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SALTO Education and Training

LTA

Keynote

- Empowering all to thrive in the digital age

Tibor Prievara

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Empowering all to thrive in the digital age

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Levels of innovation

1 Individual teacher

2 School

3 School administrator

4 State

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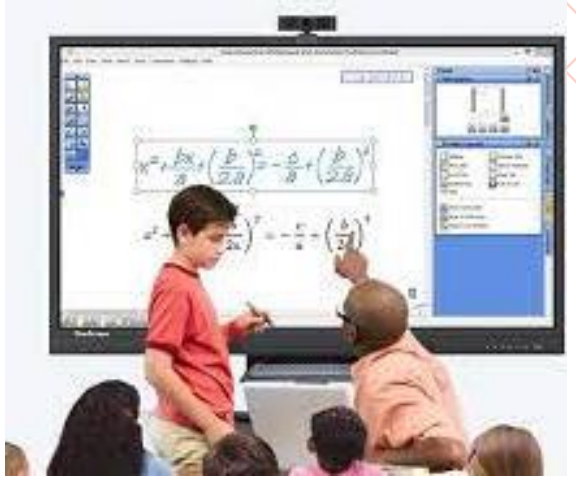

Digitalisation LTA

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Turning around a school …

- A village school - mostly **underprivileged** students
- **Staff** - age, dedication to innovation
- **Innovation** - projects, trainings
- **Community** and school
- **Motivation** and **assessment** – national tests
- Meaningful integration of **digital** tools (digital divide, digital inclusion, digital citizenship)

A village school - mostly underprivileged students

- Majority of students roma
- Poverty and usury
- Lack of motivation for future
- No role models
- Leaving school at 16
- „Credibility deficit”

Keep students at school, provide alternatives, equity and opportunities

Staff - age, dedication to innovation

- Teachers – an aging population
- Pedagogy is conservative
- Burn-out of teachers
- Lack of innovation – daily grind
- Vicious circle of low expectations and low outcomes
- Testing the living daylight out of kids

Innovation management: Trusting the people you work with

Innovation - projects, trainings

- Ample training available
- Local and EU projects
- As long as the funding lasts
- Long reaction time in adapting to new challenges

Sustainable pedagogical innovation - long-term change and paradigm shift

Community and school

- More than a school – a hub
- Face value of education
- Visible school presence in the community
- Points of contact between school and community

Be visible and connect to community.

Motivation and formative assessment

- Success defined in different terms
- Students and the national curriculum (tests)
- Demotivation resulting in higher drop-out rates
- Summative assessment insufficient

Show students their worth.

Digital inclusion

- Digital divide
- Issues in digital literacy
- The grandma dilemma
- ICT a subject, not an approach
- Linear thinking VS hypertextual thinking

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Meaningful digital school program.

