CYPRUS EDUCATION SUMMIT 2026

CARDET
DESIGNING THE FUTURE

Technology, Learning, and Being Human

What have we learned in 100 years?



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EUROPEAN TEACHER WELLBEING & CAREER OBSERVATORY

CYPRUS PEDAGOGICAL INSTITUTE

MINISTRY OF EDUCATION, CULTURE SPORT AND YOUTH

UNIVERSITY of NICOSIA

Co-funded by the European Union

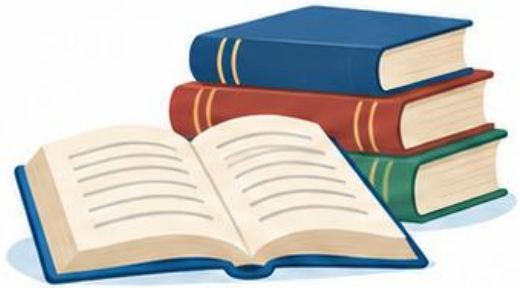
CYPRUS EDUCATION SUMMIT 2026

2020–2026

2020	The School of the Future
2021	Ψηφιακός Μετασχηματισμός & Ψηφιακές Δεξιότητες
2022	Επαγγελματική Μάθηση των Εκπαιδευτικών: Προκλήσεις και Προοπτικές
2023	Η Αξιολόγηση των Μαθητών/τριών ως αναπόσπαστο μέρος της εκπαιδευτικής διαδικασίας
2024	Learning Innovations Summit - AI
2025	Το νέο Σύστημα Αξιολόγησης Εκπαιδευτικών και Εκπαιδευτικού έργου
2026	Το Σχολείο στην Ψηφιακή Εποχή: Τεχνολογία και Συμπερίληψη

100 YEARS OF EDUCATIONAL TECHNOLOGY

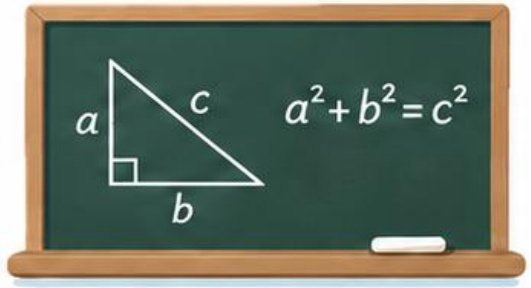
1920s–2020s · From books and blackboards to AI



Books

1920s foundations

Reading, study and shared curricula.



Blackboard

1920s foundations

Whole-class explanation and worked examples.



Television

1950s–1970s

Broadcast lessons bring experts into classrooms.



Computers

1960s–1980s

Computer-based practice, programming and exploration.



Internet

1990s

Web resources and global communication.



Online education

2000s–2010s

Course platforms, virtual classrooms and MOOCs.



AI

2020s

Generative tools for dialogue, feedback and creation.

Books and blackboards predate this century. Eras overlap; adoption varies by country.

Sources: School Broadcasting in the United Kingdom (2007); Computer History Museum; CERN; Weller, 25 Years of Ed Tech (2020); UNESCO, Guidance for Generative AI (2023).

Technology and Reform

- **1986**: Teachers and machines: the classroom use of technology since 1920
- **1993**: Technology meets classroom: Classroom wins
- **2001**: Oversold and Underused
- **2015**: The rhetoric of Reform and Teachers use of ICT
- **2026**: The Digital Delusion



