



Learning in the 21st Century: Research, Innovation and Policy

40th Anniversary Conference

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15th May, 2008

Why the Conference?

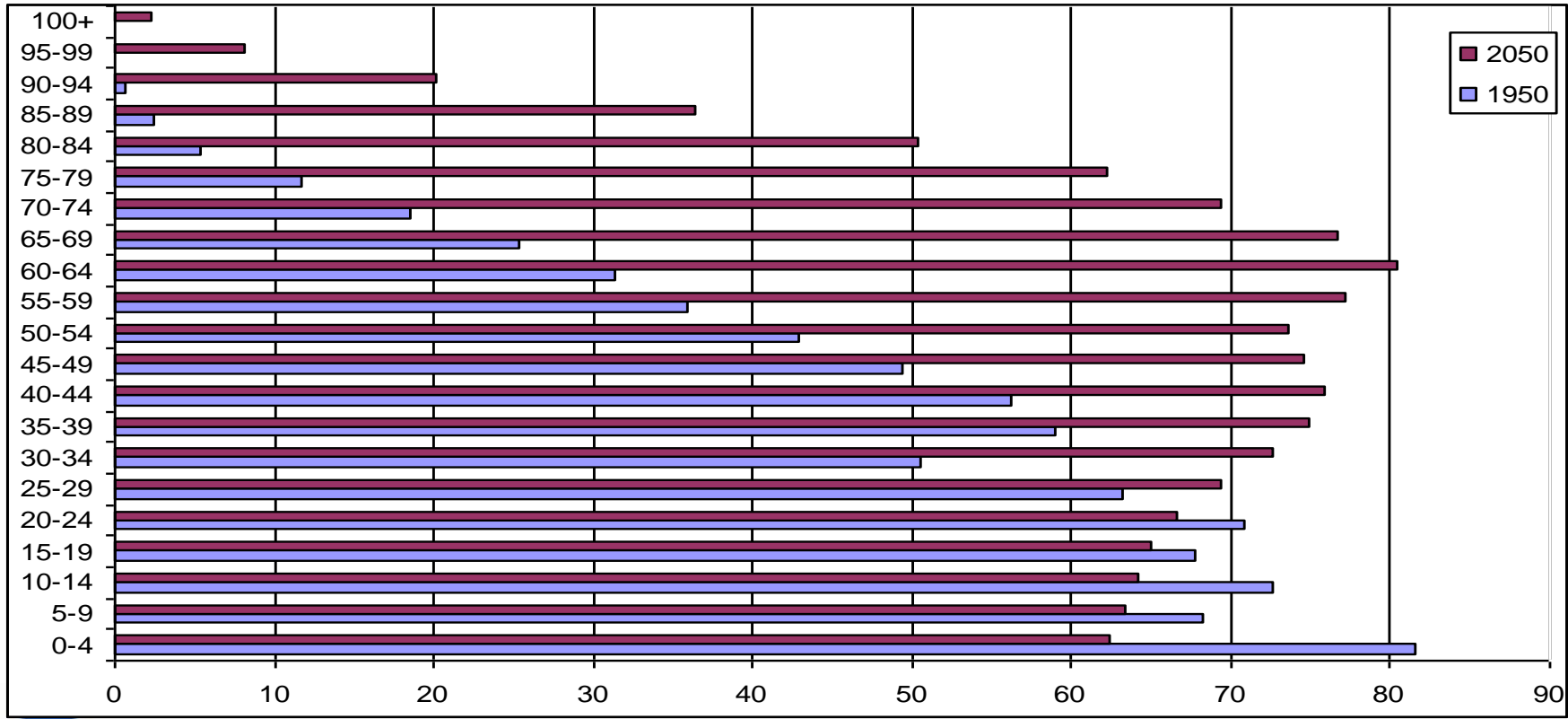
- CERI, 40 years old – substantial celebration, looking ahead
- ‘Learning’ - a substantial body of work:
completed (**Brain, Assessment for Learning**),
well underway (**New Millennium Learner**),
new work (**Innovative Learning Environments**),
Plus related analysis (**digital approaches**) & others (**PISA, PEB**)
- To provide a set of conclusions and messages, to be completed as conference outcome in summer 2008