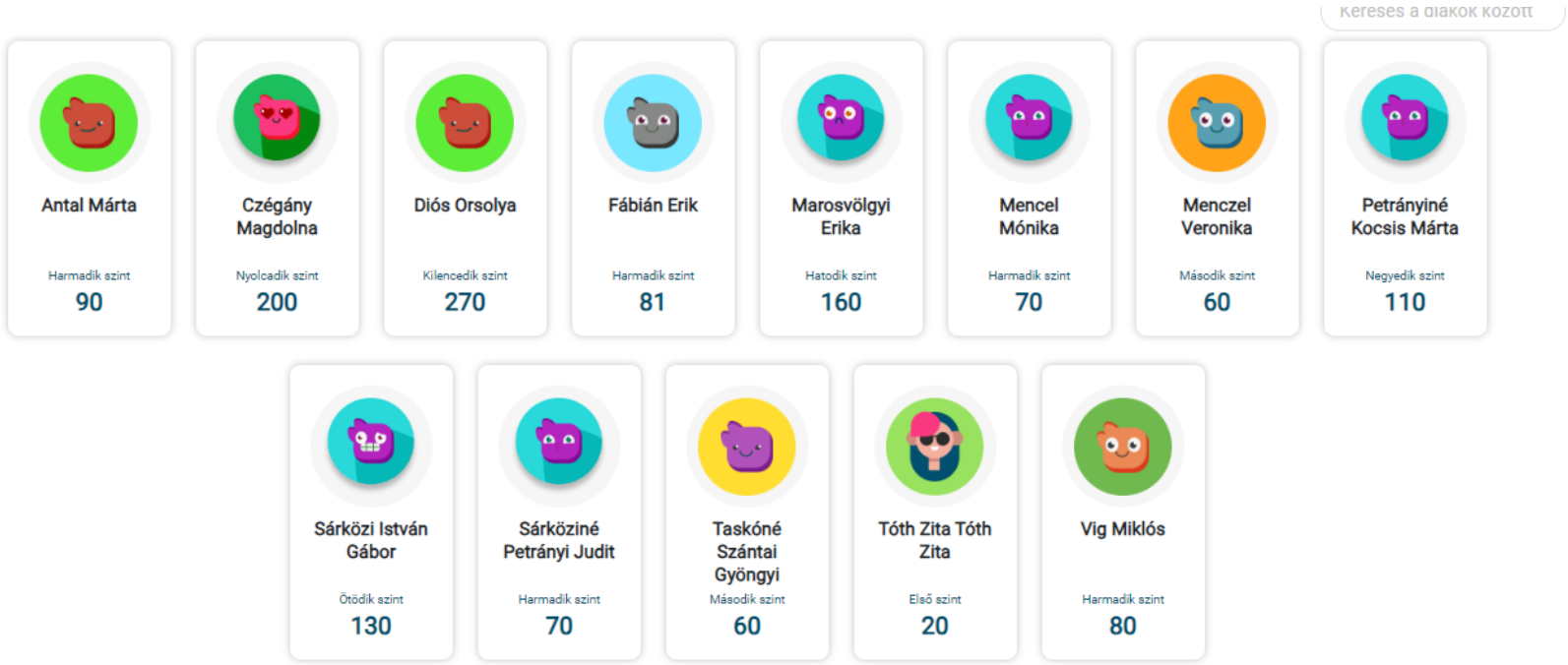
Summary: The challenges ahead

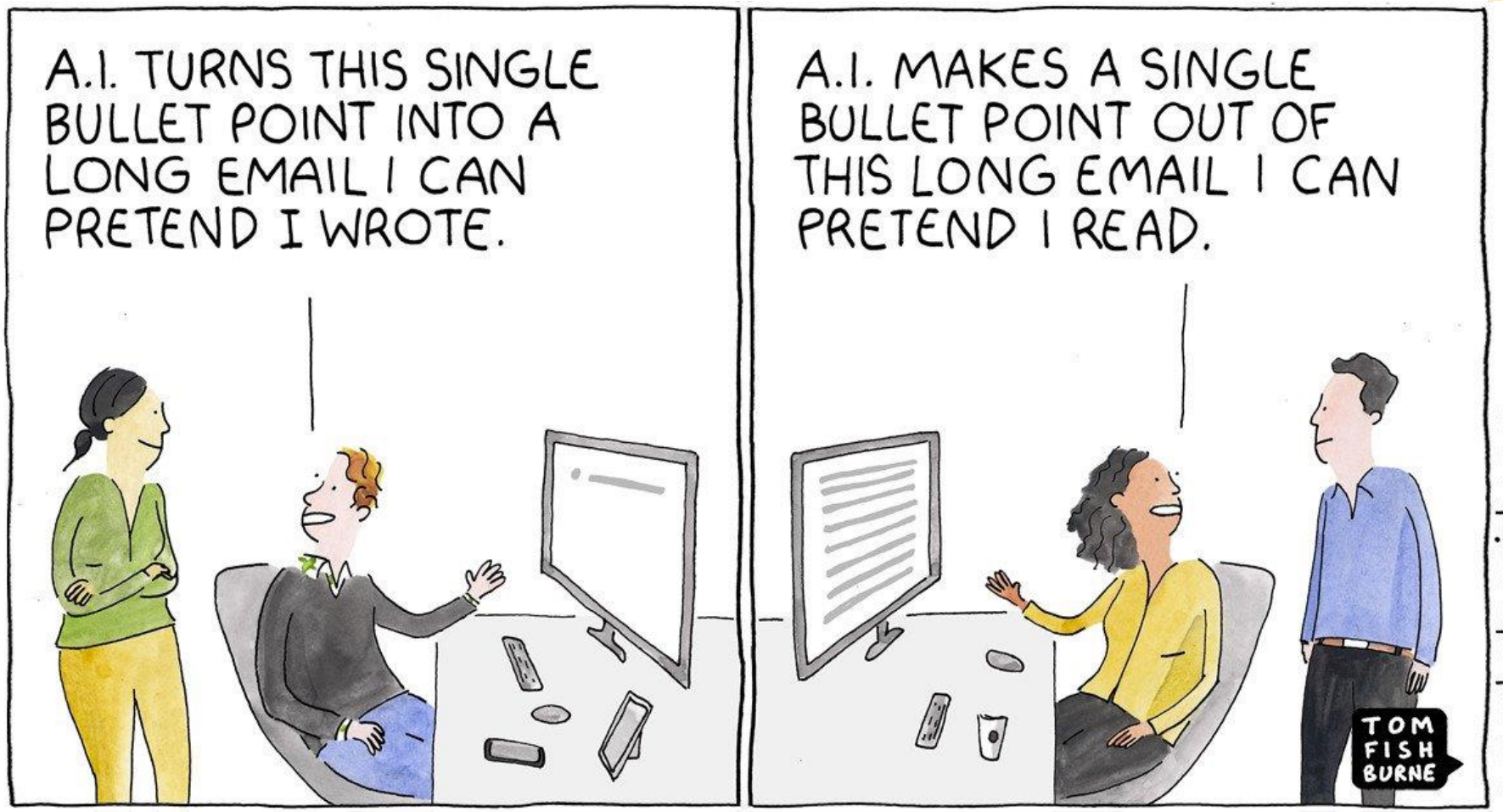
- Keep students at school, provide alternatives, equity and opportunities
- Innovation management: Trusting the people you work with
- Sustainable predagogical innovation - long-term change and paradigm shift
- Be visible and connect to community.
- Show students their worth.
- Meaningful digital school program.

Motivating students - gamification

2023.09.14. - 2023.10.26.

Teacher training and development: a matrix of competences




A.I. TURNS THIS SINGLE BULLET POINT INTO A LONG EMAIL I CAN PRETEND I WROTE.
A.I. MAKES A SINGLE BULLET POINT OUT OF THIS LONG EMAIL I CAN PRETEND I READ.
TOM FISH BURNE
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INSTRUCTIONIST

Standardization

Focus on means, not ends

Focus on ‚how'

Tools and ‚prompts'

Tests and ‚average child'

AI applications for effective teaching

CONTRUCTIONIST

Individualization

Focus on ends

Focus on ‚what' and ‚why'

Pedagogical choices not tool-driven

AI not used for higher level planning

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DO WE WANT OUR CHILDREN TO PROGRAM AI OR DO WE WANT AI TO PROGRAM OUR CHILDREN?