The digital delusion

Devices in every classroom

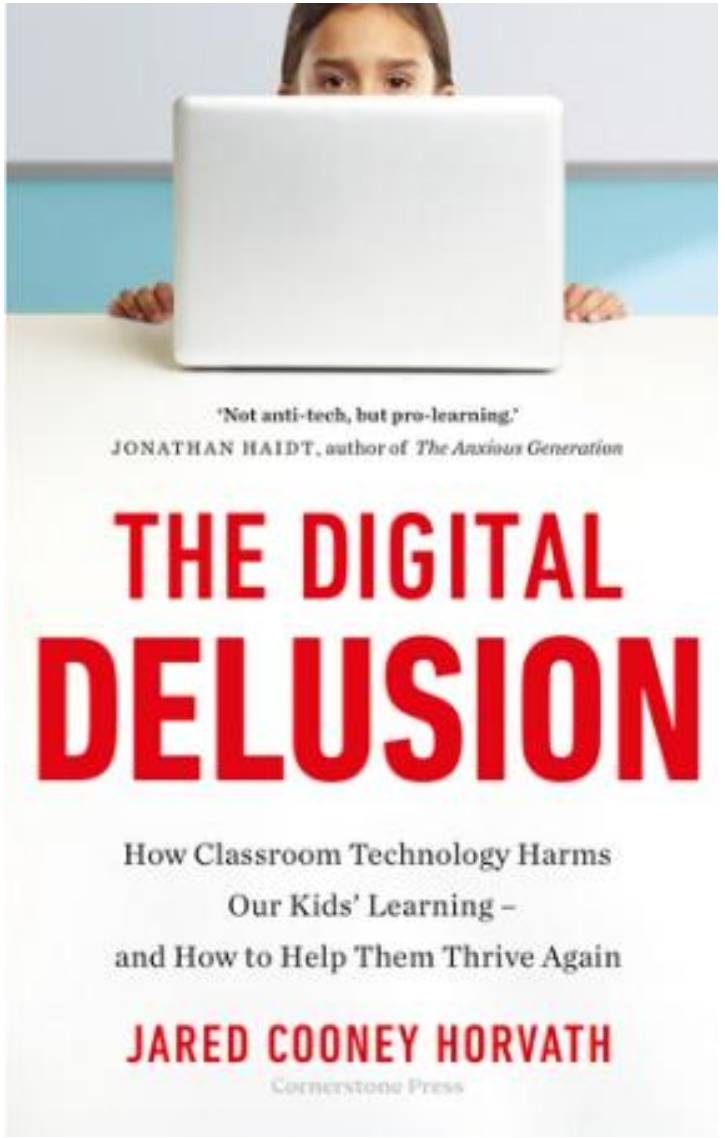
Access alone does not guarantee learning.

Polished work

A strong output can hide weak understanding.

Hours spent online

Activity alone does not demonstrate digital competence.



Media as delivery vehicles

Richard E. Clark's argument (1983)

Trucks DO NOT impact nutrition



Trucks

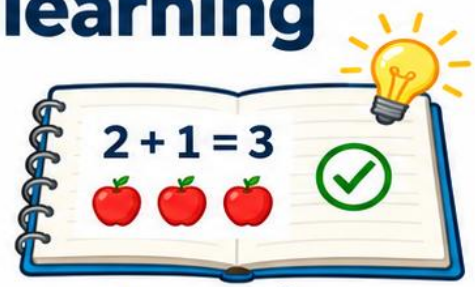


Nutrition

Media does NOT impact learning



Media



Learning

"…media are mere vehicles that deliver instruction but do not influence student achievement any more than the truck that delivers our groceries causes changes in our nutrition."

Richard E. Clark (1983, p. 445)

Clark, R. E. (1983). Reconsidering research on learning from media. *Review of Educational Research, 53*(4), 445–459. https://doi.org/10.3102/00346543053004445

"*The No Significant Difference Phenomenon*"

Many research reports document no significant differences in student outcomes between different modes of education delivery.

Pedagogical method – context – tools – teacher - Are more important!

Learners Learn Best When ...

What we know about **how people learn**

Active, intentional learning



Engage actively and intentionally.

Deep engagement



Explore content, problems and ideas in depth.

Authentic activities



Participate in real-world, authentic activities.

Frequent feedback



Receive frequent feedback on their learning.

Collaboration



Work with others on activities and problem-solving.

Meaningful tools



Access tools that support meaningful learning.

Multiple representations



Represent knowledge in multiple ways.

Teaching approaches that can also be effective



Direct instruction

Can be very effective in some cases.



