The E-book is divided into four separate parts, with each part providing insights from 17+ thought-leaders and students:

Following are the Questions we asked our speakers:

**Part 1 - What do you believe the future of Education Technology looks like?**

Part 2 - What technologies does your school utilize and how has it affected learning outcomes?

Part 3 - What according to you are the biggest challenges in implementing Education Technology? Why?

Part 4 - Which disruptive technologies are on your radar?

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**STAY TUNED FOR PART 2**
What do you believe the future of Education Technology looks like?

Jon Dron,
Professor & Chair, School of Computing and Information Systems,
**Athabasca University.**

Diverse. Very diverse. I see an ongoing fundamental tension persisting between soft, human, holistic, liberative, social, distributed, flexible and expansive (personal) technologies and hard, prescriptive, dominative, centralized and individualistic (personalized) technologies. Neither will dominate, but both will play important roles. Place will become both more important, as we augment reality and embed processing within our environment, and less important, as our social technologies evolve and we become more and more comfortable with distant connection. The big changes in social tools to support such connection will be less about communication than increased opportunities to do things together in virtual and blended spaces. We will increasingly learn in situ, wherever we are, rather than divorcing learning from life by using a general-purpose computer or visiting a location. We will increasingly recognize the innately dispersed nature of teaching, and recognize less need for teacher or institutional control. Education in a single institution will become rarer. There will be an ongoing struggle between closed, proprietary, locked-in systems and resources, and open, standards-based, connected systems and resources. Hybrid models will become more common - open and closed, public and private, collocated and virtual, teacher-controlled and learner determined, digital and physical, and so on. This is both a consequence and a driver for increased diversity overall.

Nathalie Lemelin,
Head of Innovations in Teaching & Learning,
**Lower Canada College**

What I hope to see more in the future is a seamless integration of technology in education. I am hoping for a new paradigm when we won’t be talking so much about technology any more, but innovations in teaching and learning that will empower students to become independent and creative learners, critical thinkers, collaborators and excellent communicators.
What do you believe the future of Education Technology looks like?

Farbod Karimi,
Chair, Digital Initiatives and Academic Educational Technologies,
Algonquin College

In many ways, the future is already here. We use technology to deliver quality education every day at Algonquin College. But we can do better. I believe that the future of education technology is one where post-secondary institutions like Algonquin College continue to recognize the vital importance of integrating technology into every aspect of each student’s unique experience. In this way, technology becomes a tool that enhances our connectedness and creates new and practical experiential learning moments.

Garth Nichols,
Director of Teaching & Learning,
Bayview Glen

I believe that the future of EdTech looks fairly similar to what we are seeing today. There will continue to be a start-up culture in EdTech for the next foreseeable future. However, I think what a the big change will be is in how quickly these start-ups are adopted by the bigger players like Microsoft, Apple and Google. Schools and even districts will always be looking for ways to tailor technology to their unique needs - this will only increase with the application of personalized learning. The technology itself will be very intuitive and focus on putting the student and parent as key players in the teaching equation. What I mean by that is there will be more of an open classroom approach through the application of technology. A great example is Peekapak, Sesame HQ and Edusight. They integrate the learning and assessment done by the student with a parent and teacher portfolio that is accessible in real-time and from anywhere there is Internet access.
What do you believe the future of Education Technology looks like?

Beth Peterson,
Branch Manager, Division of Innovation and Program Engagement,
Kentucky Department of Education

In Kentucky, the focus is not what EdTech looks like but rather what EdTech feels like. The Education Technology footprint in Kentucky is transforming into learning experience design, which is a shift away from a technocentric focus, or focusing on the device or technology itself, and towards how the teachers are using the technology for teaching and how the students are using the technology for learning.

Jo Axe, Director,
School of Education and Technology,
Royal Roads University

In the context of post-secondary students who plan to enter or return to the workplace, and with a focus on the purpose of educational technology, we could expect that technologies allowing students to work in collaboration at a distance will be more prevalent. The ability to communicate clearly and work with others effectively is a highly ranked skill sought by employers. As a result, there are a number of tools currently available that can assist individuals as they work on teams; for example, Asana, Atlassian HipChat, Basecamp, Conceptboard, and Samepage. In more general terms, it could be expected that simulations, open educational resources, as well as tools that support the ability to network, will prevail. Students presently benefit from an enhanced ability to share, connect, and exchange ideas beyond physical boundaries; this trend will likely continue as we find new ways to support students in their learning.
What do you believe the future of Education Technology looks like?

