Play Every Day

SEPT. 14-16

10TH ANNUAL SYMPOSIUM

mEducation Alliance

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EdTech Hub   The LEGO Foundation

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SHOWCASE & KEYNOTE PRESENTERS

MAIN STAGE PRESENTERS FEATURING THE BEST OF PLAY AND GAMES FOR EDUCATION

ROUNDTABLE TALK SESSIONS

MODERATOR AND 4 PRESENTERS FOLLOWED BY A COLLABORATIVE DISCUSSION

Play Every Day Agenda

Monday, September 14, 2020

Time (EDT)	Event Details

9:00 - 9:25 am

Welcoming Remarks: Anthony Bloome, Executive Director, **mEducation Alliance**, Dr. Bo Stjerne Thomsen, Vice-President and Chair of Learning through Play, **The LEGO Foundation,** and Sally Gear, Head of Profession for Education**, Foreign Commonwealth and Development Office**

9:30 - 10:45 am

Session A: Measuring Skills Acquired Through Technology and Play
Moderator: Mark West, Education Specialist, **UNESCO**
- *Family Engagement in the Digital Age*, Sashwati Banerjee, Entrepreneur in Residence with the Central Square Foundation, **Top Parent App**
- *CurrantMobile,* Carmen Strigel, Director, Technology for Education and Training, and Sarah Pouezevara, Sr. e-Learning Specialist, **RTI International**
- *Personalised Adaptive Solutions to Accelerate Learning*, Ritesh Agarwal,Sr. Manager, Growth and Partnerships, Large Scale Education Programmes, **Educational Initiatives**
- *Leveraging mobile games and libraries to continue learning: Field experiments in rural and urban settings,* Victor Orozco, Senior Economist, **The World Bank**

Session B: Adapting Games for Offline Learning (Part 1)
Moderator: Christer Gunderson, Chief Technology Officer, **Global Digital Library**
- *Learning to Learn in 160 Characters*, Annapoorni P.C., Senior Manager, and Nishant Baghel, Director of Technology Innovations, **Pratham Education Foundation**
- *Social Learning with 3D Science Models,* Nkosana Masuku, Founder and CEO, **Phenomenon Technologies**
- *Learning with Kitkit School,* Sooinn Lee, CEO, **Enuma, Inc.**
- *Creation of a free and ephemeral Educational Television against COVID-19,* Boukary Bako Mamane Maitouraré, National Coordinator, **ONG Kawtal**

Session C: Play, Games, and Tech for Education during a Crisis (Part 1)
Moderator: Jackie Strecker, Connected Education Lead, **UNHCR**
- *Playful Parenting Daily Workout through EdTech,* Megan McGrath, Technical Advisor, Education, **World Vision**, Stephen Meyer, Director of Strategic Partnerships, **Viamo**, Wendy Smith, Director of Education Programs, **World Reader**
- *KarMuqabla*, Aamer Ahmed Khan, CEO, **Houndbyte Technologies**

- *'Can't Wait to Learn' at Home - Responding to the Emerging Education Needs of Conflict Affected Children Through Home-based e-learning Games*, Judith Flick, Programme Director, Can't Wait to Learn, **War Child Holland**
- *The Socially Responsible Behavior Through Embodied Thinking (SORBET) Project: A Case Study from Singapore Schools,* Kenneth Y. T. Lim, Research Scientist, **National Institute of Education, Singapore**

11:00 am - 12:15 pm | **Session A: Tinkering around the World (Hosted by the LEGO Foundation)**
- Chris Rogers, Professor of Mechanical Engineering, **Tufts University**
- Dipeshwor Man Shrestha, Doctoral Student in Education, **Tufts University**
- Sara Willner-Giwerc, Doctoral Student in Mechanical Engineering, **Tufts University**
- Deanna Gelosi, Museum Educator, **Exploratorium**
- Sebastian Martin, Tinkering Specialist, **Exploratorium**
- Students from High-school/Middle-school Makerspace Club, Eastern Province, Rwanda
- Students between ages 9 to 14 from Pokhara and Kathmandu, Nepal
- Teachers at Karkhana, Kathmandu, Nepal
- Bárbara Yarza, Learning Experience Designer, **Exploratorium**
- Casey Ward Federico, Early Childhood Education Consultant, **Exploratorium**

Session B: Social Emotional Learning and Early Years Learning (Part 1)
Moderator: Helen Hadani, Fellow at the Center for Universal Education, **The Brookings Institution**
- *Gamification of Life Skills Approaches*, Melanie Worrall, Director of Learning Technology Consulting, and Shirantha Gamage, Technical Advisor – Youth & Livelihood Development, **Inclusiv Education**
- *Disruptive Mobile Learning Tool for English Literacy*, Surinder Sharma, CEO, **Smart Kidz Club Inc**.
- *SEL Kernels of Practice in Northeast Nigeria,* Jonah Bautista, Data Advisor, **International Rescue Committee**, and Natasha Raisch, Research Assistant, **EASEL Lab at Harvard University**
- *Distance learning through play for young learners - on a budget, in a crisis - that works,* Emma Caddy, Founder and CEO, Mildred Obuya TTK ECD Expert Advisor /Content Developer, **Tiny Totos**

Session C: Play-based Learning for Math and Science (Part 1)
Moderator: Juan-Pablo Giraldo, Education & Innovation Specialist, **UNICEF**
- *Building Blocks - It All Adds Up,* Ashok Kamath, Chair, **Akshara Foundation**
- *Re-inventing School Success: Mastery Learning through Games,* Dr. Joseph Adetunji Adegbesan, Founder and CEO, Lize Monametsi, Chief Operating Officer, **AIM (African Institute for Mentoring Pty)**, **Gidi Mobile & Papadi Games**
- *Mathika,* Eyal Dessoutzafrir, CEO and Co-Founder, **iMagine Machine Israel Ltd**

- *Teaching the Scientific Method in Math Class,* Dr. Gordon Hamilton, **Julia Robinson Mathematics Festival** team member**,** director of **MathPickle.com,** designer of the board **Game Santorini.**

1:30 - 2:00 pm   **Closing Keynote:** *Turning Math into a Game***,** Scott Kim, Cofounder, **Game Thinking Academy**
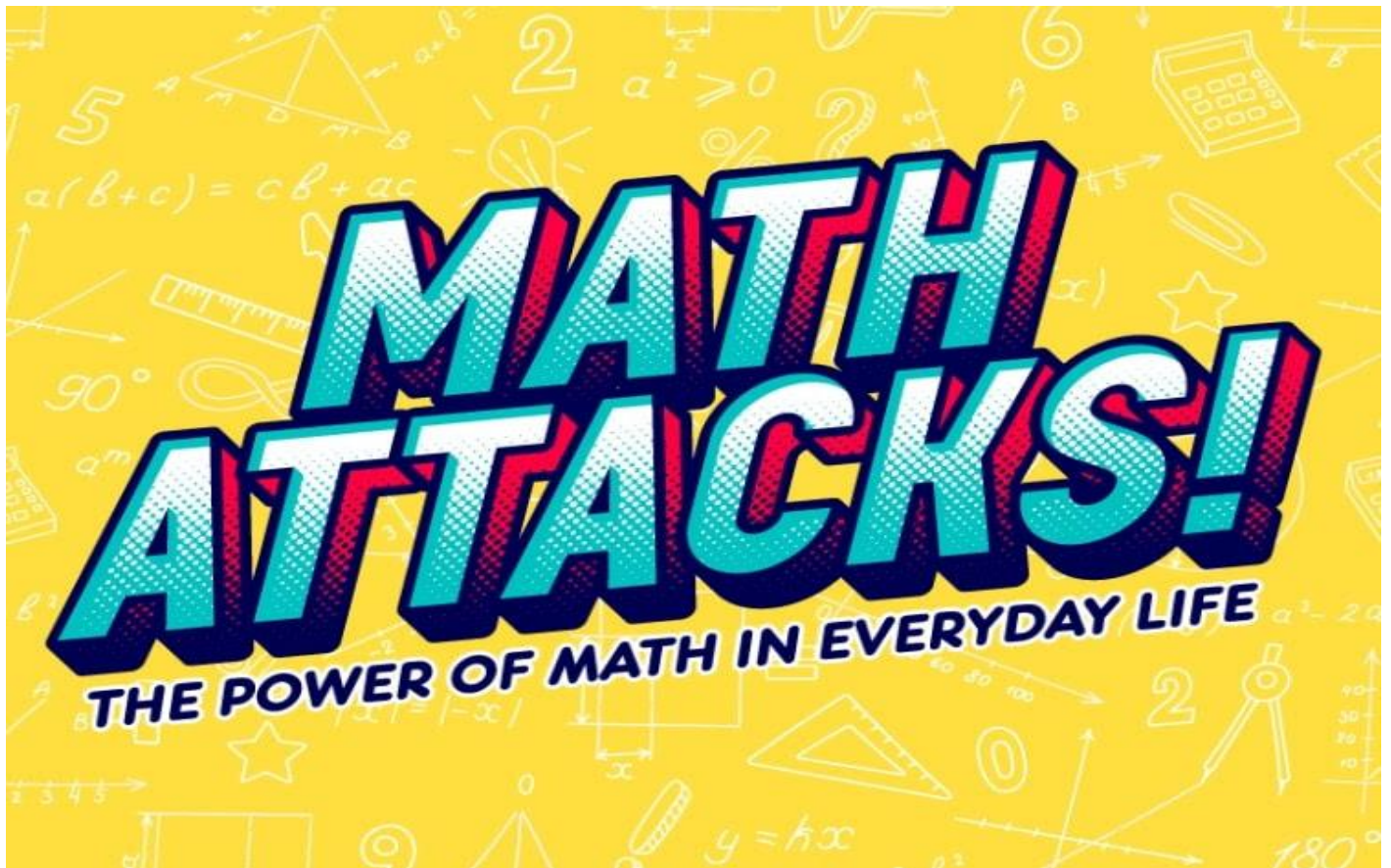
Math Attacks!

Today, children across the world are facing a **skills crisis**. Children can learn the skills they need through play.

mEducation Alliance

Tuesday, September 15, 2020

Time (EDT)	Event Details
9:00 - 9:25 am	**Welcoming Remarks**: Scott Isbrandt, Director, Strategic Initiatives, **mEducation Alliance**, Asyia Kazmi, Global Education Policy Lead, **Bill and Melinda Gates Foundation**, and Carmen Strigel, Director, Technology for Education and Training, **RTI**

| 9:30 - 10:45 am | **Session A: Supporting Schools with Creative Learning at Home (Hosted by the LEGO Foundation)**
● Carolina Rodeghiero, Education Organizer, **Brazilian Creative Learning Network,** Researcher, **Lifelong Kindergarten Group at MIT Media Lab**
● Leo Burd, Creative Learning Program Director, **MIT Media Lab**
● Rupal Jain, Learning Partnerships Manager, **Lifelong Kindergarten Group at MIT Media Lab**

Session B: Games and Play for Inclusive Education
Moderator: Leah Maxson, Senior Inclusive Education Advisor, Office of Education, **USAID**
● *GraphoGame: How An App Can Fight the COVID Slide in Literacy?*, Jesper Ryynänen, Co-founder, **Grapho Group**
● *E-Learning for Equity*, Edward Winter, Senior Technical Advisor for Social Inclusion, Alisa Phillips, Senior Education Advisor, and Brisida Jahaj, Education and Youth Technical Advisor, **World Vision**
● *Supporting International Deaf Communities,* Stephen Jacobs, Professor, **RIT MAGIC Center,** and Professor Chris Kurz, **National Technical Institute for the Deaf**
● *Code Jumper*, Leslie Farr Knox, Senior Director, Engagement & Experience, **American Printing House**

Session C: Play-based Learning for Math and Science (Part 2)
Moderator: Jamie Proctor, Ed Tech Research Advisor, **EdTech Hub**
● *Problem-based Adventure,* Vidya Raman, CEO, **RoundEd Learning Inc.**
● *Trigonik: World's First Trigonometry Based Educational Board Game*, Nikhil Gehlot, Founder, **Ideaforage Innovations Private Ltd**
● *Game-based learning and assessment with AI and Natural language processing (NLP)*, Christer Gunderson, Chief Technology Officer, **Global Digital Library**
● *A Digital Learning Revolution Approach Using Lessons from the Chess Game Engine,* Cavin Mugarura, CEO, **Node Media Systems (Uganda)** |

| 11:00 am - 12:15 pm | **Session A: Play, Games and Tech for Education during a Crisis (Part 2)**
Moderator: Dr. Ian Macpherson, Knowledge and Innovation Exchange (KIX) and Senior Education Specialist**, Global Partnership for Education** |

- *Home- and Center-based Tablet Learning Intervention,* Jennifer Welsh, Partner, Sylvia Sable, Project Lead, and Jacqueline Connor, Director of Impact, **Imagine Worldwide**
- *Uniting Parents, Children, and Community Members in Learning,* Jazib Zahir, Chief Operations Officer, **Tintash (Pvt) Ltd**
- *Curious Learning: Creating, Localizing and Distributing Mobile Apps That Let Kids Teach Themselves To Read,* Stephanie Gottwald, Co-Founder and Director of Content, **Curious Learning**
- *Education Uninterrupted – Internet and Resource free Learning,* Janhvi M. Kanoria, Director of Innovation Development, **Education Above All (EAA)**

Session B: Adapting Games for Offline Learning (Part 2)
Moderator: Claire Duly, Digital Design and Innovation Consultant, **British Council**
- *Reaching Underprivileged Children through Eskwelang Pamilya,* Beena Khemani, Directress, **Playworks@Home**
- *Edu-Toons & Edu-Games: Leveraging Animations and Games in Formal Education,* Bidemi Nelson, CEO, **Shield of Innocence Initiative**
- *Empowering Parents to Engage in Creative Learning,* Maria Zandt, Founder of Abracadabra Creative Kids, and Wobiandu Olivia Wokekoro, Partner, **Kidstube**
- *Ahlan Simsim Initiative: Preparing a Generation of Children Affected by Conflict and Crisis,* Shanna Kohn, Senior Education Manager, Humanitarian Programs, and Manar Shukri, Regional Early Childhood Development Technical Lead, **IRC/Sesame Workshop**

Session C: Social Emotional Learning and Early Years Learning (Part 2)
Moderator: Serhiy Kovalchuk, Program Officer, Knowledge and Innovation Exchange, **International Development Research Centre**
- *Sun Books,* Maria del Pilar Rojas Quimbay, Program Manager, **World Literacy Foundation/Sunbooks**
- *Alpha Tiles: What kind of Literacy App Could be Scaled Up to Serve Thousands of Minority Languages?,* Aaron Hemphill, Alpha Tiles Project Manager, **SIL Mexico**
- *Scaling Training for Mental Health Counsellors - Digital tools for role-playing new skills,* Dr. Simon Richmond, ICT Team Leader, **EDC**
- *Building Brains, Building Empathy: Supporting Whole-Child Wellbeing Through Edutainment,* Cliodhna Ryan, Head of Education, **Ubongo**

12:30 - 1:30 p.m.

