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Program to adapt the educational system to the digital generation

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Program to adapt the educational system to the digital generation

The generation of the seven screens - the TV, the computer, the laptop, the tablet, the tablet, the smartphone and the intelligent clock can not and should not be taught just as his/her parents have been trained. One cannot and should not simply educate this generation using a black chalkboard with white chalk. Replacing the blackboard with a white board, and the chalk with a marker, is not even a quantitative change: this is not the way to motivate today's students to further expand their knowledge and develop additional skills.

It is necessary, through the massive and effective use of ICT-based innovative educational technologies and didactic models, to adapt the education system to the digital generation, and by introducing the research approach into the educational process, to shift the process from mechanical learning to rediscovery of knowledge and developing skills.

But it should be emphasized that information and communication technologies are not a cure for all problems in the educational system, but a mere tool through which lessons, lectures and exercises can be made more informative and more attractive to the digital generation. The TEACHER will preserve his/her KEY ROLE in one oriented-towards-the-needs-and-preferences-of-the-trained - people interactive learning process.

It should be emphasized here that the authority of a teacher, as well as the effect of his activity, will depend not only on the extent to which he knows the subject he is teaching and not only from his pedagogical abilities and charisma, but ALSO FROM WHAT EXTENT HE/SHE USES THE CONTEMPORARY INFORMATION AND COMMUNICATION TECHNOLOGIES FOR COLLECTING, PROCESSING AND TEACHING THE RELEVANT EDUCATIONAL MATERIAL.

In other words, it is imperative to rethink education in the digital era and to change the educational paradigm, because the TRAINED DOES NOT WANT TO STUDY IN THE OLD MANNER, AND THE TRAINERS MUST NOT CONTINUE TO TEACH IN THE OLD WAY.
PREREQUISITES

1. MESSAGE FROM THE EU TO THE EUPARLIAMENT, THE COUNCIL OF EUROPE, THE EUROPEAN ECONOMIC AND SOCIAL COMMITTEE AND THE COMMITTEE OF THE REGIONS - Opening education: Free acsess to Innovative teaching and learning for all through new technologies and educational resources

"Europe must act now by providing the right policy framework and the incentive to introduce innovative teaching practices in schools, universities, vocational education and training, and adult education institutions."

2. THE DIGITAL EDUCATIONAL STRATEGY OF THE UNIVERSITY IN OXFORD

The goal of the Digital Education Strategy is to ensure that, in 2020, Oxford continues to be a leading educational institution that uses the best educational innovations, based on the ever - expanding digital technologies.

3. The Strategy for Effective Implementation of Information and Communication Technologies in Education and Science of the Republic of Bulgaria 2014-2020, developed in 2014 by the Ministry of Education and Science.

4. The CONCEPT OF DIGITAL TRANSFORMATION OF THE BULGARIAN INDUSTRY, approved on 30.08.2017 by the Council of Ministers, which enforces digital transformation of the educational sphere at a faster pace.

OBJECTIVE

The aim of the program is to adapt the educational system to the digital generation by introducing and effectively using ICT-based innovative educational technologies and didactic models in teaching practices, enabling everybody to study at any time and at any place with the help of EVERY TEACHER, using ANY end device - a computer, a laptop, a tablet, a tablet, a smartphone, and so on.

TASKS

1. PRESERVING AND GUARANTEING THE LEADING ROLE OF TEACHERS IN THE EDUCATIONAL SYSTEM THROUGH:

- conducting seminars and courses on innovative educational technologies;
- writing and publishing a Handbook on Innovative Educational Technologies, aimed to become the desktop book of each teacher and lecturer.

2. DEVELOPMENT OF MIXED TRAINING (traditional + e-learning) as a basic form of the training of information society specialists - in all levels of education.

3. DEVELOPMENT OF TRADITIONAL TRAINING:

3.1. Equipping all study rooms with interactive presentation systems - whiteboards and ultra-fast interactive projectors.

3.2. Equipping the learning rooms with laptops and turning them into "lecture / lecture" classrooms. Connecting the halls with the Internet.

3.3. Organizing training courses for teachers and lecturers on:

- use of interactive presentation systems;
- creating interactive multimedia presentations of lessons, lectures and exercises;
- recording and publishing video lessons / lectures;
- use of virtual reality;
- use of added reality;
- distance lessons, lectures and exercises, and real-time consultation, using:
- videoconferencing systems;
- virtual classrooms / study halls;
- interactive boards.
- Using Office 365 for Education.
- Switch to modular training, ie. discipline after discipline - at universities.

4. DEVELOPMENT OF ELECTRONIC AND MOBILE TRAINING:

4.1. Improving the virtual learning environment of the school / university - the e-learning platform.

4.2. Publication in the platform of lessons / lectures and exercises in all major disciplines in:

text format (in Bulgarian, English and Russian);

video format.

4.3. Creation of virtual laboratories for technical subjects and engineering disciplines.

4.4. Creating electronic multimedia interactive teaching aids.

4.5. Digitization of libraries

5. USE OF OTHER INNOVATION EDUCATIONAL TECHNOLOGIES:

5.1. Turn the smartphones into a virtual assistant to the student

5.2. Using social networks in the learning process.

5.3. Training through games

5.4. Networking.

5.5. Using cloud technology in the learning process.

5.6. Usage of the Internet of Things (IoT) learning process.

5.7. Usage of the Internet of Everything (IoE) learning process

5.8. Usage of humanoid robots with artificial intelligence.

5.9. On-line control of physical activity and health of students

5.10. Creating a virtual school / university - a model of the school / University in the virtual learning area (site), which would not only provide complete information about the school / University but also provide all or most of the administrative and educational services, and at first place - effective distance learning.

6. USE OF INNOVATIVE EDUCATIONAL TECHNOLOGIES IN TRAINING OF STUDENTS WITH OR WITHOUT SPECIAL EDUCATIONAL NEEDS

6.1. Creating interactive educational tools for students with special educational needs.

6.2. Creating an e-learning platform for students with special educational needs.

7. USE OF INNOVATIVE EDUCATIONAL TECHNOLOGIES FOR ATTRACTING AND TRAINING STUDENTS FROM ALL OVER THE WORLD

8. USE OF INNOVATIONAL DIDACTIC MODELS

8.1. Conversion of traditional didactic models into innovative such through the use of innovative educational technologies.

8.2. Applying a research approach to education.

8.3. Apply the "Turned upside down Classroom" method.

9. ANALYSIS OF THE RESULTS OF THE USE OF INNOVATIVE EDUCATIONAL TECHNOLOGIES AND DIDACTIC MODELS

10. PROMOTING AND MULTIPLYING THE ACHIEVEMENTS AND GOOD PRACTICES, ACHIEVED BY:

10.1. The media.

10.2. Regional and national seminars.

10.3. National and international conferences.

10.4. Establishment of a National Network of Innovative Educational Technologies Centers.

THE PROGRAM IS BEING IMPLEMENTED BY:

- Center for Innovative Educational Technologies
- Distance Learning Center
- Information and Computer Service Center
- Center for Continuing Education

FINANCING

- From projects, done by national and international programs.
- From donations
- From the budget of the school / University

The implementation of this program at all levels of the educational system - pre-primary, primary, secondary and higher-level will make them much more attractive and will "bring" and retain children and young people in classrooms and learning halls.

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