

Educația digitală

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The present context of the educational process in the digitalization age

The social crisis triggered by the COVID-19 pandemic has brought intense changes in the educational system, moving, for greater safety, the entire teaching activity in the online environment. In the face of these unprecedented challenges, the school had to quickly reinvent itself, considering the digitalization of education a way to facilitate the transition and adaptation to this future. Thus, e-learning with all its adjacent extensions – m-learning, u-learning – became the pillar of the entire instructive-educational process.

Beyond the advantages that new technologies offer by facilitating the provision of contents, understanding and mastering them based on the presentation of augmented virtual realities, by exposing a variety of educational resources to which any educational actor can have free access, by the support it offers in the management of the educational process, they have repercussions in the socio-educational sphere, of the individual learning, but also of the implementation of the educational action.

Thus, the feasible adoption and incorporation of information, communication and digital technologies in the Romanian education system during the SARS-CoV-2 pandemic generates accentuated challenges, such as:

- the adoption of new technologies as a foundation for the development of the entire educational process;
- the design and implementation of a computerized curriculum;
- the training of teachers in order to effectively use the new techno-social framework in educational processes;
- the removal of the digital segregation among the educational stakeholders (students, teachers, parents), in terms of lack of computer resources and deficiencies in digital skills;
- the removal of the school reluctance in the face of all these phenomena that question its traditional role.

Designed in a theoretical-reflective, but also practical-applicative way, this book aims to offer solutions for the variety of changes and challenges to which the education system must respond, presenting the relevant trends in the development of technologically adjusted educational environments.

Therefore, against the background of a rich experience in the field of educational sciences research, the authors consider the following issues:

- how and to what extent the traditional education will find itself in the online environment;
- how the digital gap among all educational stakeholders will be eliminated;
- what the impact of the digitalization of education on the learning process is and how this phenomenon affects the role of the teacher;
- what the optimal technological level used in the educational process is so that undesirable subsidiary consequences can be avoided;

- what the responsibilities of the various factors responsible for supporting the education system in the optimal implementation of digital education are and how they should work together to ensure the feasibility of this process.

It is clear that in this increasingly emphasized position of new technologies, the learning process is resized in terms of contents, human learning mechanisms and the role that the teacher has between cognitive mediation and knowledge. The virtual learning environment offers students unlimited access to information, which makes learning through technological processes to acquire a different configuration, based on curiosity, interaction, collaboration, discovery, experimentation etc. These multiple computerized interactions between students and the contents to be learned are mediated by the teacher whose role shifts its focus from "information detonator" to guiding and motivating students, to maximizing their abilities.

From our point of view, it is imperative that the teacher understands this change in terms of his/her purpose, that of "main vector of educational dynamics" (Pânișoară, 2017, p. 13), shows courage, determination and openness to change so as to understand the changing profile of generations of students, caused by social dynamics, in order to guide them in the efficient use of technology and to develop skills to adapt to the unpredictable.

The structure of the book

Being structured in five parts, the book presents an almost exhaustive framework of the educational process in front of the digitalization of education, starting from "Socio-cultural perspectives on the use of technology in education". Thus, the educational reconfigurations in the era of digital technology, the reference of digital competences, the educational determinations of social networks, ethics and technology in the educational context, the risks and safety of using information technologies in educational contexts, protection and security of personal data in digital education are all considered.

At the same time, the paper presents guiding aspects to the education stakeholders responsible for the good implementation of digital education, representing "Forms and hypostases of technology-based learning". Therefore, it describes the educational process in the perspective of digitalization, emphasizes the importance of using digital tools and resources in improving the education

process, presents explanatory models of learning using information and communication technologies, explains the changing profile of individual learning in the digital technology era, presents learning principles self-regulated in the virtual environment, the dimensions of computer-based learning, as well as the benefits of m-learning (mobile learning) and u-learning (ubiquitous learning), as extensions of e-learning.

Moreover, the book draws attention to "Technology in shaping pedagogical innovation", presenting essential categories of online learning platforms, socio-professional networks for collaborative learning with new technologies and also emphasizes the importance of open education, with its many facets (access to educational resources quality, massive open online courses, open educational practices), all meant to progress in the new digital society.

With the same accuracy, the authors continue to present "The specificity of the teaching process in the technological age", reflecting on digital education as a feasible technique for functional and innovative teaching, describing pedagogical mediation in the digital age, presenting the characteristics and quality criteria of e-learning media and explaining the role of digital textbooks. They also clearly present the process for assessing school and academic performance in digital educational environments, as well as guidelines for choosing effective teacher training programs for education today.

At the same time, the authors consider "Using technology for educational support services", studying digital technology in career counseling, addressing new technologies in special education and school inclusion of children with special needs, presenting the advantages and limitations of using modern technologies in teaching STEM subjects to students with intellectual disabilities, but also the role of technology in the psychomotor skills.

Conclusion

In the context of inserting technology in the educational process, "Digital Education" indicates the coordinates of the relationship between teaching-learning-assessment, with reflections in the field of online education. Against the background of extensive experience in the field of educational sciences research, the authors seek to provide a quick response to the constraints generated by the recent crisis situation.

In an almost complete representation of the current context in which the educational process is at present, the paper presents reference principles that increase the stimulating dimension of deepening and researching new heuristic solutions.

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