KEY LESSONS LEARNT FROM DIGI ENE

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DIGI ENE – ALL INFO HERE!!

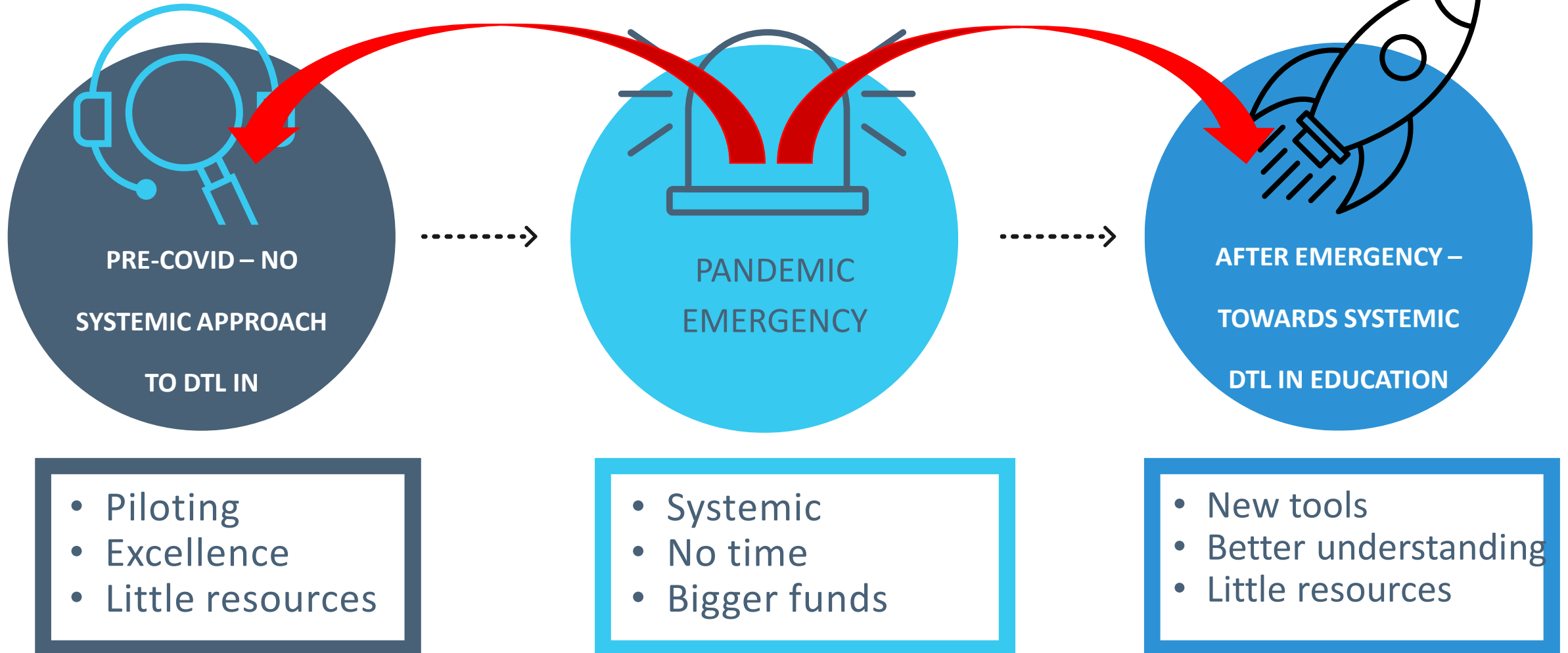https://openspace.etf.europa.eu/pages/digitalisation-education-and-role-centres-excellence

1) Countries only apparently followed similar trajectories in introducing digital teaching and learning in education

