

Connecting Education to the Cloud

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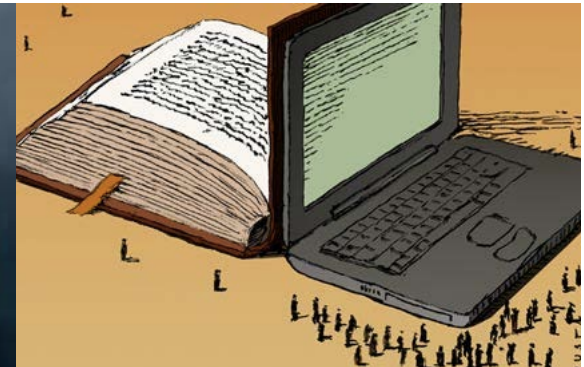
School on the Cloud Network

<http://www.schoolonthecloud.eu>

[@schoolon_cloud](https://www.facebook.com/SchoolOntheCloud)

<https://www.facebook.com/SchoolOntheCloud>

Linkedin group [schooloncloud-7426807](https://www.linkedin.com/groups/7426807)



Connecting education to the Cloud

<http://edu.symboloo.com/mix/iteacher>



The screenshot shows the 'iTeacher OEB' Webmix interface. At the top, it displays the title 'iTeacher OEB' and a description: 'Über diesen Webmix: A Webmix from the School on the Cloud Project looking at the future implications of Cloud-based developments in education.' It also shows the number of users (5) and social media links for Twitter and Facebook. The interface is a grid of various educational tools and resources, including 'School on the Cloud', 'School on the Cloud Facebook', 'School on the Cloud', 'What is 21st century educati...', 'RealtimeBoard', 'assignment iTeacher meeting', 'Wikispaces', 'well-being', 'learning capability', 'qualificati...', 'talent developmer', 'Trellip: final conclusions', 'Kostis - Pupil', 'Leaders in the Cloud', 'SoC student', 'symboloo start simple', 'Mentimeter', 'Tagxedo', 'Spiderscrib', 'Sylvja - Student', 'Learners with the Cloud', 'SoC iteacher part 2', 'School on the Cloud network', 'ScratchJr', 'iTeacher - participants', 'Moodle SoC', 'Papas - Teacher', 'Managers on the Cloud', 'SoC Manager', 'Karl - Manager', 'Managers on the Cloud', 'SoC Manager', 'ScratchJr', 'iTeacher - participants', 'Moodle SoC', 'GO!', and 'Innovative Learning'.

School On The Cloud Project Aims

SoC will consider answers to three key questions:

- What is **the impact of the Cloud** on education stakeholders?
- **How should education respond** to the potential of Cloud-based tools and technologies?
- What might the **situation** be like **in the future**?

The Future of Technology, Matt

Britland, The Guardian: 19 June 2013,

<http://tinyurl.com/o65bvcr>

The future is about access, anywhere learning and collaboration, both locally and globally. Teaching and learning is going to be social. Schools of the future could have a traditional cohort of students, as well as online only students who live across the country or even the world. Things are already starting to move this way with the emergence of massive open online courses (MOOCs).

For me the future of technology in education is the cloud.

Technology can often be a barrier to teaching and learning. I think the cloud will go a long way to removing this barrier. Why? By removing the number of things that can go wrong.

Mini-Note Data base

The Future of Technology, Matt

Britland, The Guardian: 19 June 2013,

<http://tinyurl.com/o65bvcr>

With the cloud, the world will be our classroom. E-learning will change teaching and learning. Students can learn from anywhere and teachers can teach from anywhere.

