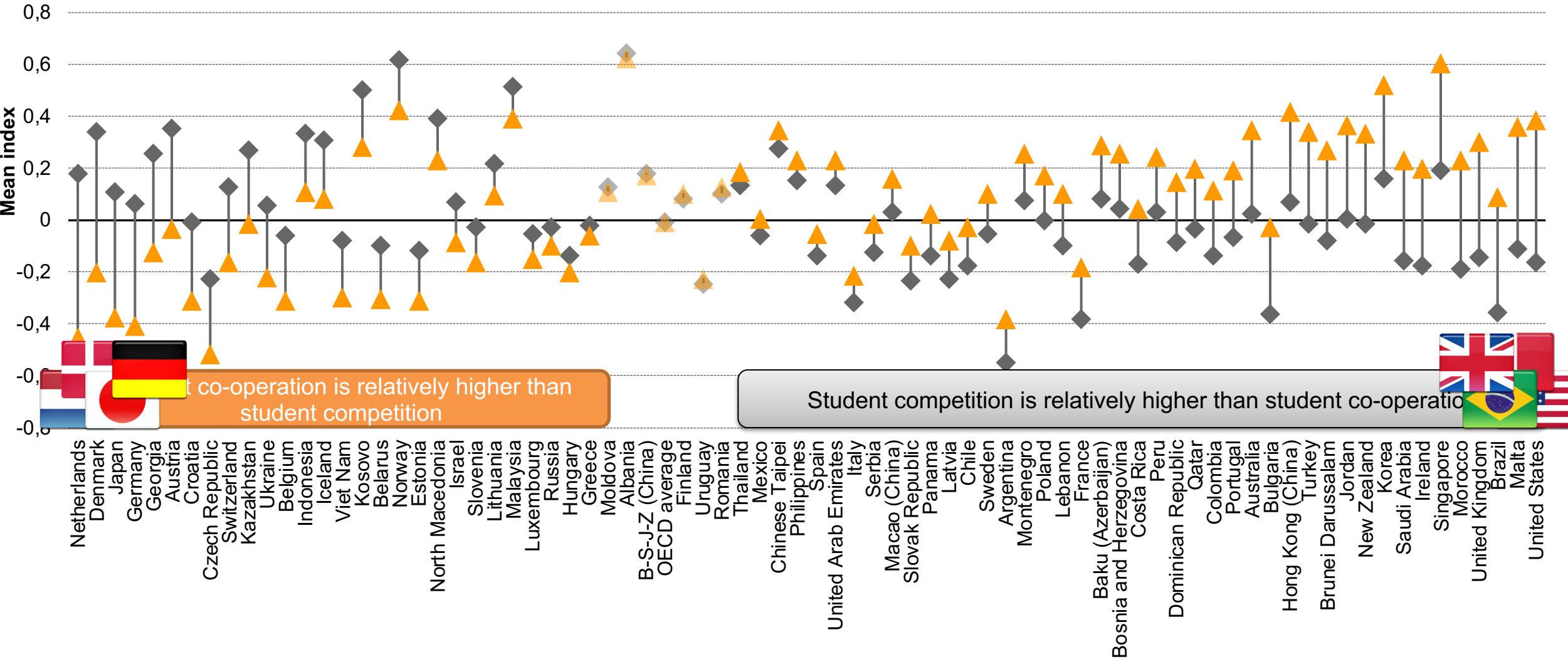




# Student co-operation and competition

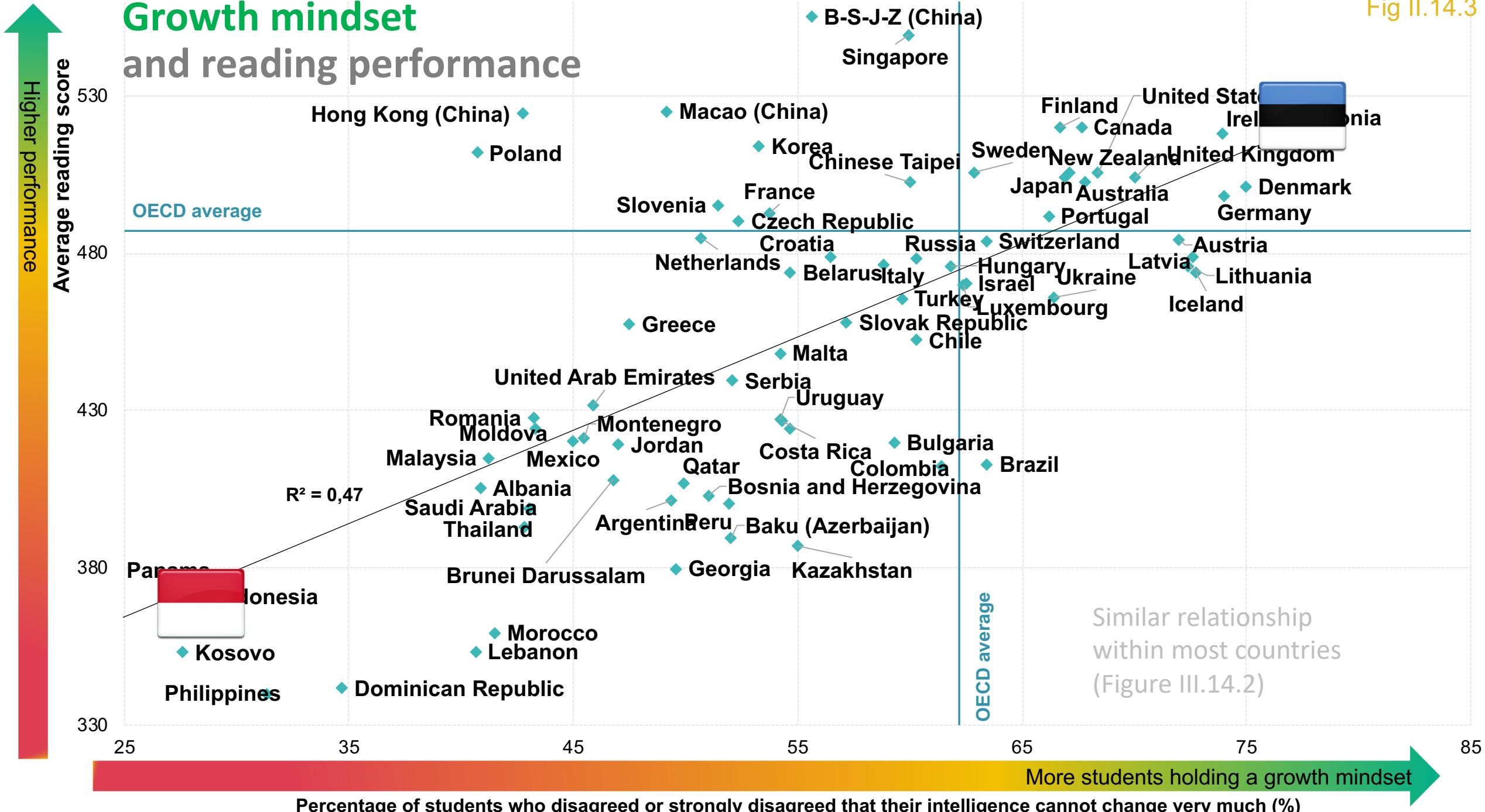
Fig III.8.1

◆ Index of student co-operation      ▲ Index of student competition



# Growth mindset and reading performance

Fig II.14.3

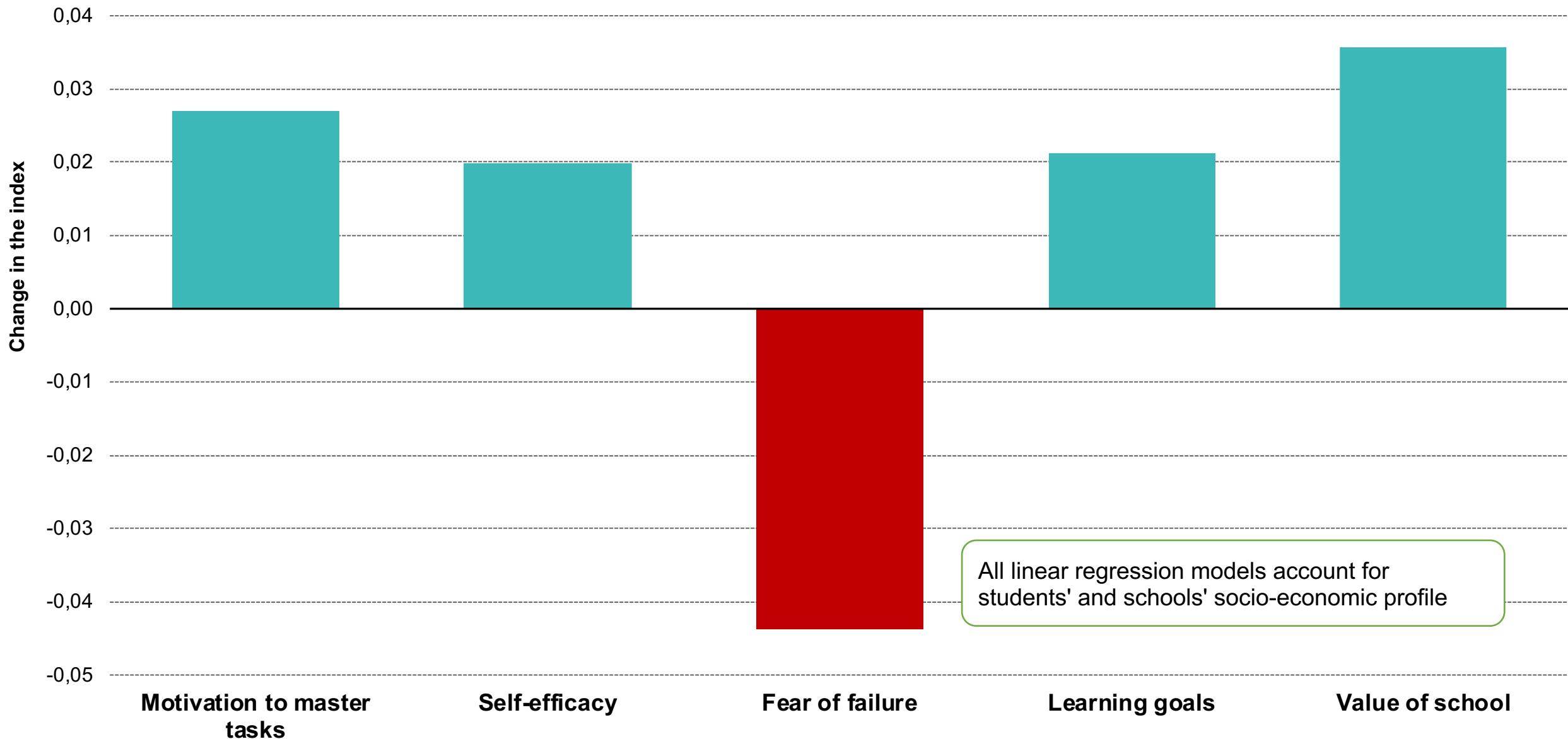




## Growth mindset and student attitudes

Change in the following indices when students disagreed or strongly disagreed that "your intelligence is something about you that you can't change very much":

