



**ISTANBUL
EDUCATION
SUMMIT**
TURKISH MAARIF
FOUNDATION

New Trends and Transformation in Education

25-26 Nov'21

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Developments in technology mean digital transformation will affect every aspect of our lives, and the field of education is no different. In this climate of digitalization, education professionals seem to focus their work on designing the future rather than preparing for the future. There are many important changes waiting to usher in a new era for education: as can be seen from discussions on education all over the world by international institutions and organizations. In light of these developments, inaugural Istanbul Education Summit will be convened on 25-26 November by the initiation of Turkish Maarif Foundation. The theme for the very first conference will be “New Trends and Transformation in Education” with a plan to select a different theme with each consecutive year. The Istanbul Education Summit intends to be the meeting point of education professionals and internationally renowned institutions, both with a deep commitment to the field.

The Istanbul Education Summit is an international platform, where future perspectives, theoretical approaches and practices regarding education will be discussed. The summit will operate within a global framework, covering developments from around the world, and allowing experiences from different countries to be shared.

There will be opportunities to discuss and learn at varying levels during the Summit. A High-level Meeting will host education ministers from different countries under the title of ‘New Trends in Education’; thus, embodying the theme of the 2-day summit. Another six panels will host experts to discuss different facets of the overall theme of educational trends and transformation. They are: The Impact of Digitalization and Digital Transformation; The Internationalization of Curriculum; The Future of Education; Redesigning Education; Education and Social Justice; Education and Development

In addition, educational best practice videos compiled from various countries will be shared as e-exhibitions. The Turkish Maarif Foundation is proud to announce that the President of the Republic of Turkey, Mr. Recep Tayyip Erdoğan will attend the opening speeches sessions as the Guest of Honor. Furthermore, the Minister of National Education of the Republic of Turkey, Prof. Dr. Mahmut Özer and the President of the Turkish Maarif Foundation Prof. Dr. Birol Akgün will also be in attendance to give an opening speech.

HIGH-LEVEL MEETING



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NEW TRENDS IN EDUCATION

The High-level Meeting will be presented by experts on the international education and government policy level to discuss the new trends in education across the world.

The main purpose of education is to support an individual's acquisition of knowledge, skills, and values. Through this support, one can improve themselves in terms of thought, behavior, and competence. Good education systems and the well-educated individuals who come out of these systems are directly linked to the development and betterment of society. In an attempt to further advance the goals and purpose of education in a rapidly diversifying global context many studies have taken place. Factors such as how exactly learning takes place, the factors which affect the learning processes, and the effect of learning environments are all important to creating education systems of the future.

In this age, the nature of knowledge and the requisite skills for the future, have also changed. As a result, new definitions in education have been made according to today's needs. In this context, the 21st-century skills are categorized into the following three groups:

- Learning and Innovation
- Digital Literacy
- Life and Career Skills

In this session panelists will discuss the effects of innovations in the field of education, past and present, with a focus on both individual and societal experiences with digitalization.

Discussion Themes

- What are the important developments in education in the 21st century?
- How can we evaluate the communal, cultural and economic effects of education developments in society?
- What was the definition of education in the past and what awaits us in the future considering new trends in the field?
- How can we interpret the impact of the current pandemic on innovations in education? What could be the long-term consequences of this worldwide situation?
- How will technology shape the education of the future? What opportunities can digital education platforms, digital games, AI, AR and VR-like technologies offer in education?

1

PANEL



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THE IMPACT OF DIGITALIZATION AND DIGITAL TRANSFORMATION

The first panel in the proposed six discussions will be on digital transformation and how educators can internalize digital innovations. It should be no surprise that, like so many parts of daily life, education is also 'going online'. Modern-day educators should be aware of the digital innovations in their field and seek to internalize the best aspects of digitalization to curate an ideal hybrid education model.

With this digitalization in education, both teachers and students need to quickly develop their technological and digital literacy. Not only do teachers and students have access to an unlimited amount of content created by different individuals, but they are also free to produce content and share it with others, thus demonstrating the disruptive nature of digital technology. Online training and certificate programs have also removed many physical barriers to education, making it possible to take lessons on any subject regardless of international borders. As much as students have the choice to access international educators from their home countries, they may also join the increasing number of international student exchange programs; such as Erasmus and Mawllana. This in turn has led to an increase in multicultural and multilingual education, with many groups recognizing the interpersonal benefits of sending students to different countries.

