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Presentation

M. de Greef VET Teachers Iceland

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The impact and importance of digital skills for life



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Balance between digitalization and human competencies



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The need for digital learning

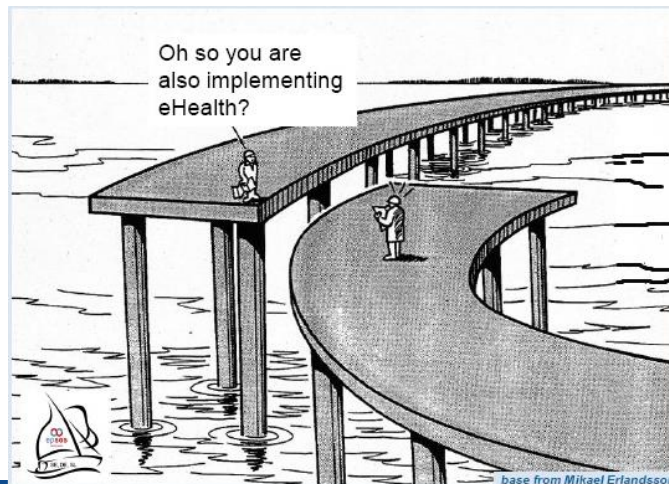
When internet matures it will increasingly reflect inequalities of the offline world (Van Deursen & Van Dijk, 2014):

- Lower educated people make less use of:
 - Information
 - internet for personal development
- Higher educated people make less use of:
 - Internet for gaming
 - Internet for social interaction



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What works and is successful?



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Two studies concerning digital learning for low-educated learners

➤ Success factors for digital learning among low-educated adults

- 884 respondents (teachers and adult learners)
- *What are the needed conditions for digital learning for low educated adults in order to reach a successful result?*

➤ Blended learning for youngsters in lower levels of education

- 291 learners (youngsters) in secondary education
- *Can digital learning be successful for students with a learning disability? (Cognitive, learning, behavioural, socio-emotional, physical, developmental and communications problems)*



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Successful or not for youngsters in secondary education? (1)

Groups of students →	Total group (N = 291)	Regular students (N = 201)	Students with learning disabilities (N = 90)
Variables for Knowledge, Skills and Attitude ↓			
Motivation	45.2	43.1	50.0
Concentration	40.5	41.4	38.5
Planning	44.0	44.2	43.6
Test result (Cognition)	97.6	98.0	96.6



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Successful or not for youngsters in secondary education? (2)

Category students with learning abilities → Variables for Knowledge, Skills and Attitude ↓	More time needed (N = 53)	Dyslexia (N = 31)	LWOO indication (N = 42)
Motivation	58.7	66.7	44.4
Concentration	37.0	25.9	41.7
Planning	41.3	37.0	50.0
Test result (Cognition)	96.2	96.7	97.6

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The influence of digital learning on a successful learning result

- For total group the digital learning environment on concentration
- For regular group digital learning environment on motivation
- For total group learners with learning disabilities and especially learners who needed more time & learners with dyslexia: learning contents and program on concentration (= tendency)

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The big 5 of a succesful (digital) learning environment

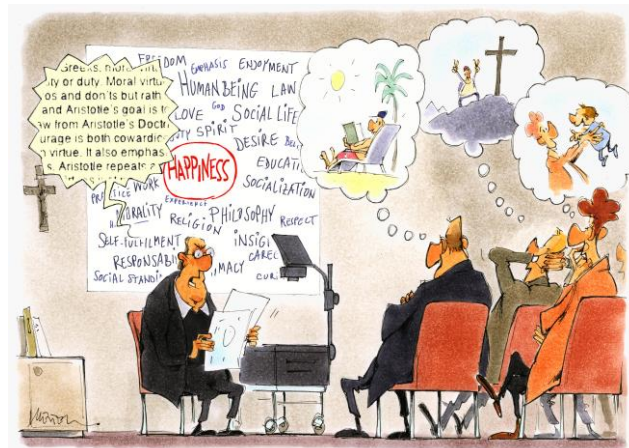
1. Contents of program
2. Role of teacher
3. Learning context
4. Rate of self directedness in learning
5. Methodology of testing

Based on transfer possibilities!