Fig III.14.5



# The kinds of things that are easy to teach and test have also become easy to digitize



Democratizing



Concentrating



Particularizing



Homogenizing

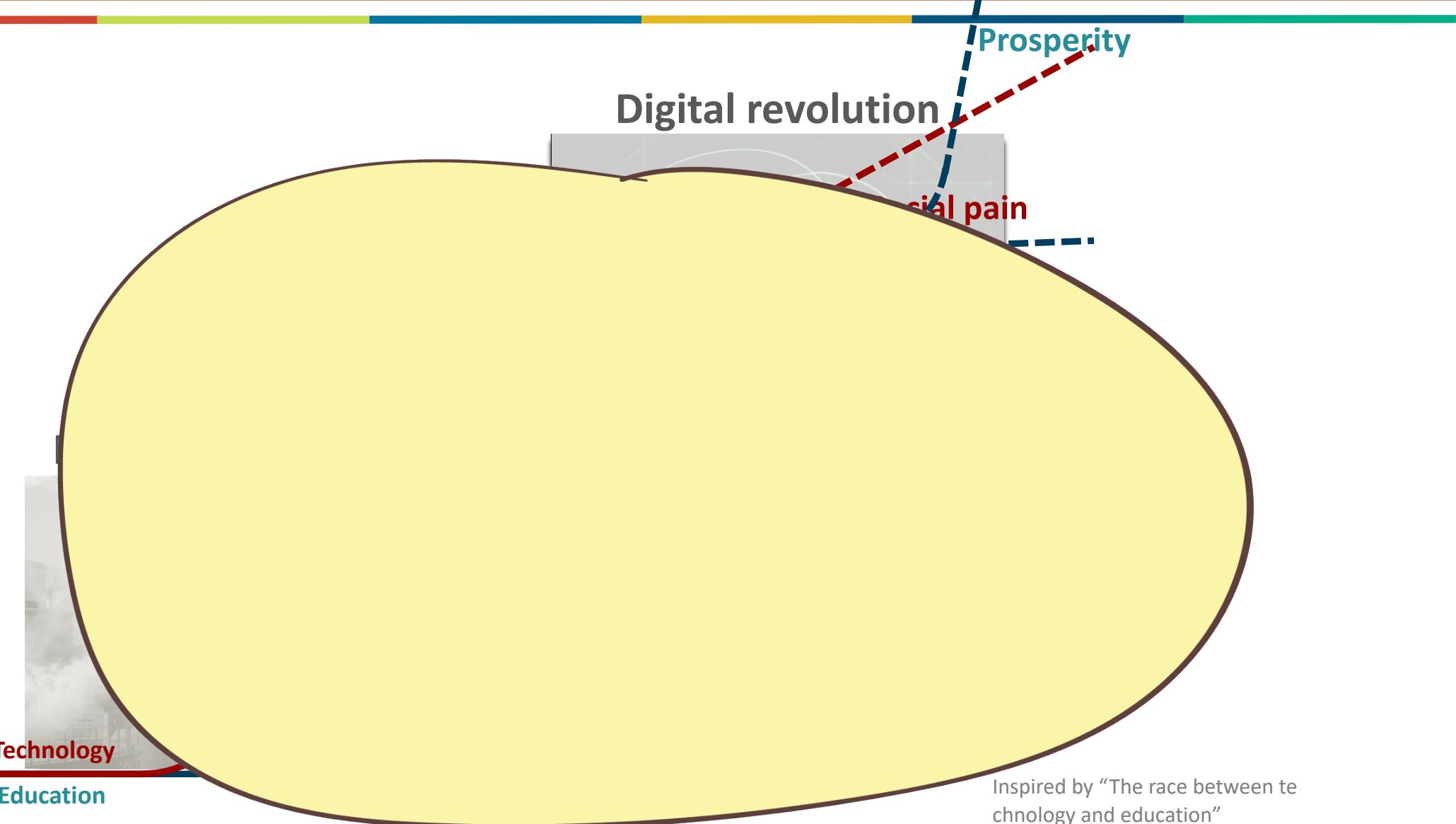


Empowering



Disempowering

# Education won the race with technology throughout history, but there is no automaticity it will do so in the future



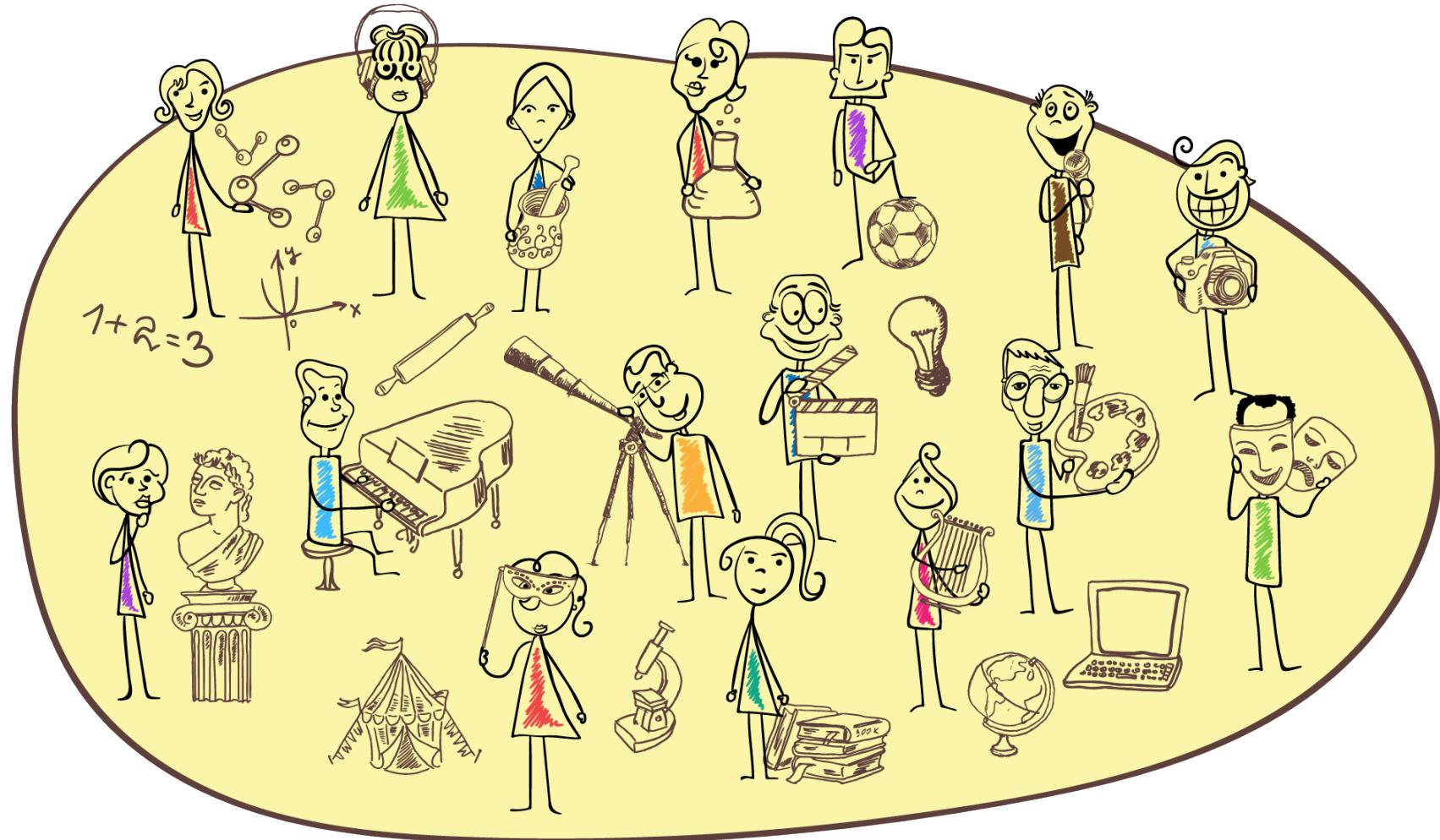
# The multi-faceted world of knowledge

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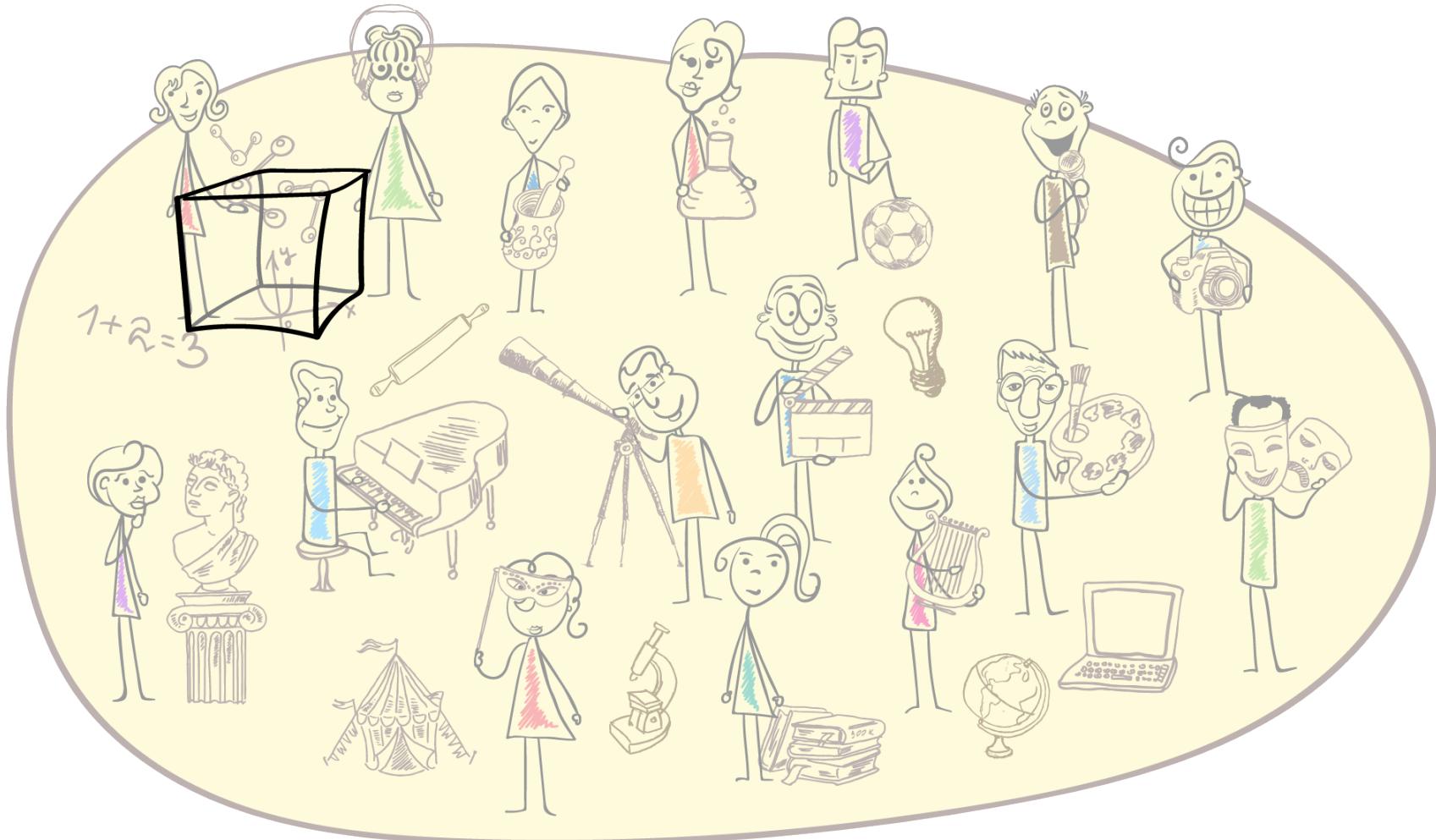
# The human world of knowledge

