International Summit on the Future of ICT in Education: A Call to Action
The Hague, Netherlands
June 12-14, 2009

Approximately 70 leading researchers, policy makers and practitioners gathered in The Hague in The Netherlands June 10-June 12 at an international conference designed to define action steps following the publication of the Handbook on ICT in Primary and Secondary Education. The Handbook, published in 2008 by Springer, provides a broad international synthesis on major research in the field.

The publication of the International Handbook comes at a pivotal time for our field. Summarizing 40-50 years of research on ICT, The Handbook provides a useful summary of “what we know” about ICT and thus an ideal starting point for defining directions in the areas of policy, research and leadership.

Handbook editors, Dr. Joke Voogt and Dr. Gerald Knezek, organized the International Summit in collaboration with Kennisnet, Becta and ISTE to provide a platform to use the comprehensive Handbook to help move the field of ICT in primary and secondary education forward.

Dr. Chris Dede began the conference with an inspiring keynote address where he remarked that he strongly believes we are at a point of great opportunity with respect to action in ICT in education. Dede indicated that he felt more positive about the potential impact of technology in education than at any previous time in his career. Dede pointed out three factors that suggest the time is right for action:

• Students’ out-of-school lives are richer in ICT than their in school lives
• Schools are currently still operating under an industrial model for education and not responding to the need for producing students with skills necessary for life in a 21st Century, global economy
• New and powerful technology tools are available to support changing roles for schools

Conference participants agreed that the timing for bold steps forward in the filed of ICT in schools is right and that the research results summarized in the Handbook provide a strong platform for advocating next steps in research, policy and leadership.

Following the keynote, Summit participants accepted the challenge of discussing and defining the following areas:

What we know
Goals for the future

Actions to achieve these goals

The reports from each of the groups (research, leadership and policy) revealed some strong overlapping themes in terms of a call to action. These actions included a challenge for researchers, leaders and policy makers:

• **To use findings presented in the Handbook to inform research, policy and leadership for ICT in schools**

• **To radically restructure schools around the need for multiple technology-enhanced pedagogies to address individual needs of students**

• **To work to use student technology experience in informal learning environments to inform work in formal environments**

• **To actively study both research and development on ICT applications in classrooms**

• **To nurture an international community of ICT scholars who continually build upon our knowledge base**

• **To develop new assessments designed to measure outcomes from technology enriched learning experiences**

• **To develop and use distributed leadership models for technology use in schools and teacher education programs**

• **To adopt an ecological perspective to study ICT use in classrooms to help explain and influence the complex interactions and events**

• **To create a wiki so that Handbook authors can share the most important findings from their chapters for a large audience and continually update their findings**

• **To connect recommendations from EDUSummit09 with future international ICT initiatives such as NTLS the Xi Hu Conference on 21st Century Learning.**

• **To plan an annual EDUSummit focused upon connecting current research and action plans for ICT**

Chris Dede began the working conference with a vision that the time for bold action in connecting ICT to major school restructuring is right and participants departed The Hague with a renewed mission to better connect ICT research with ICT policy and action plans for primary and secondary education.