Tiesiant tiltus: EdTech kelias į mokyklą

Prof. dr. Airina Volungevičienė

VDU Inovatyvių studijų instituto direktorė

EDEN Digital Learning Europe, Valdybos narė

Europos komisijos DELTA - Digital Education: Learning, Teaching and Assessment darbo grupės narė

VYTAUTAS
MAGNUS
UNIVERSITY
M C M X X I I

Problems

- EU member states ban technologies at school (smart phones, screens, etc), others – recommend NOT to use them during the lectures

- Evidence - based challenges causing health and learning habbit problems – being – *unwell*
  - *Screen time - school students add learning screen to leasure screen time (they refuse to shorten communication and leasure time using mobile devices)*
  - *Brain and sight problems replacing meetings with video meetings and printed books with digital books*
  - *Attention deficit, digital fatigue and brain fog caused by scrolling,automatic play, attention design, notifications, likes and more...*

- Poor academic performance and lower academic achievements >> consequently, self – esteem of a personality (in the longer run)

"Acknowledging the positive effect social media can have on society, MEPs are concerned about the physical, psychological and material harm addictive design can have, including loss of concentration and cognitive ability, burnout, stress, depression, limited physical activity. They are particularly worried about the prolonged impact on minors' health, and want more research on the risks related to online services."

https://www.europarl.europa.eu/news

Problems because of a wrong way?

- The hype of the problem during and after pandemics clarified the lack of balance and quality of the solutions proposed to schools

- Schools and teachers shared dissapointment with EdTech and education communication gap increased

- 50 years of legacy of online and digital learning and teaching were ignored

- Newcomers into digital education were "kicking the doors" and lobbying with EdTech which was too young

- Top-down approach and funding proved unsustainable for many and *spoilt the broth* at school

- Digital fatigue, resilience took over

- Dissapointment with the process and the results – what's next? – BAN!

Measures on the way

New EU rules needed to address digital addiction

- Call to ban addictive techniques like endless scrolling or automatic play
- Moving from attention economy to ethical design
- Introduction of digital "right to not be disturbed"
- All online services and products must be safe for children to use
- This link provides you with more info: New EU rules needed to address digital addiction | News | European Parliament (europa.eu)

"companies should be obliged to develop ethical and fair digital products and services"

https://www.europarl.europa.eu/news/en/press-room/20231208IPR15767/new-eu-rules-needed-to-address-digital-addiction

What can I find on the European Digital Education Hub?

Information and knowledge-building

The Hub offers peer learning opportunities and access to high-quality resources to support digital education practitioners.

Explore information and knowledge-building

Community of practice

Meet the online community of digital education practitioners and stakeholders in Europe.

Get to know the community

Acceleration of best practices

The Hub supports the development and upscaling of innovative solutions.

Find out more

Teachers as Researchers weeks

Enhancing knowledge sharing and knowledge building between European digital educators.