In this session, experts will discuss digital innovations with a focus on technology, the various opportunities created by better accessibility and the effects of digital transformation.

Discussion Themes

- What kind of advantages has the digitalization and internationalization of education brought to national education systems and education market?
- In what ways can the hybrid education model be an opportunity for students? And how can they take advantage of said opportunities?
- What is needed in an educator's professional development to meet the demands of an increasingly digital economy and provide relevant skills to students?
- What opportunities do AI, AR and VR technologies offer in education?
- What is the role of digital games in education?
- What characteristics define a successful individual in the era of digitalization?
- How are digital education platforms transforming the traditional understanding of education.

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PANEL



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INTERNALIZATION OF CURRICULUM

Children in the same age group may have a lot in common in terms of interests, hobbies, likes or dislikes. But differences can come into play when it comes to regional and individual needs. Although students may share many commonalities, variables such as past learning, ethnicity, language, family and culture can lead to significant differences in retention and internalization of lessons. It is our “humanity” that gives us common and shared traits, but that same humanity that also draws attention to our differences and individualities. In a program that is mundane and lacks differentiated instruction, student similarities come to the fore. However, programs with differentiated instruction build on the initial similarities, not only encompassing but encouraging what makes students unique and individual.

With internationalized programs, it is possible to provide a learning environment that responds to the needs of different countries and also considers student differences. International institutions such as IB, Cambridge, Aefe, Zfa, COBIS, CIS, Maarif Foundation, provide education in different countries, incorporating the different language, cultural and ethnic backgrounds of the specific country. In the case of such rich and different cultural climates, it is important to strengthen local and national cultures. Thus, taking into account the socio-cultural structure of the region and the individual differences of the students cannot be undervalued. Achieving academic success and gaining 21st-century skills in these international programs are not the only objectives. It is just as important that these programs ensure that students grow up to be good people who will contribute to the cultural, social and economic development of their home country.

This session is aimed at examining multiculturalism, multilingualism, and differentiation methods. Panelists seek to highlight and understand the different needs of students in the context of an international and globalized curriculum.

Discussion Themes

- What are the features that international education institutions highlight in their learner profiles and how are they reflected in their education and training processes?
- What are the opportunities offered by multicultural and multilingual education programs?
- How should teachers maintain a balance between adopting international curricula and preserving individual and national differences?
- What should be considered during the creation of an international program?
- How can 21st-century skills be effectively associated with curricula?
- Does the OECD's work on education help stakeholders develop their knowledge and skills?
- When the international education programs are compared, to what extent is it possible to raise the student as a good person who is also academically successful?

