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

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Digital learning and how far have we embraced

2. I have experience with the introduction or implementation of digital learning.
   n = 24
   Yes 79.2%
   No 20.8%

3. Digital learning makes education more accessible.
   n = 23
   Yes 95.8%
   No 4.2%

4. Digital learning can never replace learning in the classroom.
   n = 28
   Yes 67.9%
   No 32.1%

5. Digital learning makes the job of teacher or trainer easier.
   n = 27
   Yes 55.6%
   No 44.4%

6. Digital learning makes the job of teacher or trainer easier.
   n = 19
   Yes 47.4%
   No 52.6%

7. Learning in a digital context offers students better opportunities for the future.
   n = 16
   Yes 87.5%
   No 12.5%

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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**

- **Substitution**: Technology acts as a direct substitute, with no functional change.
- **Augmentation**: Technology acts as a direct substitute, with functional improvement.
- **Modification**: Technology allows for significant task redesign.
- **Redefinition**: Technology allows for the creation of new tasks, previously inconceivable.

*Dr. Ruben R. Puentedura*
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Engagement

Engagement

Engagement

Teachers make the differences not the technology

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Thank you for your attention