Hands-On Educational Games
- *Building physical playground games for online school during COVID,* Chloe Varelidi, Founder, **humans who play**, and Kay Liang, Educator and Creator, **Tinytown**
- *The Joy of Mathematics: Activities From the Julia Robinson Mathematics Festival,* Mark Saul, Senior Scientist, and Daniel Kline, Director of Activities, **Julia Robinson Mathematics Festival**
- *Exploding Dots: A Global Phenomenon,* James Tanton, Founder, **Global**

Math Project
- *Math Dice: Transforming the real number properties into a clever, fun game engine*, Bill Ritchie**, Chief Creative Officer and Co-founder, ThinkFun**

1:45- 2:00 pm   **Closing Keynote:** Jaime Saavedra, Global Director, Education, **The World Bank Group**

2:00 - 3:00 pm   **mEducation Alliance eCafe: Capturing Powerful Student Learning Moments During Play**
Moderator: Edward Metz, **US Dept of Education**
- Kara Carpenter, **Teachly**
- Dan White, **Filament Games**
- Lana Israel, **Muzology**
- Clifton Roozeboom, **PocketLab**

3:30 - 4:00 pm   Math Concert, **Muzology**

EdTech Academy

Wednesday, September 16, 2020

Time (EDT)	Event Details

9:00 - 9:25 am   [Welcoming Remarks: Nicole Carney](), Director, Engagement, **mEducation Alliance;** [Molly Jamieson Eberhardt](), Director of Engagement, **EdTech Hub** and Program Director, **Results for Development**

9:30 - 10:45 am   **[Session A: Game Development in Low-Resource Settings]()**
Moderator: Mark West, Education Specialist, **UNESCO**
- *Education Relief Kit,* Mr. Nagakarthik Mp, Founder, **Sauramandala Foundation**
- *Promoting Educational Play at Home during COVID-19 in Cambodia,* Kerri Agee and Kosal Sean, Education Specialist, **Catholic Relief Services**
- *No Room for Escape Rooms? Different Formats for Educational Escape Games in the Classroom*, Scott Nicholson, Professor and Director, Game Design and Development, **Wilfrid Laurier University**
- *PlayMatters,* Katie Barnum, Regional Curriculum Specialist**, PlayMatters IRC,** Hadijah Nandyose**,** Senior Project Coordinator, **PlayMatters IRC Uganda,** Atsede Gidey, Strategic Partnership Manager, **PlayMatters IRC Ethiopia,** Joseph Opondo, National Education Program Coordinator, **Plan International Uganda**

[Session B: Workshop: High-Tech, Low-Tech, No-Tech - Playful Education Practices]() ([Hosted by the LEGO Foundation]())
- AnnMarie Thomas, Director, Playful Learning Lab, **University of St. Thomas**
- Brent Hutcheson, Director, **Care for Education**
- Oliver Bray, Initiatives Lead, Global Programs, **The LEGO Foundation**

[Session C: Gaming for Youth Engagement and Teacher Training]()
Moderator: Jomara Laboy-Rivera, Education Program Specialist, **Peace Corps**
- *The Dominican Republic Education and Mentoring (DREAM) Project,* Catherine Delaura, Executive Director, and Sophia D'Angelo, Educational Consultant, **The Dominican Republic Education and Mentoring (DREAM) Project**
- *Digital Education for Children in Vulnerable Environments,* Elizabeth Galdo Marin, Managing Director at Fundación Telefónica Perú, and Mila Gonçalves, Global Head of Product and Innovation, **ProFuturo**
- *EVOKE,* Robert Hawkins, Senior Education Specialist, and Barbara Freeman, Education Innovation and Impact Evaluation Consultant, **World Bank**
- *Game of Choice, Not Chance,* Susan Howard, Academic Entrepreneur, **George Mason University & Howard Delafield International**

11:00 am - 12:15 pm	**mEducation Alliance eCafe: Showcase Speakers**

Moderator: Anthony Bloome, Executive Director, **mEducation Alliance**

- Warren Buckleitner, Ph.D., Assistant Professor, IMM Department at TCNJ, Editor, **Children's Technology Review**
- Jon-Paul C. Dyson, PhD, Director, International Center for the History of Electronic Games Vice President for Exhibits, **Strong Museum of Play**
- Dr. Christopher Harris, Director of the School Library System, **Genesee Valley BOCES**
- Brian Mayer, Coordinator, **School Library System and Media Services, Erie2 BOCES**
- Mugaga Julius, Assistant Lecturer and Researcher, **Makerere University**

12:30 - 1:00 pm	**mEducation Alliance eCafe - Play Every Day Insight:** Oliver Bray, Initiative Leads, Global Programs, **The LEGO Foundation**
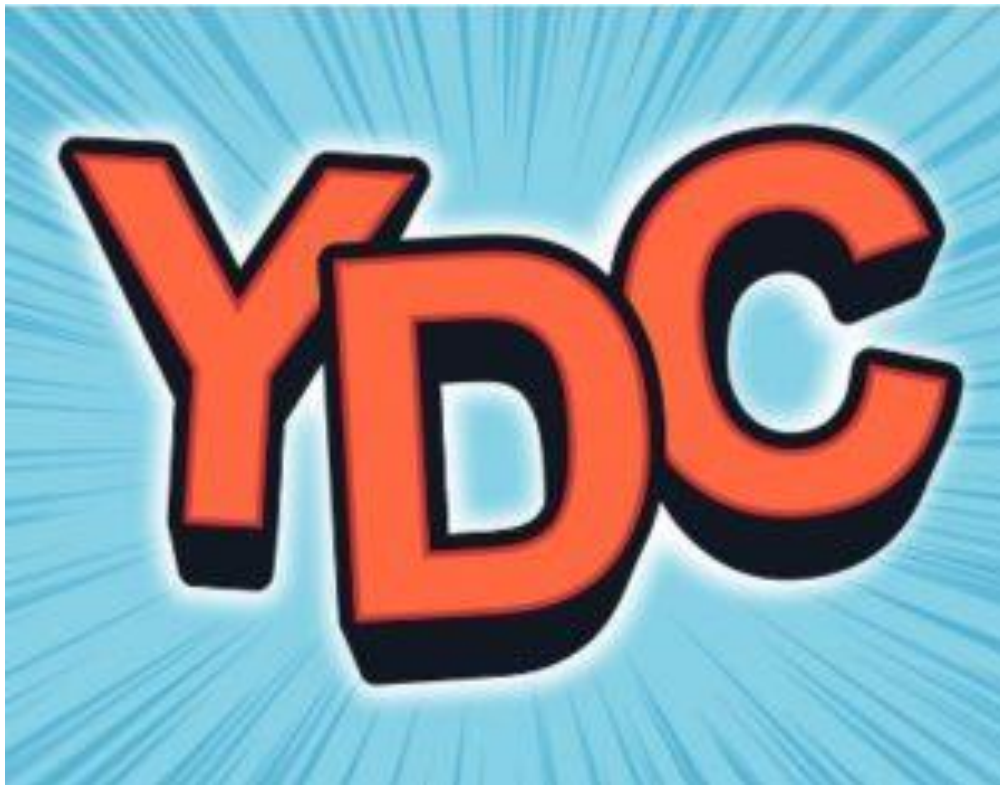
Youth Digital Champions (YDC)

MEET THE PRESENTERS

80+ PRESENTERS

700+ REGISTERED ATTENDEES

25+ COUNTRIES REPRESENTED

"Family Engagement in the Digital Age"
Sashwati Banerjee, Entrepreneur in Residence with the Central Square Foundation
Top Parent App

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PRESENTATION ABSTRACT

The Top Parent app is very new and we launched the prototype in order to meet the needs of children affected due to COVID 19. The biggest barriers are, a) secure funding to help us scale rapidly and reach audiences beyond the government system; b) improve the product based on adoption and engagement data; c) develop a common assessment framework for foundational literacy and numeracy for EdTech and d) find partners who can enable us to take it to scale through their networks to reduce the cost of adoption.

PRESENTER BIO

Sashwati Banerjee is an education and development sector professional with over 3 decades of experience in organisational leadership, media & communication and education. In her current role as an Entrepreneur-In-Residence at Central Square Foundation, she leads the work on driving awareness and adoption of education technology in low-income population in India.

"CurrantMoblie"
Carmen Strigel, Director, Technology for Education and Training
RTI International

Sarah Pouezevara, Sr. e-Learning Specialist
RTI International

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PRESENTATION ABSTRACT

CurrantMobile measures skills that are critical for participation in school, work, and life. The current package includes games for problem solving and conscientiousness, enabling assessment of complex cognitive and non-cognitive skills. The games allow users to exhibit (rather than self-report) a set of skills within authentic scenarios of home and work situations. CurrantMobile uses a stealth assessment approach, collecting data unobtrusively in real time while users are playing. Data collected by the games can then be combined with other cognitive data to produce a holistic view of applied skills and competencies. RTI has researched and developed game-based approaches to skills measurement since 2012, starting with a comprehensive literature review and industry consultations on critical skills and tools to measure them. Since then, we have developed and field-tested three different games, measuring different skills in different contexts.

PRESENTER BIO

Dr. Carmen Strigel is the Director of Technology for Education and Training at RTI International. Her work focuses on the use of technology for building capacity, collaboration, and information-based decision-making. Carmen led the development of Tangerine®, open source mobile data collection software facilitating teacher coaching, program monitoring, and student assessment.

Sarah Pouezevara has expertise in adult learning and training, with a focus on teacher professional development, and using technology for training. She applies learning from evaluation and research to the design and delivery of e-learning in the context of supportive education technology ecosystems. She promotes innovative methods, such as mobile learning, as well as open and distance learning.

"Education Initiatives for Personalised Adaptive Solutions to Accelerate Learning"

Ritesh Agarwal, VP of Large Scale Education Programs
Education Initiatives

PRESENTATION ABSTRACT
In the light of the current situation of the COVID-19 pandemic, physical re-opening of schools cannot be predicted. Further, even when schools do physically re-open, experts anticipate intermittent school closures, as globally countries are still struggling to contain the disease. Recent evidence and research suggest that the long-term learning losses from COVID-19 school closures could be big—far surpassing the short-term learning losses experienced during the school closures themselves. Educational Initiatives' Mindspark has been built to enable children to learn with conceptual clarity. It is interactive and dynamically customizes the content being delivered to match the level and rate of progress made by each individual student. In the current situation, such a personalized self-learning tool may benefit students as they remain physically away from their teachers. Continuous student assessment aids students to learn through practice, explanations and feedback directly on the platform. Making such a platform available to children will ensure that children are engaged and gain proficiency in foundational skills of language and math. Due to the challenges of learning in this pandemic, Mindspark which is usually implemented within the schools in their computer labs, has been adapted and is now being made available online that allows for access on a browser via a unique log-in given to children in the intervention geographies.

PRESENTER BIO
Ritesh Agarwal is passionate about solving for learning outcomes in government schools. He currently leads the Growth and Partnerships function at Educational Initiatives (EI), whose vision is to "create a world where every child is learning with understanding". Ritesh has a rich experience of working with governments, institutional funders and other key stakeholders within the social sector. He is well versed with evolving trends in assessments, educational technology, policy and developmental finance.