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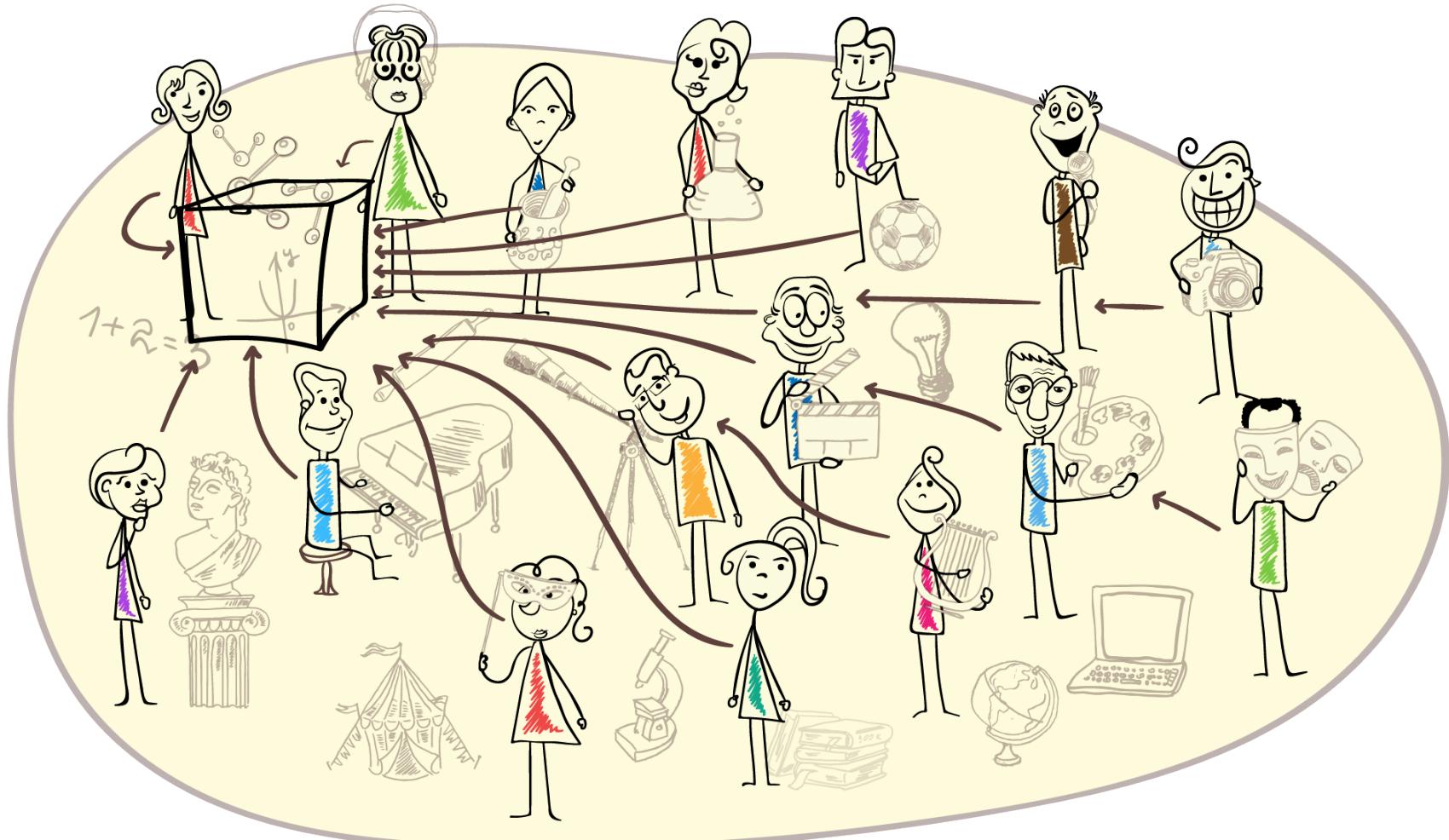
# The small world of the curriculum

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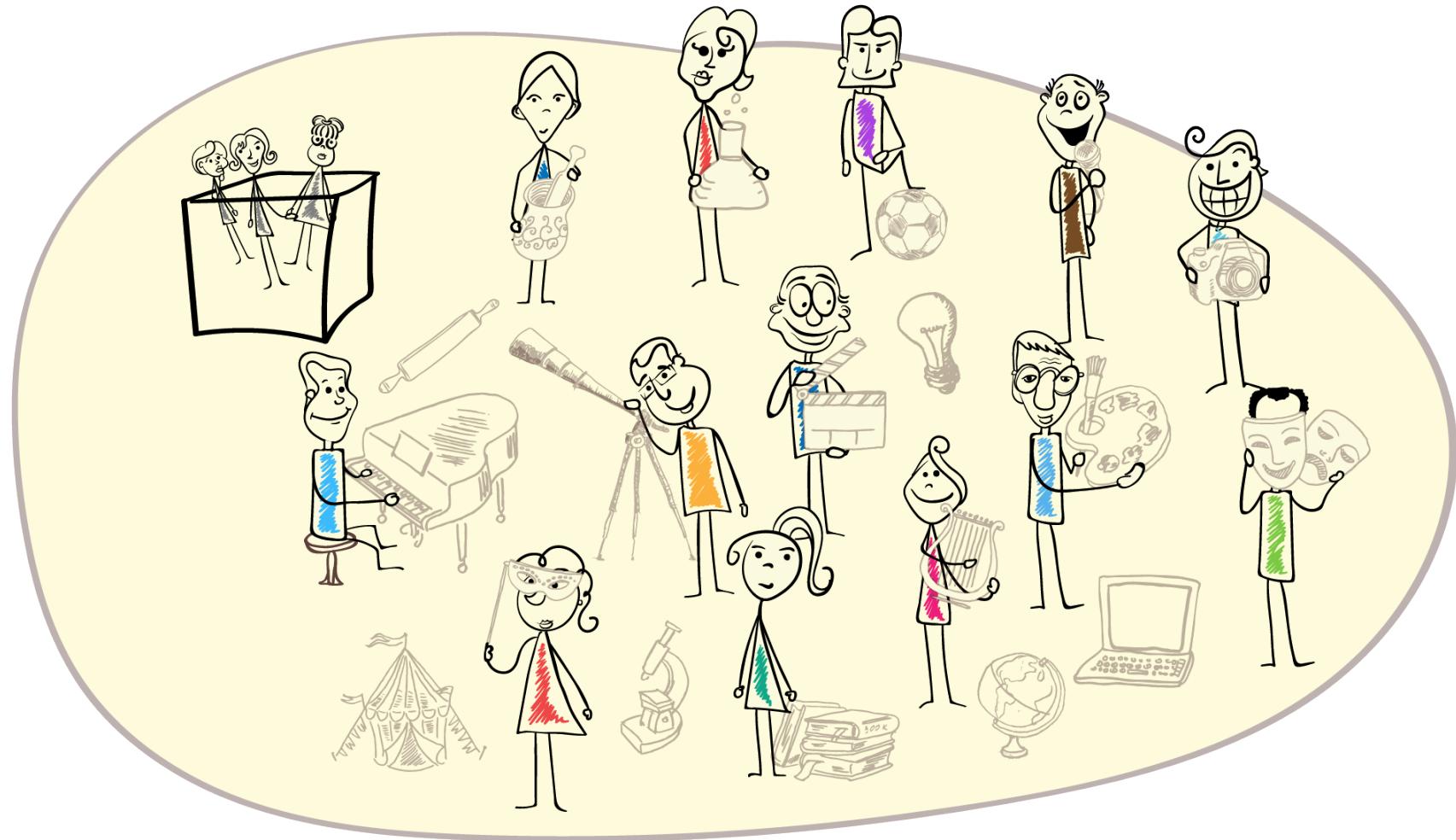
# The small world of the curriculum

