LV- UA: *Gender aspects of digital readiness and human capital development in regions*

Session 4. "Gender gap reproduces in education": Is it true, and what to do?

Irēna Žogla, Dr.habil.ped, Senior researcher, RTA

Activity 1a. Plenary – **30 min**. (18.00-18.20). **Reflections on the individual learning.**

Participant reports on individual experiences of acquiring:

 digital and/or

digital pedagogical skills -

the most (+) influential factors, (-) obstacles, (?) missing factors (regular courses, peer consultations, experiential learning, at work, initiated by the environment, individual learning, self-evaluation, teaching/consulting others, online teaching-learning, etc.)

Experiential learning through experience, learning through reflection on doing: hands-on learning, practical training, rote learning, etc.

Each participant prepares a table to make notes on the peer experiences:

(+) Effective facilitating, supportive factors …	(-) Obstacles, barriers, poor learning skills …	(?) Missing factors, poor teaching skills, disturbing environment …

Activity 1b. 18.20-18.30). **Summarizing.** Please, use your notes to report on the most: (a) *popular*, (b) *productive*, (c) *disturbing,* and (d) *missing factors*

Distinguish between: *digital skills* and *digital pedagogical skills*

…………………………..

Activity 2. Group activity – **20 min**. (18.30-18.50). **Exchanging your experiences of formal education** (at your university, attended courses… other organized learning)

> Practice will not change by having technology;
>
> this will be changed by its appropriate professional/pedagogical/didactic usage

Choose 1-2 items of the OECD strategies for the nearest future (below), discuss the experience of its implementation at your universities/countries and find answers related to the chosen items on at least one of the three pedagogical questions:

What is the success-story of digital transformations at your universities/countries?

Why education does not meet the requirements of (a) practices/work places and (b) closing the gender gap?

How digital learning is introduced into the university process (models) to close the gender gap?

<div align="center">Some prompts to find the answers</div>

What do the sayings inform you about:

(a) '*we teach what we preach*'

(b) '*develop teacher/educator professional philosophy'*,

(c) educational transformations start with *transformations in thinking'*,

(d) technology amplifies good and bad process of education, just put pedagogy 'ahead of the cart'!

Use your background knowledge and understanding generated before and during the sessions of this course; use illustrations from the peer practices to comment:

> '*digital learning'*, 'digital skills',
> '*digital pedagogical skills/ competencies'*,

'digital pedagogical capability'

STATEGIES of OECD (2015). Some essentialities of digital transformations in education:

Practice will not change by having technology; this will be changed by its appropriate professional/pedagogical/didactic usage:

- Viewing <u>technology as a tool and catalyst</u> to empower deeper learning, wider content, more active learning, authentic assessment, and closing the gaps of knowing-doing, theory-practice, and research-implementation; universities continue valuing what they measure, rather than measuring what they value; teach digital skills where digital pedagogical skills would be appropriate.

- Shifting <u>from homogeneous vision to benefit of heterogeneous groups</u> by agency of different qualities, possibilities, and personalization; interchangeability of educator and student roles in a structured environment.

- <u>Interchangeable roles</u>- educators and students apply their knowledge and skills to setting up circumstances and usage of the environmental opportunities. Why technology introduces a paradox of lacking time to learn, teach, and plan innovations?

- Providing mechanisms for collaboration to develop innovations that are <u>designed for adaptation</u> not simply adoption. Learning <u>everywhere and anytime</u>.

- <u>Learning from the experience of other sectors</u>, considering their adoption and adaptation in education, and creating adequate working cultures in technology enhanced education, <u>building innovative capacity</u> into the education system relevant in a world of educational alternatives.

- Development of a <u>culture of appropriate risk taking</u> and learning from failure rather than viewing failure as purely a fault.

OECD (2015). Report from the 2015 Global Education Industry Summit, held in Helsinki on 19-20 October 2015. https://doi.org/10.1787/9789264282766-en

………………………..

Group reports – plenary, **30 min.** (18.50-19.20)

Break – **20 min** (19.20-19.40)

…………………….

Activity 3. We generate a draft model (if you consider teachers and educators are still needed).

Please, use all OECD strategies now!

Learner choice: group or plenary activity – **40 min**. (19.40-20.20).

to enhance/facilitate educator (or adult) digital and digital pedagogical/didactic skill, competence, or capability improvement towards closing the gender gap.

The generated draft model should be as creative as possible:

between reality and fantasy.

A model of transformative pedagogy:

IT-human dialogue in adult studies to answer 'what?, why?, how?'

Criteria in currently traditional educational settings	*Criteria of transforming education: to Industry 4.0 and Society 5.0*
Evaluation of the state-of-matters, standard-set criteria	Achievement self-evaluation by using formal and individually valuable requirements
The background philosophy & the model are university/educator-designed	Learner participation (the approach, choice of didactic model, integration of formal and non-formal modes of learning …)
Goals, created by programs/ standards	Learner examines institutional goals to 'translate' them and personalize
Usage of technologies ('patchwork', random…)	Tools to enhance teaching-learning and research
Scope & speed limited by standards	Unlimited but targeted information-mining, communication, cooperation
Pedagogical approach chosen by educators	Facilitated inquiry-based learning
Often hierarchical roles	Interchangeable teaching-learning
Results as denoted by standards and evaluation	Individual achievements and priority of self-evaluation (knowledge,

	research/ cognitive & social skills, competencies, capabilities, technology-enhanced development)

Final information, short feedback – 10 min.