

1. Description of the achievement.



My name is Olivier Dijkmans, 38 years old, and for already 17 years I am teaching in primary school Omnimundo, situated in the north of Antwerp, Belgium. As a school we chose to reflect the neighbourhood we are situated in. Our student and parents' population consist primarily out of the

weaker part of our society. We learned, as a school, that our parents and students got fewer chances in life and find it very difficult to get out of poverty, by the language or weaker social climate they are living in. We always were a school that accommodated and welcomed all children, without looking at their heritage, religion, or cultural differences, with all their different languages or educational level. That idea is reflected in our catchphrase: Omnimundo, a school for all children, from all around the world.



For us as teachers, this meant a very different approach for teaching, far away from the classical way of teaching in "normal" classes. We apply different learning paths in one group, special languages classes, different methods of working together and using a lot of visual learning materials. And using the differences between children as a strength, not a weakness.

A few years ago, our school was confronted with a new group of children and parents, arriving in our country, our city and neighbourhood and consequently in our school. Like other parts of Europe, Belgium was confronted with the worldwide refugee problem. We as a school decided to welcome those people with open arms and help them to build a new future in our country. At that moment, I decided to turn around my way of teaching completely, to maximize the learning process.

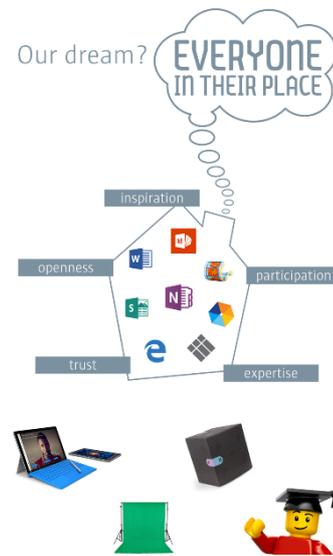
I am teaching in primary 5, to students of 10-11 years old. Ollywood, the name of my class, is themed like a hotel, where every morning my students "check in" for another exciting day of exploring and learning. It is a safe, colourful and cosy environment, where the children can feel themselves at home! I was already used to deploy different learning methods, but suddenly there was that need to change even more.

In a rather short time, the audience in my class changed completely. We had a whole new group of children, that were non-native speakers, some of them had never been to school, because of the difficult situation in their country of origin. Suddenly we were confronted even more with children who are unable to write or read, had to learn social skills and first, had to be helped to overcome



all the terrible feelings they had to experience. This means that for me as a teacher, it is a very challenging climate to work in, with keeping in mind our main goal, prepare them for our modern society.

The most important thing is to create a safe climate for the children in my class, because of their troublesome history. Tutoring must be adjusted to their individual learning needs. More than ever, there is the need to establish and create special programs to learn to read, write and do mathematics. We must focus on improving language and communication skills. We must work together on inspiration, investigation, participation, expertise, openness and trust, key features in my class organisation.



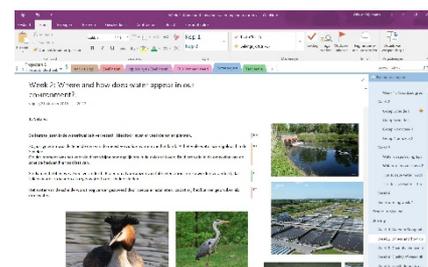
Besides the other materials I was already using in my class, I decided to face this challenge with IT. My class became a paperless “playground”, a great hub to explore, to learn and to broaden the view on the world. Where the key feature became using touchscreen devices, digital inking, combined with OneNote for Classrooms based curriculums. In this way, I was able to drastically improve and simplify the differentiation methods. The used technology had to feel natural for the children, so that they could develop problem solving and collaboration skills.

We are focusing ourselves on different subjects and projects. All of them are student centred and are organised with STEM, the 21st Century Learning Skills and the 17 Sustainable Development Goals in mind. We try to work on one challenging subject every week, that sparkles the students’ imagination and interest. In that subject, we try to incorporate mathematics, language, science, arts and crafts, but also social skills.

Daily we are using OneNote, Sway, i3 Learnhub, iMO cubes, Skype, Moviemaker, Greenscreen, Lifelique, Makey Makey, Augmented Reality and software from Lego Education to create a very powerful learning environment, where collaboration and communication is the key. Maximizing the learning opportunities for my students is an absolute priority.