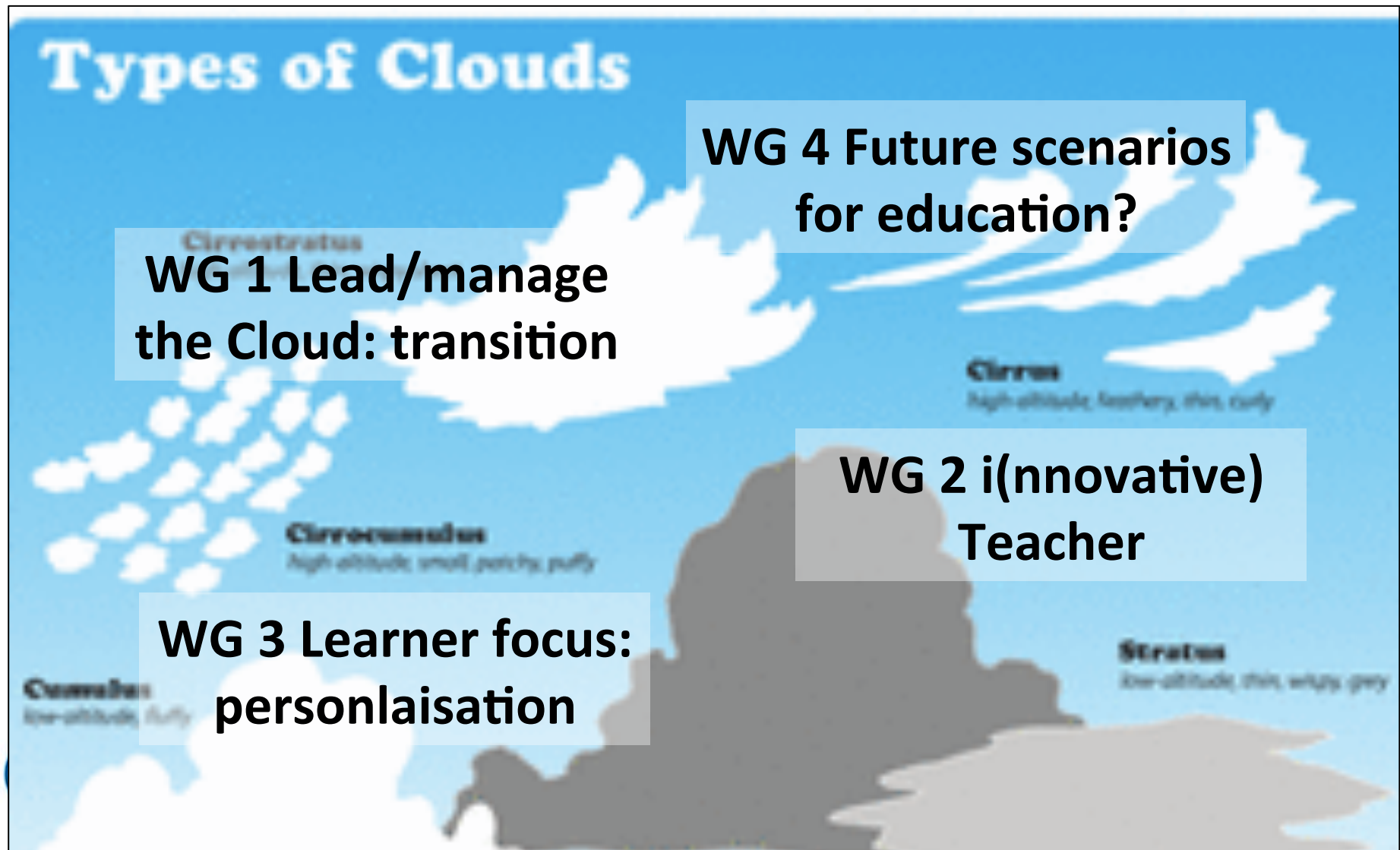
Teachers can use the cloud to set, collect and grade work online. Students will have instant access to grades, comments and work via a computer, smartphone or tablet. Many schools are already doing this. Plus, services such as the educational social network Edmodo offer this

This is where devices come in. All devices, not matter which ones we will use in the future will need to access the cloud. Each student will have their own. Either a device specified by the school or one they have chosen to bring in themselves.

