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TITLE [Resolution of the Conference "Educational environment for the information age"]
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Abstract

[On June 8, 2021, the international conference "Education Environment for the Information Age" (EEIA-2021) was held at the Institute for Strategy of Education Development of the Russian Academy of Education.

The conference is held for the sixth time to allow the participants from different countries and Russian regions to exchange information and findings of their research in the field of modern pedagogy and philosophy of education under the conditions of the era of information.

The invited speakers spoke about globalization and education of global citizenship as a key factor in fostering a culture of peace, multicultural education, emphasized the role of the history of pedagogy as a scientific discipline, as well as the importance of using a transnational approach in its study. The conference participants got acquainted with new research in this area.

Several presentations touched upon the general problems of didactics, topical issues of Russian education, which are of an applied nature.

More than 300 people took part in the plenary session and sections, among them researchers from Moscow, Tula, Yaroslavl, Ural, the Far East of Russia, Sakhalin, from Kazakhstan, Uzbekistan, Bologna University (Italy), from various scientific and educational organizations.

The issues of the conference were discussed in several focus-groups. They made up the document which UNESCO Chair on global education presents today.]

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Content

Acronyms

[**Note: The following narrative, including footnotes, should not exceed 4,000 words – but without references and any annex**]

Introduction

Focus group participants of the conference "Education Environment for the Information Age" (EEIA-2021), supposing the influence of the information age on all social institutions, including education, consider it necessary to note that:

FOCUS-GROUP 1 "Education space in the era of globalization".

The global challenges and risks inherent in modern society causing a transformative impact on education. It lies in the fact that education, like all society, is going through a time of change associated with the transition to a new stage of socio-economic development, which sociologists and economists describe as the fourth industrial revolution. Scientific and technological progress, digitalization, artificial intelligence, which are the main signs of the time, open enormous opportunities for humanity. Threats and challenges are posed by the disappearance of humanistic ideals, blurred ethical positions, and little attention to the upbringing of moral qualities throughout the world.

The following problems are relevant: vectors of development of the educational space, the specificity of the education space of additional professional education, modeling of the education environment, some aspects of modernization of education that affect the educational space of the country, the features of the education space in the information society, the problem of tolerance in the modern world, etc.

The education space should be multicultural, socially oriented, open for the formation of an international education environment and, more and more often, supranational in terms of the nature of knowledge and familiarizing a person with the values of the modern world.

FOCUS-GROUP 2 "Online and offline education in the information age".

Online education is a necessary form of modern education; however, it should not be regarded as a substitute for classical offline education, but as an additional option to expand educational opportunities while obtaining a classical education. The problems of the values and meanings of online and offline education, even though the history of the relationship of these forms has existed for about two decades, remain relevant, especially in connection with the sharp expansion of virtual communication between participants in the educational process during the COVID-19 pandemic.

Education achieves the greatest efficiency in a combination of online and offline, positive factors show this in almost any aspect: economic, cultural, social, philosophical, hermeneutic. This is also facilitated by the transformation of a person in interaction with the information environment in modern conditions.

FOCUS-GROUP 3 "Pedagogical education in Russia and abroad".

The improvement of pedagogical education in modern society takes place in the context of the digitalization of education, the formation of a digital educational environment, at the same time the participants note the need for significant changes in the general education system to improve its quality. Mechanisms for improving the scientific potential of pedagogical education, anthropological pedagogy are updated, while we see an increase of the attention to the development of the teacher-researcher. The informal education begins to play more important role together with the development of lifelong learning. Teaching, in the form of professional educational communities, the role of electronic portfolio and mentoring grows

(the most modern form is co-teaching). A new direction in pedagogical education is revealed - education in extreme conditions.

FOCUS-GROUP 4 "Professional development of teachers on education for sustainable development".