"Leveraging Mobile Games and Libraries to Continue Learning: Field Experiments in Rural and Urban settings"

Victor Orozco, Senior Economist
The World Bank

PRESENTATION ABSTRACT
We seek support to introduce EdTech components and their evaluations in development investments. Prior to Covid-19, the Edu-tainment program of the World Bank Development Impact Evaluation department was working with World Bank operations, the entertainment industry, and governments in SSA in testing EdTech solutions that included the provision of solar chargers and smartphones with games and books designed for low-literacy populations. A 2019 pilot (n=200 households) in northern Nigeria revealed high app use, substantial improvements in parents' self-efficacy beliefs towards helping children to learn at home, spillover effects inside and outside the household, and despite the low

literacy rates, a good proportion of children explored more advanced reading apps. Leveraging our existing partnerships, we seek to scale up the distribution of pre-loaded smartphones in rural areas (and PSA campaigns to increase app downloads for smartphone owners. We have funding for the latter).

PRESENTER BIO
Victor Orozco is a Senior Economist with the Development Impact Evaluation (DIME) department in the World Bank. His research focuses on mechanisms to promote behavior change at scale and includes impact evaluations in the areas of health, education, gender and environment. He founded and leads the World Bank's research program on Mass Media and Entertainment-Education.

"Learning to Learn in 160 Characters"
Annapoorni P.C., Senior Manager
Pratham Education Foundation

Nishant Baghel, Director – Technology Innovation

Pratham Education Foundation

PRESENTATION ABSTRACT
Pratham has been creating digital learning solutions for the last 5 years. We have been working with learners across the age group of 3 to 18+ years. Created keeping in mind diverse learners and their unique learning needs, we have a library of content catering to learners across 21 states. Foundational course for women dropouts, vocational training for youth, project-based learning activities for children, games for literacy and numeracy, and videos on early childhood education for mothers to support young learners - to name a few. The content, implementation ground and technology has been tested through RCTs and internal assessments. More than 300,000 learners and 1000 communities have been a part of the Hybrid Learning Lab. Their usage and learning patterns have defined the scope of the project and helped us learn from the experience. Today the states in India are grappling to create a repository of engaging resources for teachers, parents and children to facilitate remote learning. Due to our offline learning experiences, we are better prepared to offer our content and support the system in its adoption of technology.

PRESENTER BIO
Annapoorni P.C. is passionate about equitable access and growth through education. She works with digital content, technology and implementation teams to transition pilots to scale and take open learning initiatives to diverse learners. Prior to Pratham, Annapoorni bootstrapped an Ed-tech startup incubated at IIM Bangalore that helps young learners pursue their passion through mentorship.

Nishant Baghel oversees digital programs that leverage advanced technologies for rural Edtech and create lifelong learning opportunities for all. These programs reach over 500,000 children and youth across India and have been recognised by the WEF as the only "School of Future" from India.

"Social Learning with 3D Science Models"
Nkosana Masuku, Founder and CEO
Phenomenon Technologies
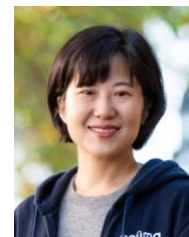
PRESENTATION ABSTRACT

Our platform requires internet connectivity for social learning (game-based learning) elements where learners can revise with each other to enhance their learning and earn rewards. We have however designed an offline based version of the app to help learners in remote areas gain access to potentially thousands of 3D science models through the USB On The Go (OTG) feature. This allows all science models to be stored on a thumb drive and plugged into the mobile device. This also shows the high innovativeness of the platform as a rural school would need an entire laboratory to be able to store a thousand science models but with Sciency all these 3D models can be accessed and projected anywhere through a single thumb drive. Students, therefore, have access to learning models on the go and at home. On the backend, we use Google Cloud platform to host the application online and we currently have $100,000 USD worth of Google Cloud credits.

PRESENTER BIO

Nkosana Masuku is the 25 year old founder of Phenomenon Technologies. He graduated in 2017 where he was also employed as a science teacher at a rural secondary school in Zimbabwe. Nkosana is the 1st runner up of the 2018 JCI Zimbabwe Creative Young Entrepreneur Award and JCI 2019 Ten Outstanding young persons in Zimbabwe due to his work in the business space.

"Learning with Kitkit School"

Sooinn Lee, CEO

Enuma, Inc.

PRESENTATION ABSTRACT

Kitkit School is a child-driven, tablet-based personalized learning system, ideal for self-directed early learning in low-resource communities in developing countries. Children learn foundational literacy and numeracy skills by using high-quality learning games, books, videos, and creative tools. Our goal is to empower children around the world to identify themselves as self-confident, independent learners with a lifelong passion for learning. Kitkit School won the Global Learning XPRIZE competition.

For the Enuma team, Kitkit School is one of its products sharing a similar game-based learning platform targeting basic literacy and math for children from preschool to 2nd grade. All of our products adhere to three principles, always keeping the experience of struggling learners top of mind.
 • Motivation. Keep children engaged and excited throughout play.
• Success. Let children win, regardless of their ability and cognitive level.
• Independent play. Let children explore and enable them to play without support.

PRESENTER BIO

Sooinn Lee is cofounder and CEO of Enuma, an education technology company with offices in Berkeley and Seoul. Sooinn has designed multiple award-winning children apps and led her team in the creation of Kitkit School, a self-learning suite for children in developing countries, which went on to win the $15M Global Learning XPRIZE competition.

"Creating of a Free and Ephemeral Educational Television against COVID-19"

Boukary Bako Mamane Maitouraré, National Coordinator

Ong Kawtal

PRESENTATION ABSTRACT
The project to create an ephemeral and free educational television channel needs an infrastructure that can include elements such as connectivity requirements (computers connected by wifi, computers connected by Ethernet, power supply, 4G antenna, fiber box optical) supply chains (PAL / SECAM format), necessary components (Ethernet cables-transparent tips).

"Playful Parenting Daily Workout through EdTech"

Megan McGrath, Technical Advisor, Education, World Vision

Alodia Santos, Senior Technical Advisor, World Vision

Stephen Meyer, Director of Strategic Partnerships, Viamo

Wendy Smith, Director of Education Programs, World Reader


PRESENTATION ABSTRACT
Caregivers are children's first playmates & educators. This has become more significant as families are isolated at home with no access to formal education. With a focus on the most vulnerable families, WV plans to use tech solutions to 1) send caregivers daily tips on learning through play (LtP), responsive caregiving & psychosocial well-being through recorded audio-messaging via Viamo's free hotline service; 2) engage teachers to record bite-size LtP 'daily lessons' delivered by SMS; 3) mobilize faith leaders to record short encouraging audio messages & text based messages to provide psychosocial well-being & similar LtP messaging delivered via SMS and Whatsapp 4) increase access to e-books in mother tongue languages, including audio books for visually impaired children through the use of Worldreader's BookSmart, a tech solution that allows library access from simple feature phones 4) establish caregiver groups to promote peer support through Whatsapp and SMS.

PRESENTER BIO

Megan McGrath **-** As an Early Childhood Development advisor for World Vision International, Megan McGrath is passionate about seeing all children thriving through play. Megan has qualifications in Psychology, International Development and Infant Mental Health and has worked in the development and humanitarian sector for 17 years, having worked in over 15 countries.

Alodia Santos
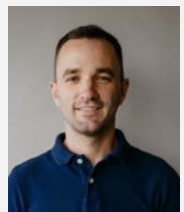
Stephen Meyer
Stephen is the Director of Strategic Partnerships with Viamo. Leveraging the fact that almost all households in LMICs have access to at least a basic mobile phone, he helps organizations to scale their impact.

Wendy Smith is an academic-practitioner with twenty years of experience working as an educator, advisor, and researcher in low-resource, crisis, and conflict countries. Smith has expertise in refugee and conflict education issues and has led mixed-methods studies, designed research instruments, and advised international organizations on conflict education programming.

"KarMuqabla"
Aamer Ahmed, CEO
Houndbyte Technologies

PRESENTATION ABSTRACT
Be it public or private sector, one of the most common pedagogy employed by schools in most developing countries is to impart push-based education, catering little, if at all, to the pull side of the student-teacher relationship. While successful in a school-based hands-on environment, it starts to fall apart when it comes to home-based learning. KarMuqabla seeks to address this problem by turning learning into a competitive multi-player game driven by content taken entirely from approved national curriculum. Among the worst hit by COVID-19 are small to medium-sized schools that, for a variety of reasons, have not based their education delivery mechanism on technology. KarMuqabla aims to assist these schools by bringing them on one platform that offers learning through gaming as well as formative and summative assessment, gradually guiding these schools towards an increasing reliance on technological innovations ranging from management to teacher training and student progress.

PRESENTER BIO
A law graduate by education, journalist by profession, I took to applying technological solutions to the global crisis of engagement in education after formally retiring from journalism in 2018. Houndbyte Technologies, the company that created our flagship product KarMuqabla (literally meaning compete) was raised in Pakistan as a dedicated ed-tech company focused on bringing fun and interaction to K-12 education.

"Can't Wait to Learn at Home – Responding to the Emerging Education Needs of Conflict Affected Children Through Home-based e-learning Games"
Judith Flick, Programme Director

Can't Wait to Learn (CWTL)/War Child Holland
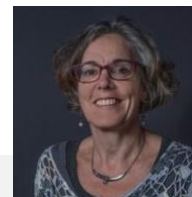
PRESENTATION ABSTRACT
Can't Wait to Learn (CWTL) is a digital game-based learning solution, designed to deliver quality curriculum-based learning to conflict-affected children, appropriate for both girls and boys, and children with limited/no access to education due to physical disability or discrimination. Children usually access CWTL on tablets, while in groups and supported by facilitators. CWTL is being adapted to home-based learning interventions to continue to provide quality education as well as technical & wellbeing support to children, teachers & caregivers during the COVID-19 crisis. A three-pronged contextualized response consisting of: Fast Aid – Intermediate solution – Preparedness is being implemented. This consists of a series of 'technical adaptations' to the delivery modalities of the CWTL programme, as well as MHPSS and WASH materials to support teachers/facilitators and caregivers. The response is setting the foundation for a new flexible, durable and scalable approach to delivering CWTL in the future and being prepared for constant fluctuating scenarios. Ultimately establishing a stepping stone towards a 'Global Basic Education Game', with the potential of making education available to every child, no matter the circumstances.

PRESENTER BIO
Judith Flick is a senior manager in the INGO sector with 30 years of cross-sectoral, multi-cultural experience in both cutting-edge initiatives for social innovation and large scale multi-stakeholder programmes. She is also an accomplished facilitator of innovative tri-sector leadership and systems change processes in the health, environment and education sector.

"The Socially Responsible Behavior Through Embodied Thinking (SORBET) Project: A Case Study from Singapore Schools"

Kenneth Y. T. Lim, Research Scientist
National Institute of Education, Singapore

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PRESENTATION ABSTRACT
There is empirical evidence that the mind tries to replicate and mimic grounded experiences with concrete outcomes (Bailey, Bailenson and Cassanto, 2016). This project describes a learning unit to help students develop an understanding of social distancing and the likelihood of virus diffusion. Students first use a simple immersive environment to play through several cycles. Teachers discuss with students the degree of infective aggression that they wish to explore. Students who go on to interact with 'patient zero' during the first cycle would be considered to be infected with the virus. For each subsequent cycle, all students who came in contact with the infected from the preceding cycles are considered to be infected. Once the cycles have been played, students are referred to a worksheet (either online or hardcopy) designed to complete the activity and to help them 'unpack' and discuss their observations and emerging hypotheses, in either face-to-face or online settings.

PRESENTER BIO
Kenneth YT Lim is a researcher in the Learning Sciences at the National Institute of Education, Singapore. He collaborates with schools and with the Ministry of Education to help teachers design curricula through phenomenological lenses, with the specific intent of helping teachers surface the nascent understandings and intuitions of learners.

Tinkering Around the World
PRESENTATION ABSTRACT

In this session, we will create stories using stop motion animation! Learn how to make a narrative-driven animation using everyday materials while hearing about making and tinkering experiences around the world. To prepare, download this app (https://www.cateater.com/, it's free!) and gather toys, everyday household objects, colorful paper, drawing pens, and your mobile phone to create a stop motion movie. We'll share projects made during the session and hear reflections from the team on the importance of tinkering as an approach to STEAM and creative learning.

"Tinkering Around the World" is a live workshop hosted by educators at the Exploratorium in San Francisco, CA and researchers from Tufts University in Boston, MA. We will share our expertise on facilitating and designing STEAM (science, technology, engineering, art, and math) learning experiences in these contexts as well as in Nepal, Rwanda, and Mexico.

PRESENTER BIO

Chris Rogers, Professor of Mechanical Engineering
Tufts University

Chris is a professor of mechanical engineering and has been working in engineering education research for over 20 years (ceeo.tufts.edu), mostly looking at balancing learning the knowledge of others (a right answer) and learning to think on your own (high solution diversity). He has worked with LEGO Education and others for many years building all sorts of robots (that cook, play instruments, control puppets...) and he has flown over 700 parabolas on NASA's 0g aircraft without getting sick.

Dipeshwor Man Shrestha, Doctoral Student in Education

Tufts University

Dipesh co-founded Karkhana, a Kathmandu-based education company that designs hands-on making activities for middle school youth. He is a graduate student in the STEM Education program at Tufts University and works at Tufts CEEO, where he gets to play with LEGO bricks, build fun projects, explore new technologies, and play frisbee.