Matt Devlin, 
Learning Technology Specialist, 
University of Toronto, School of Continuing Studies

I believe future education technology will focus on being adaptive and customizable, both in terms of how it allows development but also how learners will access and make use of it. Content should shape the way technology is used—not to mention what technology is used—and vice versa; it should be a back and forth conversation. I think more and more technologies will emerge that let subject matter experts easily employ tools to enhance their delivery and boost learner engagement and retention, and it will only get easier. The technology will become so intuitive and ubiquitous that the content and the learning outcomes can take center stage.

Gina Alexandris, 
Director, Law Practice Program, 
Ryerson University

Exciting and expansive. I think we have only begun to scratch the surface of what might be possible, as long as we stay open to continuous learning and thoughtful consideration of how various tools might be applied in unique ways.

Greg McLeod, 
Principal, 
John A. Leslie Public School, TDSB,

I think we will see technology being used more seamlessly in schools. With more schools moving to BYOD and mixing different hardware, the focus shifts from the hardware more to how technology is being used. I think we will see the norm being a student coming into a class, turning on an electronic device and using it the same way they would a pen or notebook. I think with the availability of cloud-based environments we will see much more collaboration occurring outside of the walls of the school. It is in schools’ best interests to prepare students for living in a global digital world and we need to provide them the experiences to build the skills they will need to survive and thrive in that world.
What do you believe the future of Education Technology looks like?

Brenda Massey-Beauregard, Program Manager, Interpersonal Skills Teaching Centre, Ryerson University

Filled with endless possibilities. I believe that as long as technology is thoughtfully and purposefully applied as a tool for advancing learning it has immense potential to increase access to education, improve outcomes and provide meaningful ways to engage students that allow them to take real ownership of their own learning.

Jill Cummings, Associate Dean Faculty Development, Yorkville University

The Future has no limits in Educational Technology with virtual classrooms coming together globally. Virtual reality as well as simulation technology offer great opportunity.

Leonora Zefi, Manager, eLearning Initiative and Course Development, The G. Raymond Chang School of Continuing Education

Open, inclusive and collaborative. Nimble, ever evolving, accessible and learner-driven.
What do you believe the future of Education Technology looks like?

Jonathan Obar,
Assistant Professor of Communication and Digital Media Studies,
The University of Ontario Institute of Technology

As we further reveal the experiential learning benefits of user-generated content, it is likely that efforts will increasingly be directed towards implementation of participatory technologies and prosumption strategies into the classroom. Similar possibilities exist with mobile technologies and m-learning.

Neil McClung,
Teacher,
Peel District School Board (PDSB)

One word - integration. In many elementary schools we are still teaching as if technology is something “we have to do”; a box we have to check, rather than a tool that is innately suited to conveying meaning, demonstrating understanding and illustrating complex concepts. When teachers begin to think about how to use the technology at their disposal as a first step in their planning, rather than an afterthought for the kids in their room that “like video games,” we will truly be 21st century educators.
What do you believe the future of Education Technology looks like?

Richard Saunders,
Technology Coordinator,
Avon Maitland District School Board

Mobile, digital and inter-connected technologies have just started to make their mark in education. Over the next ten years technology will provide teachers and students with tools that will revolutionize the modern classroom. Technology will build powerful learning spaces, both online and in schools. Advances in communication tools will bring people together faster and in ways that build world-wide collaboration. Students and teachers will be drawn in to build new insights, solve real-world problems and make classrooms into digital workshops. I am very optimistic that with technology, student imaginations will make a better world.

