

# Educational technologies in a globalized world

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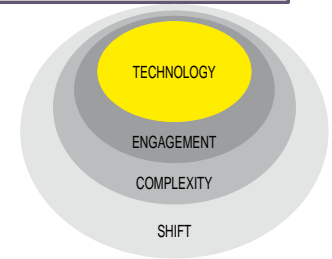
ASEM Forum on Lifelong Learning  
Grand Nikko, Bali

## Digital Revolution in Higher Education

# New Challenges for Teachers

The Ministry's vision is that "The students must become lifelong learners because now the world is changing rapidly. They have to learn a lifetime to keep up with the times"

Dr. Anies Baswedan , Minister of Culture and Primary & Secondary Education



## Overview of talk:

1. Presentation
2. Challenges
3. Technucation and the TECS Model
4. Discussion

Research Program on:

# Future Technology, Culture and Learning

Interdisciplinary research focusing upon research at the convergence of emerging technology and cultural learning processes.



<http://edu.au.dk/en/research/research-areas/future-technology-culture-and-learning/>

# Ongoing research

- 1. Technucation: Cathrine Hasse, Jamie Wallace, Stine Trentemøller, Ann Katrine Bønnelykke Soffer, Anne Katrine Kamstrup, Ann-Thérèse Arstorp, Gertrud Lyng Ebsensen + Xenia Niemann, Trine Jørgensen; Stine Harrekilde, Bjarke L. Andersen. Danish Research Council till December 2015**
- 2. iPads in schools: Cathrine Hasse, Jamie Wallace, Theresa Schilhab Louise Bøttcher, Stine Trentemøller. Research C + UCC + MET. December 2016**
- 3. TIPP: Jamie Wallace + Helge Suneson. Technology in Production Processes (TIPP) - Design and use of technology in the food industry). Technological Institute, December 2016**
- 4. Educational robotics (NORO): Cathrine Hasse + Oliver Tafdrup. Research Council + AU 2017.**
- 5. MOOCS. Bjarke Lindsø Andersen.**



# New Challenges for using OER

- How do learners learn to
- “effectively search, select, and use massive educational materials”?
- **Bowon Kim (ed) 2014**
  - **Open Educational Resources in Lifelong Learning** KNOU Press
  - ASEM Education and Research Hub for Lifelong Learning

OER (Open Educational Resources)

Cathrine Hasse

Projects :

Before 2011

Science education in Europe

Physicists and Engineers

Learn technological literacy

Now:

Educational Technology in DK:

Teachers

do not learn technological literacy at University Colleges

**The Technucation Project - 2011-2015** (The Danish Research Counsel)

How do **teachers** learn to “effectively search, select, and use massive educational materials”?

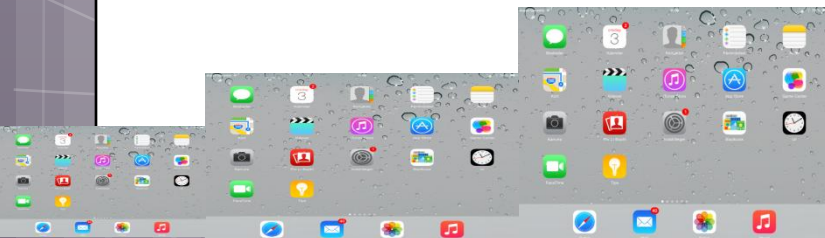
The Niels Bohr project – 1996-2002  
(The Danish Research Counsel)

The Cultural Dimensions of Science  
2002-2005

(The Danish Research Counsel)

UPGEM 2005-2008

European Commission, 6th FP





**Educational  
technologies in a  
globalized world=  
new teachers  
competencies in  
lifelong learning**





## **New teachers competencies in lifelong learning with technology in schools**

**Research: Studying teachers lifelong learning in 13 schools**

**Aim: To develop teachers education at university colleges**

**The Technucation-project financed by the Strategic Danish Research Council 2011-2015**



## **Teachers lifelong learning with technology – but without technological literacy**

*[New technologies] calls for another way of thinking about teaching in general - and we also need to learn about all these opportunities. So, you've got these technologies in school (e.g. iPads), but I have not learned about them in teacher's college, and I think very few people actually have....*

*So I can understand that there are many teachers who do not really throw themselves into it all, and I even belong to a younger generation (...), but I can see the emerging problem areas.*

- (Lesi, younger teacher).

# Challenges assessing and using OER

Academic users, such as students, teachers and course providers, need the “right” content for their learning and/or teaching. The OERs developed in a context are not always “right” content in other contexts.

(Tsuneo Yamada 2014,18)

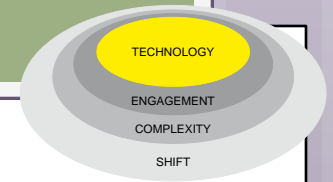
**“The resurgence of global issues in the 21st century has much to do with the recognition that in the wake of accelerating globalization, the nation state is no longer the all-powerful entity it once was. Heads of global corporations are joining with national leaders to remind schools that we now live in an interdependent world. Educators are rethinking the curriculum, and technology is changing the way we teach and learn”**

Laurence Peters, 2009, p. 35

*Global Education: Using Technology to Bring the World to Your Students*

# TECS – a model for

# Technological Literacy in Teacher's Education



Technological literacy in teachers education is:

“Learning to learn to evaluate and analyze:

a. New technology – design

(.e.g. “Englishlization” (Kwok-kan Tam 2004)

b. Technology in a situational practice,

c. Technology and its complex economic and political pathways

d. The professional shifts

and the interaction between these factors.”

