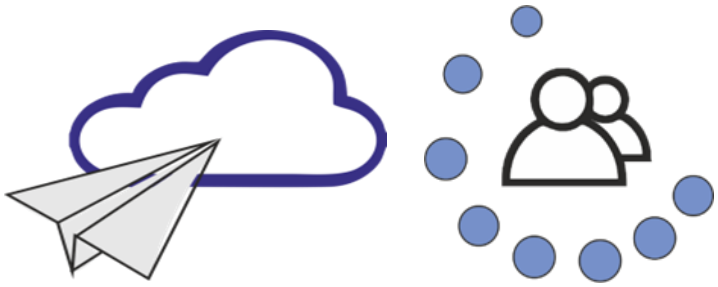

PROJECTS

1. ***Implementation of Transformative Digital Learning in Doctoral Program of Pedagogical Science in Latvia (DocTDLL) lzp-2018/2-0180***

2. ***Gender aspects of digital readiness and development of human capital in regions (*Nr.LV-UA/2018/3)**

PEDAGOGICAL ASSUMPTIONS OF TRANSFORMATIVE DIGITAL MODEL FOR SOCIAL CHANGE

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International Conference Society. Integration. Education.
RTA, 2019

The purpose of this research and presentation is to address this audience for an advice and views:

- How does pedagogy change in the digital era and is it still valid when the digital tools considerably expand learners' possibilities?
- If yes, then what peculiar features should pedagogy practice?
- Do educators need pedagogy, especially for a doctoral program?
- Supporting or denying ideas about doctoral programs in pedagogy

(***A research finding: the more difficulties educators experience with the usage of digital technologies, the more they need assistance***).

More findings will be published on students' and educators' attitude to digital technologies at:
- the ATEE and The University of Latvia Spring conference (June, 2019)
- the RAT conference on June, 20, 2019.

A couple of visions for 2025 by Thomson Reuters (2014):

(a) **neuroscience** will allow for early detection and prevention of neuro-degenerative diseases, like dementia, will improve along with **increased understanding** of the human nature;

(b) **everything** from cars to appliances and individual personal items **will be digitally connected** and therefore **create a new social networking** and mutual relations;

(c) ‚I know where I am going, and know how to get there' **will not be valid** any more' – research and learning-by-doing instead;

(d) Education is free to choose digital technologies but it is far from free of **technological thinking** that is increasingly caught up in the vortex of the technological revolution (Glendinning, 2018).

(e) how to teach knowledge for the nearest future which no one knows yet?

(f) has pedagogy lost its value and functioning? Is it valid for the university education, especially for doctoral studies?

Some considerations to specify the peculiarities of education/programs for discussion:

1. UNESCO (2005): Knowledge Society being based on technological breakthroughs is, however, **even more revolutionary**, as it changes the fundamental processes of communication, cognition/thinking, memory, and identity construction that provide the foundation for social life and knowledge creation.
2. At present, we are not only changing the tasks and division of labour between the different components of the educational system. We are also **changing learning itself** (Tuomi & Miller, 2011, 1).
3. The latest findings of these two projects reveal differences between attitudes of educators and students to digital technologies: **these do differ**. Students are

more positive and competent about the e-technologies.
4. Educators experience more difficulties to acquire and use technologies. Who will help them?

To consider:

1. The more complicated becomes learning the more learners need assistance appropriate for their experience, age etc. – this time **educators need assistance**
2. Roles of educators and students become **interchangeable** – students become educators to an extent. How to design the process?

The article, therefore, focusses on several assumptions which can be in the centre of doctoral programs; these are:

- Change for the learner-centred process means **changing for the humanistic** educational paradigm with appropriate, transition from a learner as an educational object or passive information receiver with technical learning priorities (knowledge, skills to be controlled) **to a person capable for self-education and self-improvement** (building a learner's value system)

- Digital technologies change their position from that of a tool to an agent of educational change; these change educators' thinking, change pedagogy to **essentially collaborative learning and research,** accentuate capability development for autonomous learning and transversal skills (Council of EU, 2006), prioritize and enable functioning of assessment in all spheres of life, as well as self-assessment. **Learners are both - educators and students!**

These and many other considerations challenge re-thinking the basic theories of research and academic curricula/programs

1. Current speed which is characteristic for technologies make education live not only by transmission, *by* communication, but it may fairly be said to exist *in* transmission, *in* communication

Therefore the updated theory of activity (T.Blayone, 2017), action levels:

(a) relating to building and **maintaining human-machine pairings** - meta-functional, technical and operational;

(b) mediating cultural expression determined by **rules and values of participating communities**;

(c) **automatization of actions by reducing them to formal procedures** (algorithms) run by a machine;

(d) the most complex sub-system addresses **digitally-mediated collaboration**.

1. Definition of competence at university level, especially that of doctoral studies. Essence of the Knowledge Society: "In the industrial model values **were** essentially generated by extracting it from nature" while in the Post-industrial era the value model itself is being created by creating value - the essence of the Knowledge Society. Value is thus created by creating understanding, meaning. Knowledge Society, thus, could also be called **Learning Intensive Society**" (Tuomi & Miller, 2011, 7-8).

Therefore understanding of competence can be re-addressed:

- Traditionally competence means ability (synthesis of knowledge, skills, and attitudes) to complete a professional job – is it enough for a university educator? =Level of a graduate
- Master's level, critical and creative completing of one's job medium level for a university
- **Decisive** for a university development is educators' expert's or even excellence level

Are these levels only a responsibility and priority of educators? How to treat students' exceeding competence in some areas?

"…"In the industrial model value was essentially generated by extracting it from nature" while in the Post-industrial era the model itself is being created by creating value. "This can be seen as the essence of the Knowledge Society. Value is thus created by creating meaning. New meaning, in turn, is defined as the difference between what we already understood and what we learn that we didn't understand yet. This value creation process, therefore, could also be called learning. Knowledge Society, thus, could also be called Learning Intensive Society" (Tuomi & Miller, 2011, 7-8).

We have to address the definition of pedagogy as a science and pedagogy as practice (to be discussed in the context of tertiary education).

Pedagogy is an integrated humanistic and social science which investigates regularities of combined and unique, focused on the content of learning interactions, communication and mutual relations that occur in this process and constitute a specific research object.

Pedagogical practice is mainly represented by organized pedagogical processes which are created on the background of pedagogical theories and specifically aim at achieving an educative goal (audzināšana). Realisation of this deliberate goal occurs through internal, dynamic connections activated by targeted, organised, goal-oriented educational processes, which transform mankind's intellectual and cultural values into the meaningful educational,

developmental and educative content to facilitate the acquisition of these values by participants of the process and to foster their personal development and self-actualisation (first published in Žogla, 2017, Oxford Comparative Studies).

Educative goal is complex, it includes learner's education that mainly concentrated on academic outcomes, and development; this means empowering of the learner's self-managed life-long learning therefore the educative goal first of all means learner's achievements in their individual development.