One-to-one tutoring

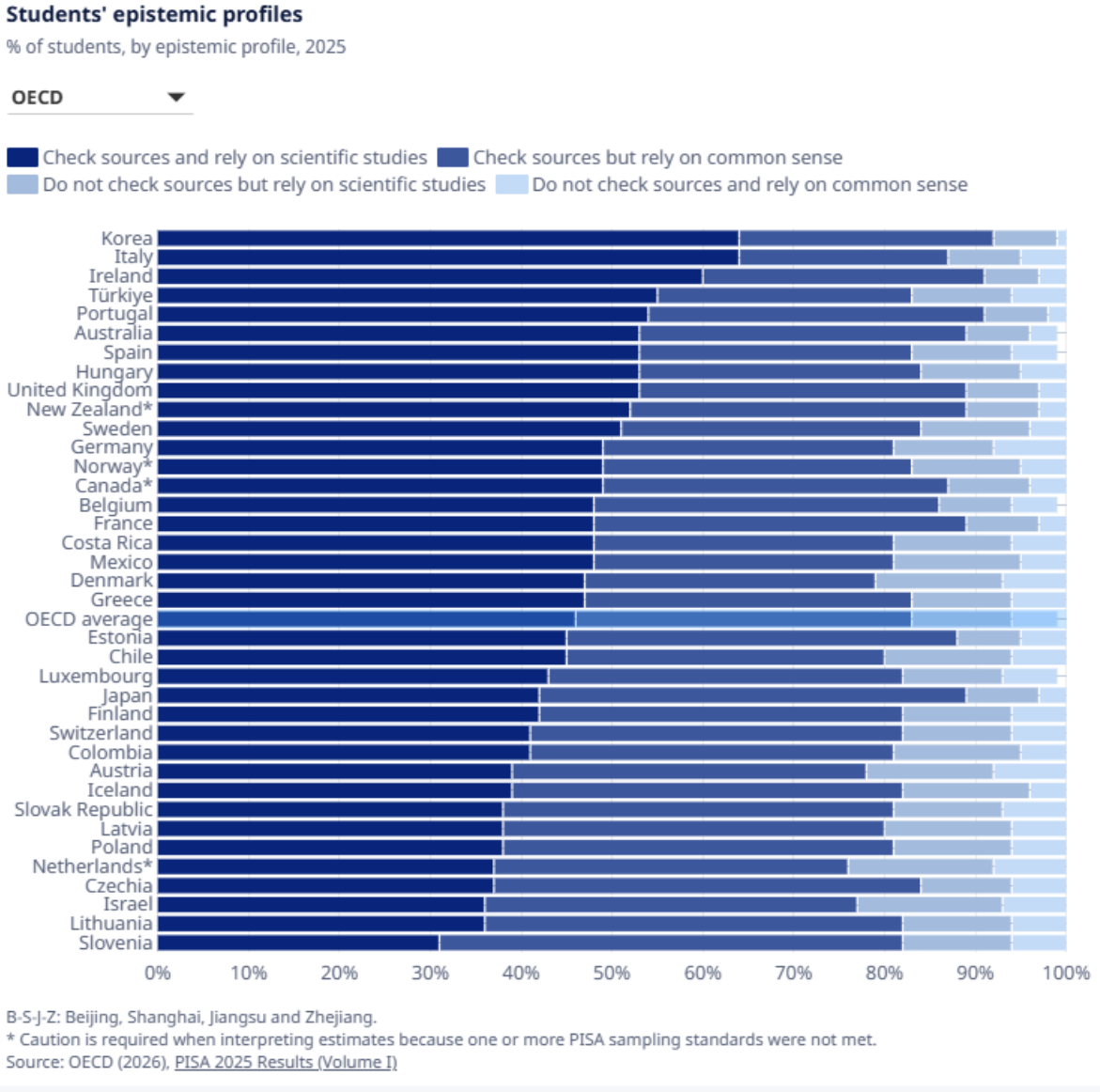
Can be very effective under certain conditions.