2) Countries are going in quite opposite directions following end of pandemic
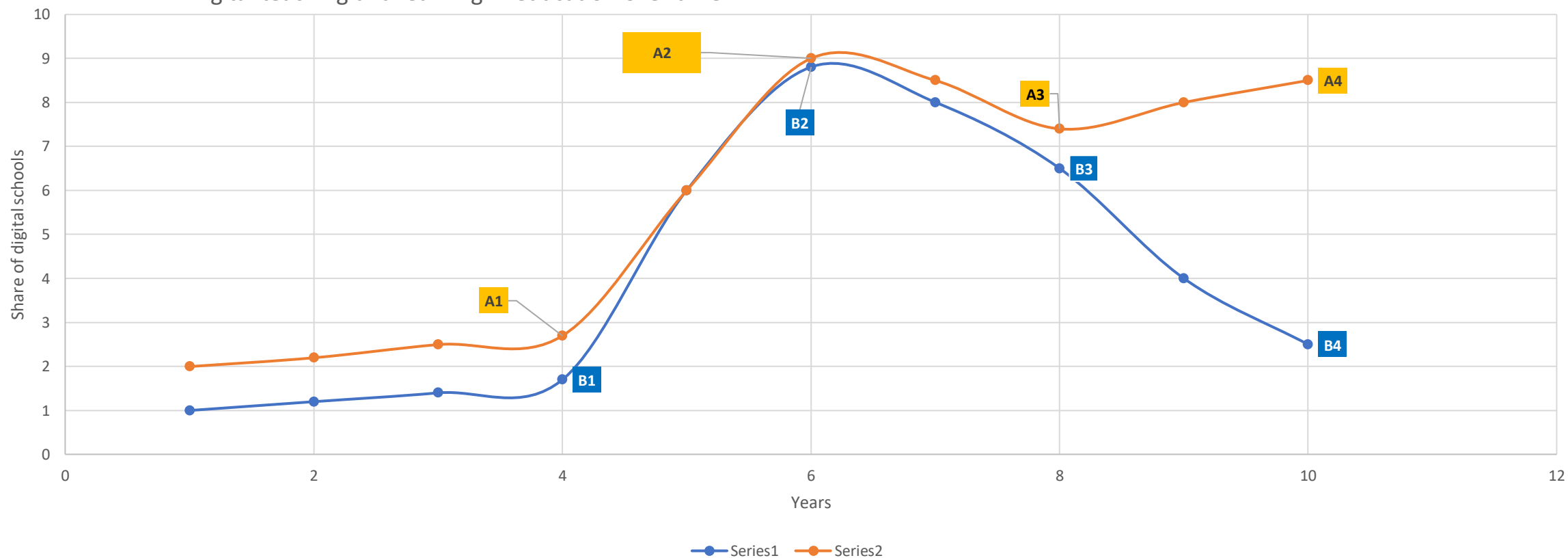
All in vs All out

DIGI ENE – IMPACT OF PANDEMIC II
REAL TRENDS

ETF
Network for
Excellence

Digital teaching and learning in education over time

A1

A2

A3

A4

B1

B2

B3

B4

Share of digital schools

Years

Series1   Series2

DIGI ENE – IMPACT OF PANDEMIC II
WHY DIFFERENT DIRECTIONS?

ETF Network for Excellence

Countries going all in had pre-pandemic experience in introducing DTL as complementary tools to in-classroom education + more advanced in innovative pedagogies

The pandemic has been the opportunity to accelerate and systematise these reforms

Countries with limited or very limited experience in introducing DTL have reacted to the pandemic emergencies focusing on distance learning tools

The end of the pandemic period led to a return to traditional teaching pedagogies https://edtechhub.org/2023/07/21/mapping-digital-learning-platforms-across-184-countries/

ETF Working together Learning for life

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3) Digital pedagogies are just powered up versions of innovative pedagogies that have been carving an increasing role in education for a long time

ETF Network for Excellence

Education systems/teachers which have effectively introduced innovative pedagogies are making the most of the new opportunities offered by digital tools.

- Whether you want to engage with the students through gamification or co-creation of knowledge, a variety of digital tools are now at your disposal
- Flipped classroom approaches have become more accessible thanks to video-making tools,

Teachers experimenting with innovative pedagogies have been fast in adopting digitilisation because it provided them with the tools they were waiting for.

Teachers used to more the delivery of traditional frontal lessons replicated the same pedagogy through video lessons in the pandemic and went back to what they were used as soon as the pandemic was over.

It makes no sense to invest in introducing DTL in education systems which are not trying to reform the overall pedagogical approach

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4) The area where digital pedagogies are really impacting the learning experience is students' engagement.