Deanne Gelosi, Museum Educator

Exploratorium

Deanna Gelosi is a Museum Educator at the Exploratorium in San Francisco where she designs creative learning experiences at the intersection of art, science, and technology. Her background in physics and visual arts informs her work. She is also a Graduate Student Researcher at UC Berkeley in computer science.

Sebastian Martin, Tinkering Specialist

Exploratorium

Sebastian Martin is an educator at the Exploratorium's Tinkering Studio in San Francisco, where visitors become deeply engaged in exploring science, art and technology through making and tinkering. Fascinated with the creative aspects of the sciences, Sebastian develops playful activities and facilitates impactful professional development workshops.

Sara Willner-Giwerc, Doctoral Student in Mechanical Engineering
Tufts University

Sara is currently a Ph.D. candidate in mechanical engineering at Tufts University after graduating with a B.S. in mechanical engineering and a double minor in engineering education and engineering management in 2018. She is a National Science Foundation Graduate Research Fellow, which supports her research at the Tufts Center for Engineering Education and Outreach (CEEO) on technological tools for hands-on learning in educational settings.

Barbar Yarza

Learning Experience Designer and Educator from Mexicali, Baja California, México. She is passionate about connecting science, art, technology, human perception and emotions in playful and surprising ways. She has trained teachers around the globe on how to wave making and STEAM education into their practices and create innovative learning experiences for their particular contexts.

Casey Federico

An early childhood educator based in San Francisco. Her passions include supporting Bilingual and Bicultural families, teacher-led professional development, fighting for equity in early childhood, and tinkering for all ages. During shelter-in-place, Casey is a consultant and trainer with San Francisco's Preschool for All program and the Tinkering Studio at the Exploratorium, and parenting two young learners at home. Casey's 2020 uniform includes a tool belt, glue gun, and a great memory for zoom passwords.

"Gamification of Life Skills Approaches"

Melanie Worrall, Director of Learning Technology Consulting
Inclusiv Education

Shirantha Gamage, Technical Advisor – Youth & Livelihood Development
Inclusiv Education

PRESENTATION ABSTRACT
Develop an online platform with a gamified approach to education on life skills and disaster preparedness. Apply game mechanics (levels, badges and incremental achievement), game dynamics (reward, status and competition) and self-determination theory (autonomy, competence and relatedness) to encourage motivation and engagement.
Use technical content developed by the Sri Lanka DMC and Save the Children.
Co-design the platform and tools with the youth cohort/s.
Pilot with 5,000 young people.

PRESENTER BIO
Melanie's passion for digital learning has developed from over 20 years of working across all learning sectors. Melanie has worked with NGOs, Higher Education, VET organisations and HR departments to implement digital education infrastructure, design and develop learning experiences as well as build delivery and assessment capabilities.

Shirantha- A graduate in finance, but a humanitarian by profession. Shirantha's passion to work towards the development and betterment of Sri Lanka's next generation was reinforced after being actively involved in the CHOGM Youth Forum in 2013 & the first World Youth Conference in 2014. Shirantha was born and raised in Saudi Arabia, having pursued his tertiary education in Malaysia and worked in the Sri Lankan corporate, state and non-government sectors, experiences which have made him indubitably well-versed with the different cultures & practices.

"Disruptive Mobile Learning Tool for English Literacy"
Surinder Sharma, CEO
Smart Kidz Club, Inc.

PRESENTATION ABSTRACT
The Classroom App is built in response to the COVID19 distance learning challenges faced by elementary grade teachers & parents who do not have access to reliable internet &/or access to high quality content. Teachers are overwhelmed by unfamiliar & complicated technologies, having to reinvent their lesson plans, in addition to poor internet connectivity. It uses Smart Kidz Club's carefully curated educational digital library of "just right" narrated & illustrated eBooks—in an environment free of ads, animation, videos & games to help teachers build remote classrooms & connect with parents & students via mobile technology without the need to always be connected online at the same time. Books downloaded can be read offline. Teachers save time & have the flexibility to customize curriculum, from within the library, can assign books, & review progress of the class or each individual student. We aim to keep kids safe, bridge the digital divide, & prevent COVID learning slump.

PRESENTER BIO
Surinder Sharma is the Co-founder and CEO of Smart Kidz Club, a rapidly growing US based digital reading and learning tool for young children. Passionate about reading and inspired by the shift toward digital content consumption and the power and reach of digital technology, Surinder used her experience in publishing and IT to co-found Smart Kidz Club to inspire children all around the world to love reading.

"SEL Kernels of Practice in Northeast Nigeria"
Jonah Bautista, Data Advisor, International Rescue Committee

Natasha Raisch, Research Assistant, EASEL Lab at Harvard University
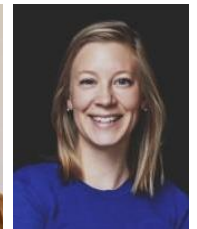
PRESENTATION ABSTRACT
Our innovation is a suite of low-cost SEL interventions – known as "Kernels of Practice" -- that teachers integrate into any classroom setting to improve the social-emotional and academic outcomes of students. One example of this type of intervention is EASEL Lab's Brain Games intervention, which is a set of teacher-led games designed to bolster children's skills in self-regulation and executive function. These low-intensity activities comprise an array of flexible social and emotional supports that are simple for teachers to implement within their standard curriculum and are known to be especially essential for the millions of children around the world who are exposed to emergency-related stressors and adverse experiences. We expect this innovation to have an impact on teachers' practice, Nigerian children's social-emotional and reading and math skills; as well as offer a model of SEL that can be adapted and integrated into other crisis-affected contexts around the world.

PRESENTER BIO
Natasha Raisch- As a Research Assistant at the Ecological Approaches to Social Emotional Learning (EASEL) Laboratory at the Harvard Graduate School of Education, Natasha supports design, implementation, and research processes that explore the effects of high-quality social-emotional interventions on the development and achievement of children and teachers in international and domestic contexts.

Jonah Bautista is a Data Advisory with the International Rescue Committee's Education Technical Unit. His work focuses on creating data management systems and procedures that allow teams to use data for decision-making. Currently Jonah is working as a project manager for the USAID-funded Kernels of Practice project with Harvard EASEL lab to develop low-burden, high-quality SEL strategies that are contextualized for cultural relevance.

"Tiny Totos Kenya"
Emma Caddy, Founder and CEO
Tiny Totos
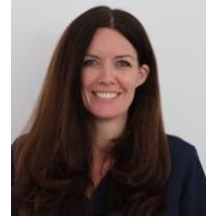
PRESENTATION ABSTRACT
Tiny Totos Kenya enhances early childhood development in eastern Africa's slums by working with existing, slum-based daycares to help them provide improved standards of care to children and earn more money from their work. Their intervention model in helping transform substandard daycares to quality centers of care includes entrepreneur coaching, education around early childhood development, mentorship, and access to finance. Tiny Totos Kenya is creating a growing association of upgraded slum-based daycare centers in lower-income urban areas of Nairobi, while also creating opportunities for additional value and revenue from the growing customer base they serve to meet operating costs. Beyond striving for unit economic profitability and network sustainability, Tiny Totos has already made remarkable strides in terms of children's development: all children receive health screenings and access to nutritious meals that result in significant improvements to their overall health and weight.

PRESENTER BIO
Emma has over 20 years' experience in sustainable investment, financial innovation and social and environmentally friendly development. After a decade running community enterprise programmes in Central America, she ran an impact investment fund for ERM the global environmental consultancy. Moving to Nairobi in 2012, she set up Impact Capital Advisors, an impact investment consulting firm that has advised a wide array of clients.

"Building Blocks – It All Adds Up"
Ashok Kamath, Chair
Akshara Foundation

PRESENTATION ABSTRACT
A fundamental social and cultural problem exists across India. Lack of literacy is felt to be a sign of backwardness, while lack of numeracy is not. As a consequence, improving literacy has seen substantial investment, but very little has gone behind improving numeracy. Poor foundational learning is a key reason for alarmingly high dropout rates of our child population.

To supplement Akshara's efforts in the classroom in the teaching and learning of math, Building Blocks was conceived as a product that could be used in homes that lack a learning environment, where parents are illiterate and unavailable to focus on children. Building Blocks is a FREE gamified Math app developed by Akshara during 2017-19. Intuitive and interactive, it is a set of 250+ pedagogy led "gamelets" in nine Indian regional languages for grades 1 to 5. Mapped to India's National Curriculum Framework (NCF-2005) guidelines, it works on the most basic-level Android smartphones, ONLINE and OFFLINE.

PRESENTER BIO
Ashok Kamath has been Chairman of Akshara Foundation since July 1, 2008. He's been actively involved in the strategic planning, analysis and expansion of programmes at every stage. An alumnus of the prestigious Indian Institute of Technology Bombay (IIT Bombay), he was formerly the Managing Director of the Indian operations of Analog Devices. Ashok is also a Co-Founder and Trustee of Pratham Books and Trustee of Shreyas Foundation, Ahmedabad.

"High Quality Educational Gaming"
Dr. Joseph Adetunji Adegbesan, Founder & CEO
Gidi Mobile & Papadi Games

Lize Monamets, Chief Operating Officer
African Institute for Mentoring Pty

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PRESENTATION ABSTRACT
High quality technology-enabled and gamified curriculum mastery learning solution for junior and secondary school students and economically disadvantaged out-of-school children in Nigeria, Kenya, South-Africa and India: Contains the entire grade 7-12 west and south African secondary school curriculum; High quality educational gaming system for mathematics that facilitates independent learning of important mathematical concepts through intuitive gaming. The gaming system does not assume an educator (such as a parent or teacher) but accommodates a facilitator who is either co-located or remote from the student(s). Designed to help parents and school partners mitigate the effect of school closure on senior school students' learning, the gamification and fun learning game approach provides a self-learning environment for learners inside the institutional system but even more so for the most marginalised communities.

PRESENTER BIO
Dr Adetunji Adegbesan is the Founder & CEO of Gidi Mobile, creators of gidimo, Africa's leading curriculum mastery & learning-for-livelihoods platform, with over 450k registered learners till date. He has a First-Class Honours degree in Electronic Engineering, and a PhD in Strategic Management from the IESE Business School. A recipient of multiple awards, he has been invited to speak at knowledge events in more than 20 countries across four continents.

Lize Monametsi is the Chief Operating Officer (COO) and Product Owner at AIM (Pty) Ltd. She transforms ideas into products, programmes and processes that work for all stakeholders. Leading teams of individuals from different industries, she takes societal or business problems and transforms them from a concept into something that addresses the business goals of organizations and the needs of end users.

"Mathika"
Eyal Dessoutzafrir, CEO and Co-Founder
iMagine Machine Israel Ltd

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PRESENTATION ABSTRACT
Mathika is an innovative online math platform. With Mathika kids age 5-13 can learn math by themselves by using video clips, games, and tools. The main emphasis is the ability to learn math without a written language, without a teacher's supervision and putting the realms of the learning in the hands of the learners and by that, teaching them how to take responsibility on their learning and their life.

PRESENTER BIO
Entrepreneur, Angel investor and product developer. The last 10 years have focused on educational apps with emphasis on the STEAM market.

"Teaching the Scientific Method in Math Class"

Gordon Hamilton, Julia Robinson Mathematics Festival team member, director of MathPickle.com, designer of the board game Santorini

PRESENTER BIO
Gordon is the Director of MathPickle.com (supported by the Julia Robinson Mathematics Festival). He is the designer of the board game Santorini.

Supporting Schools with Creative Learning at Home (LEGO Hosted)

Rupal Jain, Learning Partnerships Manager

MIT Media Lab

PRESENTATION ABSTRACT
Recently, due to the global pandemic, many formal and informal educators have had to reimagine their activities to support children around the world online. As educators and families make this shift, our group has collaborated with our global partners to design active and engaging learning experiences for online environments that deepen and broaden access to creative learning. In this talk, we will share some examples of stories from around the world that highlight our playful approach to bringing creative learning to all. We will start by sharing our design principles of projects, peers, passions, and play. We will describe three examples of our work including:
1. Designing and facilitating a global online course, where thousands of people engage together to imagine, create, and share ideas around playful learning as well as to collaboratively build projects in Scratch;
2. Collaborating with colleagues at LEGO and the Ministry of Education in Mexico to leverage television as a vehicle to share ideas around creative learning with a wide audience at home;
3. Lastly, our collaboration with colleagues in South Africa to seed systemic change by providing opportunities for pre-service educators to engage with creative learning first-hand through coding clubs. Our discussion will conclude by highlighting the resources and initiatives we have available for educational leaders to bring creative learning to their geographies

PRESENTER BIO
Rupal Jain is the Learning Partnerships Manager with the Lifelong Kindergarten Group at the MIT Media Lab. In her role, she works alongside global partners to deepen and broaden the presence of creative learning. Rupal comes to Lifelong Kindergarten following a career as a classroom teacher, informal learning educator, and teacher education specialist.

Leo Burd
Brazilian Creative Learning Network

PRESENTATION ABSTRACT
Learning Creative Learning (LCL) is a free, open, online, six-week course and ongoing community designed by the Lifelong Kindergarten Group at the MIT Media Lab to share strategies and experiences about engaging people in creative learning experiences. The course explores the Creative Learning framework as the course's structure: supporting learners in working on projects that they are passionate about, in collaboration with peers, within a playful context that encourages experimentation. Participants learn about ideas by engaging directly as learners and practitioners. LCL is open to a global audience, offered in eight languages, and participants include educators, parents, researchers, designers, and others. First offered in 2013, recent editions of the course have engaged over 25,000 participants worldwide. An extra round of LCL was offered in April and May 2020 in support of participants who are redesigning their own learning experiences and strategies for online learning, and seeking a connected and shared future in education.