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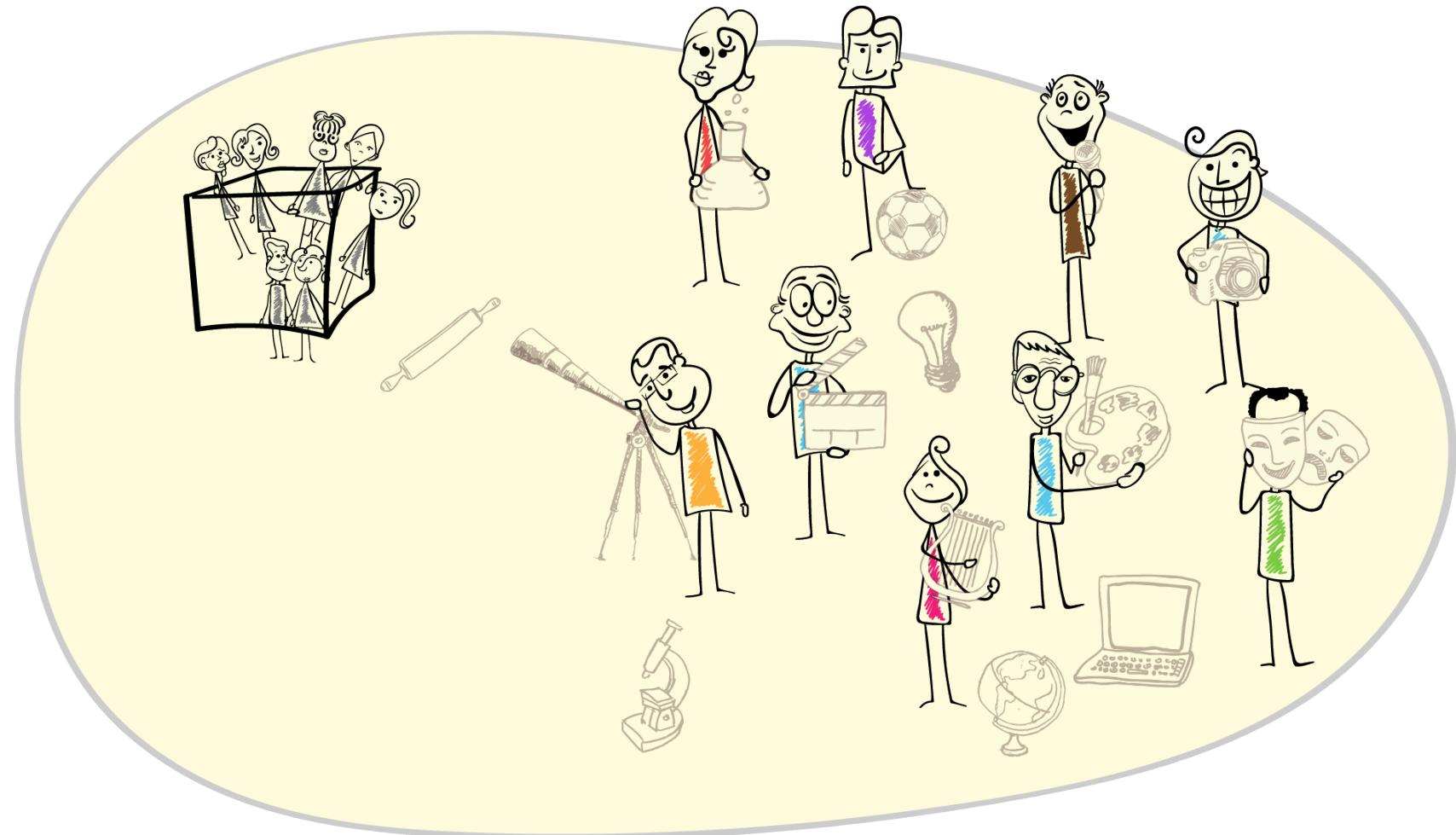
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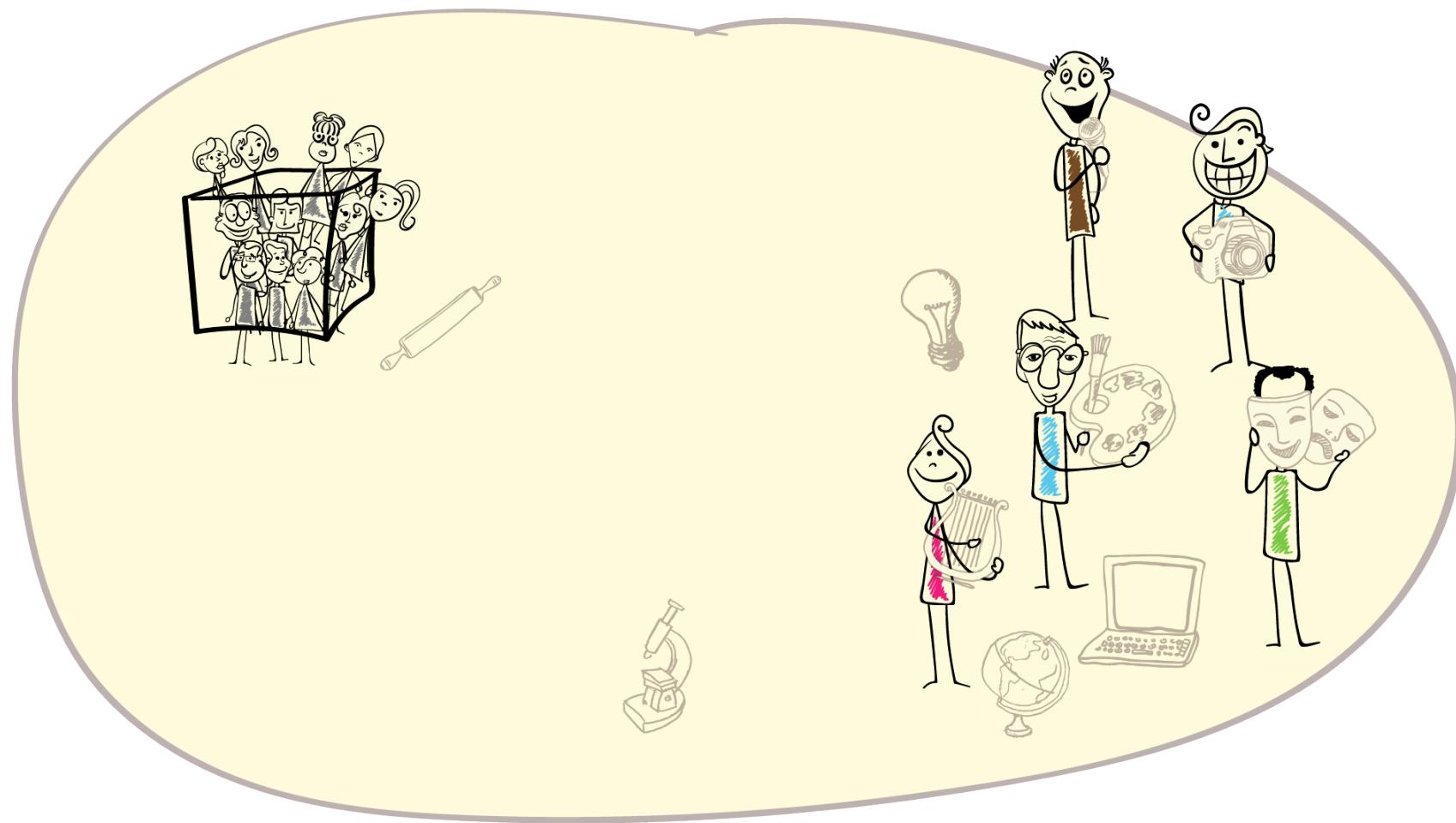
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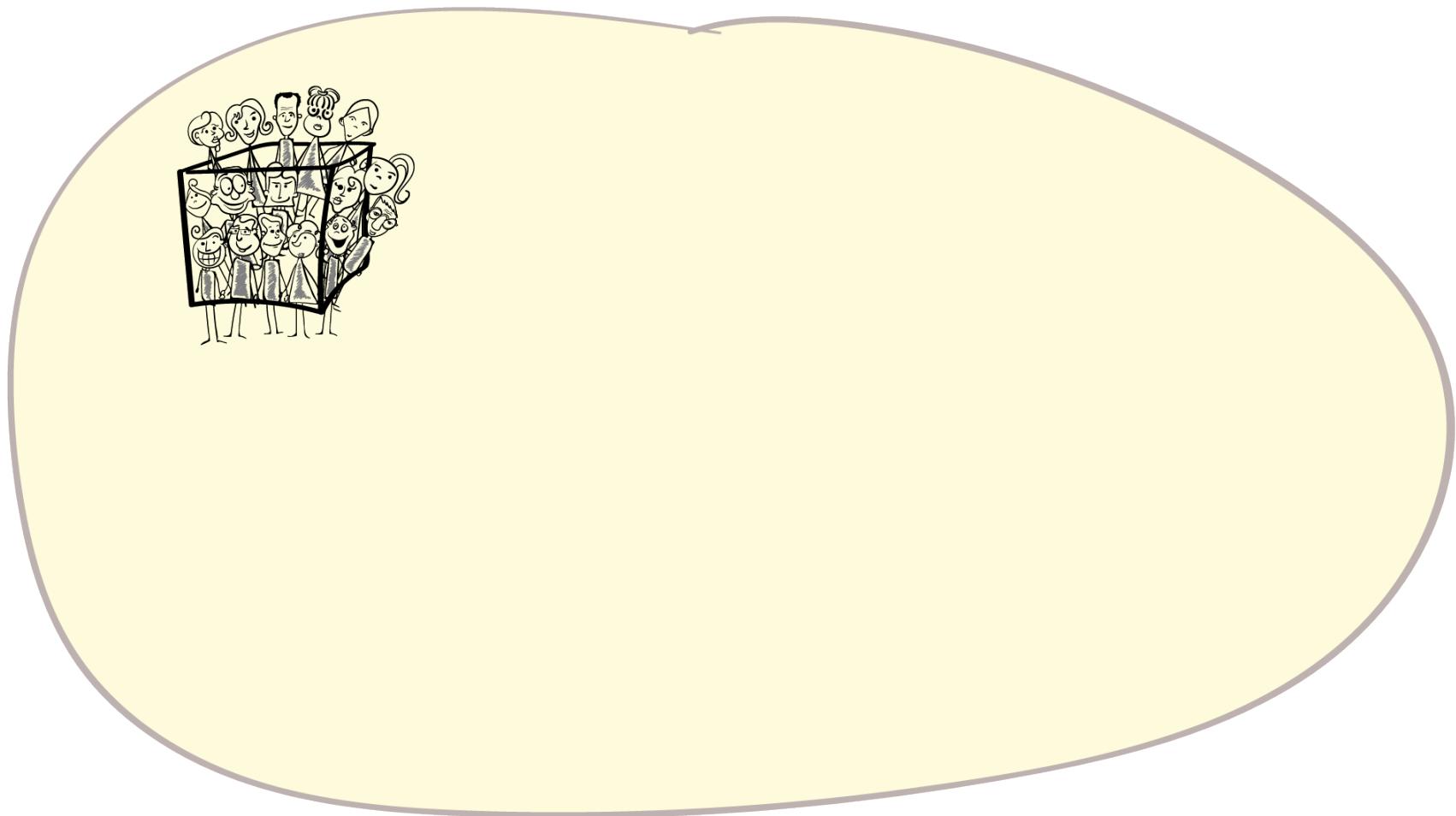
# The small world of the curriculum

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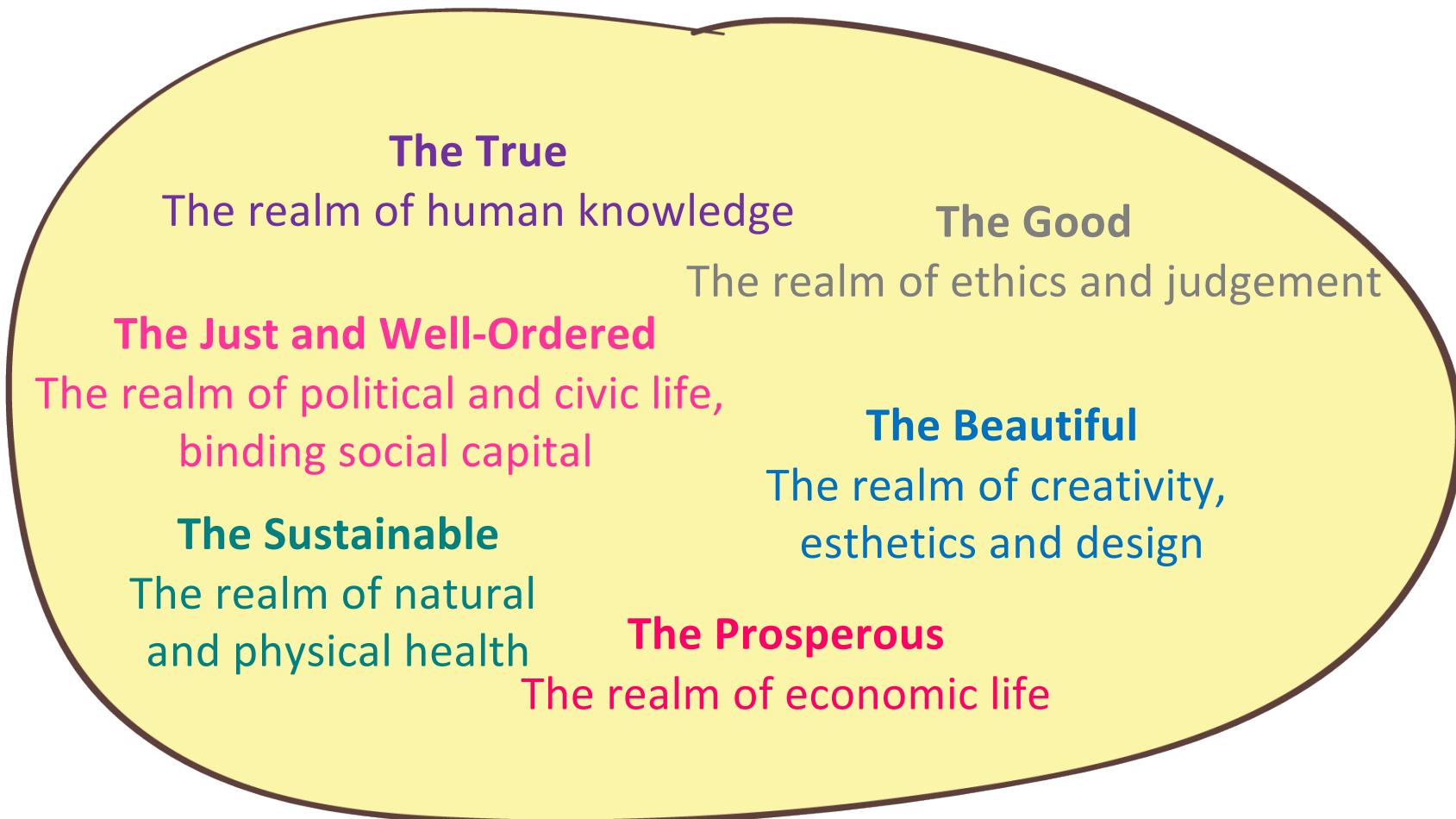
# The small world of the curriculum