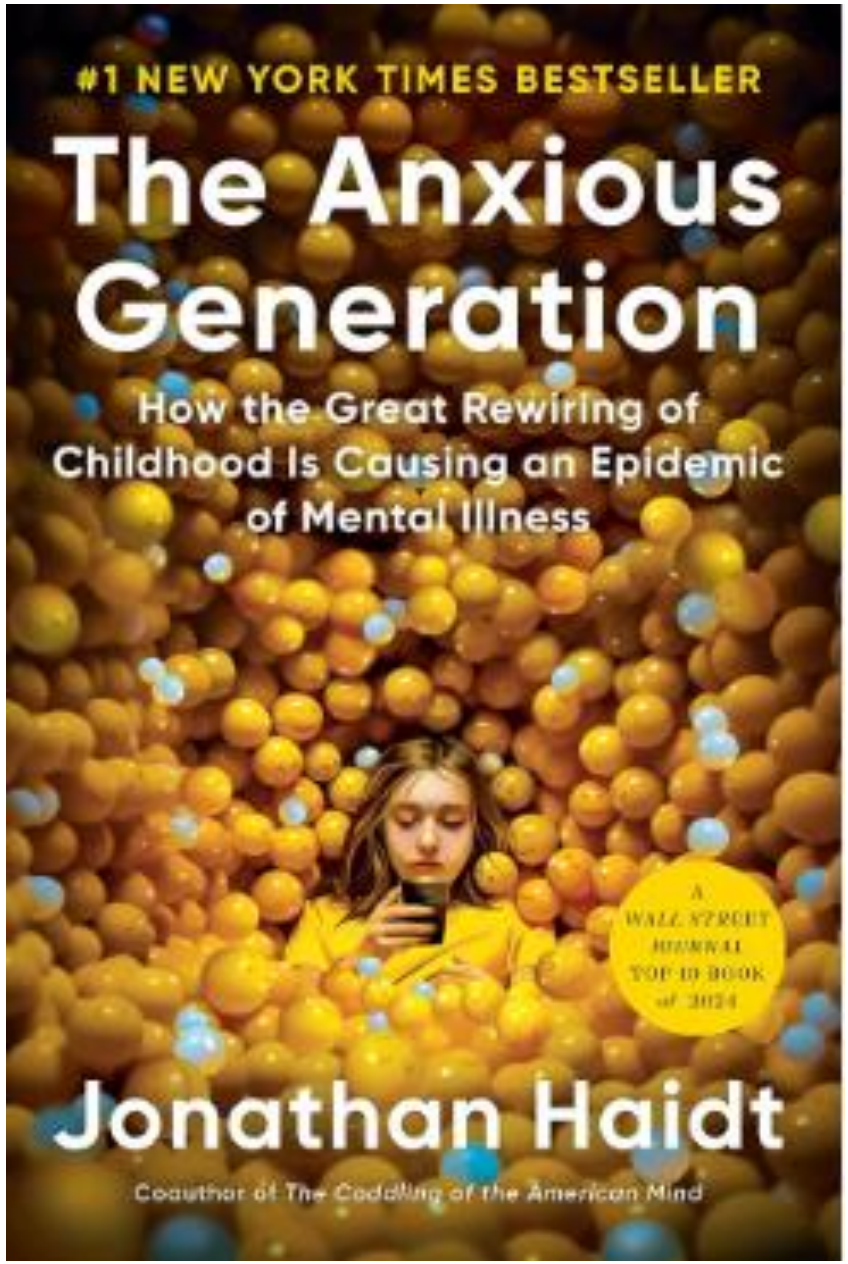
Use of Technology



- by around age 10, 93% had an Internet connection in 2021 (Progress in International Reading Literacy Surveys), and on average approximately 70% of 10-yearolds already own a smartphone.
- In 2022, access to digital devices was nearly **universal**. According to PISA 2022 data, an average of 96% of 15-year-olds in OECD countries had access to a desktop computer, laptop, or tablet at home, while 98% had a smartphone.
- In almost all countries, **at least 50% of 15-year-olds spent 30 or more hours per week** on digital devices

Over half of students may be vulnerable to misinformation and disinformation





https://www.anxiousgeneration.com/

- The decline in youth mental health is (among others) the result of a societal shift from a play-based childhood to a phone-based one.

- To address this crisis we must collectively delay smartphone access and restoring children's real-world independence.