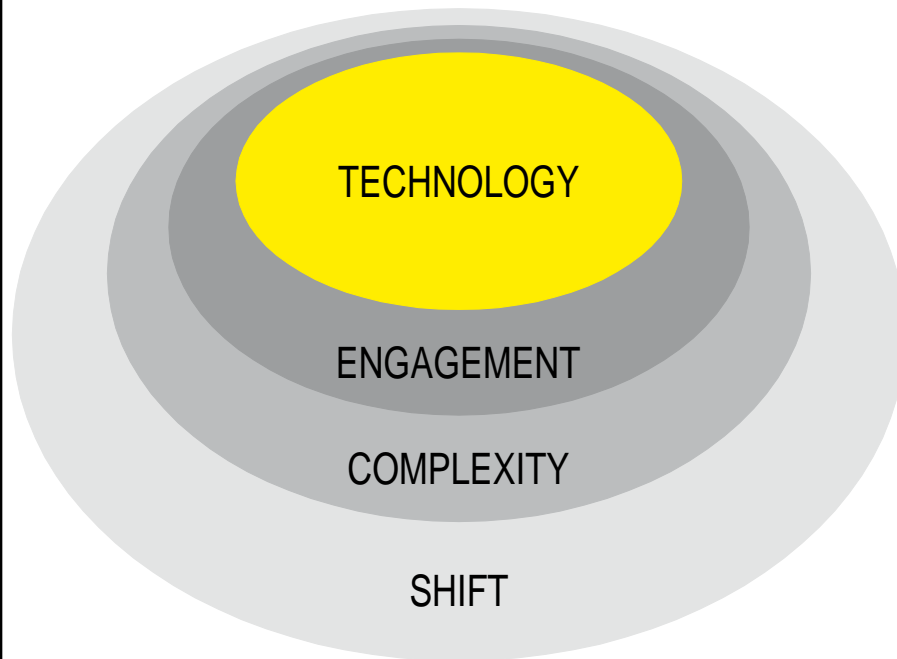
What is the three most important technologies in your daily worklife?

**89,9 % of Technucation informants define 'technology' as learning intensive 'electronic devices'.**

**Young pre-service teachers=digital natives but no technological literacy in control group (n/238)**

**In intervention group (n/178) less 'instrumental' approach.**

# The TECS Model



T = *Technology* as design and learning intensive devices

E = *Engagement* in using technology in situated practice

C = *Complexity* and often diverse commercial networks comprising technology

S = *Shift* in professions through the use of technologies

[www.technucation.dk](http://www.technucation.dk)

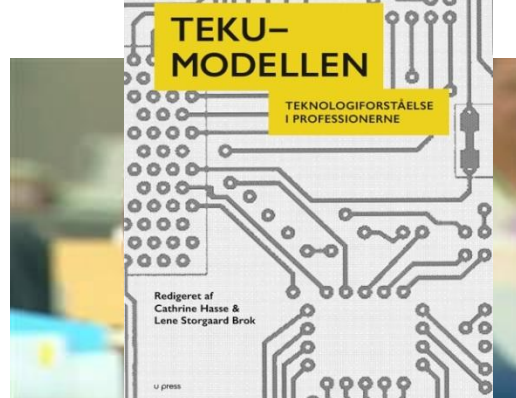
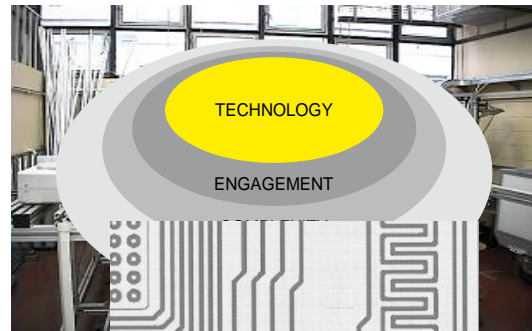
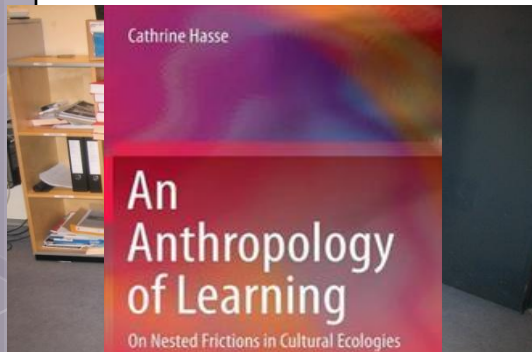
# Digital revolution in Higher Education?

In need of teachers learning to:

“effectively search, select, and use massive educational materials”

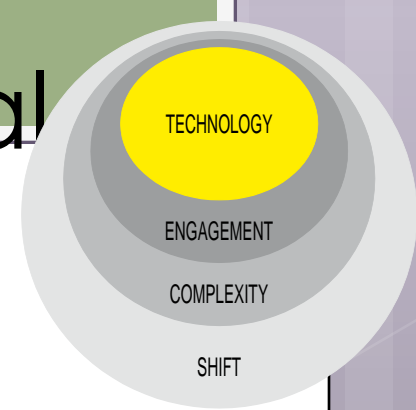
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**New Frontiers in Technological Literacy**  
**Breaking with the Past**  
Edited by [John R. Dakers](#)

# TECS-model for technological literacy in Higher Education



- Significant difference in how
  - students view
  - technology with or without TECS
  - "instrumental" vs
  - "non-instrumental"
  - (Burlin and Favrholt 2015 - ANOVA (Analysis of variance 5 %.)
- In relation to the model I actually think it worked really well (...)A as the session progressed, they became more and more positive, and jumped on the bandwagon, so to speak. (Kim, Teacher)