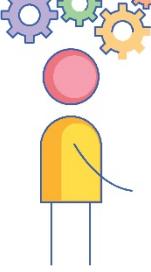
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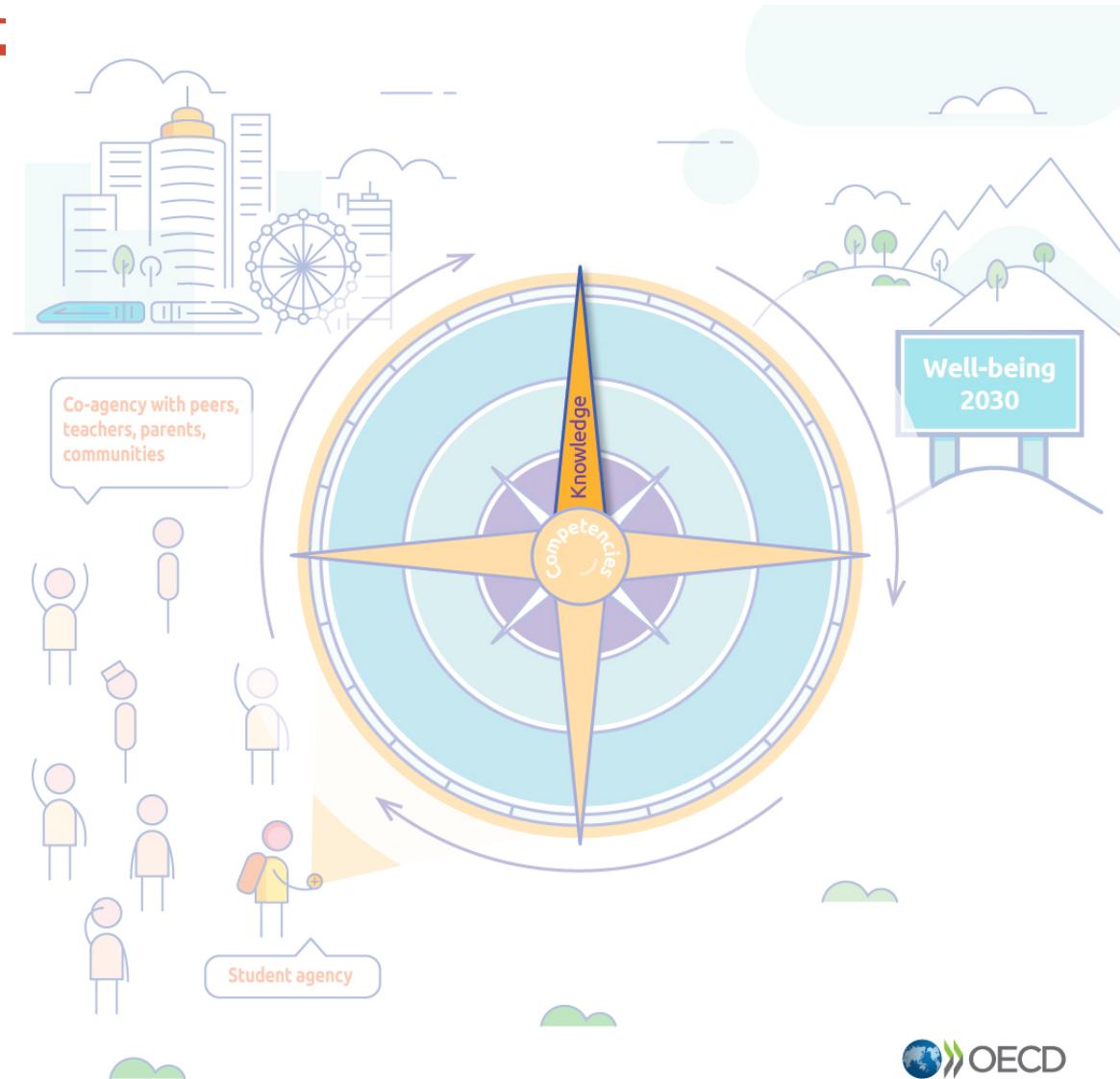
# The big world of learning

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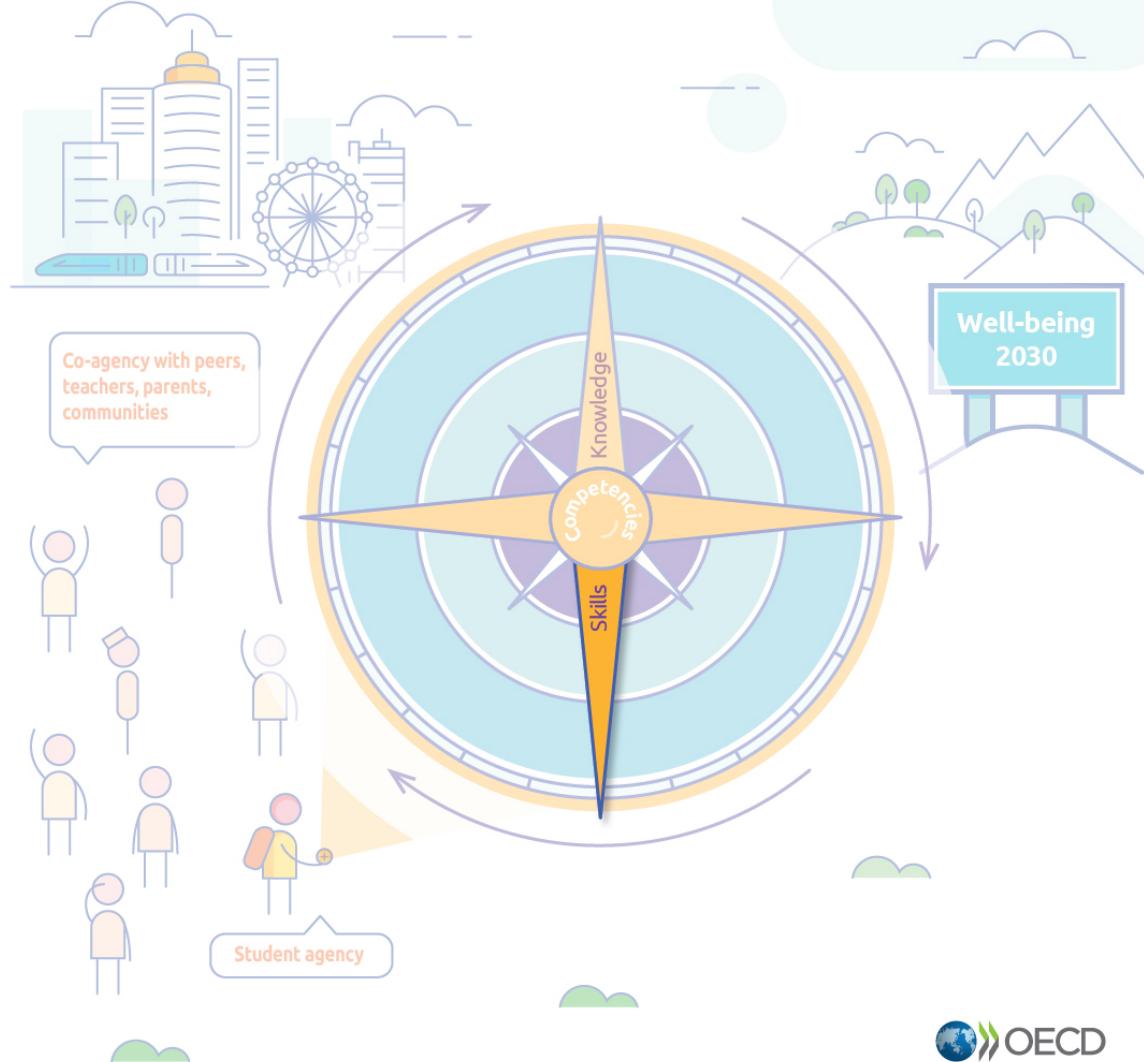
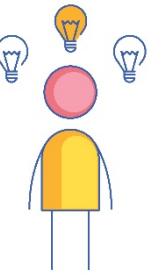


# Fostering creativity in schools: Knowledge



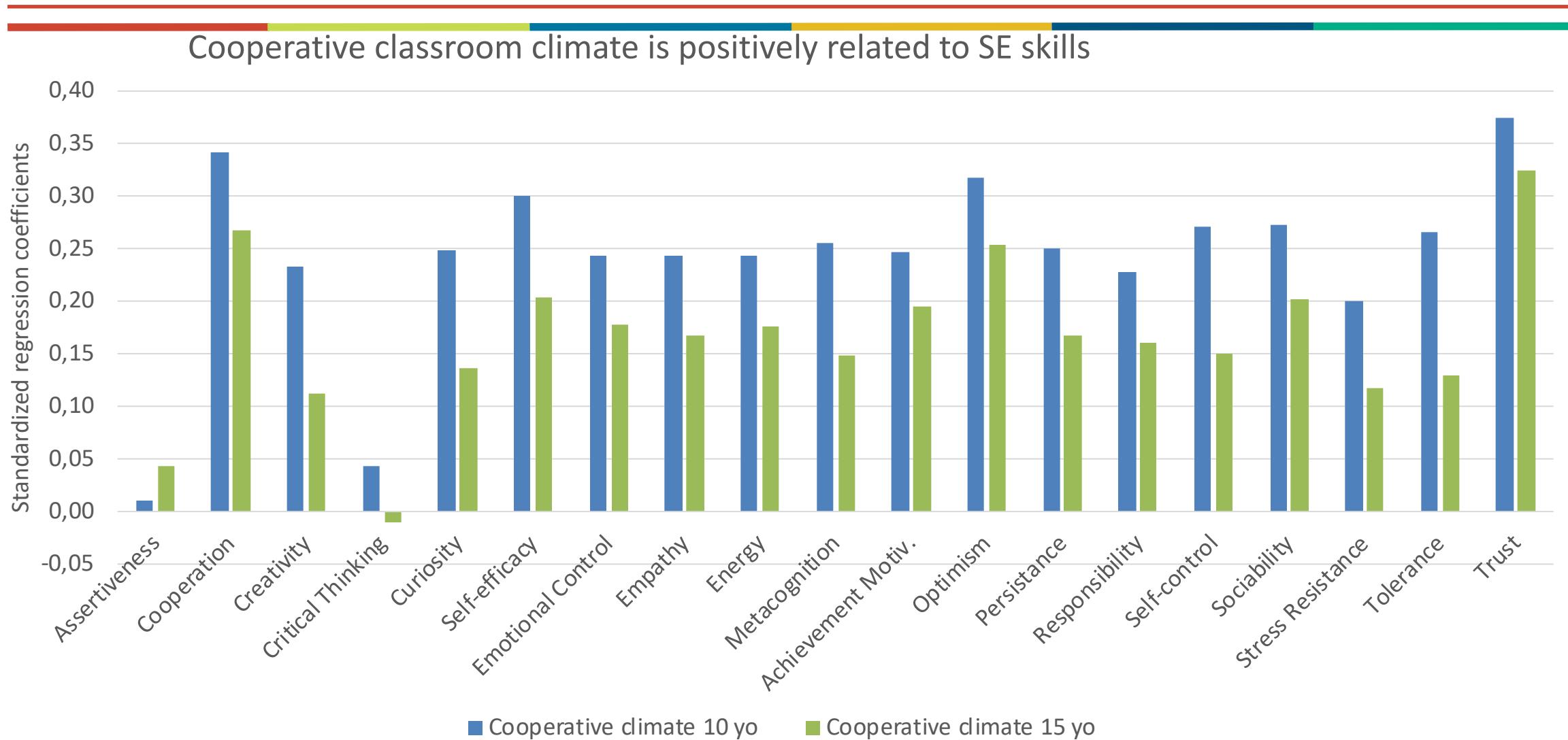
- **Disciplinary**
- **Interdisciplinary**
- **Epistemic**
- **Procedural**