PRESENTER BIO
Leo Burd, PhD. directs the MIT Media Lab's Lemann Creative Learning Program, an initiative that helps Brazilian public schools, afterschool centers, and families engage in learning practices that are more creative, hands-on and relevant for children and youth.

Outside MIT, Leo has worked for groups such as the World Bank, Microsoft, and the Brazilian government. He has also coordinated a non-profit organization that builds "computer and citizenship" schools in Sao Paulo slums, and was a key contributor to several international initiatives that use digital tools to foster learning, creativity and social empowerment.

Dr. Carolina Rodeghiero
Brazilian Creative Learning Network

PRESENTATION ABSTRACT
Learning Creative Learning (LCL) is a free, open, online, six-week course and ongoing community designed by the Lifelong Kindergarten Group at the MIT Media Lab to share strategies and experiences about engaging people in creative learning experiences. The course explores the Creative Learning framework as the course's structure: supporting learners in working on projects that they are passionate about, in collaboration with peers, within a playful context that encourages experimentation. Participants learn about ideas by engaging directly as learners and practitioners. LCL is open to a global audience, offered in eight languages, and participants include educators, parents, researchers, designers, and others. First offered in 2013, recent editions of the course have engaged over 25,000 participants worldwide. An extra round of LCL was offered in April and May 2020 in support of participants who are redesigning their own learning experiences and strategies for online learning, and seeking a connected and shared future in education.

PRESENTER BIO
Carolina co-organizes the Learning Creative Learning (LCL) course and community. She is a researcher in the Lifelong Kindergarten Group at the MIT Media Lab, and the Education Coordinator of the Brazilian Creative Learning Network. As part of her work, Carolina designs resources and professional development opportunities that empower educators, families and organizations to provide creative, playful and engaging learning experiences for children and youth.

"GraphoGame: How an App Can Fight the COVID Slide in Literacy?"

Jesper Ryynänen, Co-founder
Grapho Group

PRESENTATION ABSTRACT

GraphoGame is a highly researched game with more than 300 scientific publications including journal articles, book chapters and PhD dissertations (Link to the research at https://www.graphogame.com/research-and-evidence-base.html).

It started as a quest for understanding reading processes and dyslexia in the Finnish context and evolved into a global effort to provide support for early childhood literacy acquisition in thirteen local languages. GraphoGame (Ekapeli in Finnish) is used in all Finnish schools with fantastic results. Research by the University of Cambridge Centre for Centre for Neuroscience in Education states that GraphoGame is as 'effective as one-to-one teacher support in achieving basic literacy skills. In Africa, GraphoGame has been tested in Zambia, Kenya, Uganda and Tanzania using Cinyanyi, Swahili, and Afrikaans languages. Intervention results showed increased performance in literacy competencies in these contexts using GraphoGame.

PRESENTER BIO

Jesper is the co-founder of the GraphoGame company and currently studies in the London School of Economics for a Master's degree in Social Innovation and Entrepreneurship. The GraphoGame company was established to commercialize peer-reviewed research in the areas of neuroscience and education in the form of affordable gamified literacy apps that have garnered a million downloads since 2018.

"E-Learning for Equity"

Edward Winter, Senior Technical Advisor for Social Inclusion, World Vision

Alisa Phillips, Senior Education Advisor, World Vision

Brisida Jahaj, Education and Youth Technical Advisor, World Vision

PRESENTATION ABSTRACT

Mobile use is high, yet WV is reaching poor families in the most rural remote areas, providing a challenge to accessing technology and connectivity. Additionally, a national Child Disability Study revealed that 92% of the children with disabilities do not have access to specialized services which would help them to thrive and reach their full potential. This lack of specialized services is a gap, but caregivers can be supported to fill part of that gap through access to tools that promote learning at home. While 69% of households in Albania face difficulties in providing internet for their children, 55% of caregivers see technology as supporting the learning and needs of their children with disabilities. Additionally, given the physical restrictions due to COVID 19, quality control and monitoring may be challenging. However, monitoring and feedback mechanisms can be built into the digital platforms created, allowing for monitoring to support fidelity of implementation.

PRESENTER BIO
Edward Winter
Edward Winter is the Senior Technical Advisor for Social Inclusion at World Vision's US office. He provides technical support to education programs around universal design for learning and inclusion. He has a BA in History and Postgraduate teaching qualification from the University of Durham, UK and an MSc in Development Management from the Open University, UK.

Alisa Phillips is the Senior Advisor for Education at WVUS with nearly 20 years working in the education sector. Alisa provides technical assistance to several primary education projects such as the Rwanda Home Grown School Feeding project, funded by the USDA and led by the World Food Program and READ II led by Creative Associates International and supported by USAID and World Vision's privately-funded Rwanda Unlock Literacy project, all of which focus on improving reading outcomes for girls and boys.

Brisida Jahaj
Brisida has been working for WVA&K for more than 12 years by leading the Inclusive Education and Youth empowerment programs throughout the years where working in the inclusion of children with disabilities and social inclusion is a key aspect of her portfolio.
Throughout these years while locally designing and adapting models in working with children and adolescent with disabilities, Brisida has had the opportunity to lead and advice within the organization and existing programs.

"Supporting International Deaf Communities"

Stephen Jacobs, Professor, RIT MAGIC Center

Professor Chris Kurz, National Technical Institute for the Deaf

PRESENTATION ABSTRACT
Deaf people around the world, especially in the developing world, use different signed languages from county to country and even region to region. Accessing materials created for the public is a challenge for the Deaf as many of them are not fully literate in the written versions of languages in their countries.

In response to COVID-19 we have seen members of international Deaf communities making educational videos for their "friends groups" on social media. This is hit and miss in terms of reach, and quality, of information dissemination. The platform created for World Around You allows for the rapid creation of sign forward information with supporting text and glossaries. The platform was designed with a community of contributors in mind, so that they could add their own original works or add more languages to existing works.
We would clone the platform to build one dedicated to COVID-19, and prepare sample informational documents in several text and signed languages as models.

PRESENTER BIO
Stephen Jacobs
Stephen Jacobs is a Professor of Game Design and Development at the Rochester Institute of Technology, affiliated faculty with its MAGIC Center and its Digital Humanities and Social Sciences program. He leads Open@RIT, a University Open Programs Office. He is a Scholar in Residence with The Strong National Museum of Play. Jacobs has been faculty at the National Technical Institute for the Deaf.

Christopher Kurz, Ph.D., is a professor and the principal investigator of the World Around You project at the National Technical Institute for the Deaf, Rochester Institute of Technology. His research and development interests include mathematics and science learning, educational technology/gaming, international deaf literacy, deaf teacher training, and sign language documentation

"Code Jumper"
Leslie Farr Knox, Senior Director, Engagement & Experience
American Printing House
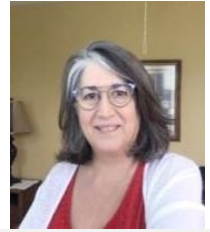
PRESENTATION ABSTRACT

Could a partnership between American Printing House for the Blind (APH) and Microsoft be a solution to address this barrier for students with visual impairments? Originally developed by Microsoft and distributed by APH, Code Jumper is an accessible coding kit designed to open the world of coding to every student. Code Jumper enables young learners to create code by physically connecting pods and setting parameter values. The app is accessible for students with blindness who need to use screen-reading software, and for students with low vision who have unique layout needs. In a concrete and tangible way, the kit enables students to learn fundamental programming concepts such as algorithms, sequences, repetition, selection, threads, parameters, constants, and variables. Students without vision disabilities will also benefit from using Code Jumper. This helps teachers address the diverse needs of all students.

To help teachers with and without prior programming knowledge to teach using Code Jumper, an accompanying curriculum has been developed. The curriculum consists of two modules. Module I is relatively basic and, therefore, is expected to be completed by all students. Module II is designed for students who need to be stretched further. In total, Modules I and II contain 19 lessons, which are carefully designed to help students grasp coding concepts gradually and systematically.

During this presentation, the presenters will explain the need for an accessible method of teaching coding, and how teachers and parents without any prior programming knowledge can teach using Code Jumper.

PRESENTER BIO

Leslie Farr Knox is Senior Director of Engagement and Experience at the American Printing House for the Blind (APH). She has 25 years of successful experience building memorable brands, increasing customer engagement, executing market development plans, and growing innovative, goal-driven teams. She joined the APH team in early 2018, and leads the marketing/communications, creative services, sales and customer service teams. She is also the Code Jumper project leader.

Play-based Learning for Math and Science (Part 2)

"Problem-based Adventure"
Vidya Raman, CEO
RoundEd Learning Inc.

PRESENTATION ABSTRACT

We plan to develop a problem-based adventure game set in a 3D virtual world that will help students in middle school get a deep understanding of numbers and operations and be able to carry out complex operations. The innovation that we want to implement is an in-game cascading scaffold or support framework that will determine if the student needs help with more foundational concepts and provide the opportunity to learn those concepts by adaptively changing the narrative and leading students to rejoin the flow of the game. Middle school is a crucial time in a student's educational journey as it is the period at which their self-concept of ability becomes stable and it is the period at which students start getting disengaged with math and there is a marked increase in negativity towards math from sixth to eighth grade. Our goal is to create a game that keeps students engaged and also help those who have fallen behind to catch up.

PRESENTER BIO

Vidya's goal is to bring together the latest research in learning and cognitive sciences and the latest technology to create high-impact educational games. Vidya has a master's in applied mathematics from Victoria University of Wellington, a master's in Learning, Design, and Technology from Stanford University, and is currently completing a PhD in Cognitive Science in Education at Columbia University.

"Trigonik: World's First Trigonometry Based Educational Board Game"

Nikhil Gehlot, Founder
Ideaforage Innovations Private Ltd

PRESENTATION ABSTRACT

As per the leading Media Portal, the Guardian "Maths Anxiety" causing fear and despair in children as young as six which can cause physical symptoms and behavior problems in classes. Trigonik is a Trigonometry based Educational board game exclusively designed for students & people above the age of 10 above, globally there are 59 million children in 195 countries. This game will reduce the anxieties and improve the learning outcome. It will also reduce the burden of teachers. Time is the best asset of any school and teacher. Usually it takes 60-90 minutes or 2-3 periods for teachers teach the basic concept, but with this game the burden will get removed. There are still old traditional practices and pedagogy used to teach the children which doesn't help all the students. With this, we are empowering all the students and teachers with a new to create a positive impact.

PRESENTER BIO

Nikhil Gehlot is the Director of Ideaforage Innovations Private Limited and Former Co-Founder of Solecaft. He has worked with Development Alternative, VSO India, and Ashoka. His creative and technical work has been featured in Limca Books of World Records and prestigious journals. He is a fellow at IDEX and Changemakerxchange, supported by Ashoka and Robert Borsch Foundation.

"Game-based learning and assessment with AI and Natural language processing (NLP)"

Christer Gundersen, Chief Technology Officer
The Global Digital Library (GDL)

"A Digital Learning Revolution Approach Using Lessons from the Chess Game Engine"

Cavin Mugarura, CEO
Node Media Systems

PRESENTATION ABSTRACT
Skooldesk is a web based platform that improves proficiency levels in English, Math and Science. This is done through high quality curated learning materials, tests with automatic feedback, an analytics engine that tracks the individual performance of each learner, gamified learning through interactive learning objects such as games, puzzles, drag and drop, interactive audio and video and African children writing books which are highly visual with an audio story teller version.

The platform is accessible to users with disabilities (Visual and hearing) and our software supports schools at both primary and secondary levels.

PRESENTER BIO
Expert in Digital Innovations in EdTech, Fintech and other frontier technologies such as Blockchain, AI, Additive manufacturing (3D printing), and drones. Experience working as a Consultant for IBM, World Bank, US Department of Health, UN and the private sector in Europe, North America, and Africa.

Play, Games and Tech for Education during a Crisis (Part 2)

" Home- and Center-based Tablet Learning Intervention"

Jennifer Welsh, Partner, Imagine Worldwide
Sylvia Sable, Project Lead, Airbel Impact Lab at the International Rescue Committee
Jacqueline Connor, Director of Impact, Enuma, Inc.

PRESENTATION ABSTRACT
In our model, children use best-in-class software, which provides a complete curriculum that empowers learners to become literate and numerate with little to no adult instruction. The program adapts to each child's pace, progress, cultural and linguistic context, and can be deployed in multiple contexts and languages. The software and hardware are portable and operate offline and without grid power so it can be used at home, in schools, and/or in community centers. The IRC, Imagine, Enuma, and War Child Holland implemented a home- and center-based tablet learning intervention

in Rohingya refugee camps. This initial pilot aimed to test the feasibility and desirability of different implementation models in an emergency refugee setting with the ultimate plan of scaling effective models in this and other contexts of great need. Drawing on the lessons learned from this work, we are preparing to expand our reach to many more children through a robust set of pilots in a variety of contexts.