Upcoming weeks

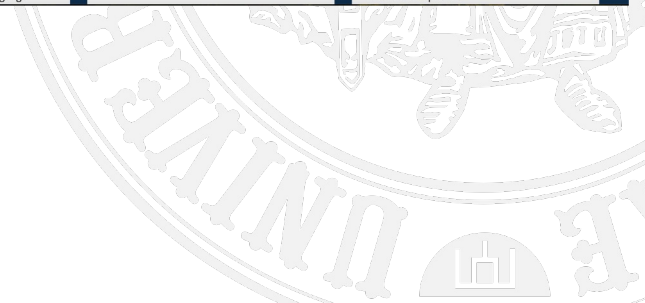### European Digital Education Hub news

1 / 6

24 October 2023
Meet the team behind My First Calendar, an interactive calendar assisting in language

13 October 2023
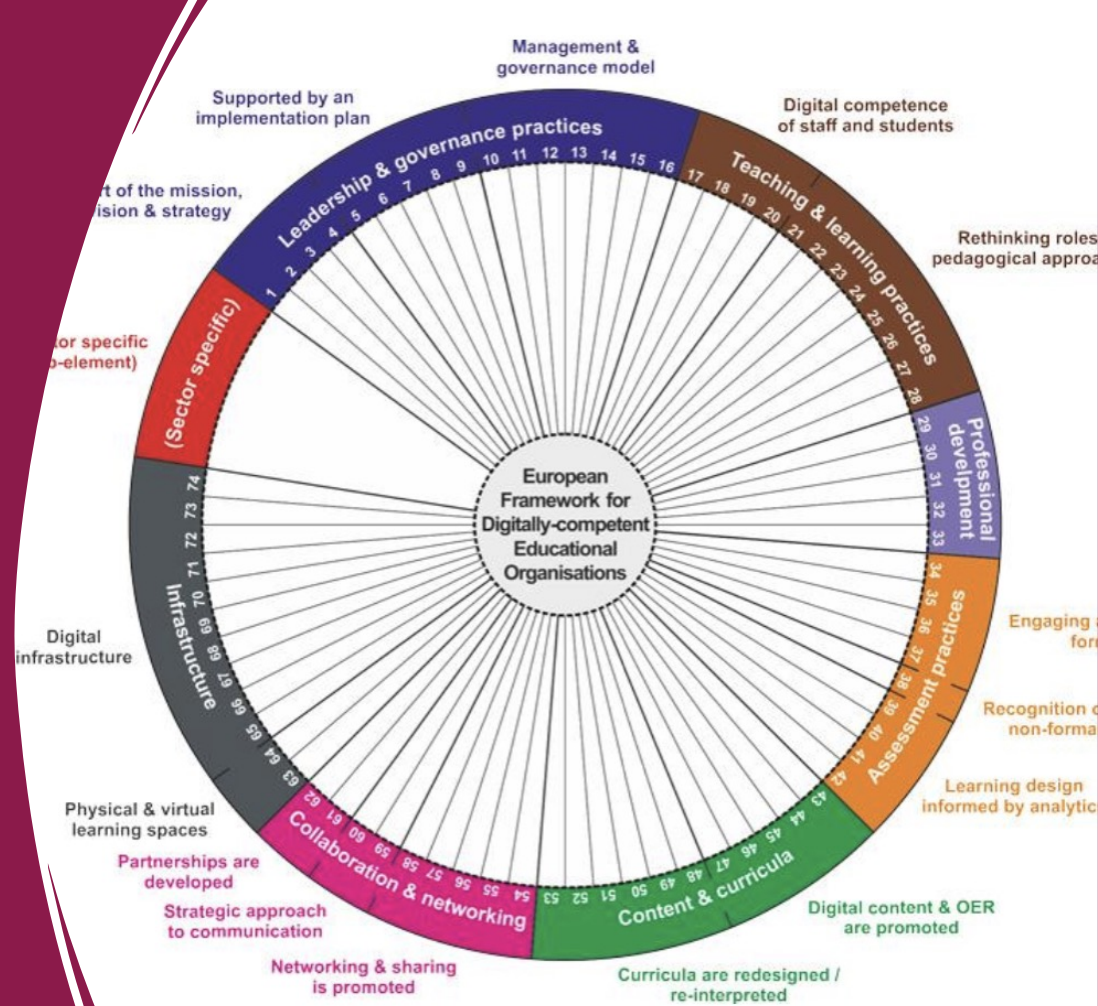Insights from the workshop on digital skills

13 October 2023
"Ask Me Anything" session about digital education in prisons

Knowledge Building — Posts · Files · About & Wiki · About and Wiki

Join or create team

ACEA-EXT-DigiEduHub
...tter
...ommunity of Practice
...er learning and mentoring
...formation and data gathering
...nowledge building and dissemin...
...cceleration
...channels
...uropean Digital Education ...
...o News
...aring is caring
...du discussions
...rtium and CA – HEIO
...dge Building
...ring and Online Clinics
...1 – Lessons from Covid-19
...channels
...ELTA Working Group
...education provisions for refugees
...Inclusion
...g Factors of Digital Education
...us(plus) 2022 Call

Carlos Madrid Gari (Guest) 01/09 11:14

Knowledge Building Event

Join us on Tuesday September 12 for a new Knowledge Building Event on "Issuing Digital Micro-Credentials By Using European Standards and Services" at 14:00 (CET)

We are pleased to invite you to *Issuing Digital Micro-Credentials By Using European Standards and Services* on Tuesday September 12 from 14:00 to 15:30 (CET) on the Knowledge Building Channel.

