UNESCO-Fazheng project on Best practices in mobile learning

Bottom-up cases

1. _Shuren Jingrui Primary School in Shapingba District, Chongqing, China_

Since the establishment of the school, the focus has been on four elements: e-learning environment, curriculums, teaching and evaluation. They explored a smart learning mode with digital behaviour, visual thinking, self-growth and learning through the ''4 A'' concept, namely Anywhere, Anytime, Anybody, Anyway. The school's aim is to cultivate modern people with soul, elegance, goodness and wisdom.

The practice of the school is based on the strategy called "Double lines''. The school identified a smart management mode based on Internet of Things, developed an e-learning curriculum featuring "Open and diversified teaching with focus on wisdom", built the e-learning and teaching environment based on cloudcyber and implemented a fair, inclusive and high-quality development.

The school received nearly 50,000 counterparts from China and abroad in recent years, who visited the school and learned about its teaching quality monitoring practices.

2. _Denbigh High School, Luton, United Kingdom_

The school has developed a five year Technology for Learning Strategy that supports all areas of the School Improvement Plan (SIP). The effective use of mobile technology to engage, inspire and raise attainment for all pupils underpins all aspects of the curriculum and it is used to monitor, evaluate and improve the performance of both students and staff. The school vision statement is "high achievement for all is our shared responsibility." This was the overarching aim for the project. The strategy itself was embedded within the School Improvement Plan under Priority 2 "Quality of teaching, learning and assessment.'' Visionary practice includes, among others:

•The appointment of a Director of Technology for Learning to oversee the use and strategic development of mobile technology across the school, including pedagogical support for all staff

•The delivery of the "flipped classroom" model to ensure the learning starts before the lesson even begins.

•The development of a device agnostic, multi-platform learning environment that ensures access for all, prepares pupils for work and encourages creativity, experimentation and innovation.

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3. *CEIP Ponte dos Brozos, Spain*

The Ponte dos Brozos Project is an educational project, not a technological one. It considers that technology is not the only way to apply new teaching and learning processes, but it is a very effective means for that purpose. The change of educational processes pursues modernization, innovation and improvement of educational quality with the support of technology, favoring the transition from school to a knowledge society.

Among its main objectives are:

- Expand and maintain the technology introduced in the classroom during the last 16 years: computers in the classroom, interactive digital whiteboards, iPads and smartphones.

- Encourage teacher training around the application and experimentation with technology in the classroom. There is a high participation of teachers of all subject areas in the training, which is organized centrally and covers an initial level for new teachers and an advanced level in which working groups are created to investigate how to use new methodologies and resources.

- Unify the technological and social realities to look for new ways that compensate inequalities and ensure a quality education, inclusive, equitable and that promotes functional and permanent learning for all.

4. *Beijing Royal School, China*

Beijing Royal School (BRS) is an international secondary school in China, with the vast majority (98%) of its graduates studying overseas, primarily in the U.S., U.K., Canada, and Australia. In alignment with Education 2030 (SDG4), the vision of BRS is to leverage mobile learning to support Global Citizenship Education (GCED) on cognitive, social-emotional and behavioral levels. Building on UNESCO's framework for GCED, BRS has effectively integrated mobile learning into curriculums, extra-curricular activities, as well as school administration.

The ubiquitous and universally accessible mobile learning environment has contributed significantly to Global Citizenship Education in BRS, especially to multilingual and multicultural education, digital literacy education and critical inquiry education.

Moreover, mobile learning also facilitates students' distance learning on a global scale as well as their participation in an array of global activities and events.

5. *Colégio Monte Flor, Portugal*

The school focuses on promoting a learning process where students are challenged to learn anytime, anywhere, to explore their talents, to create final products of their work and to implement

projects that can give them the opportunity to develop the 21st century skills. The use of mobile learning, supported by a good infrastructure in terms of network, cloud services and well-prepared teachers are the keys to success. Colégio Monte Flor is preparing students for life and at the same time, promoting a better learning environment by allowing each student to use digital devices, such as, Tablets, Laptops, Interactive White Boards, Office 365 for Schools and other digital platforms that enhance learning and connect pupils with each other and with the world.

6. *Harmony School, Russia*

The Harmony School includes preschool, primary and secondary general education with 2100 students, 150 teachers and 1700 parents. The school-wide learning model "Alma-mater" aims to unite all the teachers and students and solve the problem of transferring information to kids in a modern world. The model allows broadening the limits of the classroom and gain access to a great variety of resources to learn and develop.

Through the mobile learning model the students are connected with teachers, they are informed faster about changes in the timetable, homework or school life. The school has specialized sports teams (hockey, basketball) who travel frequently and the mobile learning practice is their only way to keep up with classes in their absence.

The model received wide recognition across Russia and the school is convinced that the practice helps to develop 21st century skills like imagination, communication, teamwork and decision-making.

7. *The Amal Educational Network of High Schools and Colleges for Technologies, Science and Arts, Israel*

The Amal educational network is a leading school network in Israel, with 128 educational institutions across the country, including high schools, junior high schools and colleges, with a total enrolment of over 40,000 students. Amal provides an educational-academic framework with an emphasis on technology, the sciences and the arts for all strata of the population from high-achieving young people of Israel's elite to young people who are at risk.

The expanses of future reality constitute a learning environment that offers a variety of learning streams, which are available to the learner any place and any time, and to which he can connect independently of the formal education system. The practices of the Amal Network are based on a variety of global learning services, open and inexpensive, which make courses, teachers and learning materials available through a variety of independent learning technologies.