Around the world, digital technologies are demonstrating their ability to empower educators in developing the next generation of lifelong learners, innovators, and global citizens. With an effective technology foundation and the right support, teachers gain powerful tools to deepen, accelerate, and enhance student learning. Students can research, create, communicate, and collaborate in ways that better prepare them for the world, the workforce, or higher education. And school systems can base critical planning decisions on a deep, evidence-based understanding of how to improve learning and teaching.
Educational technology initiatives also bring risks, however. Achieving the promise of technology requires more than simply deploying devices. If initiatives focus too much on technology and not enough on compelling usages that improve learning and teaching, the results will be disappointing. Transformative initiatives result from holistic efforts that bring about changes in professional learning, curricular planning, assessment and evaluation, policy frameworks, and more. Poorly planned initiatives can waste time and money, widen inequity, expose private data, reduce confidence in the education system, and delay the potential benefits.

Even well-designed initiatives can fall apart if they lack proper leadership and planning, or if funding evaporates. Especially in this time of limited resources and competing budget priorities, it is therefore vitally important to ensure that investments in technology are successful and sustainable—and that they deliver the value they promise.

**Transforming Education for the Next Generation**

**A Practical Guide to Learning and Teaching with Technology**

This guidebook is designed to help communities, states, provinces, and nations with their education transformation initiatives. It describes a proven, holistic model that starts from a vision of student success and addresses the broad range of elements needed to produce transformative change. Also featured are tips, tactics, and case studies drawn from Intel’s work with teachers, education systems, and governments in over 100 countries.

Throughout the guidebook, educational leaders and visionaries from around the world provide valuable insights, perspectives, and practical strategies. Among these leaders is Brian Lewis, CEO of the International Society for Technology in Education (ISTE), who writes in his introduction to the final chapter:

Education must continue to innovate. The rapid pace of global change means we can’t avoid it. As educators and education leaders, we have to empower students to succeed in and create a world we can’t anticipate.
Chapter Summaries

The guidebook includes the following chapters. Each chapter also includes case studies and links to helpful external resources:

Chapter 1. 21st Century Education for Student Success and Economic Development
Introduction by Andreas Schleicher, Deputy Director for Education and Skills, OECD
Learning-focused educational technology initiatives start from a clear vision of the intended goals and an understanding of how powerful mobile devices and other information and communication technology (ICT) can help schools achieve them.

Chapter 2. Building Success with a Holistic Model
Introduction by Michael Golden, CEO, Educurious
While ICT can be useful in targeted, small-scale scenarios, the greatest educational impact occurs when schools embed ICT within a comprehensive initiative that focuses on student success. This requires strong collaboration among many stakeholders, and a long-term effort aimed at finding new, holistic ways to think about problems and opportunities.

Chapter 3. Leadership: Guiding Systemic Change
Introduction by Leslie Wilson, CEO, One-to-One Institute
Leadership is crucial to ensure that technology-enabled learning becomes a permanent part of the educational experience—that it outlasts the leader who introduced it. By creating a strong leadership team, building community support, managing the changes expertly, and planning for long-term sustainability, skilled leaders can empower school systems to not only deploy mobile devices, but also use them in meaningful ways to improve student achievement and equity.

Chapter 4. Policy: Setting the Framework for Success
Introduction by Thiam Seng Koh, Principal, St. Joseph's Institution, Singapore
An effective policy framework incorporates the changes needed to align curriculum and assessment, professional development, teaching practice, ICT, and other elements of the Intel Education Transformation Model, so that they work together to achieve the objectives of the transformation initiative.

Chapter 5. Professional Development: Empowering Educators to Transform Learning and Teaching
Introduction by Anjlee Prakash, CEO, Learning Links Foundation
Professional development is pivotal to helping educators take advantage of the opportunities of education transformation and improve student learning. Ongoing professional development must empower teachers to apply the capabilities of a data-rich and technology-infused learning environment, apply new learning strategies, and deliver a personalized education for each student.

Chapter 6: Curriculum and Assessment: Strategies and Resources to Activate Learning
Introduction by Cristián Rizzi, Educational Technology Consultant
Modern curricular frameworks, when aligned with effective assessments, are essential elements of education transformation. Teachers can incorporate digital resources into diverse learning models and teaching strategies to engage students. New assessment methods can then be used to adjust learning and teaching methods in real time, making assessment a cornerstone of the framework to improve student outcomes.
Chapter 7. Information and Communications Technology: Platforms for Learning and Teaching
Introduction by Robert J. Gravina, CIO and CTO, Poway Unified School District, U.S.A.
Information and communication technology (ICT) provides essential tools for educators to modernize learning, teaching, and assessment and increase student achievement. Effective eLearning environments combine mobile devices with high-quality education software, broadband Internet access, robust infrastructure, and secure cloud services to bring resources into the classroom and enable personalized learning experiences.

Chapter 8. Sustainable Resourcing: Consistent Funding for Long-Term Success
Introduction by Valerie Thompson, CEO, e-Learning Foundation
Sustainable improvements in student outcomes require much more than a one-time infusion of technology to make ICT a permanent part of learning. Leaders must commit the resources necessary to integrate the costs of ICT-enabled learning into long-term operating budgets, and develop a comprehensive budget.

Chapter 9. Research and Evaluation: Creating a Cycle of Improvement
Introduction by Saul Rockman, President, Rockman et al.
A commitment to rigorous, reliable, and valid research and evaluation of education programs is necessary to identify successes, build capacity and skills, and secure continued funding. From early planning through identification of metrics and analysis of findings, research and evaluation provide a basis to address any weaknesses, achieve your program goals, and ultimately extend program success.

Chapter 10. Conclusion: Innovating Together
Introduction by Brian Lewis, CEO, ISTE
Creating lasting educational transformation requires a full, long-term commitment. Intel's work with more than 10 million students and teachers in over 100 countries has resulted in numerous best practices that can inform the entire process, and help school leaders create technology-enabled learning initiatives that improve learning outcomes, increase equity, and deliver a strong educational return on ICT investments.

Learn More
The full guidebook is available for download at www.intel.com/EduNextGen