



***THE FUTURE OF TEACHING BEYOND
COVID-19 – LESSONS LEARNED &
OPPORTUNITIES FOR INNOVATION***

Webinar

29 March 2021, 11:00 CEST



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ABOUT THE WEBINAR



Title	The future of teaching beyond COVID – 19 – <i>Lessons learned and opportunities for innovation</i>
Date	29 March, 11:00 CEST
Focus	On 11 th March 2020, the WHO declared officially that COVID-19 was to be characterized as a pandemic . One year later, it is time to start reflecting on the ways forward in education, with COVID-19 and beyond. How has teaching and learning changed since the outbreak of the pandemic? What changes are here to stay, and how to support innovation in these unprecedented circumstances? How will education look like in the coming years and decades?
Registration	Anyone who would like to join the webinar can fill in this short form by 28 March noon .

<p>Speakers</p>	<p>Marco Montanari, European Commission, Joint Research Centre</p> <p>Marco Montanari is an economist in the Human Capital and Employment Unit of the European Commission's Joint Research Centre. His research interests focus on the economic analysis of education policies, in particular in the areas of quality, inclusiveness and investment.</p> <p>Marco has been working at the European Commission since 2009 in the areas of economic affairs and education. He holds a Msc in European Studies from the London School of Economics (2003) and a PhD in Economics from the University of Bologna (2007).</p> <p>Marco Montanari would like to see the following changes that occurred in schools due to Covid-19 to stay for the future: the exploitation of the potential of blended learning. According to him, school innovation in these unprecedented circumstances can be supported by providing adequate digital infrastructure and equipment and improving teachers' and students' digital skills.</p> <p>Maria Ranieri, University of Florence</p> <p>Maria Ranieri, PhD, is an Associate Professor of Education, Media and Technology the University of Florence, Italy, specializing in the theory and methodology of media and technology in education. She has worked on and coordinated a number of European research projects on media, learning, technology and social inclusion, including e-Engagement against Violence (2012-14) and Media Education for Equity and Tolerance (2016- 2019). She has published more than two hundred papers and chapters, and ten volumes.</p> <p>Sarah Howard, University of Wollongong</p> <p>Sarah Howard is an Associate Professor of Digital Technologies in Education at the University of Wollongong, Australia. Her research looks at technology-related change in education, specifically teacher practice. A key focus of this work is designing ways to use new technologies to observe the classroom and inform meaningful digital technology use.</p>
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Sarah Howard would like to see the following changes that occurred in schools due to Covid-19 to stay for the future:

"I would like to see teachers continue to innovate in their practice and experiment with digital technologies and new practices. I would also like to see schools and teachers continue to explore blended learning and take advantage of a wider range of digital learning."

According to her, school innovation in these unprecedented circumstances can be supported by creating a culture of experimentation and support in schools. To do this, leadership should provide teachers with the freedom and time to collaborate on new learning designs, experiment with new practices and reflect on these efforts.

Jo Tondeur, Vrije Universiteit Brussel

Jo Tondeur is Professor at the Vrije Universiteit Brussel, Belgium. His research is situated within the field of instructional design, professional development and educational innovations. Most of his research focuses on the integrated use of ICT in compulsory education and online and blended learning in Higher education.

Jo Tondeur would like to see the following changes that occurred in schools due to Covid-19 to stay for the future: Implementing Blended Learning on a principal basis: a thoughtful integration of face-to-face with online learning experiences so that both components can strengthen each other. **According to him**, school innovation in these unprecedented circumstances can be supported by a good understanding of different (ICT) profiles of teachers to develop and provide adequate training for blended learning. Clearly, different approaches are needed for different profiles of teachers. Moreover, teachers' individual and institutional characteristics should be considered together.

Relevant materials	<p>Marco Montanari and Maria Ranieri are both Authors of the publication What did we learn from schooling practices during the Covid-19 lockdown</p> <p>Sarah Howard and Jo Tondeur are both authors of the recent publications:</p> <p>Howard, S. K., Tondeur, J., Siddiq, F., & Scherer, R. (2020). Ready, set, go! Profiling teachers' readiness for online teaching in secondary education. <i>Technology, Pedagogy and Education</i>, 1-18.</p> <p>Scherer, R., Howard, S. K., Tondeur, J., & Siddiq, F. (2021). Profiling teachers' readiness for online teaching and learning in higher education: Who's ready?. <i>Computers in Human Behavior</i>, 118, 106675.</p> <p>Tondeur, J., Howard, S. K., & Yang, J. (2021). One-size does not fit all: Towards an adaptive model to develop preservice teachers' digital competencies. <i>Computers in Human Behavior</i>, 116, 106659.</p>
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GENERAL INFORMATION ABOUT THE WEBINAR SERIES



The autumn edition 2020/21 of the EUN webinar series 'The impact of Covid-19 on schools' tackles a range of topics from lessons learned during the start of the school year 2020/21, to the question of digital infrastructure, the role of local and school governance, to general lessons learned for the future.

There is a strong focus on sharing relevant research and first lessons learned. All webinar participants are invited to share anything they think might be relevant for others [here](#).

The webinars are moderated exchanges between invited speakers and webinar participants. The maximum length of each webinar is extended to 90 minutes to allow for enough time for questions.

The webinars are organized mainly for Steering Committee members of European Schoolnet. They are also open to other policy makers (*central, regional, local, school level*).

Everyone who had registered to the webinars organized in spring 2020 will continue to receive information about the webinar series. The invitation to join the webinars can also be extended to other interested colleagues.

Anyone who wishes to subscribe or unsubscribe to the Covid-19 mailing list can do so by filling in this short [google form](#).

The summary of all webinars that run from April until July 2020 is available [here](#) for download.