Forlic deliverable 5.1: Persona scenarios

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FORLIC
D5.1 - Persona scenarios

Scenarios of 9 personas based on workshops and GCM exercise.

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Introduction

This document describes 9 persona scenarios. We created 1 persona for each of the cells of the matrix below. In the storylines, we used our visions and the outcomes of the group concept mapping exercise (GCM) as inputs. The basic data for each persona contains demographic information, its position in the matrix and an overview of the relevant clusters from the GCM exercise.

	Formal Learning	Non-Formal Learning	Informal Learning
Initial Learning	1. EMMA	2. CHANTA	3. BRUNO
Post-initial learning – Lower skills	4. INGRID	5. JOSHUA	6. SVEN
Post-initial learning – Higher skills	7. MARTINA	8. SLAVI	9. FRANK

Figure 1 Matrix for persona scenarios

1. EMMA

Profile
Name   : Emma
Age   : 17
Gender/sex : Female
Nationality : Germany
Profession : Child in secondary education

Description: intelligent girl, not very sociable, bored with school, in need of challenges, needs guidance

Position in Matrix:
- o   Initial learning
- o   Formal education

Clusters:
- o   Technology in education
- o   Tools and services enhancing learning
- o   Open education and resources
- o   Assessment, accreditation and qualifications
- o   Globalisation of education
- o   Roles of institutions
- o   Individual and social nature of learning

Persona Scenario:
Emma is a 17-year-old girl who lives in Munich, Germany. Her parents are divorced, and she lives with her father who is a bio-engineer. She is in her last year of the local high school (Gymnasium). Her teachers see her as a highly talented student, but are a little worried about her social skills. Being an overachiever, Emma has found it difficult to connect to her fellow pupils at school.

Lately, Emma has found herself disliking school, as she is bored with the lack of depth of the normal curriculum and she feels like she is being treated as a child. She just started the last year of high school, but what her school has to offer is no longer interesting to her. Emma is a student that always had good grades. If not sufficiently stimulated, she might lose interest in school altogether. The software tools that the school uses to track and analyse student behaviour and progress have signalled that her learning curve at school reached its plateau, and also picked up on Emma's changing attitude towards school. The teachers have been notified of this, and within the teacher team they have decided to develop an alternative learning trajectory for Emma. Using Open Education Resources (OER) designed for pupils in higher education, they hope to stimulate her.

Whereas her Gymnasium has provided her with the skills to master solving complex information solving problems, the strict Bavarian school system did not teach her the requisite social and self-management skills that she needs. This has prevented her from reaching out herself. Her school counsellor recognized her deficiencies in this area and

helped to set out a path in which Emma is stimulated to try to determine what her goals are. After this, the team of teachers and educational networks try to find appropriate university courses that help her reaching her goals. By preparing herself for university, these courses can make her university experience more expedient and fruitful.

Emma knows she wants to do something with social sciences, but doesn't have a clear focus of this yet. In order to get a better idea of what social sciences entail, she has decided with her team of teachers to start an open course in social science research methodology provided by Stanford University's open courseware initiative.

After the first few lessons, Emma notices that her academic English is not at the level that the course requires. One of her peers in an online study group for the Stanford course points her to the OER online course in academic English from the BBC. Emma decides to follow this course after school hours to improve her English.

Through the collaboration between Gymnasia and universities in Bavaria, Emma is able to get tutoring within the course from Universität Augsburg using learning vouchers that all German learners get to finance their learning needs. This allows students and institutions to make use of each other's resources and facilities.

After a few months, Emma, her tutor and Gymnasium teachers analyse her progress based on the output of the learning tracking tools. Together, they decide that she has reached the stage that she can take her examination, which she successfully takes at Universität Augsburg with success. This certificate can be used for Emma's Gymnasium diploma, but also for her future studies at all universities within the Eurasian commonwealth based on the Bologna 3 Accreditation of Prior Learning (APL) treaty.

In addition to the formal accredited learning modules, a beneficial side effect of this alternative learning path was Emma's participation in a self-organizing study group. This group consisted primarily of Southern European students, teaching Emma how to work and interact in a multicultural environment. As well as increasing her awareness of life and culture in Italy and Spain, she also established new friendships. She intends to travel to Sevilla in the spring of 2026 to visit her new friends.