Major Depression Among Teens

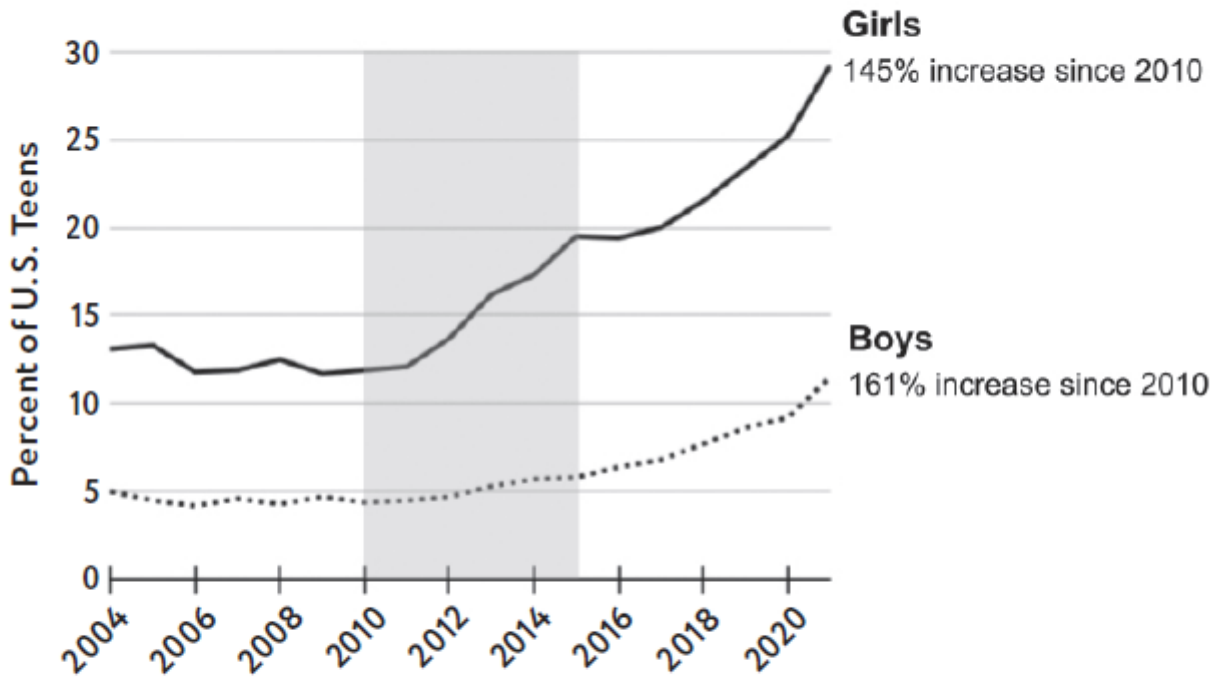


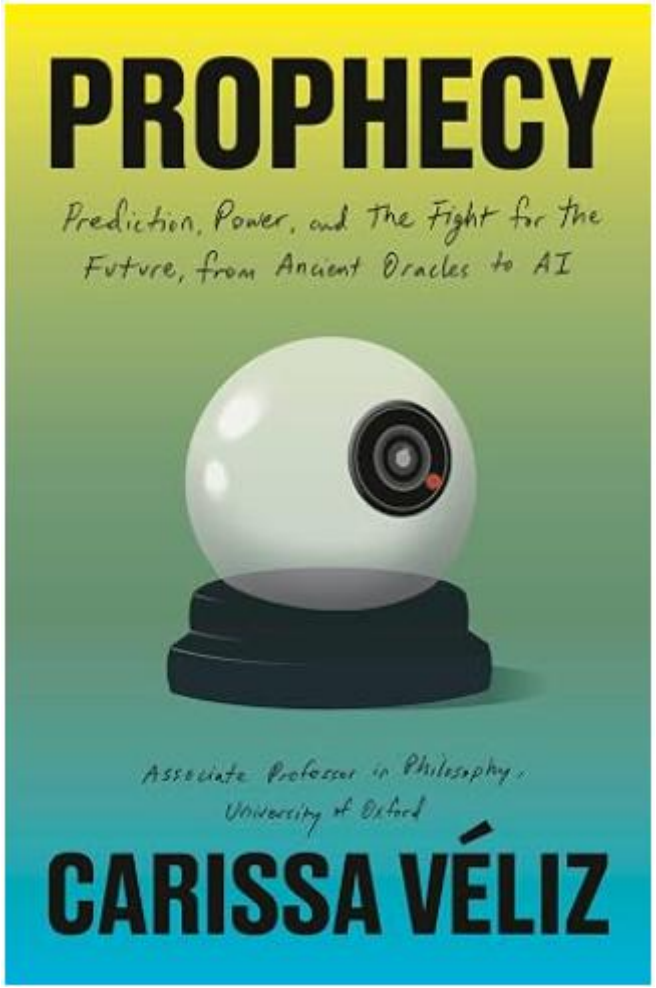
Figure 1.1. Percent of U.S. teens (ages 12–17) who had at least one major depressive episode in the past year, by self-report based on a symptom checklist. This was figure 7.1 in *The Coddling of the American Mind*, now updated with data beyond 2016. (Source: U.S. National Survey on Drug Use and Health.)[3]