The aim of the event is to introduce the European Digital Credentials for Learning Infrastructure and how to use it to issue digital Micro Credentials that are compliant with Annex 1 of the Council Recommendation on a European approach to microcredentials for lifelong learning and employability. Starting from the policy context from which the European Learning Model (ELM) was born, then explaining and demonstrating how education providers can use this EU standard and the EDC tools, participants can learn not only how to issue digital micro-credentials to anyone, at any stage of their lifelong learning journeys, but also what preconditions their institutions need to meet to make credential issuance smooth, efficient and beneficial.

see more

📄 EDEH Agenda - KBA September 12.pdf
GRP-European Digital Education Hub > Kno...

👍 7

4 replies from Koch, Leon (Guest), Ildiko Mazar (Guest), Benke-Aberg, Rasmus (Guest), and 1 other

Benke-Aberg, Rasmus (Guest) 27/09 18:44
Hello Juris Riekstins. Yes, the event was recorded and you can find it here.

Ildiko Mazar (Guest) 09/10 16:50
Hello Benke-Aberg, Rasmus, I wanted to check something in the recording but it seem to have disappeared from the location you referenced on the 27th. Can you or somebody else please check if the issue is at my end? Thanks a lot in advance.

Koch, Leon (Guest) 09/10 16:58
Hi Ildiko, indeed, the link has changed. You can now find the recording here.

Why does Europe need a Learning Model?

OBJECTIVES	BENEFITS
• Semantic Standards for Learning	• Captures formal, non-formal & informal
• Standardised expression of verifiable knowledge & skills	• ...es all levels of education and ...
• ...le to the whole course lifecycle
• Create an EU Skills Data Space	• Interoperable credentials
• Multilingual (available in 29 languages)	• Aligned with European transparency and recognition tools
• Remove barriers to recognition, supporting free movement	
• Provide accreditation & transparency tools	• Free & open source
• Reduce market fragmentation	

The right way of EdTech to Education

DigCompOrg

Areas of integration	WHO is the boss?
Curriculum and programs (content)	Teachers
Assessment	Teachers
Teacher competences	Competence development and CPD units
Student competences	Student centers
Support systems	Online learning units
Quality assurance and impact for learning	IT units, QA units, Research units
Wellbeing of teachers and students	New important area! Then Headmasters and Rectors:-)

So where is the government?☺ and who decides?

