From Transmissive to Transformative Pedagogies:
Digital Technologies for Fostering 21st Century Competencies

3rd Edition
of largest conference on digital pedagogies for building peaceful and sustainable societies

December 10-12, 2019
Visakhapatnam City,
State of Andhra Pradesh, India

www.mgiep.unesco.org/tech2019
TECH 2019 aims to showcase the role of digital pedagogy in enabling a shift from “transmissive pedagogies” to “transformative pedagogies” to create peaceful and sustainable societies.

The challenges we face today are very different from those faced in the last millennium. While experiencing the unprecedented interconnectivity created by the Internet, we are also witnessing persistent and new disparities and tensions, alarming illiberal and undemocratic trends, and uncertainties and risks about the future of the planet we share. Interconnected local to global challenges—ranging from climate change to violent extremism—call for education that enables learners to engage creatively and responsibly with the rapidly changing world.

In 2015, world leaders adopted the “2030 Agenda for Sustainable Development” to transform our world and accompanying Sustainable Development Goals (SDGs). Among 17 SDGs and 169 targets, Target 4.7 specifically acknowledges the importance of holistic and transformative education, highlighting the importance of education for sustainable development, peace and global citizenship.

This conference aims to further strengthen the momentum of Education for Sustainable Development (ESD) and Global Citizenship Education (GCED) by demonstrating how emotional intelligence - built by Social and Emotional Learning (SEL) aimed at building skills and competencies such as attention control, emotional regulation, perspective taking, empathy, compassion, critical inquiry and systems thinking among others - are key for sustained success in achieving SDG 4.7.

The conference aims to showcase the potential of digital pedagogies in the scaling of mainstreaming SEL in education systems, school curricula and teacher training. Digital pedagogies are beginning to transform traditional relationships of knowledge and learning, making it much easier to achieve many of the long-held pedagogical ideals such as ubiquitous learning, active knowledge making, dialogical and reflexive relationships, and individualized learning.
Pedagogically, digital technology in achieving these ideals can offer major advantages over other visualization media, because of the engaging, immersive and interactive (active rather than passive) nature of the learning experience they create (Balamuralithara & Woods, 2009).

A key focus within digital pedagogies and building SEL competencies is the expanding possibilities of ‘gamifying learning’, making learning fun, interactive, self-paced and engaging (Griffiths, 2002). Digital games have the advantage of combining immersive technology with good pedagogical practice (Francis, 2006). Digital games are also helping educators answer ongoing assessment questions (Shute, & Ventura, 2013), develop kids’ intellectual and emotional intelligences (Farber & Schrier, 2017), and break down the boundaries between disciplines and cultures (Darvasi, 2016). Digital technologies offer a huge potential in transforming education that has yet to be fully explored.

Building on the success of TECH 2017 and 2018, TECH 2019 aims at showcasing the role of digital technologies in enabling a shift from “transmissive pedagogies” to “transformative pedagogies” to create more peaceful and sustainable societies. TECH 2019 focuses at drawing a blueprint for harnessing pedagogical possibilities opened up by digital technologies to contribute to enabling a revolutionary shift in education from individual content acquisition to collaborative intelligence.

Conference Tracks

Explore: To highlight insights from the latest research from the neurosciences, data science, cognitive and behavioral sciences to understand the potential of digital technology to transform education.

Experience: To share on the ground real life experiences gained from the use of digital learning tools to augment SEL, ESD, GCED and related areas in and out of the classroom.

Empower: To develop capacities and readiness of participants to explore using digital learning tools to take action to shape peaceful and sustainable societies.

Conference Objectives

The conference is expected to generate the following outputs and follow up measures:

- A Conference proceeding on selected papers
- Experts Statement on use of Artificial Intelligence (AI) and the ownership of education-related information
- A Call for Action to mainstream SEL in education systems

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Theme 1: Transformative Pedagogies for SEL

The need for resilient and adaptive individuals to rapidly changing environments is the need of the hour. Recent research has demonstrated that students need to be “socially aware” and “emotionally-connected” in order to learn and for societies to flourish. That SEL skills can now be explicitly taught in the classroom has also been demonstrated. UNESCO MGIEP seeks to promote the idea that SEL is not only building both emotional and intellectual intelligence but is key to achieving peaceful and sustainable societies and this can be delivered to all learners through the use of innovative technologies.