This is the topic of teacher training at all levels in education for sustainable development is relevant in all countries of the world, as evidenced by various documents at the global and national levels: Global Action Program on Education for Sustainable Development, Roadmap 2030, Priority Action Area 3, Sustainable Development Goal 4, included in the list of priorities for Russia. In connection with the course of our country towards environmentally sustainable development (No. 007 Federal Law, No. 172 Federal Law) and the high need for training specialists for the implementation of this goal, it is necessary to update the content of training and advanced training of teachers.

FOCUS-GROUP 5 "Training of highly qualified scientific and pedagogical personnel in modern conditions".

Questions of the content, methods, and conditions for the training of future pedagogical researchers in postgraduate and doctoral studies are especially important in the preparation of highly qualified scientific and pedagogical personnel.

There is a demand for young scientists who are capable of in-depth analysis of processes in the education system, an objective examination of the quality of education and the development of strategies for its development in the context of the digital transformation of educational systems. It is noted that the training of personnel for the sciences of education has a certain specificity, which is due to the originality of pedagogical science, addressed to the personality and diversity of the world of childhood and adolescence.

The content of a graduate student's training should meet the requirements of anthropology, openness to many areas of human studies, interdisciplinarity, and interdisciplinarity. A high level of erudition in the field of epistemology and philosophy, psychology, sociology, theories and historical concepts of pedagogy and education, pedagogical comparative studies, developmental physiology, modeling theory, mathematical research methods, etc. is required from the future teacher-researcher.

Topical problems of modern research are generated by such trends in the educational process as the assertion of intersubjectness, metasubjectness, interdisciplinarity, transdisciplinarity; use of information resources and digital technologies in the educational process; creation of educational complexes and communities; inclusion of educational activities in the context of socially and personally significant projects; the formation of the experience of "subjectivity" as a personal result of education; actualization and formation of creative, activity, personal experience in teaching; interactivity and dialogic character of teaching; an activity-based approach in the form of project and simulation-modeling training; "open learning" with initially unsettled content, with real acquisition of knowledge.

For the development of the work of postgraduate and doctoral studies, it is important to continue improving the system for selecting applicants for postgraduate studies; to include in the content of postgraduate students' training the latest achievements in the field of pedagogical science; to increase the level of methodological training of graduate students, their readiness to use modern research technologies, including digital ones; to give priority attention to improving the activities of scientific advisers; continue to work to support the development of scientific schools.

FOCUS-GROUP 6 "Didactics in the educational information environment".

For modern didactics, the following problems are considered significant: designing the learning process, modern teaching methods using the resources of the information educational environment, including methods of virtual, augmented reality; ensuring personal information security; formation and methodology for assessing information literacy of students, as well as teachers.

The participants noted the importance of updating approaches to the design of the educational process in secondary schools, colleges, universities, due to the changed socio-cultural conditions, the intensive development of the information space, the immersion of the learning process in the information educational environment. In this regard, it is necessary to change the teaching methods of various subjects and disciplines, to develop the information culture of the personality of both the student and the teacher.

It is recommended to pay attention to the didactically and methodologically grounded use of information technologies that helps to increase the educational motivation of students; to strengthen the orientation of the educational process towards the formation of independent learning activities of students.

FOCUS-GROUP 7 "Development of universities in the rating paradigm".

Currently, university rankings not only reflect the university reality, but also actively form the priorities of the strategic development of universities. The number of national ratings is increasing, some of them strive for global popularity. Measurement criteria are developing towards alternative metrics - altmetrics, the interpretation of which requires an in-depth expert assessment. The former leaders among the world global rankings are losing their importance in comparison with subject and local rankings. Probably, soon we can expect a drop in the popularity and significance of the ratings: due to their large number, universities will lose incentive to participate in them. An alternative possibility is to customize universities for their own systems of introspection and future development based on ratings not only in the field of university education, but also in the surrounding educational space of a country or region. This will shift the focus from the marketing, mass media function of ratings to the function of an independent arbiter.

Annexes