https://www.anxiousgeneration.com/

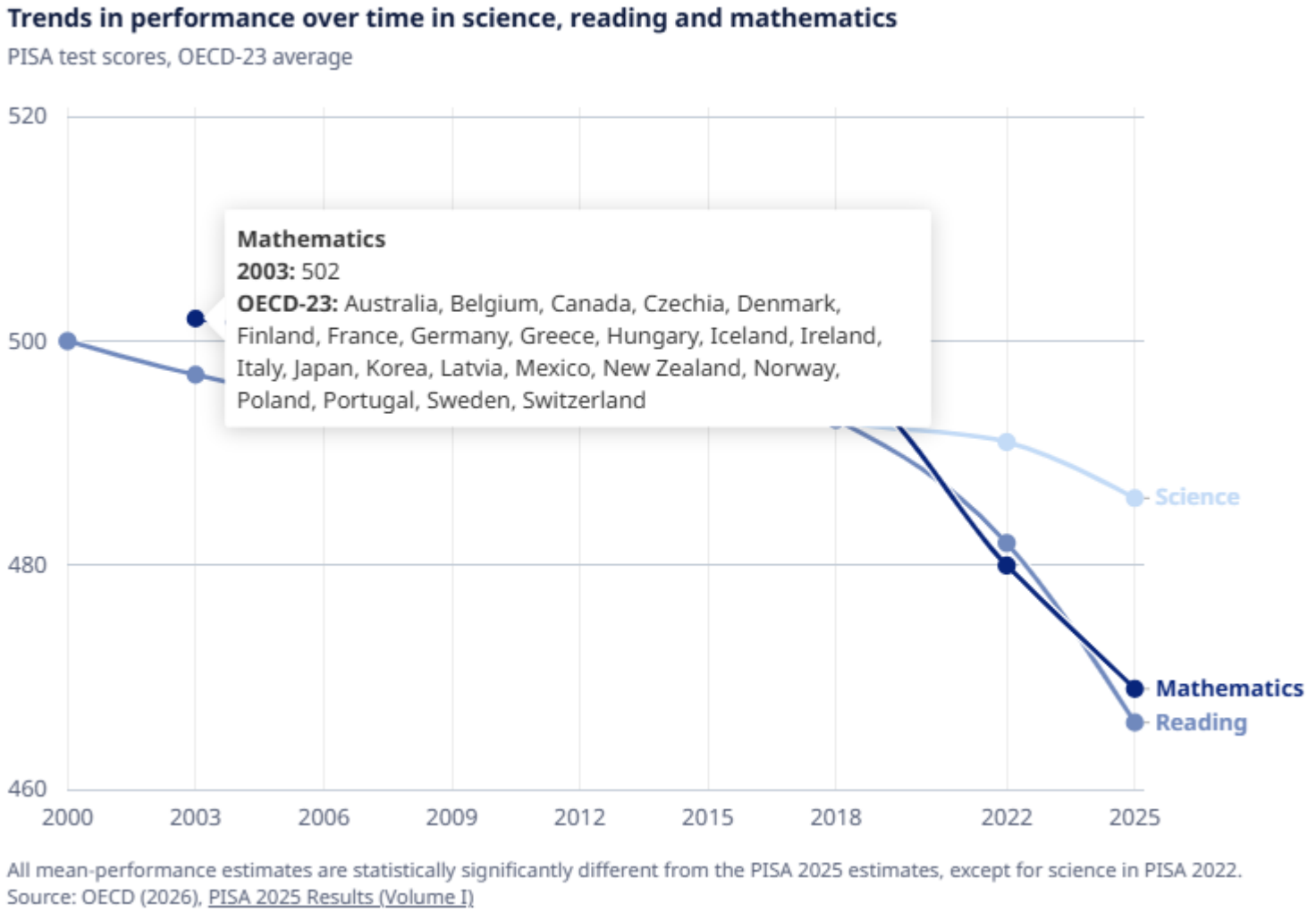
Prophecy: Prediction, Power, and the Fight for the Future, from Ancient Oracles to AI

Dr. Carissa Veliz, University of Oxford
https://www.oxford-aiethics.ox.ac.uk/dr-carissa-veliz

- Technology is predetermined. We are designing it. Technology is not neutral
- Not a coincidence why democracy is on a decline, and technology is on the rise!
- Code is authoritarian! AI, algorithms, etc.
- AI is dangerous: Surveillance. AI needs data! Personal data. Dangerous.