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PANEL



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THE FUTURE OF EDUCATION

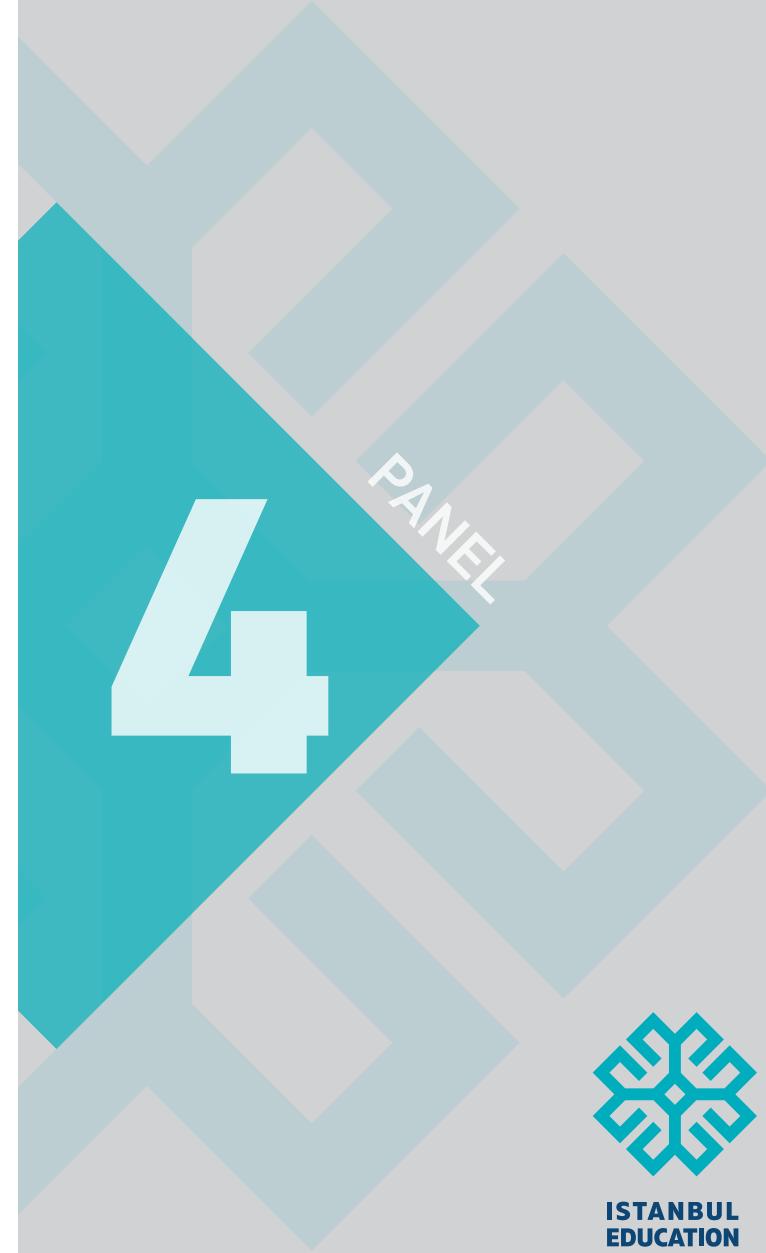
Despite how rapidly digital transformation has filtered into the education sector it is evident that not everyone is adapting at the same speed. Developing technological opportunities and scientific developments have necessitated an innovative approach in education. Alongside this digital transformation, the Covid-19 pandemic has forced us to view global education from a different perspective. In switching from a physical classroom to an online platform, educators have addressed the current needs of students but have also highlighted something important to consider as education moves into the future. Students can access multiple learning platforms and choose both group size as well as time period as per their liking. The disappearance of time and space constraints requires a revision of the framework of general education programs which still operate under a time and space-conscious environment. This emerging framework puts the student in the center and gives them an active role in the educational process. At this point, it is seen that the importance of student-led learning and guidance activities will increase even more. In holistic learning processes, emphasis is placed on the psychological and physiological development of students and not just their academic development. It is obvious that this process will become widespread in all educational activities. On the other hand, it does not seem possible for the measurement and evaluation processes to continue with the traditional system of exams and rote learning. In some contexts, teachers already prefer to evaluate students by the products they create instead of via exams. Student tests and evaluations need to now consider the acquisition of digital literacy skills, as well as the creation of new products and ideas as evidence of comprehension and understanding.

In a period when access to information is so fast, students are expected to gain the ability to understand and analyze information quickly and correctly. It is important to transform skill-oriented acquisitions into projects and products, as well as supporting education with real-life experiences. In short, the skills cultivated along the way are becoming more valuable than the diplomas earned at the end of the journey.

In this session, new approaches to future education will be evaluated and the future of education, exams and the certification process will be discussed. There will be a focus on acquiring digital literacy skills, applying knowledge, creating products and projects, gaining real-life experiences and how to possibly test a student's level in these fields.

Discussion Themes

- How will technology shape the education of the future? How will students respond to this educational transformation?
- What is the role of artificial intelligence in providing education according to the student's aptitude with Adaptive Learning environments today?
- What was education like in the past and what will it be in the future? What do we really need to be ready for the future?
- How should teachers establish the relationship between academic areas and skill areas in order to create efficient skill-centered education?
- How should students be guided and how can they learn how to learn?
- What form will the traditional education system take in the future within the context of deschooling societies and extracurricular education?
- How can teachers help students gain self-regulation and time management skills?



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REMODELLING EDUCATION

In a contemporary world, where access to information is fast and easy, there is a need for a different kind of individual. The need for those who are sensitive to themselves and their environment as well as scientific in their approach has never been greater. There is also a great need to actually synthesize learned theories within daily life to produce meaningful solutions. In order to meet these needs, the search for the transformation and remodeling of educational paradigms continues. In this era, which values technology and science, an adaptive education process is required to produce individuals with the correct set of skills. For students to have new skills and competencies for work and life, comprehensive multidisciplinary studies are carried out jointly by teachers, education professionals, business and economic leaders. In this context, the education programs of many countries are being developed or transformed towards a skill-oriented focus. Considering these issues, creating an environment for learning by experimenting and continuous self-development is vital. It is appropriate to look to innovative techniques like flipped classrooms as a means of supporting educational processes.

