

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



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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
	3 Signal aloraption 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
	§ To acquire knowledge of the fundamental concepts of digital education disruption
Benefit	To know how digital technologies are enabling new educational opportunities To know some specific digital technologies and modes used for online teaching and learning
	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.)
<u> </u>	§ Teaching experience with a different audience (i.e. graduate, undergraduate, postgraduate and professional)
Prerequisite for the	§ Moderation skills
lecturer	§ Knowledge of online teaching methods, digital technologies, collaborative platforms



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



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





Unit 1: The use of digital technologies in online teaching and learning What? (Target) (Technical) Tools Method

Group

presentation

Discussion

Ouestioning

Ouestionina

Brainstorming

Jo IIIII bicaks	what? (Target)
include: a	Arrive: Getting to know the participants, creating trust. to profile participants and get each other start in knowing as part of a team

When? (Time)

90 min + breaks

(Followed by a

15min break)

A session for

discussion*

participants

to the lesson

unit (20min)

learned by the

*Entitled session C

between

(30min)

welcome and opening session (10min)	profile participants and get each other start in knowing as part of a team	
A phase of main contents delivery (30min)	In addition to the session of content delivery the schedule will include the following phases.	

The session "D" is dedicated to

discussion in group. It aims at

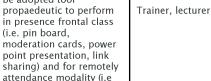
fostering critical thinking and

The session "E" is dedicated to

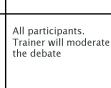
learning from peer dynamics

the exercises.

During the workshop will be adopted tool mo



moderation cards, power
point presentation, link
sharing) and for remotely
attendance modality (i.e
Gmeet, Google Jamboard,
Zoom, Mentimeter)



Who? (Responsibility)

The person in charge to schedule the

delivery of this unit

will evaluate how to

manage the 90 min

*for shortness we entitled session D	
A session for exercise or practices (30 min) (Followed by a 10 minute break)	
*Entitled session E	
A conclusive session* dedicated	

complementing background with		
The conclusive dedicated to an main topics and across previous at consolidating	over issu secti	view of th es touche ons. It aim

of the unit to their knowledge

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

aims

Group work	wooclap, Google, e- forms, analysis softwares	All participants
Brainstorming		All participants.

lambord, Mentimeter,

All participants

the debate and

of the main

contributions.

Trainer will moderate

proposes a synthesis

DECCAT ATE	
ESCALAT	-

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





90 min + breaks

(10min)

(30min)

15min break)

discussion*

participants

exercise or

*Entitled session C

between

(30min)

The schedule will include: a welcome and opening session

When? (Time)

other start in knowing as part of a team In addition to the session of content delivery the schedule will include the following phases. A phase of main contents delivery

Arrive:

(Followed by a

A session for The session "D" is dedicated to discussion in group. It aims at fostering critical thinking and learning from peer dynamics *for shortness we entitled session D

A session for The session "E" is dedicated to practices (30 min) the exercises. (Followed by a 10 complementing the theoretical minute break)

Entitled session E A conclusive session dedicated to the lesson learned by the unit (20min)

background with practical exercise The conclusive session "C" is main topics and issues touched across previous sections. It aims participants about the contribution

of the unit to their knowledge

participants, creating trust, to Group presentation

Discussion

Ouestioning

Group work

Brainstorming

Method

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

globalized digital economy

Getting to know the

What? (Target)

profile participants and get each

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)

(Technical) Tools

lambord, Mentimeter, wooclap, Google, eforms, analysis softwares All participants

dedicated to an overview of the at consolidating the awareness of

aims at

Brainstorming Ouestionina

All participants. Trainer will moderate the debate and proposes a synthesis

of the main

contributions.

Who? (Responsibility)

The person in charge

delivery of this unit

will evaluate how to

manage the 90 min

to schedule the

Trainer, lecturer

All participants.

the debate

Trainer will moderate

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





Unit 3: Digital disruption in higher education

Group

Method

presentation

90 min + breaks	What? (Target)
include: a	Arrive: Getting to know the participants, creating trust. to profile participants and get each

When? (Time)

(10min)

(30min)

A phase of main

contents delivery

(Followed by a

15min break)

A session for

discussion*

participants

exercise or

*for shortness we entitled session D A session for

practices (30 min)

(Followed by a 10

*Entitled session E

session* dedicated

*Entitled session C

minute break)

A conclusive

to the lesson

unit (20min)

learned by the

between

(30min)

opening session

participants and get each other start in knowing as part of a team In addition to the session of content delivery the schedule will include

the exercises.

complementing the

of the unit to their knowledge

the following phases.

What? (Target)

The session "D" is dedicated to Discussion discussion in group. It aims at Brainstorming fostering critical thinking and Ouestioning learning from peer dynamics

lt

The session "E" is dedicated to aims at

theoretical background with practical exercise

Group work

Jambord, Mentimeter, wooclap, Google, eforms, analysis softwares

(Technical) Tools

During the workshop will

propaedeutic to perform

in presence frontal class

moderation cards, power point presentation, link

sharing) and for remotely

attendance modality (i.e.

Zoom, Mentimeter)

Gmeet, Google Jamboard,

be adopted tool

(i.e. pin board.

All participants All participants.

Who? (Responsibility)

The person in charge

delivery of this unit

will evaluate how to

manage the 90 min

Trainer, lecturer

All participants.

the debate

Trainer will moderate

to schedule the

Brainstorming The conclusive session "C" is Trainer will moderate Ouestionina dedicated to an overview of the the debate and main topics and issues touched proposes a synthesis across previous sections. It aims of the main at consolidating the awareness of contributions. participants about the contribution





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