Education performance continues to decline, with huge drops in reading



PISA 2025

- What do we know? Correlations?

46%

of students in OECD countries use AI chatbots weekly or more to help them learn

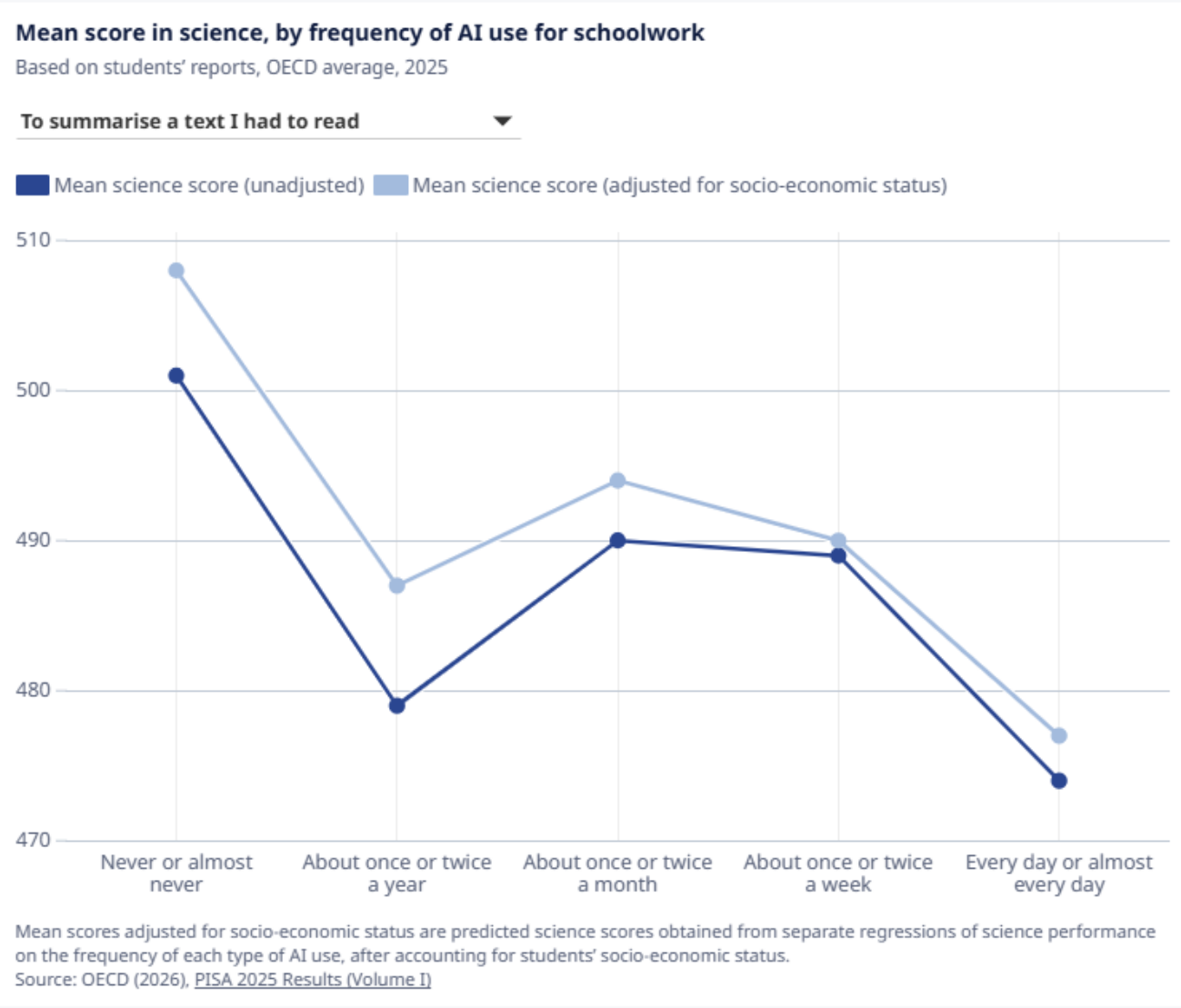
28%

of students in OECD countries say their fellow students are distracted by the use of digital devices during most or every science class