PRESENTER BIO
Jennifer Welsh
Jennifer leads partnerships and scale strategy at Imagine Worldwide. Prior to joining Imagine, Jen consulted for leading education reform organizations. Jen also served as Assistant Director of Research and Evaluation at The Broad Foundation as well as Program Director for Education Pioneers. Jen earned her BA at Dartmouth College and Masters and Doctorate from the University of Southern California.

Sylvia Sable
Sylvia supports design and research for Airbel Impact Lab at the International Rescue Committee's Autonomous Learning portfolio and currently manages 3 tablet-based learning projects in Bangladesh and Tanzania. Prior to joining the IRC, Sylvia spent most of her career working for Innovations in Healthcare and the SEAD accelerator in Kenya. Sylvia has a Master of Science in Global Health from Duke University.

Jacqueline Connor
Jacqueline Connor serves as Director of Impact at Enuma, Inc., working across functional teams to maximize Kitkit School's global impact and to ensure the quality and effectiveness of high-priority initiatives. Jackie supports Team Kitkit and partners in the areas of strategic planning, program development and design, and systems and tools improvement.

"Uniting Parents, Children, and Community Members in Learning"
Jazib Zahir, Chief Operations Officer
Tintash (Pvt) Ltd

PRESENTATION ABSTRACT
My idea is to unite parents, children and community members in activities that encourage learning by playing and doing. The goal is to expose children to creative activities that encourage open-ended exploration such as playing with shapes, colors and thinking of building items useful in their communities. By the elements of constructionism, this aims to create pride and ownership in the learning process and make them think practically. It also aims to make parents equal partners in playing and interacting with their children. This will be done through a variety of channels: identifying activities appropriate in a certain community given its resources (and some universal ones) particularly ones requiring no particular technology and just easily available materials. These lessons will be transmitted to people in the community through various channels such as directly to nodal characters like teachers and parents who may diffuse further.

PRESENTER BIO
Jazib is Chief Operations Officer of Tintash (Pvt) Ltd, a software services firm developing products for global companies. He has been an Adjunct Professor at the Lahore University of Management Sciences, focusing on Business Communication and Innovation in Education. Jazib holds a BS in Electrical Engineering from Stanford

University and an Ed.M. in Technology, Innovation and Education from Harvard University.

"Curious Learning: Creating, Localizing and Distributing Mobile Apps That Let Kids Teach Themselves To Read"
Stephanie Gottwald, Co-Founder and Director of Content
Curious Learning

PRESENTATION ABSTRACT
Curious Learning curates, localizes, and distributes free apps that allow everyone to learn to read. Pre-pandemic, 150 million children did not attend school. Another 250 million can't read despite attending school. Abruptly, 1.5 billion children are out of school. In Africa, 90% of children read below a basic level and represent the most marginalized groups. Most online resources are in a few global languages, isolating minority language speakers further and do not help preliterate children. Engaging apps that promote self-learning means the youngest children can learn without direction. The apps are an effective support both in and out of school, making them an intervention that can meet the needs of learners during this pandemic and after. The significant assumption made in this approach is that we can reach children via smartphones. Currently, 23% of adults in Africa have smartphones. With multiple adults in a household, we can reach 50% of homes through smartphone access.

PRESENTER BIO
Dr. Stephanie Gottwald is the Co-Founder and Director of Content of the edtech nonprofit Curious Learning. She has spearheaded the effort to localize open source literacy apps to high impact languages needed in areas with high illiteracy rates. She consults with schools around the world on literacy development, reading disabilities, and curriculum design. She received her Ph.D. from Tufts University and co-authored 'Tales of Literacy for the 21st Century' with Maryanne Wolf.

"Education Uninterrupted - Internet and Resource Free Learning"
Janhvi Kanoria, Director of Innovation Development
Education Above All (EAA)

PRESENTATION ABSTRACT
The COVID19 pandemic revealed the deep divide leaving almost half the world's school-aged children without any internet connection, educational resources and educator support. EAA designed a bank of free project based learning resources to ensure meaningful continued learning for the most marginalized children specifically keeping in mind these circumstances. The projects are loosely aligned to the learning outcomes of international global curricula. 120,000+ learners between 4 – 14 years of age globally are using our engaging and interdisciplinary 100+ projects in multiple languages to acquire skills through real world learning. Pilot partners are innovatively reaching learners using radio, phone calls, text-messages and community facilitators. With overwhelmingly positive feedback from the pilot projects, we look forward to ensuring that irrespective of the circumstances, every child has a chance to continue learning and growing.

Adapting Games for Offline Learning (Part 2)

"Reaching Underprivileged Children through Eskwelang Pamilya"

Beena Khemani Uttam, Directress
Playworks@Home

PRESENTATION ABSTRACT
Our project, AHA Eskwelang Pamilya (Family School) aims to reach the underprivileged children in the Philippines, from grades 1-10. Having no access to data or the internet has been the biggest factor in adapting the current model of instruction, through Facebook Messenger (a free service) from our previous after-school program. Currently on its 8th week, we have 10,000 users and have received positive feedback from the end users, other organizations (both public and private), and the Department of Education in the Philippines. Daily lessons on faith, fact-based COVID-19 information, brain games, creative writing and reading short stories delivered in simple ways enable and empower mothers to also play an active role in their child's learning at home.

"Edu-Toons & Edu-Games: Leveraging Animations and Games in Formal Education"

Bidemi Nelson, Bidemi Nelson
Shield of Innocence Initiative

PRESENTATION ABSTRACT
Edu-Toons & Edu-Games are educational solutions for primary school pupils that teach using animated class lessons and thereafter assesses actual learning by testing pupils' knowledge of the lesson using simple computer games. Edu-Toons & Edu-Games which can come in both official and vernacular languages, target "Out of School" and displaced children who cannot attend schools due to the Covid-19 pandemic. Edu-Toons & Edu-Games accommodates the learning needs of children from poor households who cannot afford computers or online learning. While Edu-Toons &

Edu-Games can be accessed via online learning platforms, they can also be accessed on television (for animated classes) and on phones (for downloading simple computer games). Edu-Games will typically be a 10 stage problem-solving games assessment. Edu-Toons & Edu-Games will make qualitative primary educational delivery ubiquitous and affordable for every primary school-aged pupil globally.

PRESENTER BIO
Bidemi Nelson is an educational entrepreneur and the innovator of Edu-Toons & Edu-Games. Bidemi has a first and second degree in Business Administration and Management and has been teaching since 2005. She is the CEO of the Shield of Innocence Initiative, a Non-Governmental Organisation in Nigeria, which raises awareness about child abuse through media, education, and health initiatives.

"Empowering Parents to Engage in Creative Learning"
Maria Zandt, Founder of Abracadabra Creative Learning
Wobiandu Olivia Wokekoro, Partner of Abracadabra Creative Learning
Kidstube

PRESENTATION ABSTRACT
The platform provides parents with a choice to receive content via social media channels or via text or voice message. Also, schools and community organisations can sign-up families. Kidtube thereby becomes accessible to all families – in town or in rural communities. Parents receive each day an age-appropriate message with step-by-step guidance for play based early learning activity using locally available materials. Messages also include health and educational tips. Weekly quizzes allow to monitor progress and adapt new learning content accordingly. The idea is inspired by similar successful mobile service models in the agricultural and health sector.

PRESENTER BIO
Maria Zandt
Maria is the founder of Abracadabra Creative Learning, a mobile early learning program. She has been working with different international organisations, most recently managing a pan-African youth program. Having experienced as a mother of two the challenges of homeschooling herself, she started applying her background in Montessori pedagogy and sharing it with other parents and educators.

Wobiandu Olivia Wokekoro
Wobiandu Wokekoro is a Student Doctor, Edupreneur and a Partner with Abracadabra Creative Learning, a mobile early learning program. With a background in behavioral science, she is able to understand the infant developmental milestones and create suitable content.

"Ahlan Simsim Initiative: Preparing a Generation of Children Affected by Conflict and Crisis"
Shanna Kohn, Senior Education Manager, Humanitarian Programs
Manar Shukr, Regional Early Childhood Development Technical Lead
IRC/Sesame Workshop

PRESENTATION ABSTRACT
The IRC and Sesame Workshop (SW)'s Ahlan Simsim initiative aims to prepare a generation of children affected by conflict and crisis in the Syrian response region for successful futures. The program's approach is informed by evidence-based design and an understanding that young children in crisis contexts often lack the holistic services they need to ensure healthy development. This programming is designed to ensure maximum replication and scalability over the life of the project. The components of the initiative include a brand-new, localized version of Sesame Street and in-person direct services across Iraq, Jordan, Lebanon and Syria. The direct service component of the initiative, which includes classrooms, home visiting and center-based activities, was disrupted due to restrictions related to COVID-19. In response, the IRC and SW transformed content designed for in-person delivery into messages and activities for digital dissemination through WhatsApp and social media.

PRESENTER BIO
Shanna Kohn
Shanna Kohn is the Senior Education Manager of Humanitarian Programs at Sesame Workshop. She leads educational content development for *Ahlan Simsim*, a localized version of Sesame Street in the Middle East, and manages the design of multimedia teaching and learning materials for Sesame Workshop's humanitarian programs.

Manar Shukr

Social Emotional Learning and Early Years Learning (Part 2)

"Sun Books"
Maria del Pilar Rojas Quimbay, Program Manager
World Literacy Foundation

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PRESENTATION ABSTRACT
Sun Books aims to provide children in "off the grid" areas of Uganda access to quality educational resources. We have developed an innovative method for distance learning and education content to improve literacy. A tablet with cover/protection case is used with all the content pre-loaded on the device with a solar charger panel unit. We use a software called tendril in the creation of books games and activities. Children can access 600 e-books with stories to promote values and 300 games to enjoy while learning to read and write. The content has been developed collaboratively with local teachers and students. We recently created five stories, and three new games regarding the prevention of COVID-19. We are encouraging families to create their own books, videos and podcasts, empowering them to be the protagonist of their own stories. This initiative contributes to supporting cognitive but also socio-emotional skills.

PRESENTER BIO
As a Public Administrator and a Second Language teacher Maria has worked at the Ministry of Education of Colombia and the Secretary of Education in Bogota as a pedagogical advisor. She earned a master's degree in Education Leadership and Policy at Monash University. Maria now works as the Program Manager of Sun Books where she also trains teachers and students.

"Alpha Tiles: What Kind of Literacy App Could be Scaled Up to Serve Thousands of Minority Languages?"

Aaron Hemphill, Alpha Tiles Project Manager
SIL Mexico

PRESENTATION ABSTRACT
SIL Mexico is developing an Android app, Alpha Tiles, that encourages basic literacy development through gaming. The intended audience includes minority language speakers outside formal education systems. The big idea is to make it as simple as possible to create these games for the thousands of minority languages in the world. The input includes a word list with corresponding audio and images. The output is a collection of games that require the user to perform tasks of increasing difficulty with the individual letters of words and corresponding pictures. In our assessment, it is common practice for educational software organizations to transition from English-only offerings to new languages by focusing on the number of speakers (e.g. Spanish, Chinese, Hindi). To be financially sustainable, this "the next five major languages" approach makes sense, but in a world with 7,000 some languages, there is a lack of tools that can be scaled into the hundreds, let alone the thousands, of languages. Our hope is that Alpha Tiles will make some contribution to meeting this need.

PRESENTER BIO
Aaron Hemphill is a linguist facilitating a language development project for four varieties of the Me'phaa languages of Guerrero, Mexico. He has lived in rural Mexico since 2012, working for SIL International. He is passionate about creating literacy solutions that can be scaled up to meet the needs of the thousands of minority languages and underserved people groups around the world.

"Building Brains, Building Empathy: Supporting Whole-Child Wellbeing Through Edutainment"

Cliodhna Ryan, Head of Education
Ubongo
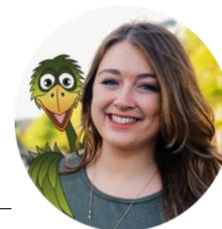
PRESENTATION ABSTRACT
At Ubongo, we believe that children are all born with limitless potential. Unfortunately, due to the circumstances of their early years, much of that potential may be lost. Research tells us that 90 percent of brain development happens in the first five years of life. Yet, in sub-Saharan Africa, more than 44 percent of children have low social emotional development. The good news is that social emotional development can be improved through pre-primary education and at-home learning experiences, in children of all backgrounds. At Ubongo, we do this through high quality, localised edutainment. By utilising a Human-Centred Design (HCD) approach, Ubongo has worked with parents and children to develop an educational animation series, especially for younger learners aged 3-6. The series, "Akili and Me," currently brings Social-Emotional learning into the homes of more than 12.1 million children across Africa, using a mixture of engaging songs, stories and games.

PRESENTER BIO
Cliodhna is Head of Education at Ubongo. She works with her team to research innovative approaches to learning, to create content that is educational as well as entertaining, keeping kids at the centre of the design process. After earning a bachelor's degree in education, she initially worked as a primary school teacher in Ireland and her passion led her to work as an Education Officer for UNICEF in Tanzania.