2. CHANTA

Profile
Name   : Chanta
Age   : 8
Gender/sex   : Female
Nationality   : French (parents are Cambodian immigrants)
Profession   : Child in primary education

Description: average intelligence, first generation immigrant, 1 younger sibling, deficiency in French language

Position in Matrix:
- o   Initial learning
- o   Non-formal education

Clusters:
- o   Technology in education
- o   Tools and services enhancing learning
- o   Assessment, accreditation and qualifications
- o   Roles of institutions
- o   Individual and social nature of learning

Persona Scenario:
Chanta's parents moved to France two years ago, in the spring of 2023. Cambodia's economy was in dire straits after a brutal civil war, and neighbouring economic powerhouses such as Indonesia and Vietnam closed their borders for Cambodian immigrants. Faced with a decreasing labour force - especially in some of the lower skilled professions - the French government created a scheme to lure foreign workers to France. Under this scheme, Chanta's parents got jobs at the food and beverages department of the Futuroscope theme park near Poitiers. Their pay is reasonable, and the French government provided housing for them at a social housing project at the outskirts of Poitiers, and also immediately offered Chanta a place at a local school.

The transition from Cambodia to France was quite shocking to Chanta, especially as she immediately started school without speaking a word of French. Naturally shy, Chanta found herself having difficulty fitting in and asserting herself. She focused very much on caring for her younger sister of 3, who is not yet in school, rather than playing with friends. As her parents both work at Futuroscope, Chanta and her sister stay at the day care centre of the theme park. The workers there noticed that Chanta was having difficulties and that her knowledge of French was not progressing sufficiently to fruitfully participate in school. They contacted her parents to discuss their observations. The parents have also noticed Chanta's behaviour but were also at a loss as to how to help Chanta within the French educational context. Together with the parents, the pedagogy counsellor of the Futuroscope day care centre contacted the school. In the conversations with the school, they found Chanta was no exception there as a majority of children there are first generation immigrants with language

problems. The school acknowledges the problems, but indicates that they do not have the time and resources to provide additional educational assistance to Chanta.

Not being satisfied, the counsellor suggests a different solution to the parents. One of the benefits that Futuroscope gives it workers, are vouchers for educational purposes that their employees can use for themselves or family matters. Educational is seen broadly here, and also includes sports and music lessons. Chanta's parents decide to use their vouchers to employ a tutor that comes two times a week to the day care centre where she is after school hours. As Futuroscope employs other immigrant workers with children that have similar deficiencies in French, the initiative quickly grows into a full-fledged after-school French course, so that the children of these workers can speed up their knowledge of the language and hence improve their performance in school. In addition to the private tutor, Futuroscope have purchased licenses for access to 'Enfants du Monde': educational holographic software that allows immigrant children to interact with virtual characters in their native language and in French. Depending on their level of fluency the focus is more on French or more on their native language.

In the opinion of Futuroscope, this is exactly what a good employer should do, especially as the government is not willing or able to provide the required attention to children such as Chanta. In addition, they believe that these measures help to create loyalty between workers and the theme park.

3. BRUNO

Profile
Name   : Bruno
Age   : 14
Gender/sex   : Male
Nationality   : Italian (Milan)

Description: highly intelligent, hyperactive, entrepreneurial, bored by school, Milanese

Position in Matrix:
- o Initial learning
- o Informal education

Clusters:
- o Technology in education
- o Role of institutions
- o Individual and profession driven education
- o Formal education goes informal
- o Individual and social nature of learning
- o Epistemological and ontological basis of pedagogical methods

Persona Scenario:
Bruno lives with his somewhat overprotective mother in Milan. His father left when Bruno was still a small boy and his mother has a good income as a holographic design freelancer, working mostly from home. They are relatively well off financially.

Bruno is in the 9th grade of a public school in Milan. However, the curriculum that the school offers him does not cover his interests, and the teaching method is very different from his learning style. His school prides itself in being 'traditional' and is very structured without much room for personal learning tracks. Bruno is highly intelligent, and has lots of hobbies, interests, and knowledge. In addition, he is also very sociable and has many friends. He often feels bored at school. In class he is hyperactive, as he cannot use his energy. At home, Bruno proves somewhat of an auto-didactic as he teaches himself through experimenting with computer programming. Bruno is a do-it-yourself person who has to try out things by direct experimentation.