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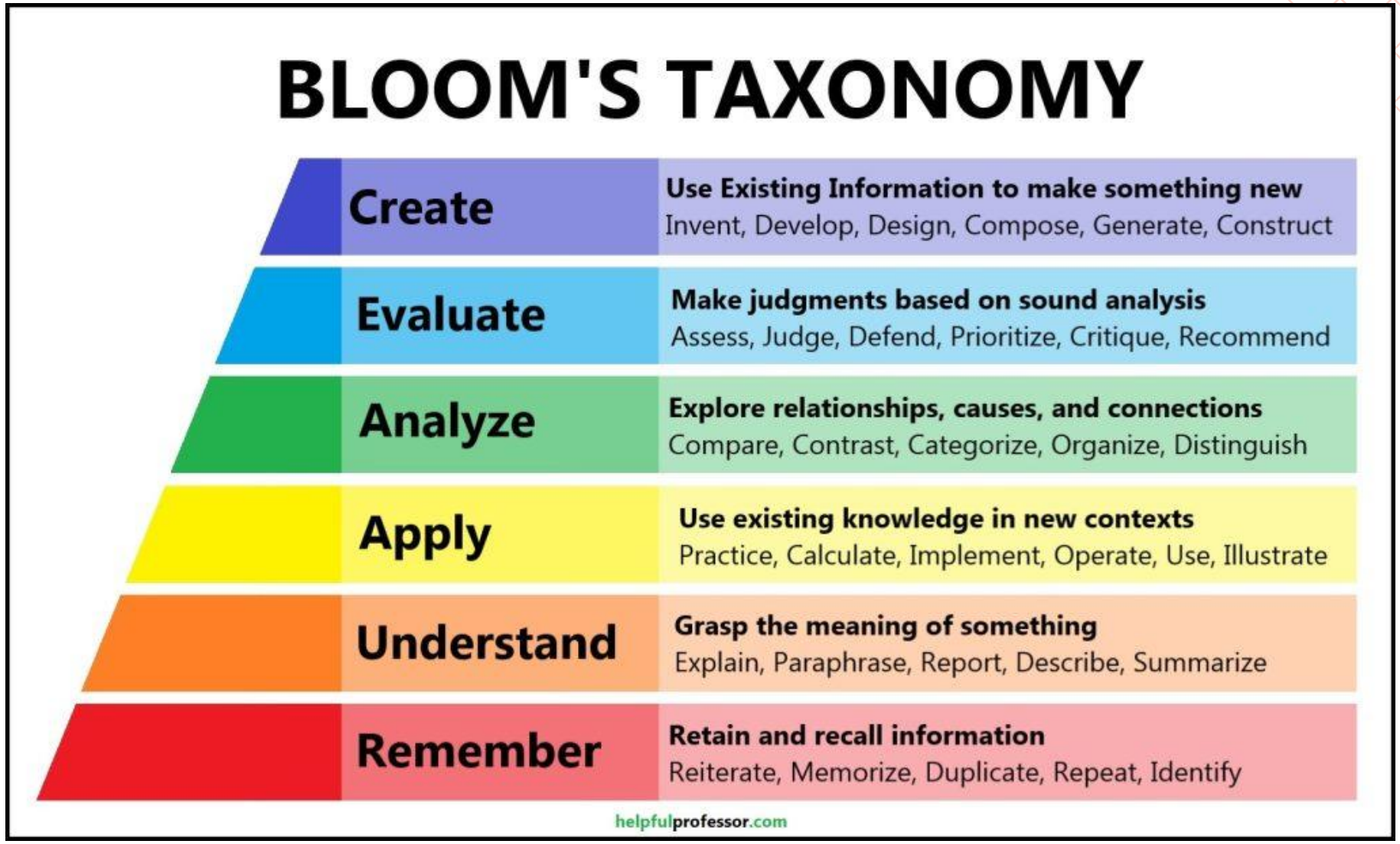
BLOOM'S TAXONOMY
Create
Use Existing Information to make something new
Invent, Develop, Design, Compose, Generate, Construct
Evaluate
Make judgments based on sound analysis
Assess, Judge, Defend, Prioritize, Critique, Recommend
Analyze
Explore relationships, causes, and connections
Compare, Contrast, Categorize, Organize, Distinguish
Apply
Use existing knowledge in new contexts
Practice, Calculate, Implement, Operate, Use, Illustrate
Understand
Grasp the meaning of something
Explain, Paraphrase, Report, Describe, Summarize
Remember
Retain and recall information
Reiterate, Memorize, Duplicate, Repeat, Identify
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Digital citizenship framework

