

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

#### Setting of the theme

With a growing emphasis on the digital economy, the importance of use of technology in learning and teaching (on-line learning, e-learning, mobile learning and technology, open source mobile application supporting teaching and learning process) is increasing. Not just because its well-known advantages in flexibility, cost and improved experiences fit for modern mediated working practices, but because the very high demand of the learner (VET and non-VET) belonging to the **millennials**. Lot of study demonstrated that learners want to see more technology driven learning developed with an emphasis on collaborative learning techniques. In a global educational environment experiencing rapid technological change, the effective transfer in learning approaches and techniques between higher education and vocational educational and training is increasingly important.

#### Main topics in the workshop

The questions, with which we dealt in the workshop, are: challenges and opportunities for digital learning for the future considering the way society, the labour market and technology are developing. Three subgroups were developed and moderated. Three groups looking at digital learning from

1. students,
2. teachers,
3. organizational (VET provider) viewpoint

Each group had a rapporteur to present three key statements from the subgroup discussion.

#### Results of the discussion

The participants of the workshops provided the following ideas and recommendations:

1. Avoid the trap of technology – The education must be driven by pedagogy but not the technology. The technology only supports the learning and teaching based in the digital pedagogy.
2. Digital education is not stand-alone – it is one piece of blended learning. The course/curriculum developer must use the right mix of teaching tools and methods like face-to-face teaching, team working in the classroom, experimental learning, gamification, mobile technology and applications, e-learning materials, portals, web2.0 tools and so on. The right choice of the technology (meeting with the students' age, knowledge, competencies, digital/visual expectation, and institutional infrastructure and so on) is one of the key issue of the quality teaching on the 21. Century.
3. Digital tools everywhere, but the students do not able to use it for learning – There are huge range of digital and mobile educational tools, VR/AR applications, different e-platforms, e-content available for free or for cheap but the students and the teachers have lack of competencies to use it for learning. It is very important that digital learning (learning 4.0 as a methods) must be taught to the students in the elementary school. However, the teachers have a knowledge only about traditional learning.
4. Teaching digital way needs huge investment of teachers (time, effort, money,) – but normally the teachers in the VET (and non-VET) system overloaded with running lessons. The school management has a huge responsibility about restructuring the timesheets of the teachers and give them time to learn and apply the new edu-technology. It means less cost-effectiveness but more student satisfactions.
5. Lack of quality digital courses/curriculums – There are very few (if any) quality e-learning content/courses/curriculum in the VET education and there is no European Quality Standards of digital courses in VET. It is use to adapt the tools of HE was developed in this field in the last 15 years financed by EU.
6. 35-40% of the teachers are able/ready/capable to change their attitude/teaching style/mind-set. Change ability of them depends of their age, past teaching success, digital skills, personal characteristics, ability and need of self-development, fix/open mind-set. It was discussed as a very serious issue that what will happen with the remaining 60% non-changeable

VET teachers. Will they leave their profession or transfer to the other VET (non-innovative) schools? Is there any EU wide upskilling program for them?

7. Digital teaching makes the school attractive for stakeholders (students, parents, teachers, "owners", companies). The schools are able to brand themselves by quality using of technology. The USP key features of a branded school: easier learning, cool teachers, better learning/teaching climate, better learning environment, more effective teaching.
8. "Change or leave" attitude of the school management is not acceptable. The forced organisational change could make lot of turbulence. Proper change management is essential for transferring "Gutenberg culture" into digital one. It must be based on motivation, mentoring, teaching and personal development and positive feedback. High level of resistance (hidden ad visible) of stakeholders must be managed properly.
9. Recruitment and CPD must be based on digital teaching competencies and self-development attitude.
10. Higher level of managerial and leadership knowledge of the school managements in the area of Organisational Development and Change management is essential.
11. Teaching digital pedagogy must be a strong part of BA in pedagogy

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- Mr. Norbert Ruepert, ROC Midden Nederland

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