As school doesn't interest him very much, his performance is mediocre to say the least. Despite this, he has acquired substantial knowledge and skills by his experiments and his extensive mostly web-based network of fellow do-it-yourselfers. Being entrepreneurial by nature and befitting his Milanese roots, Bruno already set up a company that is designing fabricators for interactive fashion at the age of 13. He thought it would impress Julia – the girl he likes – if he would wear a jacket that would change colour in different surroundings to a school party. While he was designing the fabricators, he asked for help from some online experts. Discussing his ideas with them, he found that his idea was quite new and therefore could be used to file for a patent. After getting all the information he needs on how to file a

patent at the European Patent Office in Munich, he asks his mother to set up a company for him.

Bruno often compares his own projects with his school structure and questions if he really needs what he learns in school since he is quite successful as it is. On the other hand, he does still like school as all his friends are there. And sometimes, although he would not admit it in public, he feels that some guidance and structure can be helpful as learning on your own can be quite lonely. He decides that his next project will be to create an environment in which compulsory education can support his specific needs and interests.

4. INGRID

Profile:
Name   : Ingrid
Age   : 38
Gender/sex   : Female
Nationality   : Danish of Asian decent (adopted)

Position in Matrix:
- o Post initial learning – lower skills
- o Formal education

Clusters:
- o Technology in education
- o Tools and services enhancing learning
- o Open education and resources
- o Globalisation of education
- o Roles of institutions
- o Individual and profession driven education

Persona Scenario:
When Ingrid graduated high school, she moved from rural Denmark to work in cosmopolitan London. Although she is intelligent and she always wanted to pursue a medical career, she never started college while in the British capital. Over the years, Ingrid never succeeded in finding a high paying job as she has hardly any qualifications. To pay the rent and because she liked the exercise, she worked as bike courier for JIT deliveries. On the 12th of October 2023, Ingrid got hit by a bus. She was severely injured and almost died. The accident left her "biologically" quadriplegic, which means that her biological arms and legs no longer function. With the help of modern medicine and technology, she obtained artificial limbs and is more or less able to recover to near normal "functionality". To recover from the psychological shock of the accident and adjust to being a quadriplegic, she moved back in with her parents on the Danish countryside of Jutland.

At her parents house she accessed various online self-help groups for people in similar circumstances. She gets befriended with Kwame, a 20 year old quadriplegic living in Sierra Leone. In their discussions she finds that he does not have access to artificial limps and neural technology, and that he confined to his bed. While thinking about his situation, Ingrid becomes furious with inequality and rich countries that do not share medical technology with poor countries. She starts to volunteer at medical aid NGO's. In order to really help Kwame and other like him, she decides to take up a study medical technology management to increase her knowledge on medical and technological support systems for disabled people in developing countries.

As there is not one course that specifically focuses on her interest, she takes up various modules at different universities while staying in Denmark. The Nordic University Alliance (NUA) has a scheme that lets students obtain credits from a large variety of educational

institutions without having to travel there. NUA offers online facilities and access to 3D holographic learning spaces where Ingrid can access her selection of modules that are taught all over the world. By developing her own curriculum, and the use of open educational resources to support her studies, Ingrid becomes a specialist in a relatively short timeframe.

She has the philosophy that access to medical technology is a right for all human citizens, and starts to formulate petitions and even draws up proposals for members of the European Parliament to improve the condition of disabled persons in developing countries. She took a class on the legal aspects of medical development aid from EU member states at the University of Vienna. Together with her peers and professor she designed a legislative proposal to make it easier to export medical technology to developing countries, and that the European People's Party is now seriously considering.

5. JOSHUA

Profile
Name   : Joshua
Age   : 23
Gender/sex   : Male
Nationality   : British
Profession   : Unemployed

Description: vocational training, upper working class background

Position in Matrix:
- o   Post-Initial learning – lower skills
- o   Non-formal education

Clusters:
- o   Technology in education
- o   Tools and services enhancing learning
- o   Assessment, accreditation and qualifications
- o   Roles of institutions
- o   Individual and profession driven education
- o   Individual and social nature of learning
- o   Epistemological and ontological bases of pedagogical methods

Persona Scenario:
Joshua is living in suburban England. He lives with his girlfriend - since two years - in small flat. After finishing secondary school, Joshua followed a three-year vocational education and training programme focusing on the hotel industry. However, when he graduated he found that his training was insufficient to meet the demands of Britain's hospitality industry in 2025. Robotics and new business models have ensured that all the budget and mid-priced hotels in Europe have become void of actual employees who interact with customers. Staff has become a luxury product. Only the expensive boutique hotels or large high-end hotel chains still have human employees.

