

Westminster Education Forum Keynote Seminar: Digital technologies and innovative teaching practices in the classroom: latest thinking and policy options

Timing: Morning, Tuesday, 26th April 2016

Venue: Sixty One Whitehall, London SW1A 2ET



**WESTMINSTER
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FORUM**

Agenda subject to change

- 8.30 - 9.00 Registration and coffee
- 9.00 - 9.05 **Chair's opening remarks**
Rt Hon the Lord Knight of Weymouth, Chief Education Adviser, TES
- 9.05 - 9.30 **The use of technology in education - an update from the Education Technology Action Group**
Professor Stephen Heppell, Chair, ETAG and Chair, New Media Environments, The Centre for Excellence in Media Practice (CEMP), Bournemouth University
Questions and comments from the floor
- 9.30 - 10.20 **Case studies on best practice in technology enhancing teaching and learning**
- The use of whole-school blended learning to improve learning outcomes*
Lynne Taylerson, Blended Learning Advisor, Heart of Worcestershire College
- Involving students in shaping a school's use of digital technology*
Matt Rogers, Education Project Manager, DigitalMe
- Game-based learning in schools*
Paul Ladley, Founder, games-ED and Director, pixelfountain
- MOOCs (Massive Open Online Courses): assessing the potential for teaching and teacher training*
Bob Harrison, Education Adviser, Toshiba Information Systems Northern Europe and Chair of Governors, Northern College, Barnsley
- Embedding digital technology in high stakes summative assessment*
Tim Burnett, Head of Marketing, BTL Learning & Assessment and Board Member, e-Assessment Association
- Questions and comments from the floor
- 10.20 - 10.45 **Future of policy and practice in education technology**
Ty Goddard, Chair, Edtech UK
Questions and comments from the floor
- 10.45 - 11.15 Coffee
- 11.15 - 12.05 **Tackling barriers - improving access to resources, developing better infrastructure and supporting teachers to use latest digital technologies**
In light of concerns raised by ETAG about access issues faced by some schools and pupils, what could be done in order to reduce barriers against access to digital technology? How can barriers such as limited availability of advice on procurement and the lack of access to high speed broadband in rural areas, be tackled to enable schools to use ICT in classrooms? In what ways can schools be supported to use educational technologies and resources already available to them in order to come up with new technological solutions to teaching and learning? How can professional development for teachers be improved to enable them to share best practice and make effective use of ICT in the classroom? What could be done to challenge conservative attitudes against the use of ICT in the classroom amongst some educationalists, as pointed out by research carried out by the Association for Learning Technology, in order to encourage the use of ICT in the classroom and across the curriculum?
Caroline Wright, Director General Designate, British Educational Suppliers Association
Richard Smith, Educational Consultant, AmazingICT
Dr Helen Boulton, Chair, Association for Information Technology in Teacher Education
Johnny McQuoid, Managing Director, Customer Service, BT Openreach
Questions and comments from the floor
- 12.05 - 12.55 **The role of educational technologies in reducing teacher workload and improving teaching and learning outcomes**
In what ways can teachers be further supported to make use of the available digital technologies to reduce workload? What are the barriers against the use of e-marking in schools; how can on-screen marking be used to reduce marking pressures and overall workload of teaching staff? In light of the growth of the creative use of technology outside the classroom, how can teachers be encouraged to embed such skills and practices in teaching and learning in the classroom? In what ways can schools use available assistive technologies and other educational technologies such as apps and forms of personalised learning to raise attainment of pupils with special educational needs and disabilities? How can ICT be used most effectively so that it compliments existing teaching practices and improves overall learning outcomes?
Professor Peter Twining, Co-Chair, Assessment and Accountability Group, ETAG and Professor of Education (Futures), Department of Education, The Open University
John Lamb, Executive Director, British Assistive Technology Association
Paul Campbell, Early Years and Primary Teacher, Ed.D. Candidate and District Secretary, Overseas, ATL
Martin Adams, Senior Business Analyst, RM Results
Questions and comments from the floor
- 12.55 - 13.00 **Chair's and Westminster Education Forum closing remarks**
Rt Hon the Lord Knight of Weymouth, Chief Education Adviser, TES
Dieuni Welihinda, Forum Lead, Westminster Education Forum