76%

of students in OECD countries feel they belong at school

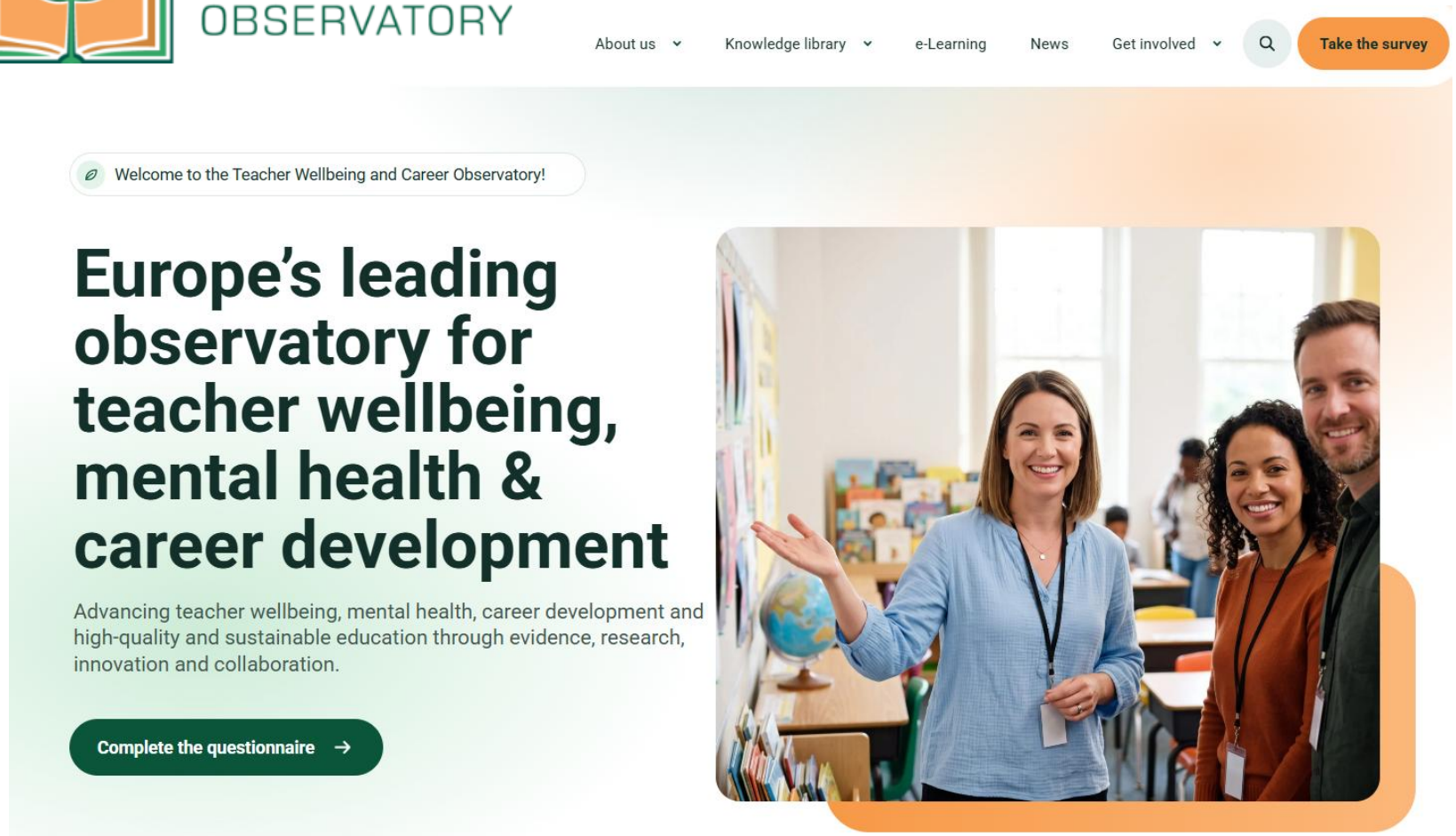
The relationship between AI use and student performance is complex



Cognitive Surrender!

Evidence-Based Policy Making

EUROPEAN TEACHER WELLBEING & CAREER OBSERVATORY



- Thriving Schools
- PERMA – Digital
- Digital Harmony
- EDUDATA
- AI Literacy



https://teacherwellbeing.eu

Some questions to consider …

- What education do we want for our children?
- What are the skills we value?
- What does “academic success” mean?
- How can we use technology in inclusive ways?
- How can we use technology to engage with authentic problems?
- What must every learner be able to do without AI?
- What evidence should we consider before formulating policies?

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