After graduation, Joshua applied for various jobs at these high-end hotels but repeatedly got turned down. The main reason that they gave was his lack of knowledge of culture-specific etiquettes and languages. Using the right etiquette to visitors with different cultural backgrounds, and addressing them in their native language has become a key service of high-end hotels. Especially Asian visitors very much appreciate being addressed in their own language and treated according to their customs. Joshua speaks English, a little French and Spanish, and has no noteworthy knowledge of non-Western cultures. Most jobs in high-end hotels require at least Hindi or Mandarin. After 20 rejected job applications, his family and girlfriend started to pressure Joshua to accept a job in another field of work. His father even arranged for him to start work in a local pub owned by a family friend. Joshua refuses this, as he really wants to pursue a career in the hotel industry. His dream is to start his own small boutique hotel in the Scottish highlands.

Frustrated with his former education provider, Joshua decides to take matters into his own hands and learn Hindi and Indian / Hindu etiquette. The UK Education Investment Agency agrees to loan him €7500 to purchase two year's access to 'Namaste', the world's leading Hindi language and etiquette learning tool. As part of the tuition, Joshua receives glasses that record everything he witnesses. When Joshua wants to study, he accesses a holographic environment where the images are displayed and the virtual teachers discuss with him how this situation would play out within Indian society. These conversations start out in English, but slowly Indian words are integrated. The software then shows Joshua footage of real life settings within Indian culture that mimic his experiences in suburban England. As Joshua gets more experienced with Namaste, he increasingly looks for situations in real life that would be relevant for his study, for instance interaction with older people, or the relationship between customers and staff. This way, he takes charge of his own educational focus. When the software notices that Joshua has reached a certain level of fluency and knowledge of Indian etiquette and customs, Namaste allows him to take it to the next life by using context aware technologies that allow him to practice in real life. Joshua is especially happy with the augmented reality software, as it allows him to meet and interact with virtual Indian guests in real life settings. Namaste constantly monitors his progress. When Joshua demonstrates a sufficient level of language and cultural skills for a longer period of time, he obtains an official certificate. When he reaches level 3, he would qualify for some of the positions at the boutique hotels he admires.

6. SVEN

Profile

Name   : Sven
Age   : 42
Gender/sex   : Male
Nationality   : Swedish
Profession   : Was fulltime caretaker of children, now re-entering labour force

Description: made redundant while his wife was expecting their first child, he stayed at home to take care of the children, now wanting to re-enter labour market, does not have a lot of certifications.

Position in Matrix:
- o Post-Initial learning – lower skills
- o Informal education

Clusters:
- o Technology in education
- o Open education and resources
- o Assessment, accreditation and qualifications
- o Roles of institutions
- o Individual and profession driven education
- o Life-long learning

Persona Scenario:
Sven is a 42-year-old man who lives with his wife and two children in the Swedish town of Katrineholm near Stockholm. His only education is the Grundskola (comprehensive school), which he finished at 16. After school, Sven wanted to earn a living and started to work at the nearby Volvo factory. However, during the economic crash of 2013 the new Chinese owners of Volvo decided to move most of the production out of the country. This cost Sven his job. At that moment, his wife who had gone to the university was eight months pregnant with twins. After giving birth and taking their respective parental leaves, Sven and his wife decided that her career in medical technology had better financial prospects than his. As they always wanted to have at least one stay-at-home parent, Sven decided that he would take on this responsibility. Sven has done this with great pleasure and raised the twins well. But since they started secondary education in September 2025, Sven decided that it was time to re-enter the workforce.

Eager to deal with the shortages on the Swedish labour market as a result of an ageing population, the Swedish government has set up Arbete (Labour) agencies all over the country to help people get back to the workforce. Together with the labour counsellor, Sven assessed his competences. The Arbete agency uses personal competence advising software in which Sven works with a number of avatars on a number of seemingly unrelated tasks. It turns out that he has various competences he wasn't aware of. For instance, the software suggested that Sven was particularly skilled in financial bookkeeping, having done this for years for the judo club that his children went to. Although Sven was doing the household

finances as well as the financial management of his children's judo club, he wasn't aware of any particular competence in this area. Furthermore, Sven – as a caring parent - had extensively read up on how to raise his children and deal with their academic, social and personal problems as well as having taken part in moderated an online community of caretaking-fathers. This was also expressed in the high scores that he received on competences regarding child development, dietary knowledge and hygiene.