OneNote is used for building the curriculum and for reporting to each other. The students are working in OneNote for their personal learning path and development or are combining forces when working on common reports around a certain subject.

In OneNote, I can give each of my students their own, individual learning path. This program is used in my class as an “extra” teacher or coach. Every student is working on the level that is the most suitable for him, at their own pace. Understanding and learning is maximized by giving suitable exercises, but also by supporting the learning material with spoken



explanations, diagrams, images and instructional videos. With the clear index, it is the perfect study companion to learn and explore. It is very surprising to see that our students get more grip on their work and learning path this way. They start planning, evaluating and sharing their experiences with others. Collaboration is done in weekly “newsroom-like” meetings, where the students share ideas and determine the way we want to work around the given subjects.



In Sway, the students are learning how to further visualize their ideas and share or them with others. They coach each other with suggestions and tips, keeping in mind that they must present what they have learned. This way they really can draw their conclusions of the learning materials and focus on the key features of the information. They also must think about the visual style and make well determined

choices on what to focus.

At least once a week, we really bring the outside world into our class with Skype. We talk to other students about the subject we are dealing with that week. Speaking at first hand with students from another country is truly a unique chance to stop prejudgements and makes the world literally smaller and more understandable. Our most powerful conversation until now was a very interesting call we had



with an Irish and North-Irish school about the situation over there between the Protestants and Catholics. This was a real eyeopener and a touching moment for my students and myself, an unforgettable experience. As add on, we also can work together on the same project, around the

same subject. Building an answer garden with a school several 1000 kilometres away, in a complete different surrounding, is very inspiring and gives food for thought.

Another way of bringing the world inside is with Google Expeditions and Lifelique. With cheap AR glasses, I can let my kids explore the world, even their original countries of origin, without leaving the safety of my own class. At first hand, they can explore otherwise unreachable regions, or shrink like an insect to explore an ants hill... Unforgettable and new lightbulb moments which are fully used as learning possibilities!

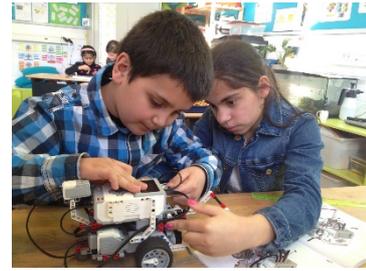


My students are also familiar with the software and bricks of Lego Education. And we are not only talking about programming and coding using Mindstorms. We use this material also to learn and explore languages and to tell a story. Reports, presentations, movies, all can be done with Lego. Because of the presence

of recognizable characters, with the minifigures, my students can express themselves easily. This way, difficult



personal, or social problems, can also be discussed in my class with Lego bricks. The students can build a certain situation they have experienced with the bricks and minifigures and talk about it in a safe way. A unique way of learning what the children are dealing with, inside their heads. But also, for mathematics, this material is a gamechanger. My students explore by themselves new theory for maths, making a graphic by playing, or turning that graphic in a stop motion animation, combining the real bricks and virtual tools on their devices.



My students also really like to use a greenscreen. With this technique, they can tell stories from the present, or the past, that happen close by, or very far, in an easy way! They are encouraged to be only limited by their imagination!



Also, in arts and crafts, we like to do things with a twist. We had an exciting project where we discussed the works of painters Jackson Pollock, Piet Mondriaan and Roy Lichtenstein. While using the Sphero or Mindstorms robot, we create our own masterpieces, that were based upon the styles that we discussed earlier. Using and manipulating these materials in a non-conventional way, really guarantees very creative results!



Our class is really a strong combination between digital and physical learning. The different materials are used in constant combination with each other, so that their individual strengths get even more powerful. The students are constantly communicating and coaching each other about using the materials in the best possible way. They are working very efficiently, from the start of the day, until the end, they are doing things to learn, are active and motivated.

We also are aware that, because of small housing and the lack of public space, our students don't get a sufficient amount of outside playtime or physical education. That is also something I try to organise in my class. Physical learning happens with the iMO's. These special chairs, actually cubes made from a special foam, let the children answer the questions of the teacher by moving around. The cubes can communicate with a smartboard, so working interactive becomes very easy! In my class they can jump, throw, turn, climb, shake or stand on those cubes to get the physical education that is so important for our children. They really can combine moving and learning, in a new and innovating way.