SoC: State of the art results

- Partners could not define what the Cloud was
- They were not aware of all Cloud Computing characteristics (4/57)
- They confused reality with perception in characteristics
- They used the Cloud themselves
- But not within their organisations

SoC: Four Working Groups



Transition to the Cloud (leadership and management)

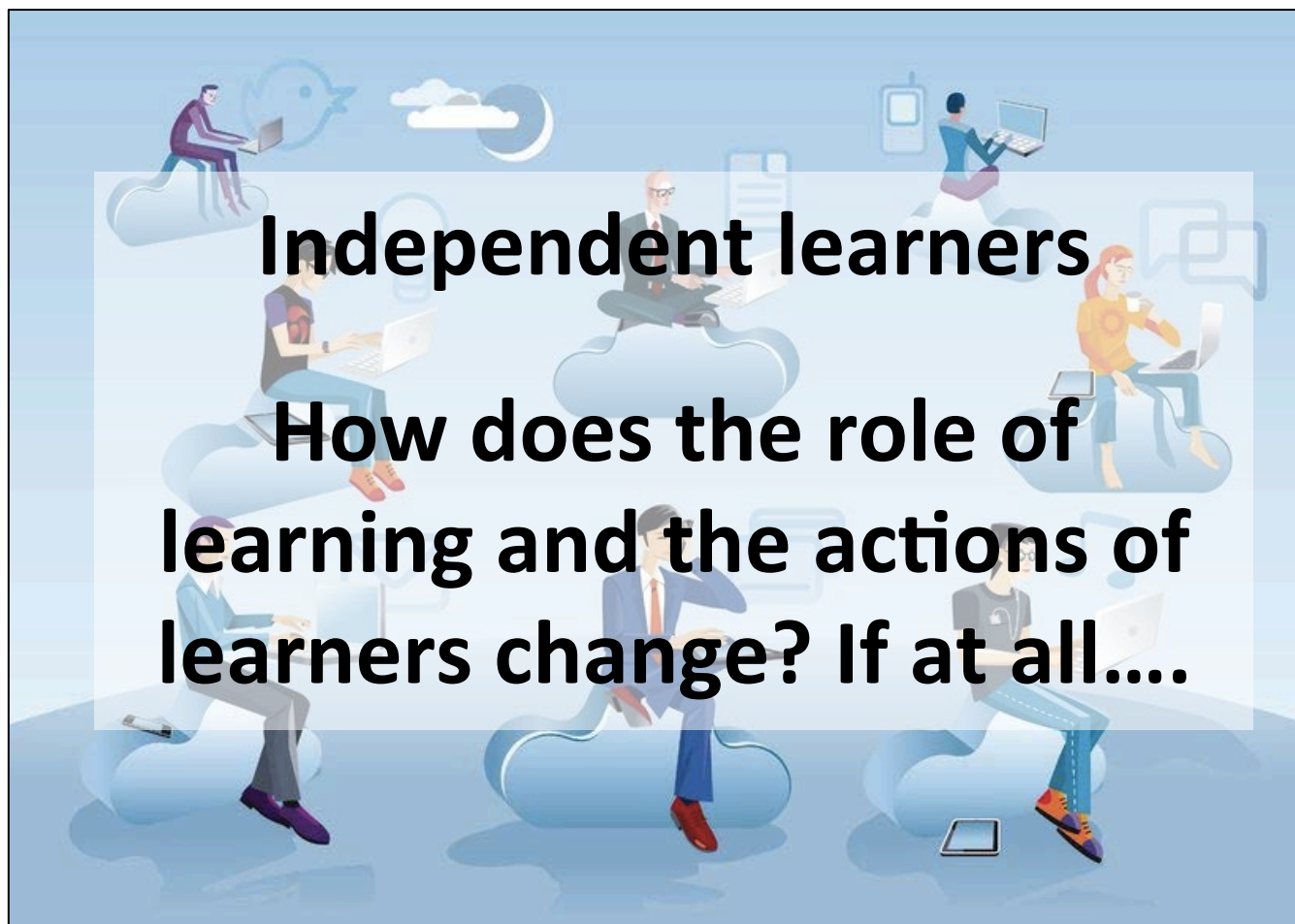


iTeachers: Getting Smart?



What does it mean to be an iTeacher?

iLearner(s)



Dealing with the Future

<http://linoit.com/users/sofiedecupere/canvases/iTeacher%20Porto>

INTRODUCTION
 The purpose of this document is to gather innovative ideas about the future role of the teacher, especially in relation to the potential of modern technologies.