Participants are invited to:

• Present the research evidence for SEL delivered in traditional and/or digital forums
• Showcase good practices in curricula for building social and emotional skills through gaming and digital learning tools and methodologies
• Provide hands-on training to educators and youth to develop and employ innovative gaming and digital learning technologies to directly or indirectly deliver SEL experiences that promote values of peace, global citizenship and sustainable development
Theme 2: Reimagining Learning Spaces for Planetary Citizenship

To achieve a more peaceful and sustainable society, we need to move away from a culture of competition towards a culture of peace and collaboration, recognizing spatial and temporal interdependence amongst us, and our embeddedness and dependence on the ecosystems. For education to be transformative, it must explore notions of intersectionality and create learning spaces conducive for people to take multiple perspectives, engage in dialogue and critical reflection, and transform society through self-transformation.

Experts and practitioners of education for sustainable development (ESD), global citizenship education (GCED), global learning, human rights education, peace education, education for gender equality and education in general are invited to explore approaches to build a culture of peace and sustainability at school and community levels. This may include efforts facilitated by technology, face-to-face interactions, scenario exercises, and community-based activities.

Participants are invited to:

• Organize a scenario building workshop to envision probable, possible and desirable futures
• Share good practices of integrating ESD, GCED, global learning, human rights education, peace education, education for gender equality etc. in whole school approaches or informal or non-formal learning spaces
• Showcase examples of innovative practices for using games or simulations to build awareness on concepts of peace and sustainability, or SEL

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Theme 3: Data, Learning & Education - Role of AI

Data Science, in general, & Machine Learning, in particular, has caught the imagination of the world and field of education too has seen widespread utilization leveraging ‘narrow’ (specialized) AI such as automated grading, adaptive learning, individualized content discovery at scale. AI could instantly help discover an astounding amount of information, curate supplementary learning resources to meet individual student interests and needs, provide teachers with a virtual teaching assistant, and allow students to connect with peer learners as well as a virtual peer or tutor wherever and whenever needed. The collective wisdom of teachers and students could be garnered to expand the realm of possibilities for education.

Participants are invited to:

• Critically reflect upon the profound impact AI could have on how education and training is organized, including the automation of not only low-skill or routine tasks but also high-skill and cognitive tasks; the redefinition of 21st century skills; and the rethinking of the meaning of human existence and well-being
• Share ideas on if and how we can or should embed the principles and values of peace and sustainable development in AI
• Showcase cross-border data exchange and data mining protocols facilitating sharing of global insights powered by distributed Data sources
Formats and types of contributions (for Peer-Review)

TECH 2019 will include a variety of session formats for proposals submitted for peer review via the online submission system. The discussions at TECH 2019 will be interactive in nature in order to provide participants with an opportunity to dialogue, exchange good practices and establish connections and contacts. At the time of submission, you will be asked to indicate which theme, objective, and session format best fits your proposal.

Themes
- Theme 1: Transformative Pedagogies for SEL
- Theme 2: Reimagining Learning Spaces for Planetary Citizenship
- Theme 3: Data, Learning & Education - Role of AI

Tracks
- Explore: To highlight insights from the latest research
- Experience: To share on-the-ground practices
- Empower: To develop capacities and readiness of participants to explore using new tools

Session Formats
- Panel Session
- Paper Presentation
- E-poster Presentation
- Workshop

During the online proposal submission process, you will also be required to indicate at least 1 and up to 5 keywords to describe the main topic(s) of your proposal.

In the event that your proposal cannot be accommodated as formal paper presentation or panel session due to space limitations, based on a common rubric and criteria used by peer reviewers, your contribution may be allocated to an E-poster presentation for inclusion in the conference program. Please read the following information before you decide what format and what type of contribution you will propose.