This exciting way of working and collaborating, is in my opinion, only the beginning. In the future, I really would like to collaborate even more with teachers from all around the world, in real life, or in a virtual way. Learning from each other, getting to know each other differences and similarities let borders between cultures, languages and countries

disappear. The classroom really must be a part of our global community, so it is so important to bring the world into the class!

2. Evidence of the outcomes of the initiative to the teaching community

For me as a teacher, working in this way was very inspiring and made me look completely different at the way of teaching thing to others. Logically, I wanted to share my experiences with the teacher community, inside my school, inside our school system and to other teachers in Belgium and the world.

I was happy, that in my school, I got the chance to tell my direct colleagues about my findings and we have conversations on meetings about the projects of my class. On a regularly basis, we also implement our way of working in other classes or organise workshops where my students are helping the smaller ones in their first steps in using these technologies.

Our school is developing a plan to further implement our way of working in the entire school. This way we can expand this project in all the different classes, from the first Kindergarten class, until primary 6, in a well-planned learning path.

In our school system, I regularly give feedback to the ICT-department, to further discuss new possibilities, new materials, that then can be transferred to other schools. For example, Lifeliqe is since then implemented in several other schools of our school system.

I also got the chance to present the entire project to the supervising staff of the different regions of our school system. Because of that, we regularly receive other teachers, school teams, or student teacher to learn more about our way of working.

Also, outside of our school system, we get the chance to tell about our work, with or without my students.

For already two years, we are invited by Technopolis, the Flemish Science museum, to demonstrate our work on the STEM-days, organised for teachers from all different school systems in Belgium. On that day the visiting teachers can experience at first hand our projects, participate and learn from my students. At that moment they are the teachers, and are demonstrating all the above-mentioned projects, to spark the interest from other teachers to start trying to work this way. My students are proud on this moment, just like themselves. They feel themselves the experts and seeing them explaining and demonstrating to other adults is fantastic!

Also, without my students, I tell others about our projects. On several occasions I gave workshops, key notes or masterclasses. I posted some of my projects on the Microsoft Education Community, where I became MIEE, Surface Expert and a Certified Microsoft Educator.

Last year I was invited by Flemish representative and senator Ann Brusseel to talk at the University of Brussels about my work. I also did a workshop on the ICT practice day, at the Flemish University of Leuven.

I also was invited on the Intercultural Citizenship in Education Conference, by the Euromed University, in Piran, Slovenia, in October 2017. There I talked about the projects I am doing in my class, related to teaching to non-native language speakers or children with no experience in going to school.

At Bett in London, in January 2018, I was given the chance to present my work in a workshop that highlighted best practices in initiatives transforming informatics education.

Because of the uniqueness of the projects we are doing in a primary school, several camera crews of regional and national television, and a special camera crew all the way from the United States, made reports from our class. In those reports, they focused on the technological and collaborative aspects of the projects.

My work was also featured the past year on several blogposts on the Daily Edventures blog, the Microsoft Education Blog and the blog "Veranderwijs" and I was featured as good practice case study by Lifeliqe on Twitter very recently.

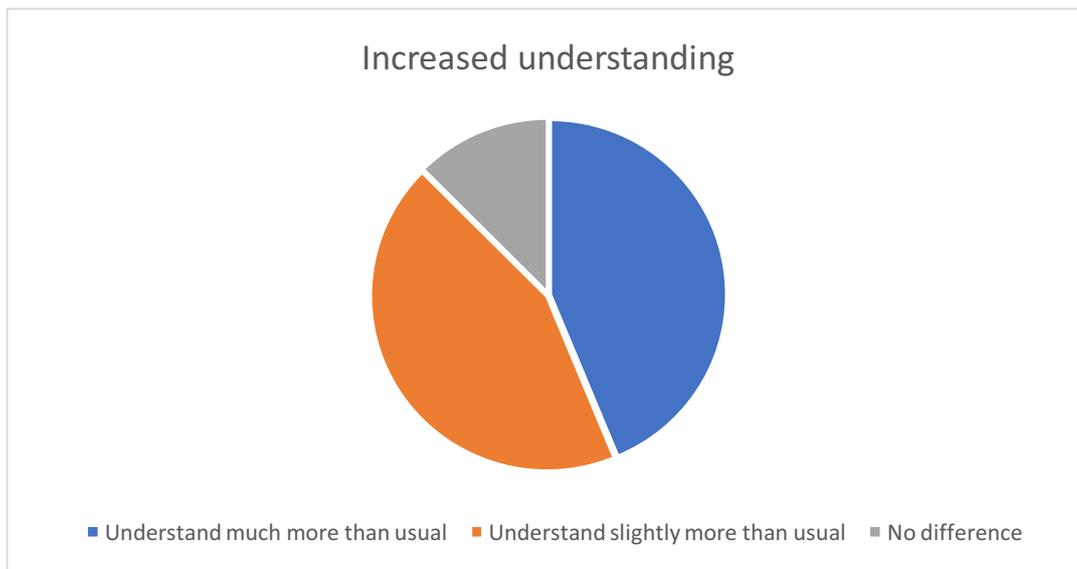
I am also invited by the Flemish Education Council to co-develop a project about active citizenship and the use of informatics technology. This project will be used by the Flemish government to establish new way of teaching in our education system.

