1st International Conference on Innovations with Digital Learning for Inclusion
D4L 2015

Symposium
Coordinated by D4Learning

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Paper invitation

POSITION PAPER - SYMPOSIUM
ICT and inclusive education for a better world

Society at large is becoming increasingly more polarized, and education, in a global perspective, is facing a variety of challenges in the course of stimulating the development of a more democratic and inclusive world. At Unesco’s World Education Forum 2015, held in May in Incheon in the Republic of Korea in, the Incheon Declaration 2015\(^1\) on the future of education was adopted. The event attracted the global educational community, including government ministers from around the world. The content of the declaration is very ambitious and includes the transformative vision for education for the next 15 years. In essence, the declaration encourages all countries to “provide inclusive, equitable, quality

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\(^1\) The declaration caught the attention of both non-governmental organizations, youth groups, and government ministers from the global community (more than 100 countries were welcoming the declaration).
education and life-long learning opportunities for all” (Incheon Declaration, 2015). The executive Director from Unicef made a statement, addressing the need for inclusive attitudes:

“If this generation of children is to someday reduce the inequalities and injustices that afflict the world today, we must give all our children a fair chance to learn. This must be our collective vision and commitment” (UNESCOPRESS, May 21, 2015).

Susan Hopgood, the President of Education International, points to the need of “well-trained, professionally-qualified, motivated and supporting teachers”. The need for change and for “providing individual opportunity and social justice” through transformed educational systems is stressed. So are quality models based on openness and collaboration (Tait, 2008). Models, which are based on (co)existential ethical values, democratic collaboration and citizenships equality (e.g. an open and collaborative attitude based on mutual respect) are asked for.

”To Providing quality education for all will require changes to education systems. To implement the Education 2030 Framework for Action and improve the quality of education, it is fundamental that our education systems are transformed into ones that foster an open and collaborative culture.” (UNESCOPRESS, May 21, 2015).

Such underlying values contribute to the forming of inclusive teaching/learning designs. D4Learning research deals with innovative, cross-disciplinary and participatory processes of dialogue and collaboration, facilitated and captured by technology, under the overall umbrella of “open” and “inclusive”. The research captures use of digital technology and virtual environments to identify, enable and facilitate flexible teaching/learning opportunities for the future with an ethical awareness that is committed to co-existence, collaboration, inclusion and empowerment of all types of citizens.

This commitment seems in resonance with the Education 2030 Framework for Action to improve the quality of education, and in resonance with its interpretation of “quality”. It includes challenges in using technology, inclusively, to transcend boundaries of contexts (time and space), such as e.g. institutional, organisational, geographical, disciplinary, and cultural boundaries.

D4Learning research may looks through “methodology glasses” such as Design Based Research” (DBR), Educational Design Research (EDR), or critical theory (CT) methodology to study and enhance dialogic and democratic quality and cultivation of NEW knowledge (as opposed to knowledge reproduction) in teaching/learning designs. In essence, D4Learning research interprets this challenge as a search for innovation, creativity, cross-disciplinary, needing participatory processes of dialogue and collaboration, facilitated and captured by technology.

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2 This view builds on the global movement “Education for all” (EFA), which started back in 1990. Currently, many children (58 million) remain out of school – most of them girls. Moreover, 250 million children are not learning basic skills, despite the fact that half of them have spent around four years in school (UNESCOPRESS, May 21, 2015).

3 An organization representing more than 30 million teachers and education workers around the world.
Invitation for papers

The aim of this overall position paper is to invite papers reporting on research that deal with the challenge of using digital technology for inclusion in innovative learning designs. We have seen so many examples of non-inclusive educational processes, which do not empower the learner, but, on the contrary, may appear exclusive and work in the name of control over the learner. Meanwhile, to produce and design educational processes with inclusive quality, remains a controversial issue.

While bearing in mind that teachers and designers are the core architects of “our tomorrow” and in view of the visions expressed in the Luncheon Declaration 2015, we argue that teaching and learning designs should be more innovative in utilizing the inclusive potential of digital technologies to serve the purpose of inclusion.

In conclusion, we invite papers research papers, which report on issues and approaches in the intersection between learning, technology and inclusion that “foster an open and collaborative culture” and ”provide inclusive, equitable, quality education for all” (Incheon Declaration, 2015). More concretely, how can an inclusive learning design or process of development that promote inclusion, look like - e.g. in the context of kindergarden, schools, highschools, or within higher education? How can an inclusive learning design, supporting inclusive societal processes of the elderly? How can inclusive learning designs cultivate diversity in teaching /learning processes? What may an inclusive use of ICT in civil processes look like? How can technology be employed to support the inclusion of people with difficulties in focusing attention? How can technology be integrated to support the development of democratic citizenship? Etc. etc….

References


The Incheon Declaration:

Retrieved Sept. 11, 2015
SUBMISSION GUIDELINES

• **DEADLINE** for submission: **September 30**th
• Papers should be submitted as MS Word doc files, through the [online submission form](http://www.eden-online.org/online/aalborg/submit/login.php) with cc to elsebeth@learning.aau.dk and alan.tait@open.ac.uk
• Papers should adhere to the [Author Guidelines](#).
• Papers may present reports of significant inclusive ICT integrating learning designs, inclusive ICT integrating work-in-progress, ICT integrating developments for inclusion, applications for inclusions, and inclusive ICT integrating societal learning processes.
• Papers length should be 4 pages minimum, 6 pages maximum, including figures and references, using the [Author Guidelines](#).
• Presentation time at conference: 15 minutes.