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Contents: we like to give!



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Successful conditions for contents (1)

1. Use examples of daily life
2. Integrate the possibility of learning to work with internet
3. Learning should be flexible with possible adaptations on individual level

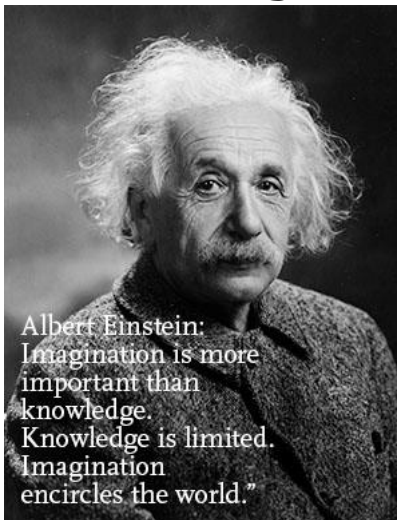
Extra for youngsters:

1. Learning material should be user-friendly
2. Possible interaction with other learners
3. Explicit expectations concerning increase of results



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Teacher is more than a source of knowledge



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Successful role of teacher (2)

1. Balance between expert and mentor, who:
 - Gives personal attention
 - Gives feedback
 - Gives new knowledge and extra exercises
 - Gives answers to questions
2. Not only a facilitator and expert in agogics
3. Especially for low educated adults:
 - Transfer of new knowledge
 - Personal guidance



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Where would we like to learn?

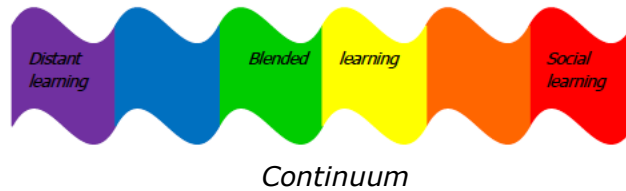


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Successful role of learning context (3)



Requirements learning context for low educated:

1. Possibility to learn at home (except for the lowest levels)
2. Most ideal is combination: at home and in a learning center
3. Are open for learning in a learning center due to the guidance

Can we direct our own learning process?



Successful rate of self directedness in learning (4)

- Next to teachers learners themselves think it necessary to have the possibility in self directedness in learning.
- Needed is discussion concerning:
 - Asking and answering questions
 - Assessment and certification
- Possibility for flipped learning?

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Also low educated learners prefer a test



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Successful methodology of testing (5)

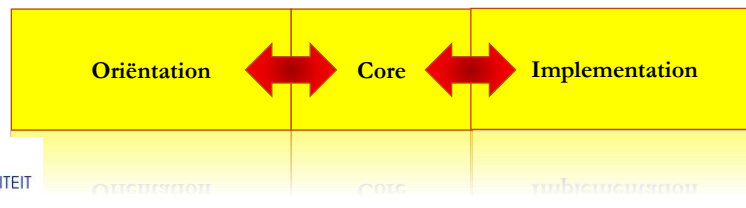
- Preference low educated learners:
 - Test behind PC
 - Influence on timing and location
 - Instead of assessment or portfolio
- Requirements:
 - User-friendly program on PC / internet
 - Visibility of results
- Top 4 of needed support:
 1. User-friendly program
 2. Visibility of scores / results
 3. Helpdesk
 4. Explanation and support of teacher



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New ways in development of learning & education

- **No strict parts of a learning area:**
 - Intake
 - Core curriculum
 - Coaching afterwards
- **Example Kofoed Schule (Denmark)**



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**There are lots of chances
for digital learning for
low educated youngsters and adults**



Hans Christian Andersen, 1843