# Fostering creativity in schools: Skills

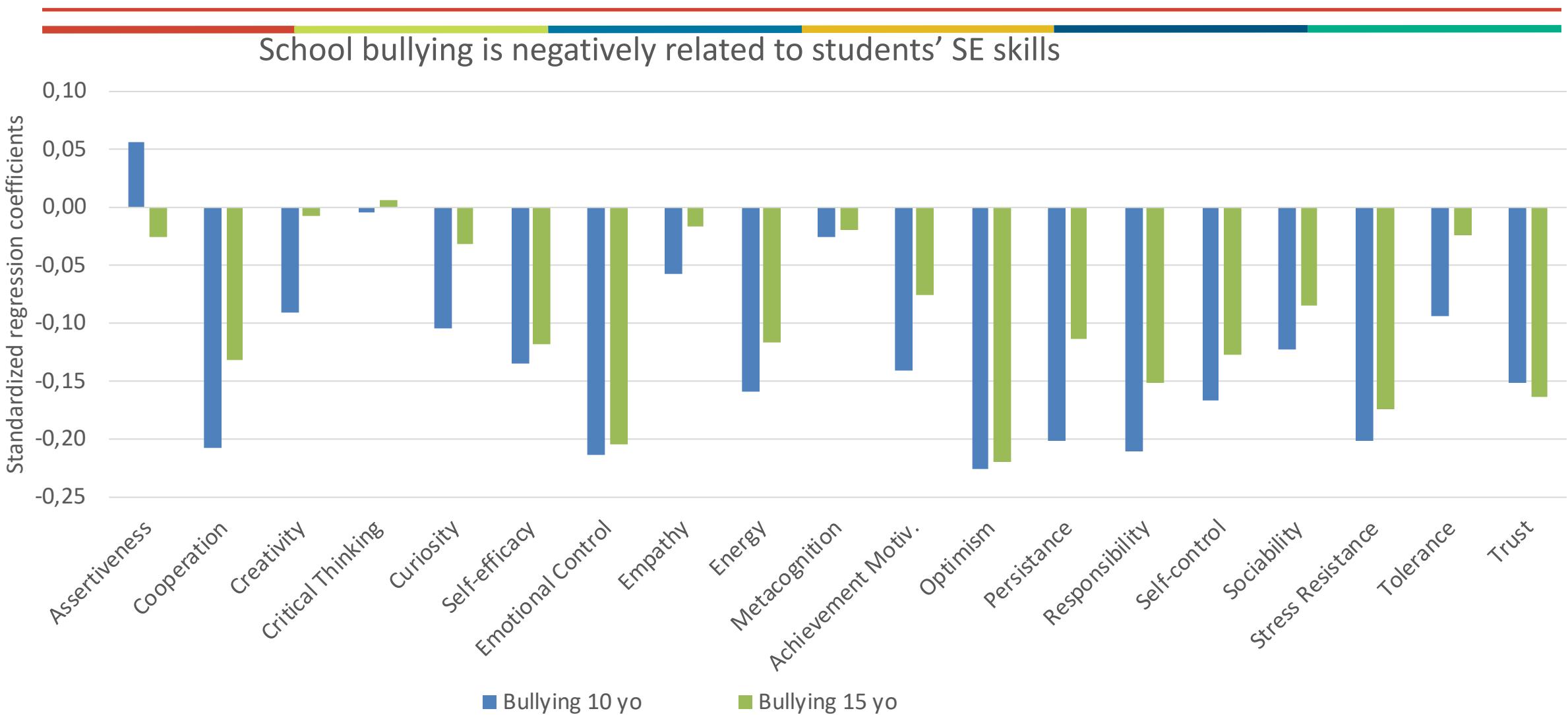


- Cognitive & meta-cognitive
- Social & emotional
- Physical & practical

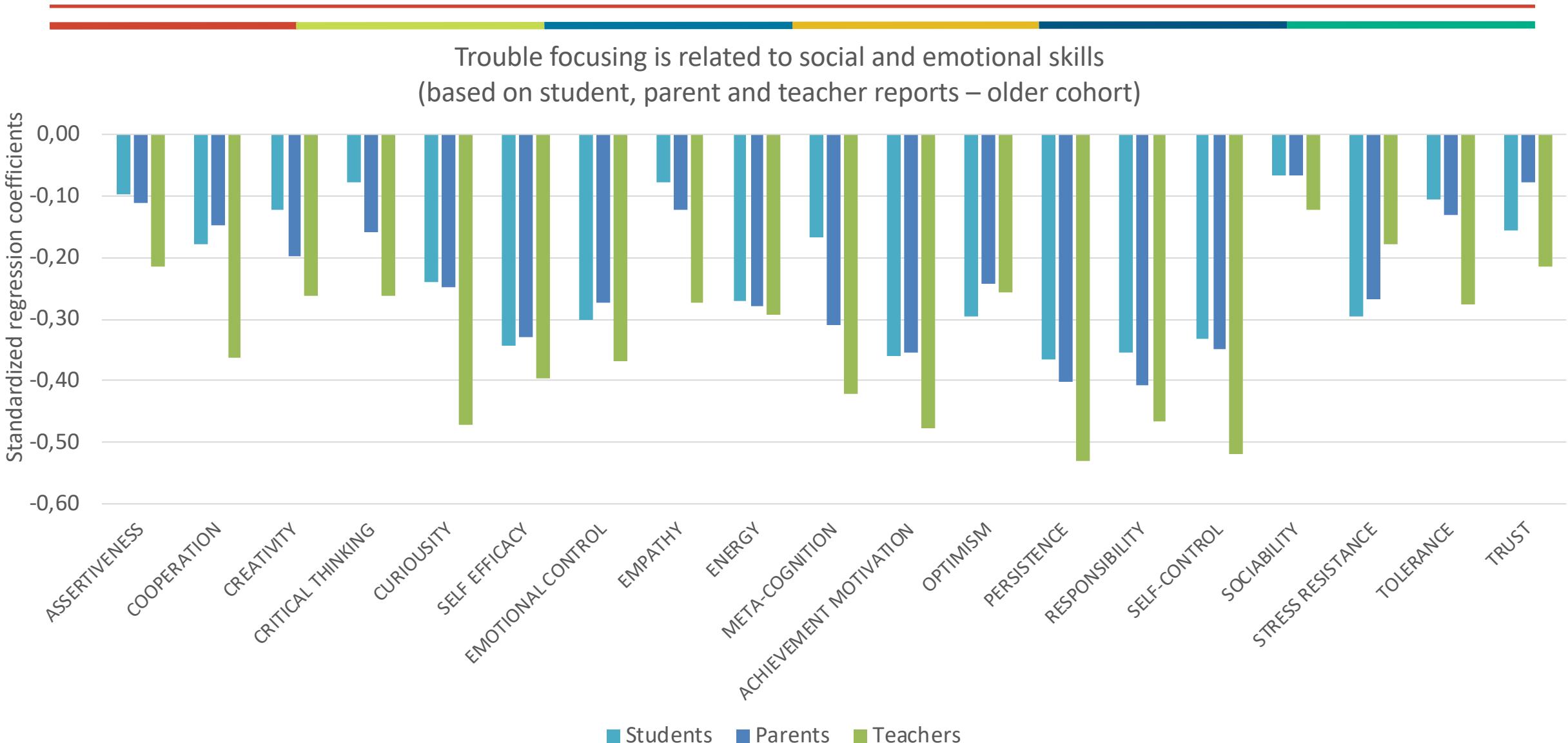
# Influence of students' environment – Classroom climate