3. Evidence of impact

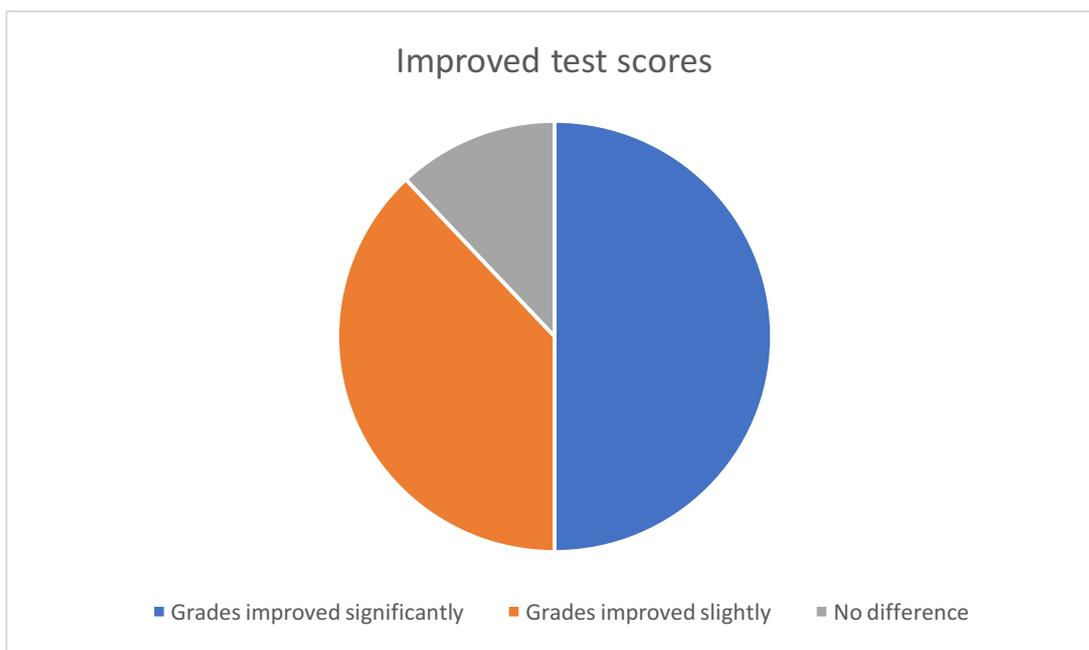
The evidence of impact of the way of working we do in my class, I can see every day. My students are motivated a lot more to come to school and are constantly learning and exploring. We can work very efficiently and have more time for extra instructions or guiding. When the recess begins, or school ends, they feel disappointed and want to keep on working.

But of course, understanding what they are doing, and learning is the most important. To get measurable results, we did, together with the people of Lifeliqe, an analysis in my class about the increased understanding and the improvement of the test scores. The results were spectacular.

About 43,8 % of the students declared that they understood much more of the learning materials. Another 43,8 % of the students declared that they were able to understand slightly more, only 12,5 % felt no difference. More than 87 % of my students were able to get more grip on the learning material. This increased understanding is not only reflected in their answers, but also in the assessments and tests we are doing in the class.



50 % of the students notice that their grades have improved significantly. 38 % feel that their results have improved slightly. 12 % feels that there is no big difference. So, 88 % of the students declare that these projects have a positive change on their test scores.



By creating this collaborative and communicative environment, it has also a positive effect on the social skills from the students. Because they must collaborate on a bigger project, they learn to negotiate and to take others into account to establish something. They also learn to present their work to others and how to deal with the feedback.

This all makes them stronger and more independent learners, with a solid grip on the learning material, and perfectly capable to plan their own work and coach and guide others.