The Analytical Input

- 21st Century Learning: Research, Innovation and Policy – Directions from Recent OECD Analyses
- Centre for Educational Research and Innovation – 1968-2008 (Jarl Bengtsson)
- New Millennium Learners: Initial findings on the effects of digital technologies on school-age learners
- Optimising learning: Implications of learning sciences research (Keith Sawyer)
- Understanding the Brain: the Birth of a Learning Science - New insights on learning through cognitive and brain science (2007 publication extracts)
- Open Education Resources: Opportunities and Challenges (Jan Hysten), and E-learning in Tertiary Education, OECD Policy Brief
- Assessment of Learning - Formative Assessment (publication extracts – Formative Assessment: Improving Learning in Secondary Classrooms, 2005 & Teaching, Learning and Assessment for Adults, 2008)
- Trendbook for Education

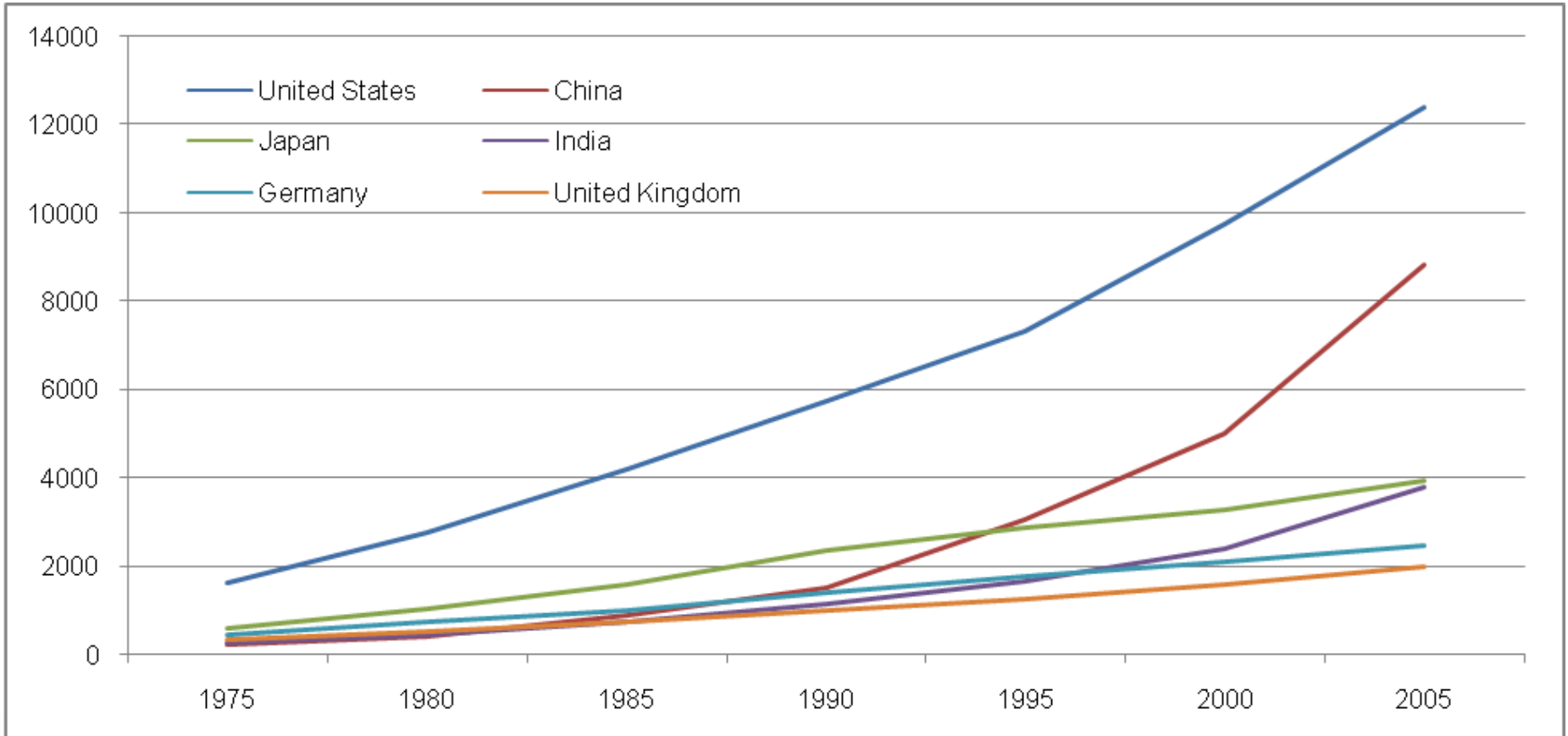
From “bottom-heavy” to “top-heavy” age structures