# Influence of students' environment – School bullying

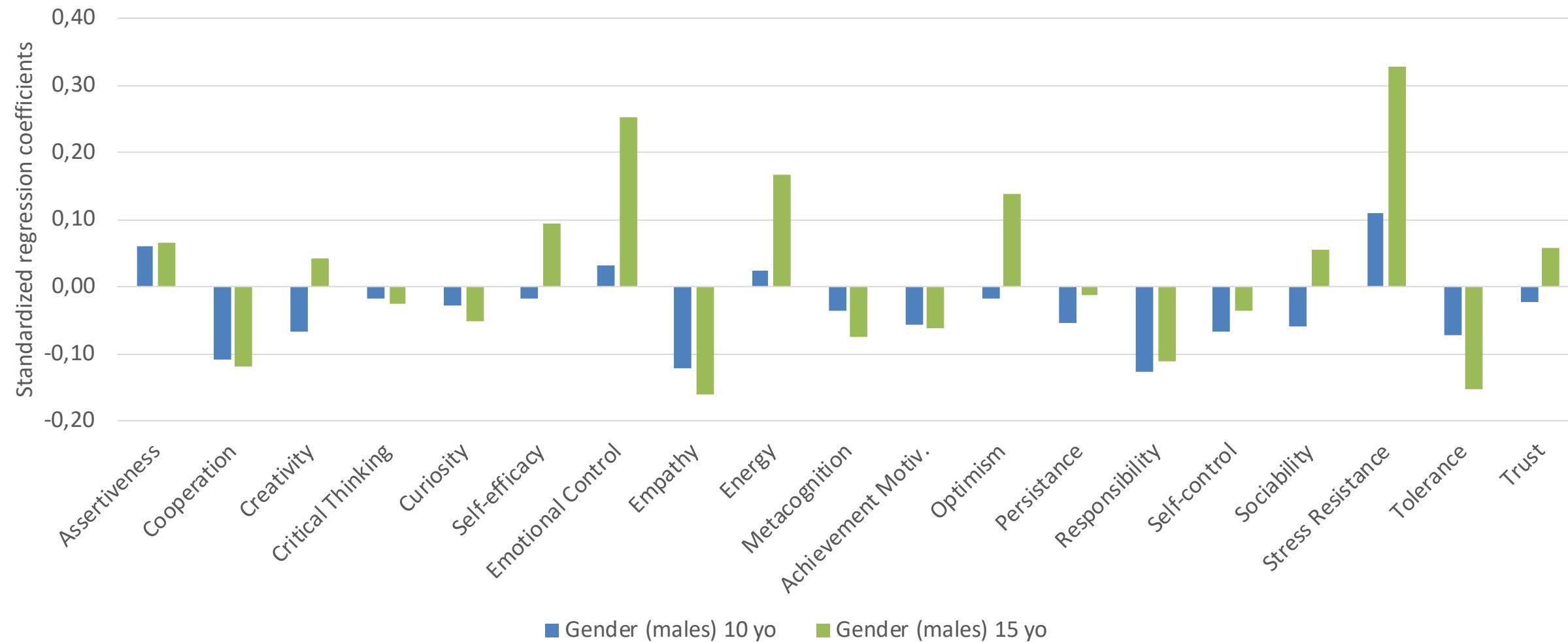


# Importance of SE skills – Better focus, harder to distract during class

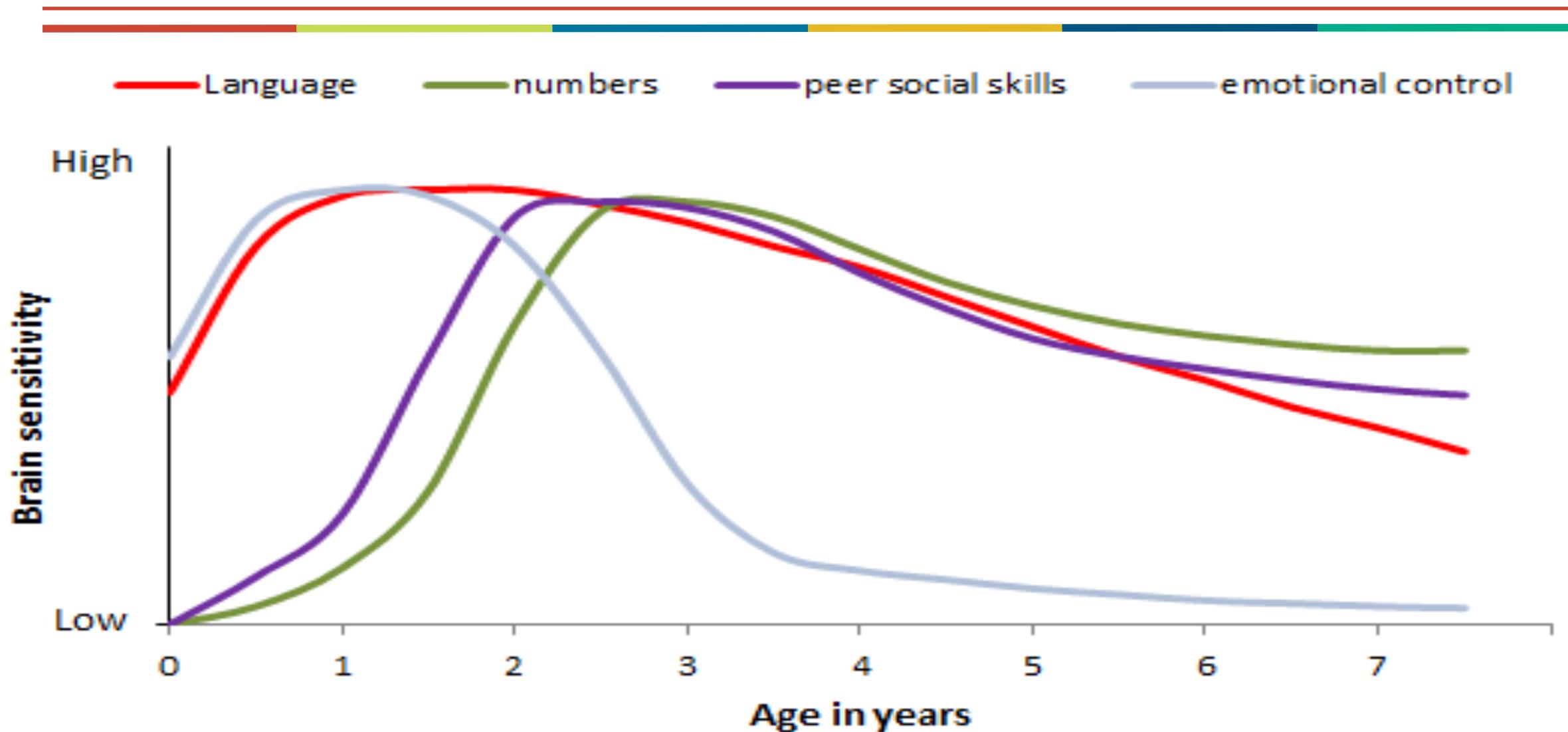


# Relationship of social and emotional skills and students' gender

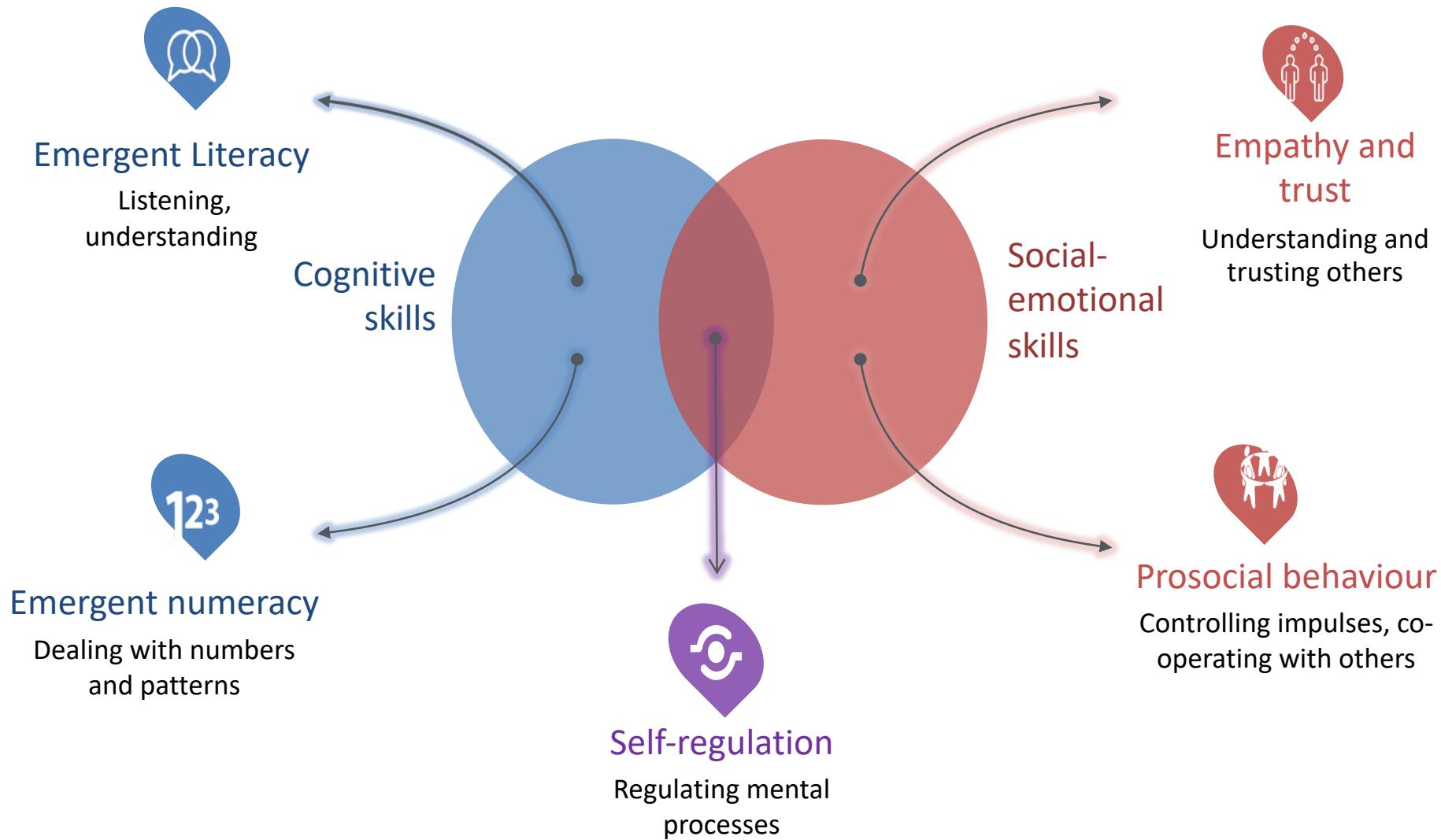
Relation between students' gender and their SE skills



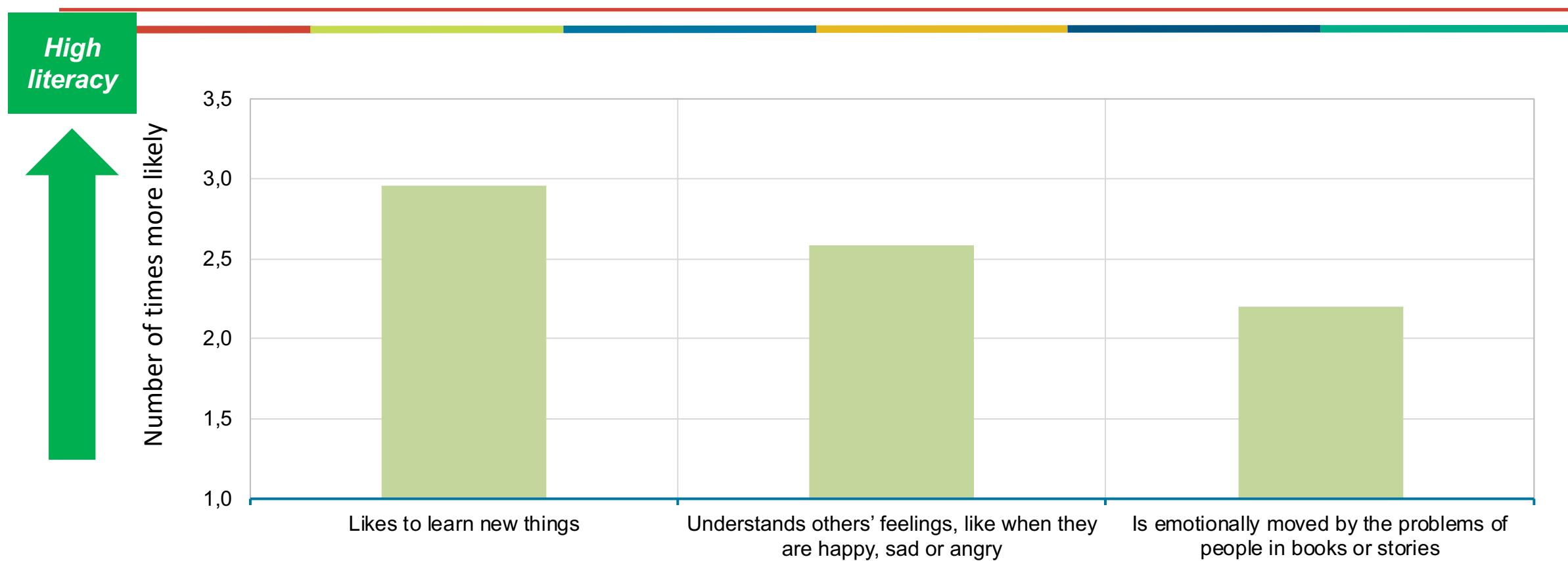
# Brain sensitivity of important developmental areas