As recognition of these results, I was nominated for teacher of the year 2018 in Belgium. I also was named Global Learning Ambassador and will fulfil the role of Ambassador of the City of Antwerp Education.

4. Reference list.

- Innovation Project, week 2: <https://www.youtube.com/watch?v=S56ypiuN33U>
- Innovation Project, week 1: <https://www.youtube.com/watch?v=a0GpRWX6DIE>
- Climate Action, week 2: https://www.youtube.com/watch?v=-_HrI42MoZM
- Climate Action, week 1: https://www.youtube.com/watch?v=6AQR_F8luqY
- Human Differences: <https://www.youtube.com/watch?v=crwbNLY7N-0>

- Case study: <https://www.i3-technologies.com/en/use-cases/omnimundo/>
- Case study: <https://educationblog.microsoft.com/tag/omnimundo/>
- Case study: <https://customers.microsoft.com/en-us/story/omnimundo-education-windows10>
- Case study: <http://dailyledventures.com/index.php/2017/01/18/bringing-diverse-students-together-with-technology-classroom-technology-eases-transition-for-refugees/>
- Case Study: <https://www.veranderwijs.nu/blog/de-gouden-digitale-sprong>

- Global collaboration with Koen Timers: <https://blogs.office.com/en-us/2016/11/17/students-becoming-journalists-in-global-water-project/>

- Media: <https://www.i3-technologies.com/en/use-cases/omnimundo/>
- Media: <https://www.youtube.com/watch?v=n2UBYj0bgdo&t=15s>
- Media: <https://www.ketnet.be/karrewiet/15-september-2016-handschrift-tablet>
- Newspaper: <https://www.hln.be/regio/antwerpen/digitale-leraar-wint-prijs-in-toronto~ac6cb3fa/>
- Newspaper: <https://www.i3-learning.com/dk/about-us/news/942-flemish-teacher-wins-prize-in-toronto-for-distinctive-teaching-approach>
- Tweet Lifeliqe: <https://twitter.com/Lifeliqe/status/994230681260711936?s=20>

5. Letters of support

- Letter of support by Koen Timmers, Global Teacher Prize top ten finalist 2018
- Letter of support by Emma Nääs,
- Letter of support by Susanna Jilka, University College of Teacher Training, Vienna
- Letter of support by Sven Hapers, principal, Omnimundo, Antwerp

To Whom It May Concern,

My name is Koen Timmers and I am a 39-year, teacher, author and speaker. My school is called PXL-Education and is located in Hasselt, Belgium. I'm the author of "Teaching in the Fourth Industrial Revolution", which is available on Amazon and I'm a 2017 and 2018 Global Teacher Prize finalist.

It is my extreme honor to write a letter of support and recommendation for Olivier Dijkmans.

Olivier is an inspiring teacher who brings magic and the world into his classroom. Having a very diverse group of students (16 different nationalities), he manages to spark curiosity and brings innovation in his classroom keeping new ways of learning at the back of his head. I visited Olivier's classroom twice. Both times there was a camera crew filming what was happening in his classroom. We are in touch on a nearly daily bases to exchange best practices, interesting applications, etc.

Since we are both Microsoft Expert Educators we both attended the E2 conference in Toronto in which Olivier won a prestigious award. Apart from a perfect way for PD, we were able to connect with 250 of the best educators around the world.

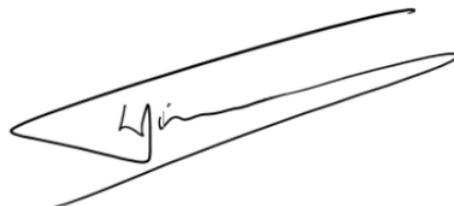
Olivier participated in several global educational projects like the Water project, Human Differences project, Climate Action project and Innovation project. These projects involved 500 schools across 85 countries, were covered by national media in 20 countries and supported by Dalai Lama, Greenpeace, Dr. Jane Goodall and Charlize Theron. During the project Olivier and his students raised the bar of education by using technology in an innovative way, shifting to collaborative learning approach and learning by doing in maker spaces. They invited parents, went on excursion, used cardboard games, etc. They skyped with students from around the world and traveled hundreds of thousands virtual miles. Every student is equally involved and learning is way more deep and authentic. Olivier doesn't fear to instill empathy into his classroom. Mr. Dijkmans is currently a Global Learning ambassador.