While discussing these outcomes with the counsellor, Sven shared his long-term wish of starting his own small-scale day-care centre. This would allow him to combine his entrepreneurial spirit with his love for children. In addition, he could build a day-care centre in his house so he could still be close to his own children when they went to and came home from school. The counsellor helped Sven identify the required qualifications to start a day care centre and compared these with his current competences. The competences that Sven scored high on could be certified by taking examination modules at the Swedish Centre for Accreditation of Prior Learning (APL). In addition, they made a plan to obtain the additional competences required. His learning trajectory would be financed by learning vouchers that the agency provides to people that want to re-enter the workforce. By using a combination of open courseware and private tutors, they develop a learning path that allows Sven to open the day-care centre in two years.

In the meantime, they also set up a plan for Sven to start working immediately to build up work experience, namely to combine this initial work with his ambitions, so they decide that he starts to work as an educational assistant in a kindergarten.

7. MARTINA

Profile
Name   : Martina
Age   : 59
Gender/sex   : Female
Nationality   : Czech
Profession   : Long career as a programmer / coder, recently made redundant

Description: senior programmer who finds that skills have become obsolete, highly educated, relatively well off, career change.

Position in Matrix:
- o Post-Initial learning – higher skills
- o Formal education

Clusters:
- o Technology in Education
- o Assessment, accreditation and qualifications
- o Globalisation of education
- o Roles of institutions
- o Individual and profession driven education
- o Life-long learning

Persona Scenario:
Martina lives with her wife in the Czech capital Prague. She has had a high-powered career, as she was the most senior programmer for the Czech multinational Semantic Webquests s.r.o. for more than 10 years. Late 2024, the company almost had to file for bankruptcy as they neglected to foresee the rapid rise of neural self-correcting networks where according to semantic needs of users, networks automatically generate the required code. The adoption of these new neural networks was so rapid, that the traditional coding being performed at Semantic Webquests s.r.o. became obsolete within 2 years. To Martina, this came as quite a shock. She never was very much interested into emerging network technologies, and just focused on traditional semantic internet interfaces. When she lost her job, she sunk into a mild depression. She worried that she could never get a job again at a similar senior level.

Being thrifty by nature, Martina and her wife saved up some money over the years. After a discussion, they agree that Martina needs to take a sabbatical from working life to reinvent herself. She decides that she wants to pursue a new degree at university. A recent university degree is extremely important for Martina, as it proofs that her knowledge and capabilities are on par and certified. She realizes that neural networks are not her subject, as there is no human programming involved. Rather, she wants to leverage her experience as a project manager and decides to pursue an MBA at INSEAD's online programme that focuses on management of complex data intensive projects. Together with her peer group of fellow students and being trained by the best human teachers possible, she starts to slowly design

a new role for herself in the current business climate. Her graduation date is September of 2026, and after that she hopes to be able to start work at Bulgatech, which recently expanded its Prague office. Her INSEAD degree should increase her chances, as many graduates work for that or similar high profile companies. The prestige of INSEAD coupled with the alumni network that Martina can access, will allow her change the course of her career without sacrificing her seniority and authority.

8. SLAVI

Profile:

Name   : Slavi
Age   : 60
Gender/sex   : Male
Nationality   : Bulgarian
Profession   : Biotechnology researcher, now promoted to higher management.

Description: very intelligent, rather studious guy, who is in need of management skills but does not want make this fact public.

Position in Matrix:
- Non-formal learning
- Post-initial higher education

Clusters:
- Technology in education
- Tools and services enhancing learning
- Individual and profession driven education
- Role of teacher
- Life-long learning
- Individual and social nature of learning
- Epistemological and ontological bases of pedagogical methods

Persona Scenario:

Slavi lives in the capital of Bulgaria, Sofia. Since January 2025 he has been promoted into the management of the nanobot division of BulgaTech, Europe's leading biotechnology company. Although the promotion is significant in both earning power and prestige, Slavi fears the transition from being a senior scientist towards senior management. As he is only 60, he has at least 12 more years of work ahead of him before he can retire. Until now Slavi's only leadership experience has been related to supervising PhD students and leading research projects. Taking the promotion, he will face challenges that are both different nature and in proportion to what he has experienced himself. In addition, he has learned from the experience that his laissez-faire management style did not always work successfully. In some situations and for some people more direct leadership style would be more appropriate, a role that he did not really feel comfortable with.