# Based on a balanced, broad set of domains

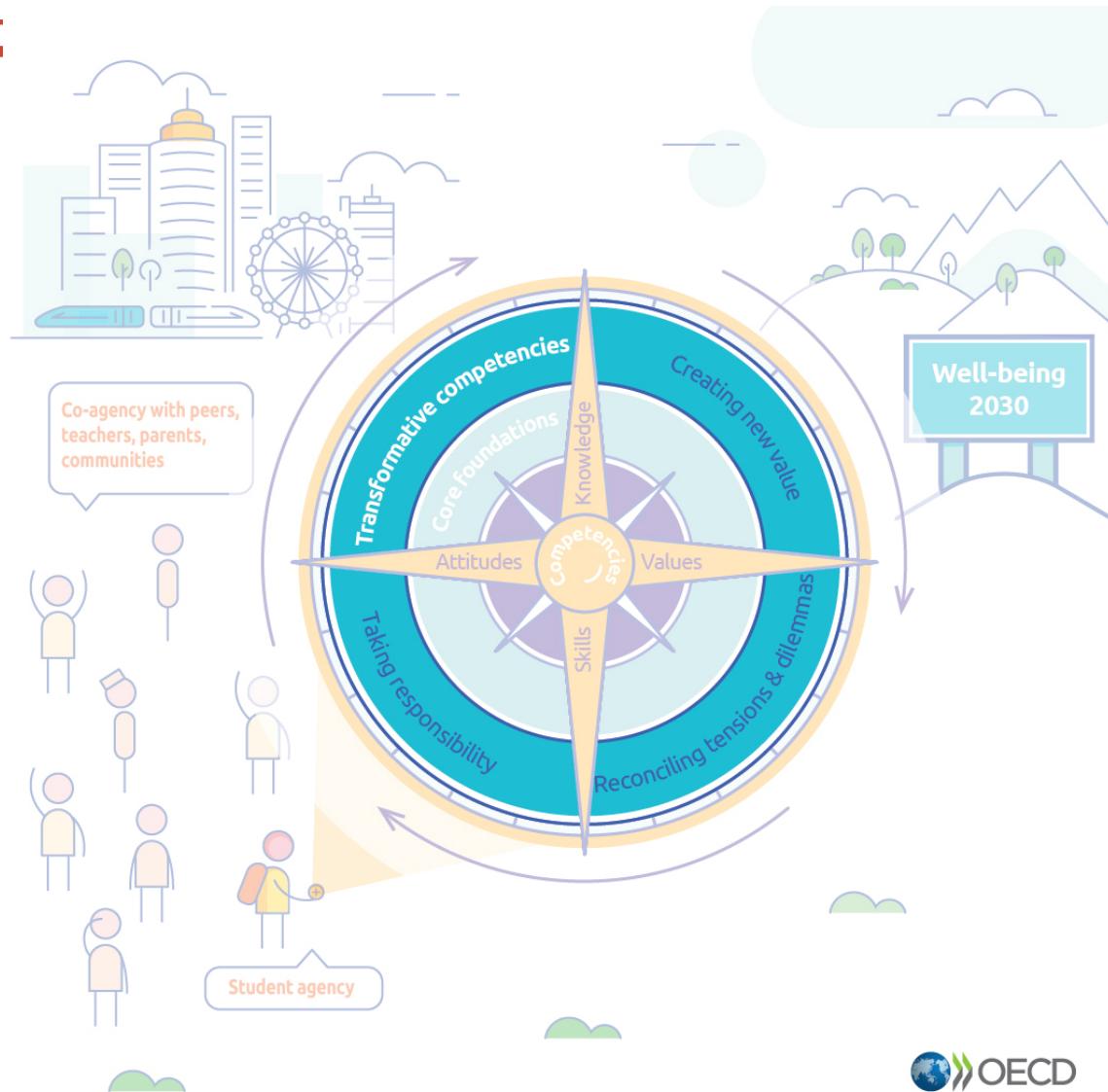


# An example



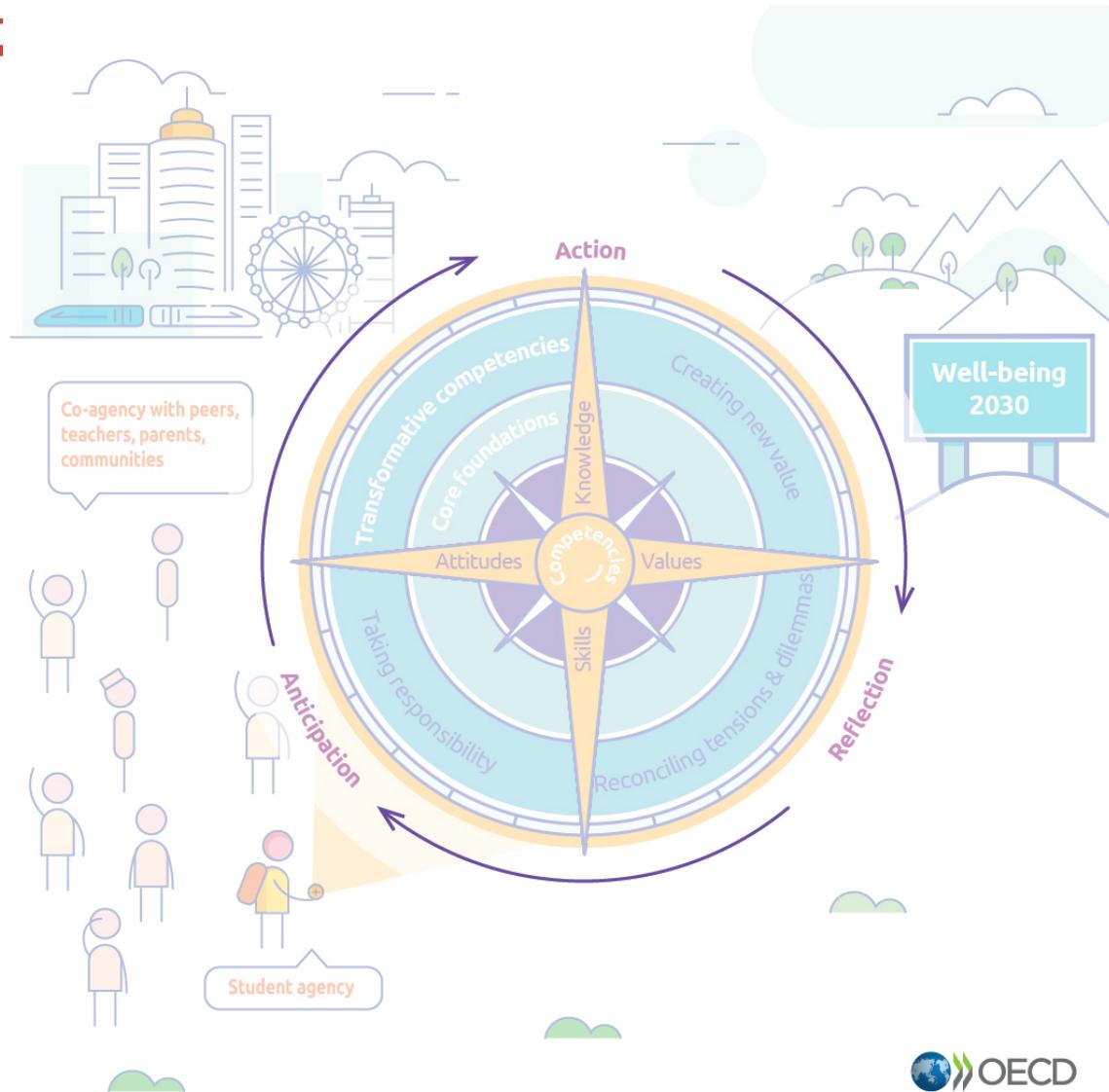
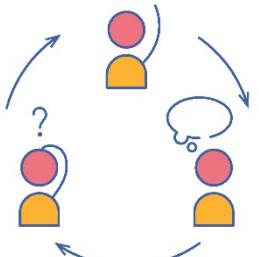
Source: IELS Main Study

# Transformative competencies



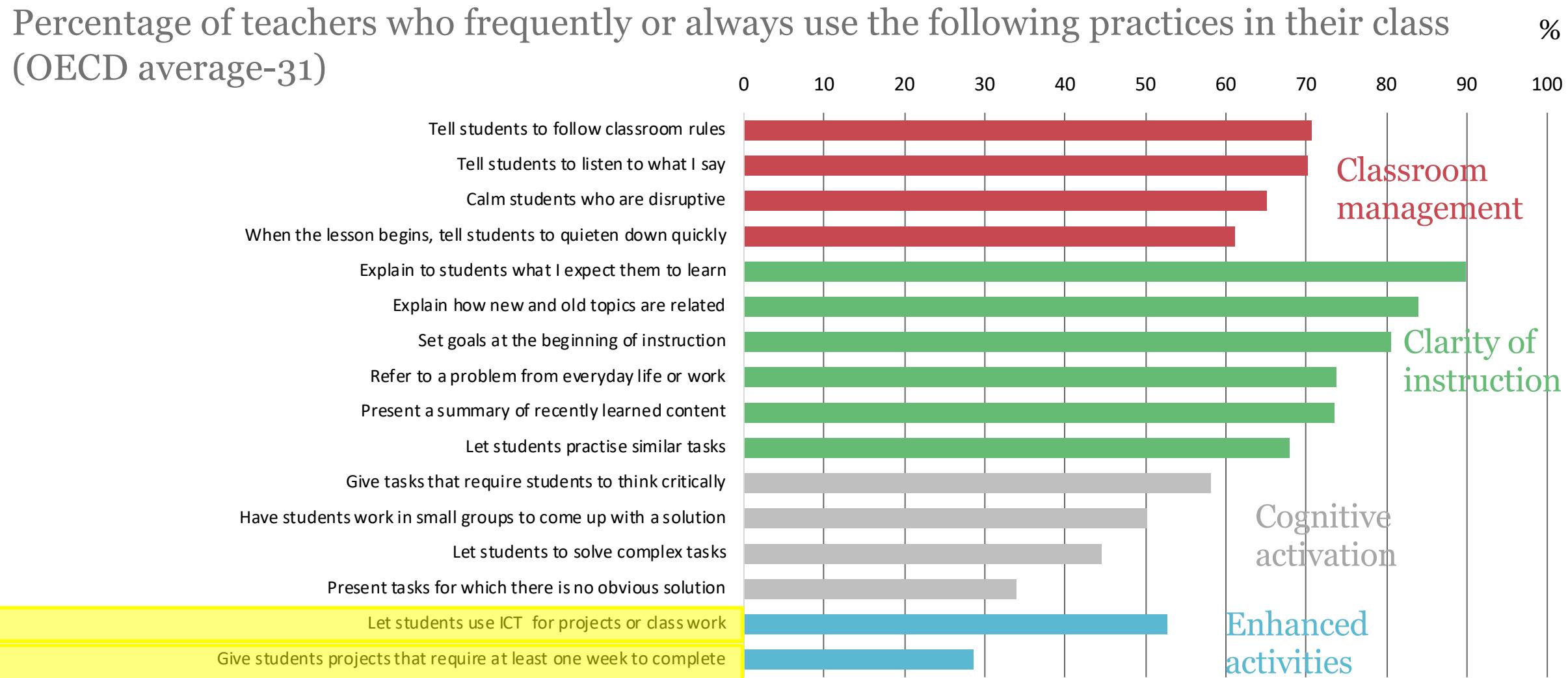
- Creating new value
- Taking responsibility
- Reconciling tensions & dilemmas

# Implications for pedagogy



- Anticipation
- Action
- Reflection

# Innovative projects and the use of ICT can be useful strategies to address the current challenges to school



# When fast gets really fast, being slow to adapt makes education really slow

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Industrial systems

World class systems

**Some** students learn at high levels (sorting)

Student inclusion

**All** students need to learn at high levels

Routine cognitive skills

Curriculum, instruction and assessment

Complex ways of thinking and doing

Standardisation and compliance

Teacher education

High-level professional knowledge workers

'Tayloristic', hierarchical

Work organisation

Flat, collegial

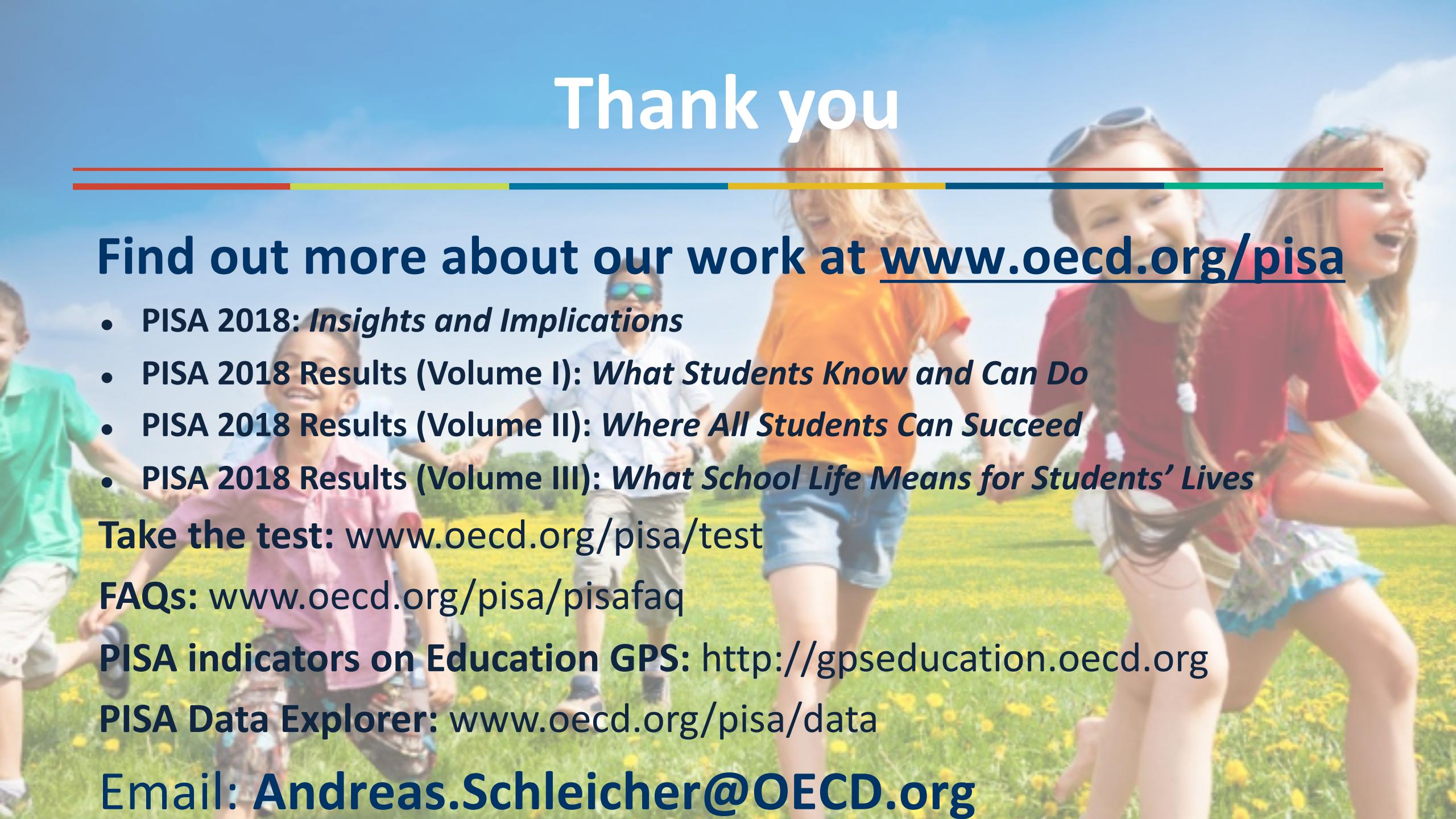
Primarily to authorities

Accountability

Primarily to peers and stakeholders

# Thank you

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A photograph of a group of diverse students of various ages and ethnicities running joyfully through a field of yellow flowers under a clear blue sky. They are dressed in casual summer clothing like t-shirts, shorts, and tank tops. Some are wearing sunglasses and hats. The scene conveys a sense of fun, energy, and freedom.

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