Panel Session (Group Submission)

This is an opportunity for a group to propose a panel discussion during the breakout sessions. A Proposal for panel discussion is submitted by a group of presenters (minimum four and maximum five) who will designate one Chair amongst themselves. The duration of the panel discussion will be 90 minutes and each of the chair presenters must highlight diverse and unique perspectives on the theme/title being proposed. The submissions for the panel session should include (1) the title of the panel; (2) short professional bio note of the primary presenter (up to 100 words); (3) an abstract of up to 250 words describing the overall objectives and theme of the panel discussion and (4) description of up to 500 words for each of the differing perspectives. The submission can on an academic or non-academic topic. The panel presentation/discussion will be followed by Q & A can be with the audience and a summary by the Chair.
Paper Presentation

Proposals for academic paper presentations are submitted by individuals, and are reviewed and grouped by sub-themes. In this 90-minute session, a maximum of three presenters will be grouped together, who will discuss their research for 20 minutes each. A 30-minute interactive period of discussion will follow, post the presentations. The conference organizing committee will assign a Chair (moderator) and a discussant to offer critique and elicit discussion. The academic paper should be related to one of three themes of TECH 2019. Submissions for academic paper presentation should include (1) the title of the paper; (2) an abstract of up to 300 words; (3) summary of the paper in up to 1000 words; (4) a short professional bio of the presenter(s). The authors are expected to complete their papers prior to the conference in order to circulate the papers to their co-panelists, Chair, and discussant at least a week in advance.

Note: The time allotted for each presentation will be 20 minutes regardless of number of co-authors of the paper. Only registered author/s will be invited to present the paper.

Workshop

Workshops of 90 or 180 minutes are designed to offer an engaging, interactive and personalized hands-on session to engage a small targeted groups of attendees, who will sign up to attend the workshop. The session should provide an interactive learning space through which attendees can enhance their knowledge and skills of distinctive topics and their application to practice, training in curricular and pedagogical approaches and research methods. The session must enable participants to bring their contributions to the table. All workshop proposals must include (1) the title of the proposed workshop; (2) workshop duration (either 90 or 180 minutes); (3) a short professional bio for each facilitator; and (4) a 400-word summary that explains the purpose of the workshop, identifies learning objectives, and includes a delivery plan to reach expected outcomes.

Note: Please consider that one breakout session will be held for 90 minutes. Sessions of 180 minute session will be split in two breakout sessions.

E-Poster Presentation

An E-Poster presentation for 90 minutes is an informal digital presentation to highlight the main theme of a research study or educational project. E-posters will be set up in the prominent space, and dedicated 90-minute poster sessions will involve interaction between poster presenter/s and interested conference participants. In the case of multi-authored studies, more than one person may present within these 90 minutes. All E-poster presentation proposals must include (1) the title of the E-poster; (2) summary of up to 400 words; and (3) short professional bio for the presenter(s).

Note: Instructions on the poster format and related logistics will be provided to presenters once their proposals are accepted.
Submission Guidelines:

1. The title of the proposal should convey the exact topic and its content.
2. Please prepare a brief yet detailed description of your session covering the subject, objective and proposed outcome, before proceeding to the online form.
3. The method you use to deliver your presentation must align with one of the session formats and themes.
4. Please also submit a brief bio of the primary presenter.

UNESCO is committed to achieving diversity in terms of gender, nationality and culture. Individuals from minority groups, indigenous groups and persons with disabilities are equally encouraged to apply. All applications will be treated with the strictest confidence.

All proposals must be submitted by 31 August 2019 (11:59 p.m. Indian Standard Time):
Accepted proposals to be informed by 30 September 2019.

Frequently Asked Questions

How do I submit my presentation proposal?
All proposals must be submitted by filling out the online form.

Can I submit more than one proposal?
You are welcome to submit multiple proposals for different topics, but we typically accept only one per person. You must submit only one proposal per theme. Submitting multiple copies of a proposal under different formats does not increase chances of a proposal being accepted.

When do I need to complete my submission?
We must receive your submission by midnight (11:59 p.m. Indian Standard Time) 31 August, 2019

When will I find out if my proposal has been accepted?
An email notification will be sent for all proposals, which have been accepted by the evaluation team.

How will my proposal be evaluated?
Independent committees of content experts review all presenter proposals. Evaluations are based primarily on:
1. The proposed presentation’s relevance to conference themes;
2. The uniqueness and innovativeness of the idea and methodology upon which the proposal is based;
3. The proposal’s value to participants; and
4. Presenter knowledge and expertise.