GUIDELINES
 Dream, design with your head in the clouds!
 Think 'out of the box': let your imagination run wild!
 It is not necessary that your ideas can be implemented immediately.
 Ignore possible constraints such as: educational habits, (privacy-) laws and limited budgets ... such obstacles could be overcome in time.
 Use short descriptions rather than one-word labels, because these labels could be wrongly interpreted due to translating errors.
 Reference scientific papers: title, author, publication date or URL if document is available on the web.

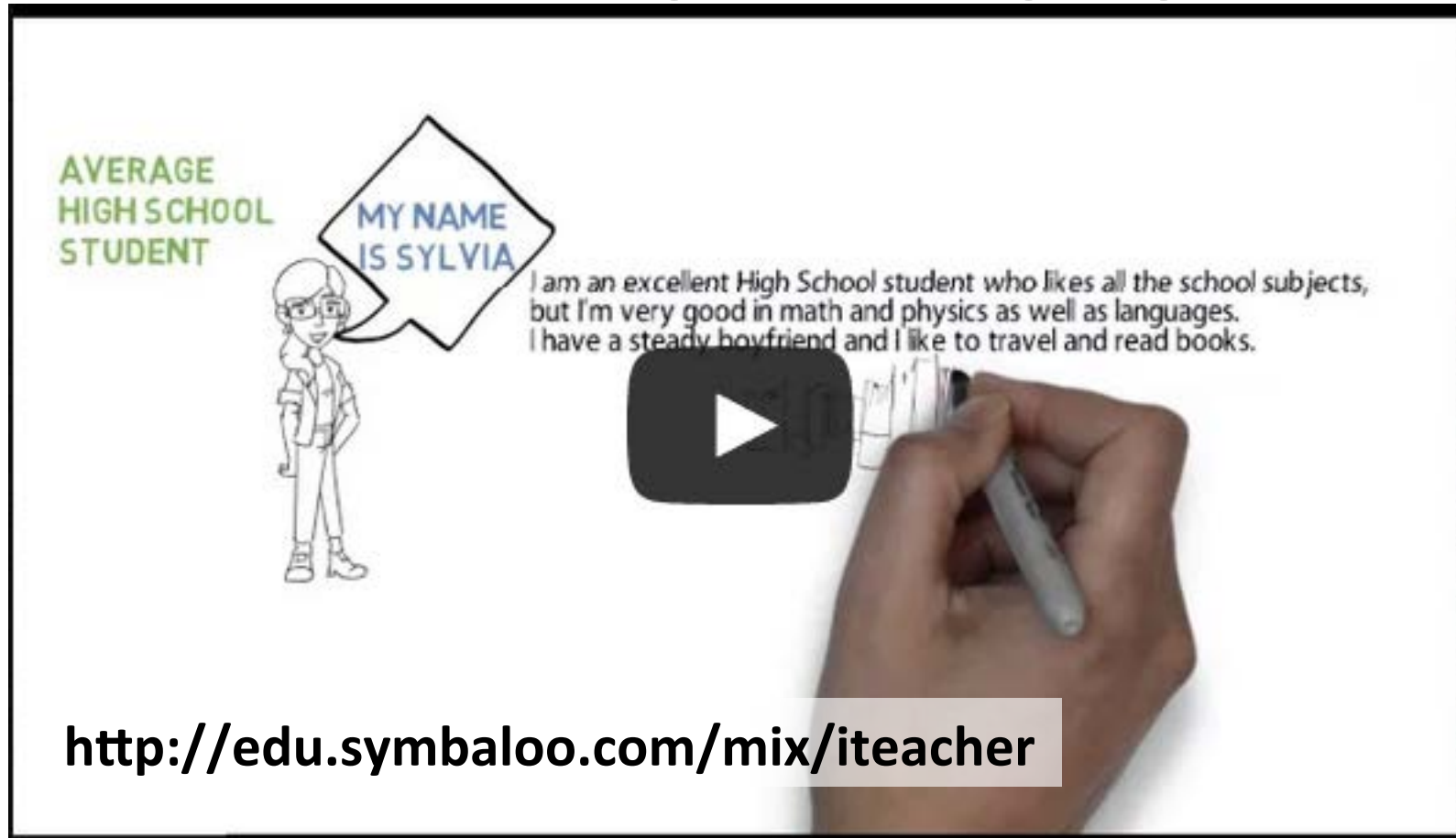
KEY INFORMATION
 possibilities are growing fast, such as:
 - Mobile Computing: e.g. tablets
 - Social Media: e.g. Facebook and LinkedIn
 - Cloud: e.g. low cost shared data center capacity for applications and data
 - Big Data: e.g. new ways of understanding things, learning analytics (sources of data personalizing the learning experience and performance measurement), ...
 - Pervasive computing (ubiquitous computing embedding microprocessors in everyday can communicate information
 - Games and gamification - incorporating into non-game settings
 - ...

