Workshop 3.
Digital learning and how far have we embraced?

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2. I have experience with the introduction or implementation of digital learning.
   - Yes: 79.2%
   - No: 20.8%

3. Digital learning makes education more accessible.
   - Yes: 88.9%
   - No: 11.1%

4. Digital learning can never replace learning in the classroom.
   - Yes: 67.9%
   - No: 32.1%

5. Digital learning makes the job of teacher or trainer easier.
   - Yes: 55.6%
   - No: 44.4%

6. Digital learning makes the job of teacher or trainer easier.
   - Yes: 42.1%
   - No: 57.9%

7. Learning in a digital context offers students better opportunities for the future.
   - Yes: 88.9%

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Worked in three subgroups focusing the opportunities and challenges of digital learning/teaching for

- Students
- Teachers/trainers
- School as organisation
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Key statements of the workshop:

• Avoid the trap of technology - it is the digital pedagogy issue
• Digital education is not stand alone – it is one piece of blended learning
• Digital tools everywhere – but lack of competencies of the students to use it for learning (learning 4.0 must be taught to the students, but by whom?)
• Teaching digital way needs huge investment of teachers (time, effort, money, ....) - give them time to learn
• Lack of quality digital courses/curriculums – no European Quality Standards of digital courses in VET.
• 35-40% of the teachers are able/ready/capable to change their attitude/teaching style/power distance – 60% will leave their profession?
• Digital teaching makes the school attractive for stakeholders – easier learning, cool teacher, more effectiveness of the teaching
• Change or leave - motivation, mentoring, change management is essential for transferring Gutenberg culture into digital one
• Recruitment and CPD have to be based on digital teaching competencies
• Lack of OD/Change knowledge of management – high level of resistance of stakeholders must be managed properly

Teaching digital pedagogy must be a strong part of BA in pedagogy

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THE SAMR MODEL

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S - SUBSTITUTION
Technology acts as a direct substitute, with no functional change

A - AUGMENTATION
Technology acts as a direct substitute, with functional improvement

M - MODIFICATION
Technology allows for significant task redesign

R - REDEFINITION
Technology allows for the creation of new tasks, previously inconceivable

ENHANCEMENT

TRANSFORMATION

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Engagement

Engagement

Engagement

Teachers make the differences not the technology

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Thank you for your attention