Age structure in developed regions (Europe, N. America, Australia, New Zealand and Japan), millions per age range, 1950 and 2050



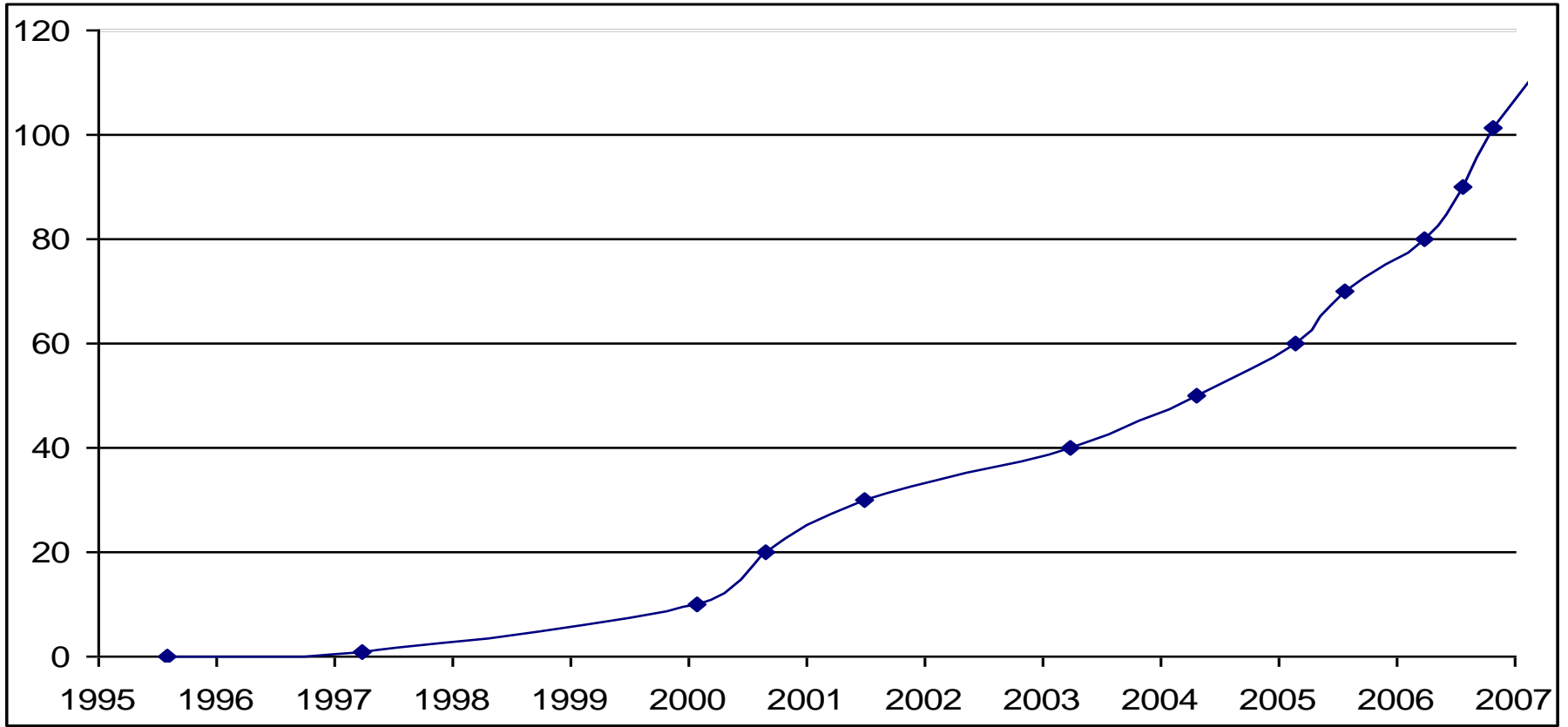
China and India catching up

Size of GDP (in purchasing power parities) of the world's six largest economies from 1975 to 2005 in billions