"Scaling Training for Mental Health Counsellors –
Digital tools for role-playing new skills"

Dr. Simon Richmond, ICT Team Leader
Education Development Center

PRESENTATION ABSTRACT

Johns Hopkins' mental health training protocol CETA (Common Elements Treatment Approach) has achieved remarkable success in training participants to diagnose and treat a broad range of common mental health issues. Participants repeatedly role play the application of their new skills during the training. Because roleplays are conducted in parallel, the trainer must circulate quickly between pairs to observe trainee as they perform. This presents challenges for the trainers who, without digital support, must record, synthesize and track data over time for large cohorts of trainees. Meanwhile, the participants struggle to remember the content they must apply, and the details of the current scenario they are running. These challenges have led to scaling problems as without highly skilled trainers, cascades fail to adequately relay core skills beyond their initial generations.

To address this, JHU contracted EDC to develop a set of digital materials to support the trainings and supplement the trainer skills. Under the guidance of the contract prime Center for Infectious Disease Research Zambia (CIDRZ), the digitally supported training will be evaluated against the human-driven training, and both will cascade across several generations of trainers and practitioners. The project's focus will be to conduct an RCT to ascertain the effectiveness of the digital training in scaling the CETA protocol.

PRESENTER BIO

Simon Richmond is the ICT Team Leader at EDC, where he manages the design and implementation of technology-based interventions for international development. He specializes in building inexpensive yet robust tools suitable for the challenging conditions of under-resourced classrooms and low-skilled teachers. Dr. Richmond has implemented national radio education projects in Malawi and Zambia. He holds a Ph.D. in Education Technology from Old Dominion University.

Hands-On Educational Games

"Building Physical Playground Games for Online School During COVID"

Chloe Varelidi, Founder
Humans Who Play

Kay Liang, Educator and Creator
Tinytown

PRESENTATION ABSTRACT

Play is an essential part of childhood. It keeps our children healthy and happy. And because play is our brain's favorite way of learning, it's great at teaching children all sorts of skills. Then why is it that children today, especially children in underserved communities, are playing less than ever? Similar circumstances affect the millions of children on the move. In our own work with refugee communities we have noticed the lack of play spaces in crisis zones. The need to democratize play for children everywhere is more critical than ever. As designers we need to be thinking of ways to make play more equitable, participatory and flexible. Especially the kind of play that is missing from children's life the most today: active, creative, *running around in an imaginary space hat*, play time. We also noticed that no matter the setting, children are rarely given permission to create their own play space.
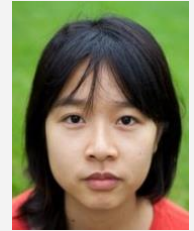
"The Joy of Mathematics: Activities From the Julia Robinson Mathematics Festival"

Mark Saul, Senior Scientist
Daniel Kline, Interim Executive Director
Julia Robinson Mathematics Festival

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PRESENTATION ABSTRACT
Julia Robinson Mathematics Festival supports locally organized events that inspire K–12 students to think critically and to explore the richness and beauty of mathematics through collaborative, creative problem-solving. Our Festivals engage many types of students, including those who don't enjoy competition or working under time pressure. A Festival is also a community event, bringing together institutions and organizations as their constituents celebrate mathematics. A Julia Robinson Mathematics Festival offers students advanced and thought-provoking mathematics in a social and cooperative atmosphere. Students choose among several tables offering problem sets, games, or puzzles with mathematical themes. They work as long as they wish, while a facilitator provides support and encouragement. Motivation comes from the social interaction, rather than from any prize, grade, medal, or ranking. Festivals are run locally and supported by a national network. They can address any level of student, from those struggling with mathematics to those soaring in achievement.

PRESENTER BIO
Mark Saul
Mark grew up in New York City (in the Bronx), got his BA from Columbia University and Ph.D. from New York University. He then spent 35 years in and around New York, teaching mathematics in classrooms from grades 3 through 12. More recently, he was a senior scholar for the John Templeton Foundation, guiding their portfolio in gifted education.

Daniel Kline
Daniel Kline is the Interim Executive Director of Julia Robinson Mathematics Festival (JRMF). After working as a City Year Corps Member and high school math teacher, Daniel found his home at JRMF. His goal is to make the world a more beautiful place by spreading fun math far and wide.

"Exploding Dots: A Global Phenomenon"
James Tanton, Founder
Global Math Project
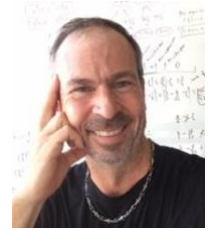
PRESENTATION ABSTRACT
Over six million students and teachers across the planet have been captivated by a joyful piece of mathematics central to the entire K-12 curriculum: the story of place-value as told through the lens of Exploding Dots. In one fell swoop, see all of grade school arithmetic, high-school polynomial algebra, infinite series, and unsolved research questions fall right into your lap without even noticing. The power of play when applied to school mathematics is astounding! (See www.globalmathproject.org for more.)

PRESENTER BIO
Dr. James Tanton earned his PhD in mathematics from Princeton University. He is an author, a consultant, and ambassador for the Mathematical Association of America in Washington, D.C., chair of the Advisory Council for the National Museum of Mathematics, and a founder of the Global Math Project, an initiative to transform the entire world's perception of what mathematics can, and should, be.

"Math Dice: Transforming the real number properties into a clever, fun game engine"
Bill Ritchie, Chief Creative Officer and Co-founder
ThinkFun

PRESENTATION ABSTRACT
A description of how to play this simple math game, with hands-on real time play, then a presentation of how ThinkFun has used Math Dice to teach math principles in classroom settings and discussion to follow.

PRESENTER BIO
Bill Ritchie is co-founder and chief creative officer of ThinkFun game company. He is a lifelong puzzle enthusiast whose passion drove the development of ThinkFun's innovative products and programs for more than 30 years. In 1985, he began his dream of bringing the best ideas of the most creative recreational mathematicians to market when he and his wife Andrea started Binary Arts, which would later become ThinkFun. When he and his wife Andrea Barthello sold ThinkFun to Ravensburger in 2017, he left a strong legacy for the company to continue to build on.

Game Development in Low-Resource Settings

"Education Relief Kit"
Mr. Nagakarthik Mp, Founder
Sauramandala Foundation

PRESENTATION ABSTRACT
Amidst all of the COVID19 response, we seem to have forgotten that the first institutions that closed were the schools. Children in low-resource settings may not have access to the Internet, smartphones, or a learning environment at home. In such communities this could result in dropouts, drop in learning levels, and child labor due to economic stress on families. Our solution: A learning kit, that is delivered to the kids along with the relief material to the parents. The kit contains a set of books both in Hindi/English and in local dialects, a set of puzzles and games to keep the kids engaged, and some DIY kits like Lego. Physical learning kits sent as relief to children in low resource settings where access to the Internet, phones, and an educator might not be possible in a home environment during extended school closures.

PRESENTER BIO
Mr. Nagakarthik Mp is the Founder of Sauramandala Foundation, that focuses on working with remote, vulnerable, and disconnected communities in India.

"Promoting Educational Play at Home during COVID-19 in Cambodia"

Kerri Agee, Subregional Head of Programs, Mekong
Kosal Sean, Education Specialist
Catholic Relief Services

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PRESENTATION ABSTRACT
Catholic Relief Services, with the Ministry of Education, Youth, & Sport (MOEYS) in Cambodia, created a manual for creation and use of toys and games created from locally available materials, designed to engage parents in play at home and for teachers to use in pre-primary classrooms as learning aids. Most toys/games have adaptations for children with disabilities and some are designed to improve fine motor skills, social skills and reinforce pre-primary learning. Adapted play responds to Universal Design for Learning principles so that children can have needs met in an engaging manner. Schools will not open until November 2020 so there is need to engage students and parents during this time so as not to lose educational gains. CRS and the MOEYS Special Education Department discussed creating and sharing videos showing how to create and use toys so that children, particularly children with disabilities, are engaged through educational play while schools are not in session.

PRESENTER BIO
Kerri Agee

Kosal Sean
Kosal is an Education Specialist at Catholic Relief Services in Cambodia. He oversees an education program comprised of three projects and four staff. Kosal has successfully networked with a couple of ministries, staff in provincial and district offices of education, schools, and NGOs working on education and disabilities. Kosal earned a bachelor's degree in Business Management from Institute of Cambodia and a master's degree in Development Management from Norton University.

"No Room for Escape Rooms? Different Formats for Educational Escape Games in the Classroom"

Scott Nicholson, Professor and Director, Game Design and Development
Wilfrid Laurier University

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PRESENTATION ABSTRACT

Escape rooms are live-action team-based challenges where a group of people find hidden objects and overcome challenges in a short period of time. As escape rooms are simulations, they seem on first glance to be useful for the classroom. However, having a dedicated space for a small group of people to play a game for an hour doesn't work well in the typical classroom setting. For an upcoming book called *Unlocking the Potential of Puzzle-based Learning: Designing escape rooms and games for the classroom*, I worked with Liz Cable to develop different types of escape games, which are games that use escape room concepts, but are more appropriate for use in the classroom. During this talk, I will explore four types of escape games that require fewer resources, handle larger groups, and are more appropriate for classroom settings than traditional escape rooms.

PRESENTER BIO

Scott Nicholson has been creating playful experiences for over 30 years. He is a professor of Game Design and Development at Wilfrid Laurier University in Canada. His focus is creating live-action and tabletop games for real-world outcomes. He was the host of Board Games with Scott, the first YouTube series about board games, and was the lead designer for the Red Bull Escape Room World Championship in 2017 and 2019.

"PlayMatters"

Hadijah Nandyose, Senior Project Coordinator, PlayMatters IRC Uganda
Atsede Gidey, Strategic Partnership Manager, PlayMatters IRC Ethiopia
Joseph Opondo, National Education Program Coordinator, Plan International Uganda
Katie Barnum: Regional Curriculum Specialist, PlayMatters IRC

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PRESENTATION ABSTRACT

Early in PlayMatters' inception phase, the COVID-19 pandemic forced school closures around the world, including Ethiopia, Uganda, and Tanzania. The PlayMatters consortium quickly pivoted to develop a family-friendly, play-based home learning program. PlayMatters prioritized mitigating stress and learning loss at home through LtP activities to make reading, math, and SEL activities fun for the whole family.

At the center of our intervention is a series of paper-based home learning guides that utilize LtP principles: PlayMatters at Home. An additional support to the guides is a radio series that builds off the home learning guides, bringing the activities to life through engaging characters created by Ubongo. Founded in the same principles of well-being, this program creates a space where families can play and learn together. The characters play the games from the guides, sing songs, and discuss real challenges families may face. They speak to adults and children of all ages.

PRESENTER BIO
Hadijah Nandyose
Hadijah has over 15 years of practical experience majoring in leading, managing, and advising on education programs, with an inclination to Early Childhood Development. She presently works with IRC Uganda as the country coordinator for their PlayMatters project. She provides technical leadership and implementation support for this project which focuses on embedding play based learning in refugee settings for pre-primary and primary schools.

Atsede Gidey
Atsede holds a Master's in Social Work and has more than 10 years of experience in different capacities. She has worked with Amref Health Africa and Development Expertise Center, among others. Atsede has held many positions, such as a program coordinator, project officer, and researcher. In her previous role, Atsede held the position of the national program coordinator for a consortium/alliance, where she led and managed a consortium successfully.

Joseph Opondo
Joseph Opondo is an educationist with a decade's experience in teacher training, teaching, education programming, writing, media and communication. Currently, he is the National Education Program Coordinator with Plan International Uganda. Joseph is currently finalising researching system strengthening and its impact on ECD/E learning outcomes for the award of a Master of Arts in Education Administration and Human Resource Development.

Katie Barnum
Katie Barnum is a licensed primary school educator with a master's degree in International Affairs. She has blended experiences with communities abroad, including formal teaching in bi-lingual classrooms and writing and implementing curriculums for psychosocial support programming for refugee communities. Katie currently works with the IRC as PlayMatters' Regional Curriculum Specialist, where she assists in guiding curriculum and content development for PlayMatters.
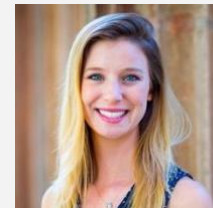
Workshop: High-Tech, Low-Tech, No-Tech - Playful Education Practices (Hosted by the LEGO Foundation)

AnnMarie Thomas, Director, Playful Learning Lab
University of St. Thomas

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PRESENTATION ABSTRACT
The Playful Learning Lab is currently in a multi-year residency at the Minnesota Children's Museum working on playful family interactions, and a partnership with Metro Deaf School and the Minnesota State Academy for the Deaf developing art and technology programming for Deaf children. Playful Learning Lab has a line of different projects that are caried out by a team of undergraduate research students, affiliated educators, and community partners.

PRESENTER BIO
AnnMarie Thomas directs the Playful Learning Lab at the University of St. Thomas. She is a Professor in the School of Engineering, the Opus College of Business, and the Center for Engineering Education. She is the creator of Squishy Circuits, and the author of Making Makers: Kids, Tools, and the Future of Innovation. She is the co-creator of the OK Go Sandbox project.

Brent Hutcheson, Director
Care for Education

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PRESENTATION ABSTRACT
Care for Education has spent the last 10 years promoting Learning through Play. During this time a number of approaches and methodologies have been tried and tested. We have worked with a number of different LEGO manipulatives and products, produced a large range of curricular-linked and play-based content. We have developed new ideas, activities, games, training courses, training manuals, presentations, videos and an App. We developed the Six Bricks tool that has proven to be a simple, yet powerful tool to help introduce and support the concept of Learning through Play. We have trained over 30,000 practitioners and teachers, and now work and collaborate with over 2,000 organisations that work with and either educate, assist or look after children. It's fair to say that in this time we have been able to work out what works when it comes to promoting Tech & Play in the informal and formal environments.