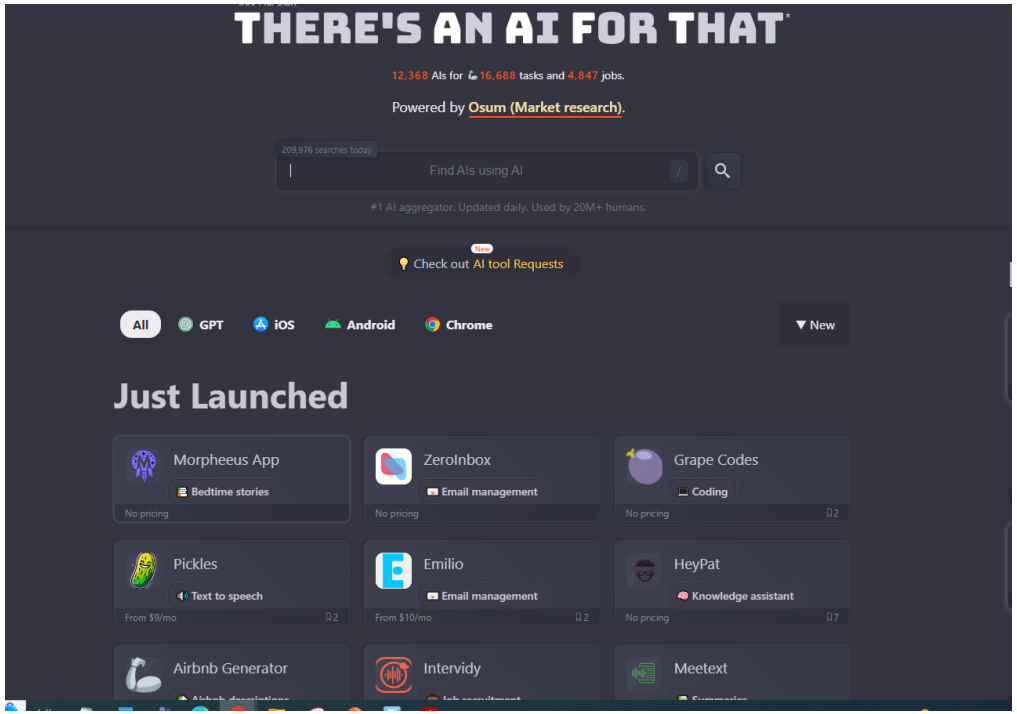
Information and data literacy	1.1. Browsing, searching and filtering data, information and digital content 1.2. Evaluating data, information and digital content 1.3. Managing data, information and digital content
Communication and collaboration	2.1. Interacting through digital technologies 2.2. Sharing information and content through digital technologies 2.3. Engaging in citizenship through digital technologies 2.4. Collaborating through digital technologies 2.5. Netiquette 2.6. Managing digital identity
Digital content creation	3.1. Developing digital content 3.2. Integrating and re-elaborating digital content 3.3. Copyright and licences 3.4. Programming
Safety	4.1. Protecting devices 4.2. Protecting personal data and privacy 4.3. Protecting health and well-being 4.4. Protecting the environment
Problem solving	5.1. Solving technical problems 5.2. Identifying needs and technological responses 5.3. Creatively using digital technologies 5.4. Identifying digital competence gaps

DIMENSION 3 • **PROFICIENCY LEVEL**

FOUNDATION	1	At basic level and with guidance, I can:	• **identify** my information needs, find data, information and content through a **simple** search in digital environments, • **find** how to access these data, information and content and navigate between them, • **identify simple** personal search strategies.
	2	At basic level and with autonomy and appropriate guidance where needed, I can:	• **identify** my information needs, • **find** data, information and content through a **simple** search in digital environments, • **find** how to access these data, information and content and navigate between them. • **identify simple** personal search strategies.
INTERMEDIATE	3	On my own and solving straightforward problems, I can:	• **explain** my information needs, • **perform well-defined and routine** searches to find data, information and content in digital environments, • **explain** how to access them and navigate between them, • **explain well-defined and routine** personal search strategies.
	4	Independently, according to my own needs, and solving well-defined and non-routine problems, I can:	• **illustrate** information needs, • **organise** the searches of data, information and content in digital environments, • **describe** how to access these data, information and content, and navigate between them, • **organise** personal search strategies.
ADVANCED	5	As well as guiding others, I can:	• **respond** to information needs, • **apply** searches to obtain data, information and content in digital environments, • **show** how to access these data, information and content and navigate between them. • **propose** personal search strategies.
	6	At advanced level, according to my own needs and those of others, and in complex contexts, I can:	• **assess** information needs, • **adapt** my searching strategy to find the **most appropriate** data, information and content in digital environments, • **explain** how to access these **most appropriate** data, information and content and navigate among them, • **vary** personal search strategies.
HIGHLY SPECIALISED	7	At highly specialised level, I can:	• **create solutions to complex problems with limited definition** that are related to browsing, searching and filtering of data, information and digital content, • **integrate** my knowledge **to contribute to professional practice and knowledge and guide others** in browsing, searching and filtering data, information and digital content.
	8	At the most advanced and specialised level, I can:	• **create solutions to solve complex problems with many interacting factors** that are related to browsing, searching and filtering data, information and digital content. • **propose new** ideas and processes to the field.