In this session, both techniques for learning, like gamification in education, as well as the complete remodeling of education, such as holistic learning, hybrid learning and interdisciplinary learning will be discussed.

Discussion Themes

- What is the place and importance of interdisciplinary education in the context of today's world?
- How can digital immigrant teachers interact better with their digital native students in the context of interdisciplinary education?
- What should be the learning method in the digital world in the context of lifelong learning skills?
- How should we evaluate hybrid education during the pandemic process? What are various countries' approaches to this model and what are the trends around the world?
- What is the Flipped Learning model as a pedagogical approach? And how should it be applied?
- What is the effect of gamification models in education on student success and practice?



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PANEL



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EDUCATION AND SOCIAL JUSTICE

As mentioned earlier, education is a means of not just developing individual students but also a key factor in bettering and developing economic growth for the society. The role of education as a transformative power is undeniable. However, the concept that comes to the forefront, almost as a prerequisite to effective sustainable development, is justice in education. Here, what is expected from education systems is to minimize the effects of background characteristics such as the student's mother tongue, gender, immigration status, education and socioeconomic level of the family. A dynamic approach changes these characteristics from barriers into pathways to their own unique talents and realizing their ideals. The pursuit of justice in education, on the other hand, is a long-term dilemma that developing countries struggle with.

Today, as a result of the long-term breaks in education due to the impact of the COVID 19 global epidemic, new challenges in providing social justice have emerged. Children of families with medium and high socioeconomic status have access to more educational opportunities than children of families with low socioeconomic status in this regard. While access to technology can help bridge the gap between student groups, lack of said access can similarly widen the academic achievement gap between students. Researchers have found that this divide, unfortunately, carries the risk of being permanent among students. For this reason, policymakers in the field of education need to monitor these emerging gaps between different student groups and ensure that their effects are not permanent. In this session, the possibility of developing more inclusive and collective education policies will be discussed in detail, especially with regards to minimizing the aforementioned long-term effects of missed learning time.

Discussion Themes

- On the topic of distance education studies, what can be done to solve the problems of students' access to education, taking into account socio-economic differences?
- What kind of measures should countries take for equal opportunities in education within the framework of UN Sustainable Development Goals?
- What can be done to increase girls' access to education on a global scale?
- What future studies are being developed by OECD and IEA for fairer measurement and evaluation practices?
- How should policymakers address inclusive education in the post-pandemic era?
- What is the importance of international education in achieving sustainable development goals?
- Do large-scale applications have a validity problem in terms of cultural reality and language adaptation?

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EDUCATION AND DEVELOPMENT

Education plays an undeniable role in the development of individuals and therefore their societies. Therefore, quality education can be a long-term answer to the all too real need for worldwide sustainable development. Education helps to create dynamic individuals who in turn will contribute to sustainable development. Consequently, this lays the foundation for the economic, social and cultural development of societies. Working under the UN Sustainable Development Goals, countries must ensure equal opportunity in education for all, thus developing the building blocks of a strong society; educated individuals and resilient social structures. Equal access to basic education opportunities can help develop the human resources that the world needs.

When drafting appropriate policies, it is important to consider both a high-level educational framework but also a social context that provides opportunities for qualified graduates. In this context, international education institutions have responsibilities to consider the needs of societies at different levels of vulnerability. This would be a multilevel approach that looks at disseminating quality education, delivering it equally to everyone, as well as redesigning education according to changing needs.

In this session, the wide and diverse topic of education and development will be discussed. There will be a particular focus on the context of the eco-politics of education, designing the future of education to mold better global citizens, re-determining basic education needs according to the changing employment needs in the world and ensuring equality of opportunity in quality education as well as the potentials of international education institutions.

Discussion Themes

- How is education relevant to the market and investments? What are the financial dimensions of education and national education budgets?
- How can we develop an education standard that includes human resources training for developing countries?
- How does training and strengthening human resources affect the macroeconomic vulnerability levels of countries?
- How will changing global and regional employment areas impact the reorganization of education?
- How can education be planned to enable the transition between social classes?
- What is the role of humanitarian aid in the field of education in long-term development?
- How has private investment in education changed since the SDG declaration?





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