Olivier is adept at using computers and technology to produce his own work and is an excellent guide in helping students and staff to use it too. Mr. Dijkmans exhibits professional behaviors, creativity, exceptional ethics and values. He is dependable, conscientious and professional. I'm happy that he is only a computer click away.

I highly endorse and recommend him for your award!

Sincerely,

Koen Timmers
koen.timmers@pxl.be

A handwritten signature in black ink, appearing to read 'Koen Timmers', enclosed within a large, hand-drawn, irregular oval shape.

Websites mentioned in this letter:

www.waiwater.info - www.humandifferences.com - www.climate-action.info - www.innovation-project.info

2nd of May 2018

Letter of Recommendation for Olivier Dijkmans

To Whom It May Concern:

It is with great pleasure that I write this letter of recommendation on behalf of Olivier Dijkmans.

I have the honor to know him as an outstanding teacher and educator for some years now.

In his classroom he manages to create an atmosphere which allows every single student to show the best she/he can. Olivier Dijkmans understands and sees the needs, hopes and fears his students bring with them. As a very self-reflected and engaging teacher and educator he manages to let every student feel welcome, unique and precious. This is the basic for profitable learning.

Using technology in the classroom Olivier Dijkmans is breaking down social, cultural and language borders. Everyone in this classroom is given the chance to achieve more, to learn more than everyone might have expected! Mr. Dijkmans uses technology to open the windows to the world for his students. He fosters the abilities of all his students by using different tools, programs and approaches at the appropriate time.

21st century learning skills were trained here; UN Sustainable Development Goals were taught, and all the lessons are student centered. This really creates an impact on the lives of the students and let them grow up as responsible citizens.

Olivier Dijkmans is not only a teacher, he is an educator, who changes the lives of his students to the better!



Susanna Jilka, BEd.

Praxis Mittelschule

University College of Teacher Education Vienna

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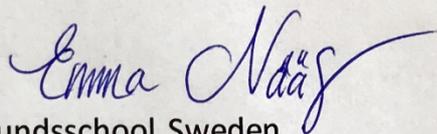
Susanna.Jilka@phwien.ac.at

I have had the great pleasure to work together with Olivier on several occasions. Olivier is an outstanding educator that always uses his creativity together with technology and a warm and generous heart. That mix creates a learning environment that is beneficial for both his students as well as other educators working with him.

Olivier and I have collaborated in global projects where we have discussed the big topics together with our students. Olivier uses Skype as a way to break down classroom walls and let his students experience learning with real recipients in real situations. This makes Oliviers students prepared for working and living in the 21st century. Olivier always find ways to solve things and he is using his skills in a way that encourages his students to take steps forward.

Ive also been fortunate to do a presentation at Bett in London together with Olivier where we had the chance to present our vision on education together. Olivier has also joined me online via Skype on several presentations at big conferences where he has contributed with his knowledge about technology and education.

Emma Nääs



Teacher at Jonslundsschool Sweden

Winner of European language Label

The Golden apple finalist

Microsoft fellow

Skype Master teacher

Ambassador for teach SDGs

Ambassador project Kakuma



May 15, 2018



To whom it may concern,

My name is Sven Hapers, principal of the school 'Omnimundo' where Olivier Dijkmans works. We've met each other seven years ago when I started as a new principal in this school. Upon my arrival, Olivier stood out as a very charismatic teacher who has known the school, and its pupils, for a few years prior to my start.

He was very aware of the difficulties where he and the others of his team were facing every day. Instead of letting go, losing motivation or giving in, he searched for new ways to motivate his pupils to learn in a way true to education in the 21st century.

With the help of the Microsoft program, Olivier introduced Surfaces inside his classroom. They were met with acclaim by his students and were introduced step by step. Olivier would take home the Surfaces to prepare them, so that every pupil (even the ones who don't speak our language or have learning difficulties) could work and develop their own study strategies.

In the beginning all happened inside his classroom and a lot through self-study. He would inform me and his fellow teachers in every step he took, all of them successfully.

Now three years later, we as school are ready to learn and Olivier is ready to expand his knowledge to mentor his team. His knowledge (using the Surfaces with all the applications of the Office 365 program), can be expanded to other teachers who on their turn will use their new-found skills and abilities inside their classroom.

We as a school, and the Education of the City of Antwerp, is proud that he is a teacher within our school system. A mentor, an autodidact, an educational maverick.

Yours sincerely,

Sven Hapers