Slavi has agreed with the CEO of the company to take a year's time to make the transition a success, but that there was no time for him to take a leave so as to attend the Manager's Training Centre in Sofia. To the workers of the nanobot division of BulgaTech he must seem to be the epitome of a manager from day one. This makes it difficult for him to openly take part-time courses to further develop his management competences. To complicate matters further, Slavi had developed an aversion to traditional education and training because many years ago - while studying abroad - he had a very frustrating experience of having to take a

language course together with people 10-15 years his junior. Instead or reliving this, Slavi decides to not take formal courses but rather to make use of anonymous online facilities in a multiplayer environment called Fourth Life that he can access at the office, but also everywhere within connected Bulgaria. This possibility was recommended to him by a friend who himself witnessed the effectiveness of the approach. Slavi does not expect or want a degree or certification. He just wants to learn how to do his job well. Fourth Life offers a safe, non-intimidating environment for that.

In this environment, he selects a number of virtual and real coaches. Together with avatars, bots and real people, Fourth World allows different people to simulate situations in a real life setting. Slavi can even simulate some of the people he is working with by entering their personality profiles and resumes. Because it is all simulated, he can make mistakes and not feel guilty if it turns out that he made a mistake or treated someone unfairly. He hires some first rate personal coaches that review his work in Fourth Life by analysing the data and reviewing some footage of the simulations. Slavi has particular difficulty with finding a balance between various leadership styles in different situations and also with negotiating and communicating bad news to the staff he is supervising. Also he wants to learn intercultural management skills as BulgaTech's nanobot division has subsidiaries in China, Australia and Chile. Slavi will be in a constant contact with colleagues from these countries and will very likely spend some time working there. Intercultural skills have been an underestimated corporate issue, but recent reports indicate serious management problems due to substantial differences between hierarchical and flat cultures in the different countries where Bulgatech operates.

9. FRANK

Profile:

Name   : Frank
Age   : 75
Gender/sex   : Male
Nationality   : Dutch of Surinamese decent
Profession   : Teacher, coach, self-employed advisor/consultant (life-long teacher)

Description: very healthy elderly man, lightly coloured, slender and gentle.

Position in Matrix:
- o Informal learning
- o Post-initial higher education

Clusters:
- o Technology in Education
- o Individual and profession driven education
- o Role of teacher
- o Life-long learning
- o Epistemological and ontological basis of pedagogical methods

Persona Scenario:
Frank lives in Zoetermeer, a suburb of The Hague in the Netherlands with his wife Cindy. He has been a teacher his whole life and is now reaching the official retirement age of 75. The school he works for forces him to retire. Frank however, does not want to retire and starts his own "one-man" consultancy company to teach teachers how to improve their teaching skills. In addition, he wants to help younger teachers to integrate classic teaching elements with the latest practices, scientific discoveries and technologies. Frank is a teacher with a great deal of experience, and in a way experienced life long learning first hand by experiencing shifts in pedagogy, education styles, educational systems and the use of new technologies in school. Although Frank is quite technology literate, he believes it is essential that teachers maintain their "classical" pedagogical practices within the context of increasingly technology savvy environments. "In the end it is the pedagogy that matters" is his mantra. He is especially concerned about the lack of skills of younger teachers in terms of social skills, critical reflection, and team working and information assessment. He wonders how younger teachers can teach these skills to young people, if they haven't mastered it themselves. He thinks that the next generation of teachers should profit from his life-long experience. Frank is not against technology in the classroom, but rather is against the disappearance of traditional teaching values. As an example, Frank gets highly annoyed when reading wrong information on the school's neural network that remains unchallenged by the faculty. Cindy always teases him when he gets all worked up while viewing the holograms.

Frank believes it is time for a reappraisal of traditional pedagogy, and sets the goal of improving this situation in the Netherlands so that teachers can go back to being real

teachers instead of just database-managers. To him, technology should serve as a tool to improve the learning situation of people but should not become an end in itself and something people just blindly follow and trust. One of his favourite workshops is when young teachers have to try to teach without technology assisting them. In order to achieve his vision, Frank starts to coach teachers either in real life (when they are close) or from a distance, using augmented reality technology.