DIGI ENE – DIGITAL PEDAGOGIES AS POWERFUL ENABLER FOR STUDENTS ENGAGEMENT

One of the challenges of innovative approaches has been the complexity of interacting with large number of students and the limited time and space available to do it

The introduction of a variety of digital tools, apps and methodologies have minimized these difficulties, allowing the teacher to take over the role of facilitator of learning that too often didn't transfer from the pedagogy textbook to the classroom

e.g. Digital formative assessment allow for a stronger understanding of students' knowledge gaps allowing for customised learning paths. Digital tools give the opportunity to students to showcase their knowledge and competencies to teachers and colleagues.

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5) Teachers are the backbone of any Digital Education strategy

DIGI ENE – TEACHERS AS BACKBONE OF ANY DIGITAL EDUCATION STRATEGY

Challenge to expand engagement of teachers beyond the "innovators" and "early adopters". How to reach the big mass of teachers who are more resistant to change their way of working?

Challenge to break through the barrier of teachers' isolationism and create a culture of sharing and cooperation. How to develop the sharing and cooperative environment where DTL mechanisms can be most effective.

Importance to create support mechanisms for teachers in schools (e.g. educational technologist)

Importance of using self-assessment tools and methodologies to identify system and teachers capacities of integrating DTL. These should provide the information necessary to the national authorities to plan policies and programmes to the schools and teachers to develop personalised learning paths

6) Digital content means many different things – it is crucial to develop a common language

DIGI ENE – DIGITAL CONTENT

A clear taxonomy on what is digital content, how it is used/shared and how it is quality assured is a necessity for effectively developing policies and tools.

Type of digital teaching and learning material	Quality Assurance	Context of use
A - Digital textbooks	Depending on the country the textbook or a list of possible textbooks is provided by the Ministry. In other countries where there are no limitations the QA standard are provided by the publishing standards and competition on the market	These are the historical source of learning for students.
B - Digital content from recognised sources	These teaching and learning materials come from sources which have their own rigid quality assurance mechanisms (e.g. materials developed by academia..)	These are usually identified and shared by the individual teachers. Schools can facilitate the collection of common references. Students can also autonomously look for them and share them with colleagues.
C – Digital content developed by teachers, or selected on the web by the teacher	In this case the quality assurance is the responsibility of the individual teacher. In case the school promotes the sharing of these type of content, additional quality assurance are necessary. Countries may want to facilitate the sharing of this type of content through specific platform. In these cases QA processes are even more important.	Usually this type content is used in the classrooms of the individual teachers. However, quality assuring and promoting this type of content should become a medium long term trend.
D - Digital learning materials created by students and reviewed by teachers	In this case the quality assurance is ensured by the control of the teacher that reviews the content before making it accessible to the other students.	This type of materials are mainly used in the context of the specific classrooms or by the same teacher in other classrooms he is managing. These digital materials have a double value. They are a learning experience for the students who develop them and at the same time they become a real teaching aid for other students. The QA process could make these materials usable by others.
E – Digital learning materials developed by the students	In this case there's no QA mechanism, a part from the personal reputation of the student which develops them. Students have always shared minutes of lessons or personal summaries / schemes developed for a particular challenging subject. The digital dimension of these documents makes them much more easily sharable. Besides, the possibility of easily editing them allows a process of continuous improvement.	Although there's no proper QA, teachers should promote the development and sharing of these materials. The process of developing the materials is highly formative for the students and can incentivate group work, peer review processes and other practices which usually don't take place outside higher education programmes.

7) The real added value of Digital content is "Sharing"

DIGI ENE – THE VALUE OF SHARING

One of intrinsic characteristic of Digital content is that it is to share, edit and build on.

A digitilisation reform of education system which does not put at its core the increased interaction among schools, teachers and students is only a half-reform

8) Students could / should play a crucial role in the production, editing and validation of digital content

DIGI ENE – STUDENTS' ENGAGEMENT IN DIGITAL CONTENT DEVELOPMENT

It can take different forms:
- Search and clustering of materials from the internet
- Textbook co-creation
- Developing of digital teaching materials under the supervision of a teacher
- Development of digital learning materials for themselves and other students

It does not come automatically. Competences and attitude have to be grown up from the early stages of education