DigCompEdu areas are important for EdTech to find its place
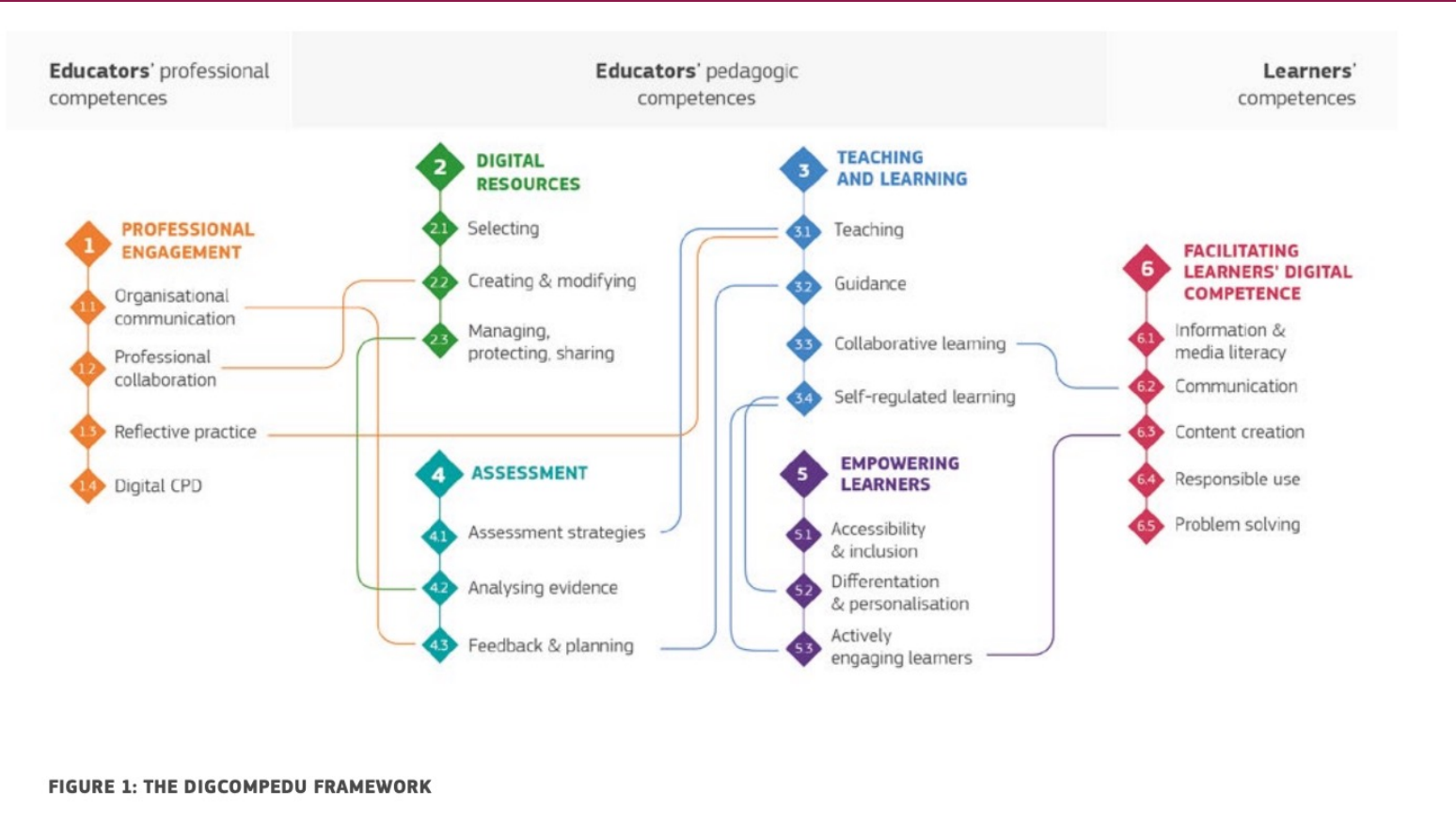
FIGURE 1: THE DIGCOMPEDU FRAMEWORK

- http://edulab.vdu.lt
- Each tool / EdTech solution is assigned to one or several didactical groups in the virtual laboratory
- All tools/ EdTech solutions are introduced to (future) teachers during primary teacher training and CPD
- Digitally competent teacher program is aligned with EdTech solutions and present their added value to learning and teaching

Competence areas in DigComp

Competences for teaching *with* AI

Area 1: Professional Engagement

Area 2: Digital resources

Area 3: Teaching and Learning

Area 4: Assessment

Area 5: Empowering Learners

Area 6: Facilitating learners' digital

Competences for teaching *for* AI

1. Information and data literacy

2. Communication and collaboration

3. Digital content creation

4. Safety

5. Problem solving

Competences for teaching *about* AI

Basic digital skills

- Content creation
- Cloud usage
- Data analysis and representation
- Collaboration and communication tools

Computational thinking

- Design thinking
- Problem-solving
- Block-based programming
- Text-based programming