Roderick Turner,
Professor, School of Information & Communications Technology,
Seneca College of Applied Arts & Technology

The learning environment will become truly open to technology - no need for the educational institutions to create their own infrastructures, restrictions or rules. Technology is already ubiquitous and will continue to become ever more so. We need to learn how to incorporate full access to these resources at all times in our classrooms. AT THE SAME TIME, we must develop methods of instruction and assessment, which enable learning, and demonstration (by students) of fundamentals that are independent of technology. That is, students should be assessed in basic skills and knowledge both in the absence of, and in the full presence of technology resources. This I’m calling ‘technology duality’ in education. Note that the ‘absence of’ technology does not necessarily mean technology is not available - although that's what I’m aiming for, since we have to be able to cover off a circumstance in which it truly is NOT. But if the questions, challenges or assessments are structured correctly, for instance in terms of time available for response, then all the technology in the world will not help a student who does not have the fundamentals already figured out. Even the age-old issues of peer-peer cheating, now potentially even more a concern with smart devices, can be mitigated through intelligent testing structures (multiple tests, scrambling of versions, time pressure). Testing and evaluation will need to change in order to truly assess this way. I am piloting these methods in my classes.
What do you believe the future of Education Technology looks like?

Paul Brown,
Teacher, Computer Studies,
North Park Secondary School

I believe the world is about to undergo some dramatic changes within the lifetime of many young people entering the school system today, which in turn will drive equally dramatic changes to the school system. First and foremost, making Coding as a required skill is gaining huge momentum in the US and parts of Canada, and I think that there are dozens of reasons why this has to happen. This, in turn, will drive us away from the Factory model of teaching, into a more project/inquiry based model for learning where classrooms look less like they historically have, and more like a Google workplace. I think ultimately we need to get away from marks, exams, and tests as the be-all and end-all to education.

Even beyond these relatively simple, short-term changes, when you look at the potentially dramatic changes in jobs disappearing due to technology, the whole rationale of education needs to be rethought. Between self-driving cars taking away practically every job in the transportation industry, to 3D printers potentially eradicating the manufacturing industry, to artificial intelligence removing 80-100% of white collar jobs, we need to build society from the ground up, and education needs to be there ahead of the curve to teach the skills needed to survive and flourish in this new age.

Katherine Turner,
Writer/Trainer/Facilitator, Interpersonal Skills Teaching Centre (ISTC),
Ryerson University

These are difficult questions for me to answer as I live in the world of the narrative, the story and character – having live actors bring a character to life. As my colleagues and family would testify, I appreciate technology but I have not completely embraced it as lack of time makes learning curve seem immense to me. So I would like to believe in future where technology as the tool truly opens the world in being accessible and affordable for all. Even now, in Toronto there are young people whose families cannot afford a home internet connection and they are not only feeling left behind but they are.
A STUDENTS PERSPECTIVE

What do you believe the future of Education Technology looks like?

Ahmed Tahir,
President, Humber Students’ Federation,
Humber College

Choice. Giving both students and teachers the choice to learn or teach in the way that works for them. There is no one size fits all approach to education, and the development of technology in consumer areas shows us that choice is key in driving adoption. The development of technology has given us the ability to make a tremendous amount of choices. From the type of smartphone we want to purchase to the type of way we communicate with friends. A greater amount of choice is what I believe will actually cause education technology to be adopted by both students and teachers in meaningful way.

Cormac McGee,
Vice President Education,
Ryerson Students’ Union

Education as a whole, especially postsecondary, is becoming increasingly consumer oriented where students and families expect returns on their investment. Going to school for the pursuit of knowledge in itself is becoming less and less common. The idea that you can spend X number of years in school then think about what you’re going to do as a career when you’re done is obsolete. In the next decade, we’re going to see a huge change in the employment landscape in terms of what types of skills are needed. The World Economic Forum predicts that 65% of children in elementary school today will be working in jobs that don’t yet exist. Educational institutions are going to need to adapt their programming and technology to suit these changing needs. The future educational technologies we use need to tangibly serve our students and our societies.

Jasmine Denike,
Vice President External,
University of Toronto Students’ Union

The great thing about Education Technology is that it can look like anything - from a cloud system that is incorporated into classrooms, to a way of accessing any point of any past lectures on one given topic, to encyclopedias that can replace professors, etc. The point of ET is to look different and more advanced, and to make the learning experience for students easier and more effective.
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