Click on the link of your country to fill in the template:

 <p>https://iteacherporto.wikispaces.com/Belgium</p> <p>Belgium</p>	 <p>https://iteacherporto.wikispaces.com/Austria</p> <p>Austria</p>	 <p>https://iteacherporto.wikispaces.com/Bulgaria</p> <p>Bulgaria</p>	 <p>https://iteacherporto.wikispaces.com/Germany</p> <p>Germany</p>	 <p>https://iteacherporto.wikispaces.com/Ireland</p> <p>Ireland</p>	 <p>https://iteacherporto.wikispaces.com/United Kingdom</p> <p>United Kingdom</p>
 <p>https://iteacherporto.wikispaces.com/Spain</p> <p>Spain</p>	 <p>https://iteacherporto.wikispaces.com/Greece</p> <p>Greece</p>	 <p>https://iteacherporto.wikispaces.com/Italy</p> <p>Italy</p>	 <p>https://iteacherporto.wikispaces.com/Portugal</p> <p>Portugal</p>	 <p>http://iteacherporto.wikispaces.com/Poland</p> <p>Poland</p>	 <p>https://iteacherporto.wikispaces.com/Romania</p> <p>Romania</p>

The effect of these forces is that all human activities, including education, will operate in a different way where students, parents, employers and will have expectations and possibilities that are fundamentally different from today.

Future of learning, teaching, managing, leading



AVERAGE HIGH SCHOOL STUDENT

MY NAME IS SYLVIA

I am an excellent High School student who likes all the school subjects, but I'm very good in math and physics as well as languages. I have a steady boyfriend and I like to travel and read books.