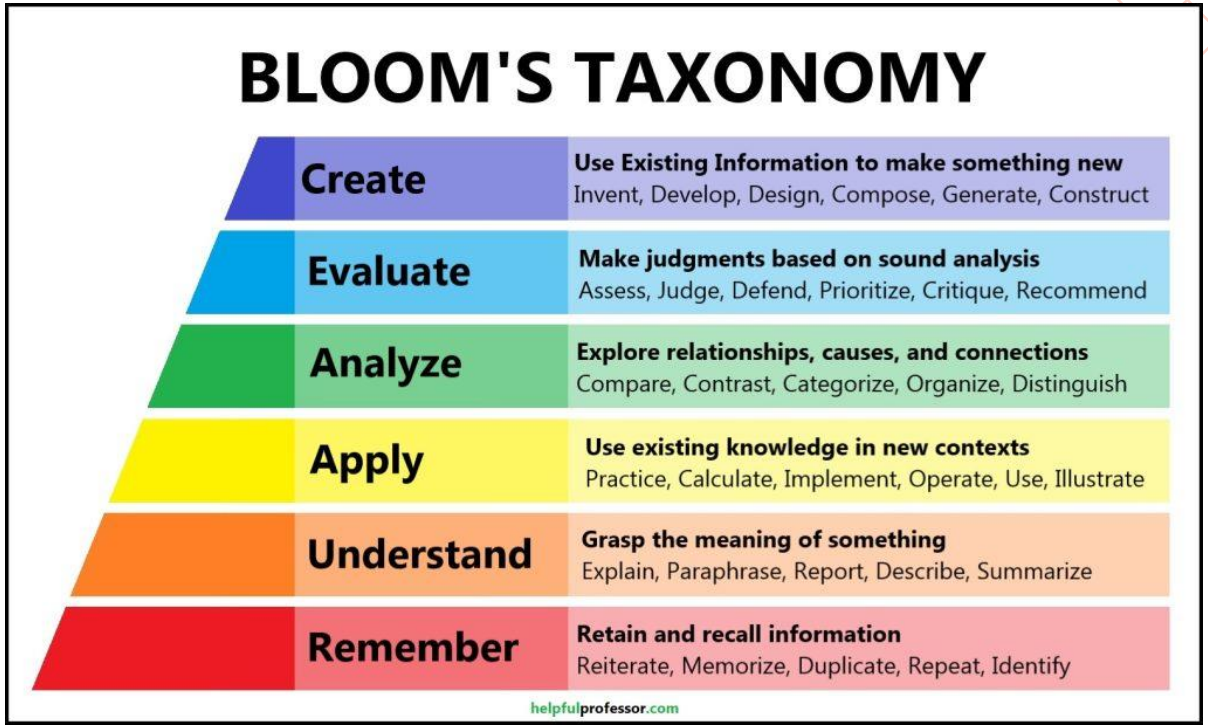
Digital inclusion in the era of AI

- Digital divide
- Memory
- High-level cognitive activities
- Linear and lateral thinking
- Social skills
- Communication
- Creativity



WHAT DO TEACHERS USE AI FOR?

- Create tests
- Mark papers
- Doctor texts
- Create materials
- Fight ‚Terror of the empty page'
- Create pictures



HOW SHOULD WE DO IT THEN?