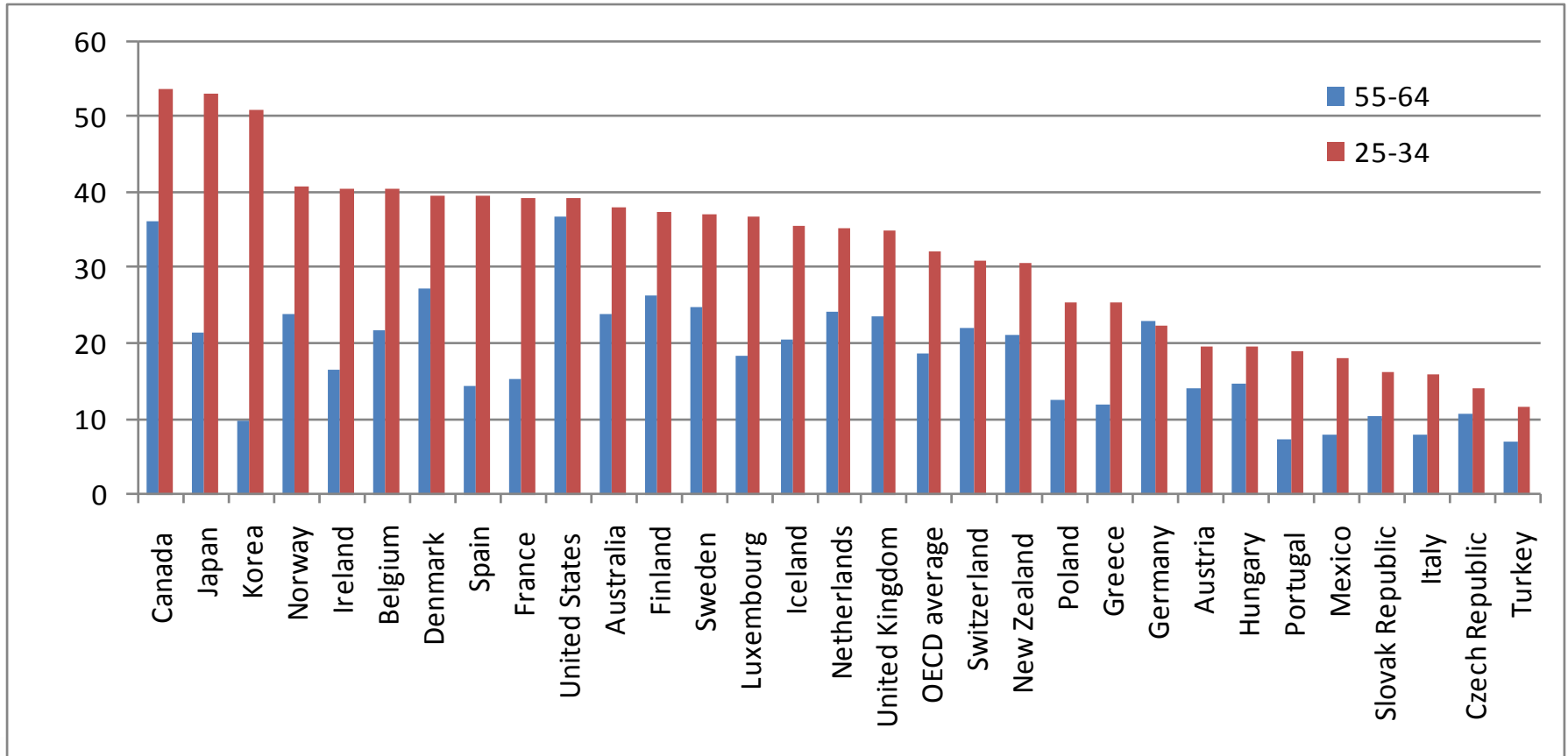
Number of websites worldwide increasing rapidly

Number of websites in millions



Many more people with higher education

Percentage of population with higher education in age groups 25-34 and 55-64



Learning in the 21st Century: Research, Innovation and Policy

- Increasingly, reforms focus more strongly on learning. What does this mean? Why important?
- Is the knowledge base on learning strong enough to help shape policy? The research agenda
- Promising avenues and experiences - innovation
- Supporting positive change – the role of policy

Conference Programme

- Key Issues and Background
- Mini-Conferences:
 - Learners and Learning: International Evidence
 - Creating Conditions for Optimising Learning
- Workshops:
 - Consolidating the Lessons of the Mini-Conferences
 - Challenges Arising for Education
- Panel review of main issues
- Conference keynote: OECD Secretary-General