Mathematics

- Fundamentals of statistics
- Fundamentals of probability
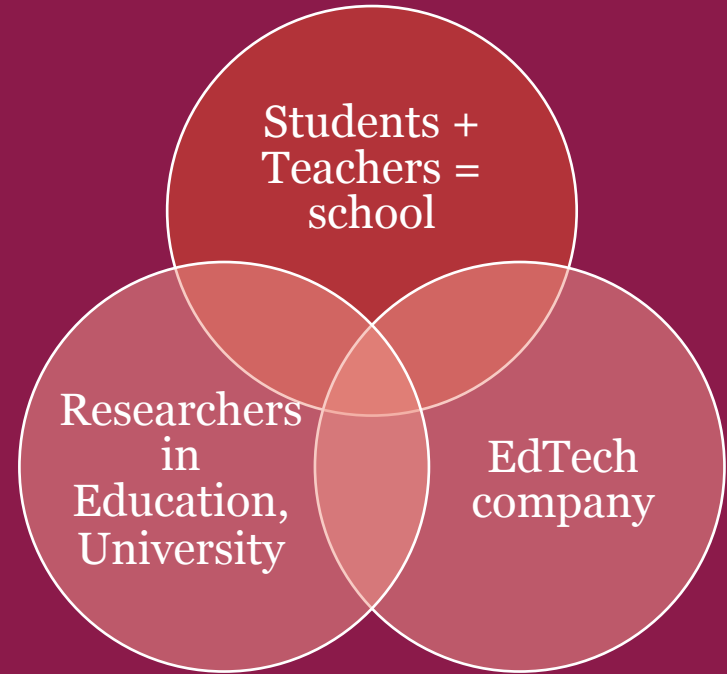
Existing applications of AI

- To provide a realistic view of AI
- To be updated on the real usage of AI
- Ethics behind real cases
- Legal issues and data privacy

Specific AI topics

- Perception and actuation
- Representation and reasoning
- Machine learning

EDEH Squad report on AI material

New culture of co-development of EdTech – to research the impact of EdTech for education and co-develop solutions

- primary teacher training programs
- CPD programs
- selection of EdTech on evidence – based added value to education
- research on learning problems and their causality
- considering competence, curriculum and environment together
- working with leadership in education
- arguing for and recommending valuable EdTech solutions
- keeping it international

- co-developing solutions
- involving phd and research placements
- collaborating in finding solutions for learnig problems
- finding common language !

education
estonia

Why Estonia?   Education system   Solutions   Studying   Blog   Reports   Toolkit   Contact

Digital Competence: Empowering teachers and students

Teachers' digital competence framework

The Estonian teachers' digital competence framework is adapted from DigCompEdu 2019 and it has six dimensions:

1. **professional development and engagement** ▸

2. **digital resources** ▸

3. **teaching and learning** ▸

4. **assessment** ▸

5. **empowering learners** ▸

6. **facilitating learners' digital competence** ▸

Students' digital competence framework

The students' digital competence framework is adapted from DigComp 2.1 and it has five dimensions:

1. **information and data literacy** (e.g. articulating needs, judging the relevance of sources, organising digital data);
2. **communication and collaboration**;
3. **digital content creation** (e.g. creating, improving and editing, understanding copyright, giving understandable instructions to computer systems);
4. **safety**;
5. **problem-solving**.

www.educationestonia.org/innovation/digital-competence/

Let's discuss

- Which way is the right way for EdTech to school?
  - A sprint ? To innovate and transform learning and teaching?
  - An alternative school solution?
  - "We know how to solve learning problems best"?
  - Private lessons if school teachers fail?
  - To make everything digital – the *cool* digitalization approach of X country?

  - *Or maybe*

  - Legacy of eduaction + EdTech and innovation for learning and teaching?
  - Transformation and innovation needed, but keep what works well?
- Which way is more sustainable?
- University propose a thoughtful and collaborative way, consistent with the legacy in Education: competence framework, didactics and learning environment

Vytautas Magnus University
Institute for Study Innovations and the
Academy of Education

INVITE

 EdTech
Teachers + students = schools

to go hiking EdTech mountains together and
promise:

- to find schools in the caves, on the peaks and
down bellow
- to listen to teacher stories of failures and
success
– to bring water, but also the fire when it is
gone and heal the scrateches
- to receive support from the rescue teams:

EDEN Digital Learning Europe
European Digital Education Hub

Tiesiant tiltus: EdTech kelias į mokyklą

Airina Volungevičienė

@vdu.lt