VETteach Partners:

Universität Rostock — Traditio et Innovatio

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VNIVERSITAT Đ VALÈNCIA

n|w Fachhochschule Nordwestschweiz

OSLOMET

VETteach

VETteach Website:

https://www.ibp.uni-rostock.de/erasmus-vetteach/

Project Leadership:

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Germany

Copyright:

movetia Austausch und Mobilität
Echanges et mobilité
Scambi e mobilità
Exchange and mobility

Digitalization

Christof Nägele

Barbara E. Stalder

- TELEWORK:
With the aid of efficient telecommunications facilities, it is theoretically possible for work involving computers to be carried out anywhere, either in specially set up telework centres or even at home. What this actually boils down to is the transferring of the over two hundred-year-old traditional concept of working at home from the trade and industrial sector to information processing work, a type of work that already accounts for over 50% of all employment.

THE MANTO PROJECT:
TELEMATICS -
OPPORTUNITIES AND RISKS FOR TRAFFIC AND SETTLEMENT

Peter Keller,
Swiss Federal Institute of Technology (ETH) Zürich

Competences: DeSeCo Project 1999/2003

A Conceptual Tool for Organizing and Mapping Key Competencies

Basing our findings on a body of literature and on interdisciplinary insight, we have identified three categories of key competencies that are related to broad demands of modern life (see Rychen, 2003):

- acting autonomously
- using tools interactively
- joining and functioning in socially heterogeneous groups[1]

- using tools interactively

- recognize a need for information
- identify and locate appropriate information sources
- know how to gain access to the information contained in those sources
- evaluate the quality of information obtained
- organize the information
- use the information effectively

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Digitalisierung in der Bildung

There are considerable differences in the availability of information and data to describe and differences in the availability of information or data to describe, explain, and evaluate digitisation.

In particular, there is hardly any valid information available for the primary school level and upper secondary school level.

Based on the existing data, it is, therefore, that statements on the state of digitisation at schools in Switzerland can only be made to a limited extent.

This also applies to comparatively simple questions, such as the number of computers at elementary school, the dissemination of specific learning resources, the financial expenditures of particular learning resources, or the monetary outlay for their acquisition and maintenance.

Studies on the effectiveness of digital learning resources come almost exclusively from the Asian and Anglo-Saxon regions. Since it is mainly unknown how validly this information can be transferred to other systems, it isn't easy to conclude causal relationships between digital teaching and learning resources and students' academic performance in the Swiss education system. Moreover, even in an international context, there is a lack of studies on the heterogeneity of the effect of digital resources on learning success.

Existing information about the digital competencies of learners and teachers comes almost exclusively from self-evaluations.

The use of digital resources in teaching and learning has grown steadily in recent years.

Despite this, a not inconsiderable proportion of students at all levels of education never use digital devices at school or for school.

In 2020, this was the case for just under 20% of learners at all levels of education.

There are pronounced regional linguistic differences in the use of digital by students at school.

At the same time, they tend to be used more frequently for teaching-related content at schools in German-speaking Switzerland than in Latin-speaking Switzerland.

In terms of digital school culture, Switzerland lags slightly behind the other countries of the OECD countries. For example, although most lower secondary schools have a written policy on digital devices, only about one-third explicitly allow teachers time to develop, share, and evaluate teaching materials and methods that use digital devices. This is significantly less than the OECD average.

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We are agents
novateurs in the
digital education
space

Initiatives on National Level

- ICT-Berufsbildung Schweiz treibt Digitalisierung in der Berufsbildung voran https://www.ict-berufsbildung.ch/

- Projekte 2030 – Digitalisierung -> Blended Learning: Grundlagen und Rahmenbedingungen https://berufsbildung2030.ch/de/projekte/2-uncategorised/163-digitalisierung

- …

JUGEND UND MEDIEN

NATIONALE PLATTFORM
ZUR FÖRDERUNG VON
MEDIENKOMPETENZEN

Für Lehrpersonen und Schulleitungen

MEDIENKOMPETENZ IM SCHULALLTAG

Simulations

- Health Care
- Rettungssanitäter (emergency medical professional)
- Public transport (https://www.login.org)

- Often organizations of the world of work, companies.

PH FHNW

Beratungsstelle Digitale Medien
in Schule und Unterricht – imedias

Self-regulated Learning

Teacher Education

University Basel

https://edutools.unibas.ch/en/

FHNW Tools für die Lehre

https://www.digitallernen.ch/tools-fuer-die-lehre/

=> Microsoft has taken over.

University of Teacher Education Bern
https://www.phbern.ch/

- Video conferences
- Collaborative writing
- All media is available online
- Agenda
- Exams

The primacy of a strong pedagogical approach.