- Create a new emoji to show how they feel
- Use summarize.ing to analyze a video – then detect bias
- Create a write-up of an imaginary interview with Bob Marley
- Change genre or register of a text
- Create a zen garden in your school

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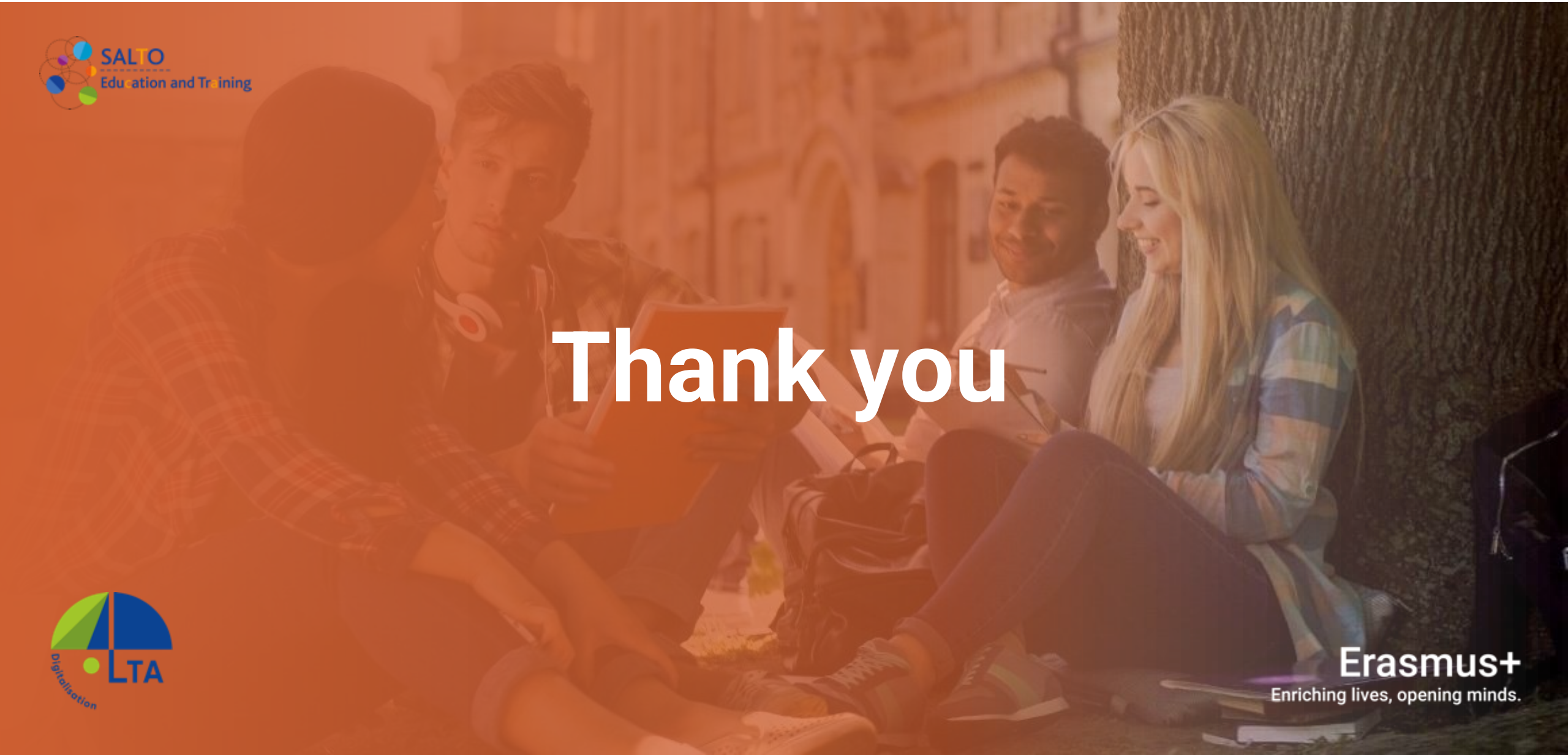

Thank you

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