ESCALATE

TRAINING COURSE
EXAMPLE/ GUIDELINES

DIGITAL EDUCATION DISRUPTION – THE ROLE OF ONLINE LEARNING AND DIGITAL TECHNOLOGIES

The present material provides guidelines to perform a training course on digital education disruption and the role of online learning and digital technologies

Guidelines for the workshop

Objectives	To acknowledge digital education disruption and the specific ways to overcome it To understand how digital technologies are enabling new educational opportunities To identify the new opportunities for online learning To understand specificities of the digital education ecosystem To identify specific digital technologies and modes used for online teaching and learning To identify how digital skills and competencies for the digital transformation can be enhanced through online learning
Content	§ The use of digital technologies in online teaching and learning § The role of online teaching and learning in a globalized digital economy § Digital disruption in higher education
Teaching/learning methods	Trainer input, exercise, group work, case study, discussion, exchange of experiences
Target group	Education providers, university leaders, university teachers and researchers
Benefit	§ To acquire knowledge of the fundamental concepts of digital education disruption § To know how digital technologies are enabling new educational opportunities § To know some specific digital technologies and modes used for online teaching and learning
Type of event	One-day workshop In presence and remotely: the workshop will be delivered in a hybrid modality to enable both the presence and remote attendance
Duration	90 min each unit
Group size	10 participants (max.)
Prerequisite for the lecturer	§ Teaching experience with a different audience (i.e. graduate, undergraduate, postgraduate and professional) § Moderation skills § Knowledge of online teaching methods, digital technologies, collaborative platforms

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Overview of the contents of the workshop

Unit 1: The use of digital technologies in online teaching and learning
  1.1. The emergence of new digital technologies
  1.2. New digital technologies in online education
  1.2.1. Extended Reality (XR)
  1.2.2. Artificial intelligence
  1.2.3. Gamification
  1.3. Benefits of using new digital technologies in online education
Unit 2: The role of online teaching and learning in a globalized digital economy
  2.1. Online learning environments
  2.2. Implementation of online teaching-learning in HEIs
  2.3. Online learning and teaching methods
  2.4. Digital skills and competences for the digital transformation
Unit 3: Digital disruption in higher education
  3.1. What is digital education disruption?
  3.2. Disruptive education technologies
  3.3. Managing the disruption of higher education
  3.4. Key characteristics of disruptive innovations
  3.5. Enabler of disruptive innovations

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Scheduling

Unit 1: The use of digital technologies in online teaching and learning

1.1. The emergence of new digital technologies

1.2. New digital technologies in online education

1.2.1. Extended Reality (XR)

1.2.2. Artificial intelligence

1.2.3. Gamification

1.3. Benefits of using new digital technologies in online education

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When? (Time)	Unit 1: The use of digital technologies in online teaching and learning			
90 min + breaks	**What? (Target)**	**Method**	**(Technical) Tools**	**Who? (Responsibility)**
The schedule will include: a welcome and opening session (10min)	Arrive: Getting to know the participants, creating trust. to profile participants and get each other start in knowing as part of a team	Group presentation		The person in charge to schedule the delivery of this unit will evaluate how to manage the 90 min
A phase of main contents delivery (30min) (Followed by a 15min break)	In addition to the session of content delivery the schedule will include the following phases.		During the workshop will be adopted tool propaedeutic to perform in presence frontal class (i.e. pin board, moderation cards, power point presentation, link sharing) and for remotely attendance modality (i.e Gmeet, Google Jamboard, Zoom, Mentimeter)	Trainer, lecturer
A session for discussion* between participants (30min) *for shortness we entitled session D	**The session "D" is dedicated to discussion in group.** It aims at fostering critical thinking and learning from peer dynamics	Discussion Brainstorming Questioning		All participants. Trainer will moderate the debate
A session for exercise or practices (30 min) (Followed by a 10 minute break) *Entitled session E	**The session "E" is dedicated to the exercises.** It aims at complementing the theoretical background with practical exercise	Group work	Jambord, Mentimeter, wooclap, Google, e-forms, analysis softwares	All participants
A conclusive session* dedicated to the lesson learned by the unit (20min) *Entitled session C	**The conclusive session "C" is dedicated to an overview of the main topics and issues touched across previous sections.** It aims at consolidating the awareness of participants about the contribution of the unit to their knowledge	Brainstorming Questioning		All participants. Trainer will moderate the debate and proposes a synthesis of the main contributions.

Scheduling

Unit 2: The role of online teaching and learning in a globalized digital economy

2.1. Online learning environments

2.2. Implementation of online teaching-learning in HEIs

2.3. Online learning and teaching methods

2.4. Digital skills and competences for the digital transformation

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When? (Time)	Unit 2: The role of online teaching and learning in a globalized digital economy			
90 min + breaks	What? (Target)	Method	(Technical) Tools	Who? (Responsibility)
The schedule will include: a welcome and opening session (10min)	Arrive: Getting to know the participants, creating trust, to profile participants and get each other start in knowing as part of a team	Group presentation		The person in charge to schedule the delivery of this unit will evaluate how to manage the 90 min
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Scheduling

Unit 3: Digital disruption in higher education

3.1. What is digital education disruption?
3.2. Disruptive education technologies
3.3. Managing the disruption of higher education
3.4. Key characteristics of disruptive innovations
3.5. Enabler of disruptive innovations

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When? (Time)	Unit 3: Digital disruption in higher education			
90 min + breaks	**What? (Target)**	**Method**	**(Technical) Tools**	**Who? (Responsibility)**
The schedule will include: a welcome and opening session (10min)	Arrive: Getting to know the participants, creating trust. to profile participants and get each other start in knowing as part of a team	Group presentation		The person in charge to schedule the delivery of this unit will evaluate how to manage the 90 min
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Co-funded by the
Erasmus+ Programme
of the European Union