Oliver Bray, Initiatives Lead, Global Programs
The LEGO Foundation

PRESENTER BIO
Ollie Bray is currently Global Director: Connecting Play and Education at the LEGO Foundation (www.legofoundation.com) where he leads on the Foundations work related to education improvement through the use of technology and play. He is also Chair of the Board at the International School of Billund, Denmark.

Gaming for Youth Engagement and Teacher Training

"The Dominican Republic Education and Mentoring (DREAM) Project"

Catherine Delaura, Executive Director
Sophia D'Angelo, Educational Consultant
The Dominican Republic Education and Mentoring (DREAM) Project

PRESENTATION ABSTRACT
The DREAM Project's Deportes Para la Vida (DPV), or Sports for Life, originally derived from Grassroot Soccer, is a peer-led program that leverages sports to equip marginalized youth and adolescents, ages 12-24, in the Dominican Republic with life skills, such as sexual and reproductive health (SRH), critical thinking, problem solving, communication, and leadership. The majority of DPV participants come from particularly vulnerable populations, such as out-of-school learners, and girls. DPV is a standalone program, but it is also integrated into DREAM's tandem projects, including our young adult job-training and entrepreneurship program (A Ganar), as well as our youth summer camps. DPV trains young leaders to replicate programs in their own communities, thus leveraging local talent and empowering youth. It currently operates in more than 30 communities. Since December 2010, DPV has trained more than 500 young leaders who are considered Certified DPV Trainers and more than 2,000 adolescent and youth participants graduate from the program each year.

PRESENTER BIO
**Catherine DeLaura**
Catherine has led the DREAM Project since 2009. She was assistant principal and principal of School of the Future in New York City from 2002–2007. She taught ESL and history as a Peace Corps Volunteer in Micronesia and in the New York City public schools for 10 years. She founded an interdisciplinary arts program at Taft High School and received an MBA from Columbia Business School.

Sophia D'Angelo
Sophia is a teacher, curriculum developer, and teacher trainer pursuing a PhD at the University of Cambridge Faculty of Education's Research in Equitable Access and Learning (REAL) Centre, where she also received her MPhil. Her research focuses on culturally relevant pedagogy and the ways in which collective and individual cultures shape teaching, learning, and relationships in schools and classrooms.
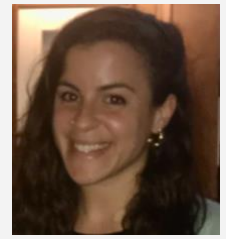
"Digital Education for Children in Vulnerable Environments"
Elizabeth Galdo Marin, Managing Director
Fundación Telefónica Perú

Mila Gonçalves, Global Head of Product and Innovation
ProFuturo

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PRESENTATION ABSTRACT
ProFuturo is an education programme launched in 2016 by Telefónica Foundation and "La Caixa" Foundation, whose mission is to narrow the education gap in the world by providing quality digital education for children in vulnerable environments in Latin America, the Caribbean, Africa and Asia. In line with Goal 4 of the United Nations' 2030 sustainable development agenda on access to equitable and inclusive quality education for all, ProFuturo aspires to become a world reference for transformation and innovation in education, improving the education of millions of children through technology.
Through a digital and integral educational solution that combines both teaching and learning methods, modular and adapted to each environment and context, ProFuturo focuses its efforts on ensuring that teachers have good training and the best tools to provide quality education to children in vulnerable areas and thus close the education gap worldwide.

PRESENTER BIO
Elizabeth Galdo Marin
Elizabeth is the Executive Director of Fundación Telefónica del Perú. She has worked for the Telefónica Group for 15 years, holding different positions in Peru and Spain. Previously, she served as Advisor to the Vice Minister of Communications. She is a graduate of Pontificia Universidad Católica del Perú, where she is a doctoral candidate. She is a lawyer and has a Master's Degree in Law from Harvard University.

Mila Gonçalves
Mila is the Global Head of Product and Innovation at ProFuturo since 2020. Previously, she was the Manager of Education and Learning at the Telefonica Foundation at Brazil from 2011 to 2019. She is a psychologist with a Master of Science in Communications from University of Sao Paulo. She earned a specialization in Distance Learning from the Universidad Carlos III de Madrid.

"EVOKE"
Robert Hawkins, Senior Education Specialist
Barbara Freeman, Education Innovation and Impact Evaluation Consultant
World Bank

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PRESENTER BIO
Robert Hawkins

Barbara Freeman
Barbara has worked extensively with government and intergovernmental agencies and the private sector across four continents, using interdisciplinary experience and academic training to create innovative evidence-based solutions, designed to solve complex educational and socio-economic issues and improve the real-life chances of vulnerable youth and communities.

"Game of Choice, Not Chance: Building an immersive decision-making tool for adolescents"

Susan Howard, Academic Entrepreneur
George Mason University & Howard Delafield International

PRESENTATION ABSTRACT
As mobile technology becomes more globally accessible, the applications of game-based learning in the form of direct-to-consumer (DTC) applications are rapidly expanding in potential. Game of Choice, Not Chance (GOC) is a project targeted to adolescent girls in India who are often faced with barriers to knowledge, access, and decision-making in regard to health and personal agency. We are developing a mobile, choice-based game in which girls play as a relatable character who is faced with challenges regarding career opportunities, parental support, and relationships with boys. Progressing through the game, players make decisions as they negotiate with parents for greater autonomy and learn about reproductive health including menstrual hygiene. The game provides a safe space to explore options and receive credible information on topics that are widely considered taboo. GOC is an educational, interactive, and fun tool for putting information and resources directly in the hands of adolescent girls and with the aim of demonstrating to them that their decisions matter.

PRESENTER BIO
Susan Howard
Susan Howard is a behavioral scientist, educator, and innovator who teaches, mentors, and creates at the nexus of academia, industry, and entrepreneurship. She combines theories from behavioral and social sciences with best practices in game-based learning technologies, human-centered design, social marketing, and business innovations to design solutions that address health and environmental issues, internationally.

mEducation Alliance e-Cafe: Showcase Speakers

Warren Buckleitner, Ph.D.
Assistant Professor, IMM Department at TCNJ
Editor, Children's Technology Review

PRESENTER BIO
Warren Buckleitner is an educational researcher and product reviewer with a specialty in the design of interactive

media. He teaches interactive design at The College of New Jersey, and is the Editor of Children's Technology Review. He holds a BS in Elementary Education (cum laude), an MS in Human Development and a doctorate in educational psychology (Learning, Technology & Culture) from Michigan State University. He is married with two daughters, and enjoys playing the trumpet.

Jon-Paul C. Dyson, PhD
Director, International Center for the History of Electronic Games
Vice President for Exhibits, Strong Museum of Play

PRESENTER BIO
Dr. Jon-Paul C. Dyson is Director of the International Center for the History of Electronic Games and Vice President for Exhibits at The Strong National Museum of Play in Rochester, New York. The Strong welcomes more than 550,000 guests annually and has the world's most comprehensive collection of playthings.

Dr. Christopher Harris, Director of the School Library System
Genesee Valley Educational Partnership

PRESENTER BIO
Dr. Christopher Harris is the Director of the School Library System for the Genesee Valley Educational Partnership, an educational services agency supporting the libraries of 22 small, rural districts in Western NY. Dr. Harris received his EdD from St. John Fisher College in 2018 for dissertation research on helping teachers become more confident teaching computer science.

Brian Mayer, Coordinator, School Library System and Media Services
Erie2 BOCES

PRESENTER BIO
Brian is a certified elementary school teacher and school librarian. He currently works as Coordinator of the School Library System and Media Services for Erie2 BOCES, an educational services agency that supports the libraries of 27 rural districts in western New York. He was named a 2015 Library Journal Mover and Shaker.

Mugaga Julius, Assistant Lecturer and Researcher
Makerere University

PRESENTATION ABSTRACT

Matica is a novel low-cost mathematics card game developed to support in and out of class mathematics learning for upper primary to lower secondary learners in resource-limited countries who traditionally do not have access to basic educational technology tools to support home schooling. Matica allows learners to have fun with mathematics while they play and socially interact with their parents and peers. It is an eccentric social learning tool with potential to improve basic skills in mathematics, arithmetic computations and interests through playing like other ordinary card games. It is a deck of 46 cards; 36 cards labelled with numbers 1 to 9 each assigned one of the arithmetic symbols +, -, ÷, x; and pairs of special cards of addition, subtraction, square, square root signs and two mockers assigned a number zero. The game requires at least two players to think rapidly, keep track of changing totals, mentally execute computations and make split-second(s) decisions.

PRESENTER BIO

Mugaga is a biomedical engineer, a researcher, an assistant lecturer at Makerere University, and an all-around multi-award-winning innovator. He is passionate about frugal sustainable innovation and product development, mainly focusing on healthcare challenges affecting those most in need, and most especially people living in low middle-income countries.

Meet the Keynote Speakers

KEYNOTE SPEAKERS

Dr. Bo Stjerne Thomsen, Vice-President, Chair of Learning through Play
LEGO Foundation

Dr. Bo Stjerne Thomsen is the Vice-President and Chair of Learning through Play in the LEGO Foundation. The function of the Chair is to be the expert at the highest level to the executive leadership on how children and adults learn through play, and providing consultation at the bilateral, regional and multilateral levels to international partners, leaders and advocacy. He is a spokesperson representing the LEGO Foundation and the LEGO Brand Group at international fora's, and advising leadership teams across the LEGO entities, in order to attain the overall LEGO Brand Vision of Learning through Play.

Sally Gear, Head of Profession for Education
Department for International Development, United Kingdom

Sally is Head of Profession for Education at the UK's Department for International Development where she has worked in a number of education advisory roles since 20016. During this time, she has been the organisation's policy lead on girls' education and led the UK's £355mn Girls Education Challenge programme. Prior to joining DFID, she lectured in

Social Development and Gender at the Institute of Development Policy and Management (IDPM) at Manchester University, worked for the British Council as a Regional Education Adviser for Sub Saharan Africa and was an Education and Gender adviser at the INGO VSO. Sally is currently Chair of the Global Partnership for Education (GPE) Grants and Performance Committee.

Scott Kim, Cofounder
Game Thinking Academy

Scott Kim is a game designer who worked on Tetris, Bejeweled, and several Thinkfun games. He is also a mathematical artist who created the art of ambigrams (words written so they read in more than one direction) and a math educator who designed math games for ABCmouse.com. He founded mathmonday.net and is a cofounder of the Game Thinking Academy, which coaches entrepreneurs to build more engaging experiences.

Asyia Kazmi, Global Education Policy Lead
Bill and Melinda Gates Foundation

Asyia's 25-year career in education began as a mathematics teacher in the UK. Before joining the Gates Foundation, Asyia was in PwC leading the Girls' Education Challenge, a £800m fund set up by the UK's Department for International Development to support the education of 1.5 million girls in 17 countries. Asyia has worked in three UK Government departments: as a senior education adviser in DFID stationed in Pakistan, a senior Her Majesty's Inspector in Ofsted and a project director in the Department for Education. Her areas of expertise include teaching, learning and assessment; school improvement; and large-scale programme management.

Jaime Saavedra, Global Director, Education
The World Bank Group

Jaime Saavedra leads the Education Global Practice at the World Bank Group. He rejoined the World Bank Group from the Government of Peru, where he served as Minister of Education from 2013 through 2016. During his tenure, the performance of Peru's education system improved substantially as measured by international learning assessments.

Throughout his career, Mr. Saavedra, has led groundbreaking work in the areas of poverty and inequality, employment and labor markets, the economics of education, and monitoring and evaluation systems. He has held positions at a number of international organizations and think-tanks, among them the Inter-American Development Bank, Economic Commission for Latin America and the Caribbean, International Labour Organization, Grupo de Análisis para el Desarollo and the National Council of Labor in Peru.

Molly Jamieson Eberhardt, Director of Engagement
EdTech Hub

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Molly Jamieson Eberhardt is the Director of Engagement for the EdTech Hub, a global research partnership working to empower people making decisions about education technology. She leads country partnerships including short-term technical assistance through the Hub's Helpdesk and longer-term research collaborations focused on evidence uptake. As a Program Director at Results for Development (R4D), which is one of the Hub's core partners, Molly has spent the last several years overseeing R4D's evaluation and adaptive learning work in the global education practice. This is a portfolio of partnerships with funders and implementers working to iteratively test and improve their programming in pursuit of sustainable learning outcomes.

Oliver Bray, Initiatives Lead, Global Programs
The LEGO Foundation

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Ollie Bray is currently Global Director: Connecting Play and Education at the LEGO Foundation (www.legofoundation.com) where he leads on the Foundations work related to education improvement through the use of technology and play. He is also Chair of the Board at the International School of Billund, Denmark. He has over 20 years experience in all aspects of education. As well as his philanthropic, school and systems leadership work he has also been an award winning teacher, senior policy advisor to government (digital learning strategy), Scotland's national advisor for emerging technologies in learning and a non-executive director at Inverness College: University of the Highlands & Islands.

Play Every Day

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Sept 14-16, 2020

The **LEGO** Foundation

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