<http://edu.symboloo.com/mix/iteacher>

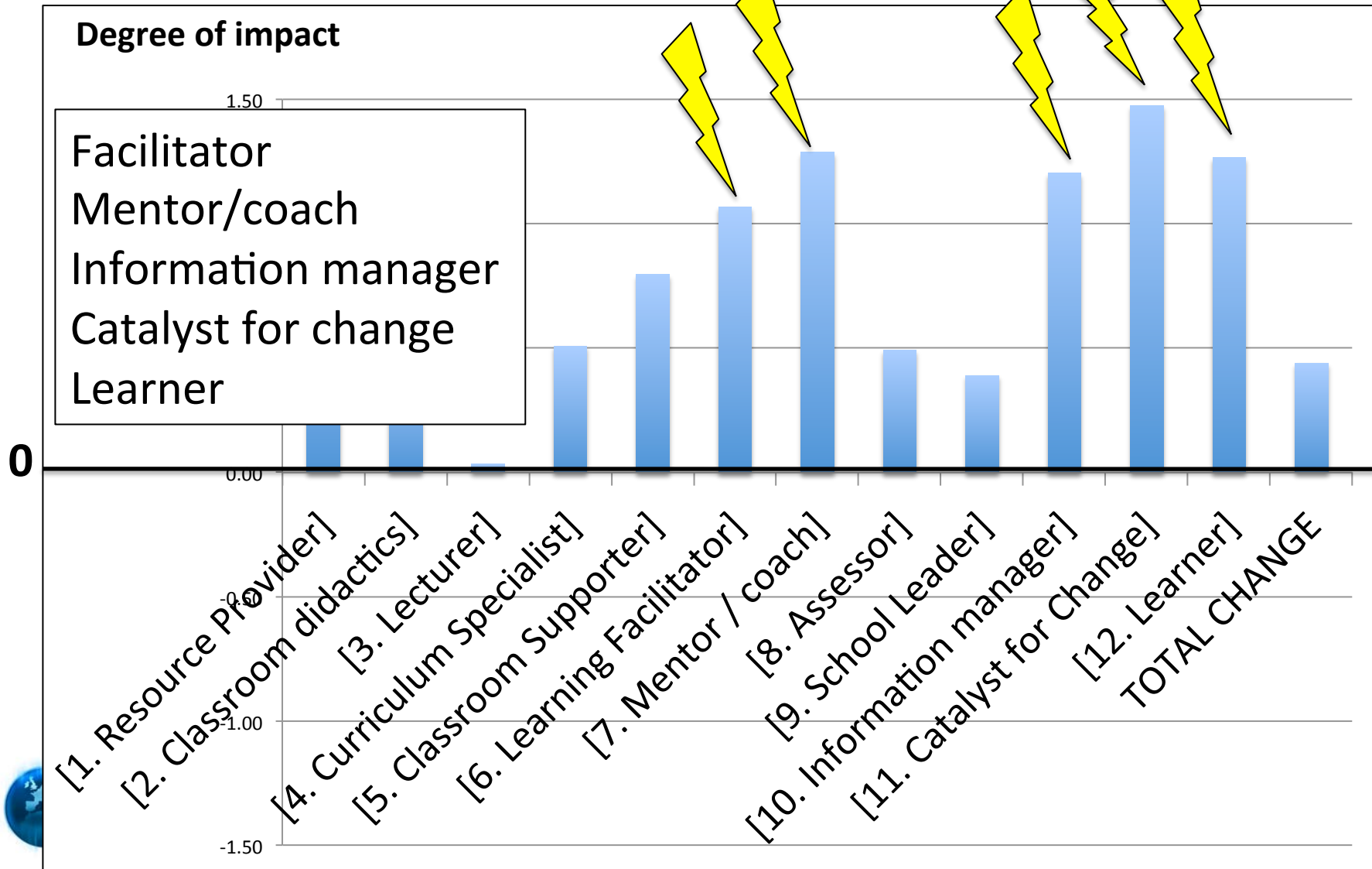
The image shows a hand-drawn presentation slide. On the left, a cartoon girl with glasses and a backpack is labeled 'AVERAGE HIGH SCHOOL STUDENT'. A speech bubble next to her says 'MY NAME IS SYLVIA'. To the right, there is a block of text describing her as an excellent student who likes all subjects but is particularly good in math, physics, and languages. She also has a steady boyfriend and enjoys traveling and reading. A large play button icon is overlaid on the text, and a hand is shown writing on the slide with a marker. At the bottom, a URL is provided.

What will the Cloud bring in the future?

What sort of education do we want the Cloud to bring? How will the Cloud change what these people will be doing?

- Teacher <http://tinyurl.com/oeb-teacher>
- Learner <http://tinyurl.com/oeb-learners>
- Manager <http://tinyurl.com/oeb-managers>
- Leader <http://tinyurl.com/oeb-leaders>

Role of teachers and the Cloud



brainstorming

- Applies pedagogy supported and enhanced by technology to cater for their learners' needs.
- Makes use of data from research based on the feedback received.
- Exploits the potential provided by the cloud for continuing professional development and networking.
- Communicating assessment results to students, parents, other lay audiences, and other educators.
- Facilitates the empowerment of students through the use of technology and cloud services.
- Using assessment results when making decisions about individual students, planning teaching, developing curriculum, and school improvement.
- Uses the cloud to teach with innovative techniques.

Add a card...

Boards 🔍

final conclusion ★ 🌐 Public

innovative teacher

- Teach students how to analyze, synthesize and communicate information.
- Apply pedagogical support enhanced by technology to cater for their learners' needs.
- Use the cloud to teach with innovative techniques.
- Is open to collaboration and sharing with peers and community.

Add a card...

team of teachers

- Use assessment results when making decisions about individual students, planning and developing curriculum and school enhancement.
- Recognize inappropriate assessment.
- Provide research, theories, stories and information.
- Exploit the potential provided by the cloud for continuing professional development and networking.

Add a card...



Future of learning, teaching, managing, leading



<http://tinyurl.com/kr4rzcq>

A story: the Head Teacher on the Cloud

State of the art survey



Cloud Policy And Action

- Huge variation between countries – from digital and Cloud Strategies to Public Cloud developments

Promoting the Cloud in Education

- Many actors – from national and regional government to private companies and NGOs



State of the art survey



Using the Cloud

- Lots of isolated initiatives
- Some national and regional developments eg N. Ireland, Italy, Romania
- Some countries lagging a long way behind

Other information

- Many research groups, publications – higher education is very active
- Lots of events about education and the Cloud

School on the Cloud 2015

Join Us in Palermo, Sicily in October 2015 for the Second School on the Cloud Summit

- Find out more on our Web site and keep involved through LinkedIn, Facebook and Twitter



<http://edu.symbaloo.com/mix/iteacher>

Building our School on the Cloud Network

Four characteristics (Hausman and Goldring, 2001)

- **shared values** among members,
- **common set of events** that promote face-to-face interaction between participants,
- **collaboration** among stakeholders and
- **commitment** to the network and its actions

Hausman, C. S. and Goldring, E. B. (2001), Sustaining Teacher Commitment: The Role of Professional Communities, Peabody Journal of Education, 76(2): 30-51

“Our results indicate that the quality of international network connections matters for academic knowledge transfers. not only is the distribution of public research expenditures across different research projects important but also the position from which researchers enter international networks and the level of knowledge accumulated in those networks.”

Varga, A., & Parag, A. (2009). Academic knowledge transfers and the structure of international research networks. *University knowledge transfers and regional development: Geography, entrepreneurship and policy*. Edward Elgar Publishers, 138-159.



Networking in education

- like minded people – similar interests
- widely dispersed initiatives, share a common infrastructure (Kemp, 1998)
- essential for the adoption of innovation and implementation of change (Murgio et al., 2002)
- networking critical to improve quality (EC, 2003)
- establish visions for the future – new projects

Kemp, K.K. (1998), What's missing? What do we need?.

<http://www.ncgia.ucsb.edu/ige98/report/missing.html>

Cloudy Conclusions for education

Amazing

Challenging

Persuasive

Disruptive

Ubiquitous



Cartoons from: <http://cloudtweaks.com/category/cloud-computing/cartoon/>

What's happening?

Your Tweets 323

LinkedIn  Account Type: Basic

Home Profile Contacts Groups Jobs Inbox 79 Companies News More

Groups

digital-earth.eu

Discussion



Karl Donert
Edit My Profile

- News Feed
- Messages
- Events
- Friends

- Digital-earth.eu
- EUROGEO-Europe
- Create Group...
- See All

- Games
- Apps
- More


Friends on Chat




Most Popular






karldonert karl_donert




facebook  Search

 Digital-earth.eu Edit Settings


Open Group

ResearchGate  Q&A Publications Jobs 



Karl Donert
 Add your degree 
 Add your position 
 University of Salzburg · Choose department 

OVERVIEW | CONTRIBUTIONS | INFO | STATS | RG SCORE

Show your career's best 

Use your profile overview page to present yourself and your research. Customizing your profile is the best way to show your peers what you've been working on, create exposure for your current projects, and start building your network.

 UNIVERSITÄT SALZBURG

ABOUT
A Geographer

www.innovativelearning.co.uk



KARL DONERT ON TWITTER

-  RT @GeoSkills_Plus #Geography hits all of these!! "10 Skills The Workforce of the Future Will Need" @GeoSkills_Plus <http://t.co/eoaYuPXGaD> about 1 hour ago
-  Geo-cube: a #geographical journey #geod #edtech <http://t.co/SveYdcaloH> about 1 hour ago

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some spatial citizenship tags
teacher training these



EU Digital Agenda: where does education really fit in?



Spatial Citizenship
October 17, 2014 / 0
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- Featured
- Frontpage Article