

# Success factors of digital learning for adult learners and youngsters with low levels in education



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# Balance between digitalization and human competencies

<https://www.youtube.com/watch?v=ystdF6jN7hc>

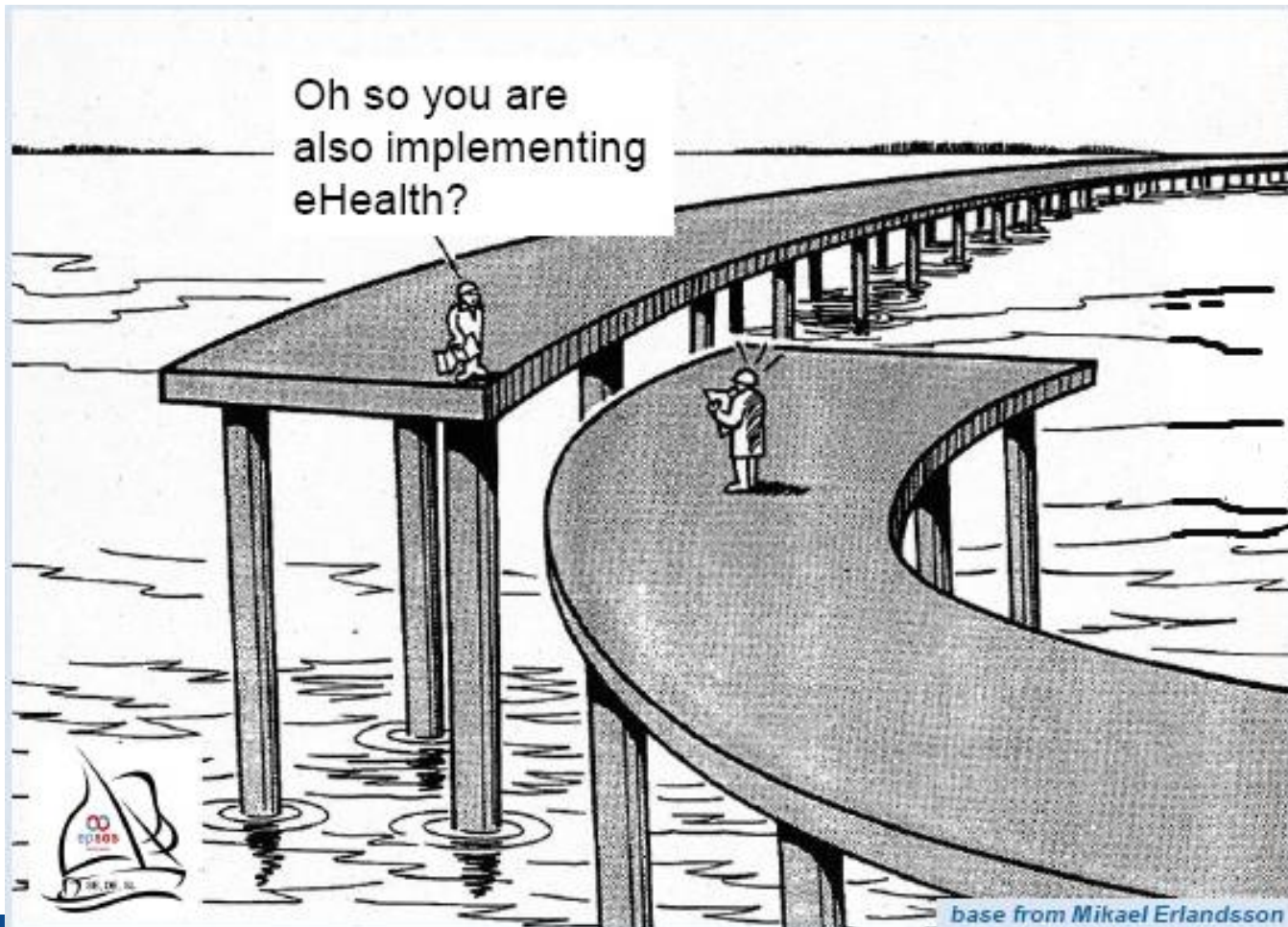


# The need for digital learning

When internet matures it will increasingly reflect inequalities of the offline world (Van Deursen & Van Dijk, 2014):

- Lower educated people make less use of:
  - Information
  - internet for personal development
  
- Higher educated people make less use of:
  - Internet for gaming
  - Internet for social interaction

# What works and is successful?



# Two studies concerning digital learning for low-educated learners

- **Success factors for digital learning among low-educated adults**
  - 884 respondents (teachers and adult learners)
  - *What are the needed conditions for digital learning for low educated adults in order to reach a successful result?*
- **Blended learning for youngsters in lower levels of education**
  - 291 learners (youngsters) in secondary education
  - *Can digital learning be successful for students with a learning disability? (Cognitive, learning, behavioural, socio-emotional, physical, developmental and communications problems)*

# Successful or not for youngsters in secondary education? (1)

Groups of students →	Total group	Regular students	Students with learning disabilities
Variables for Knowledge, Skills and Attitude ↓	(N = 291)	(N = 201)	(N = 90)
Motivation	45.2	43.1	50.0
Concentration	40.5	41.4	38.5
Planning	44.0	44.2	43.6
Test result (Cognition)	97.6	98.0	96.6

# Successful or not for youngsters in secondary education? (2)

Category students with learning abilities →	More time needed (N = 53)	Dyslexia (N = 31)	LWOO indication (N = 42)
Variables for Knowledge, Skills and Attitude ↓			
Motivation	58.7	66.7	44.4
Concentration	37.0	25.9	41.7
Planning	41.3	37.0	50.0
Test result (Cognition)	96.2	96.7	97.6

# The influence of digital learning on a successful learning result

- For total group the digital learning environment on concentration
- For regular group digital learning environment on motivation
- For total group learners with learning disabilities and especially learners who needed more time & learners with dyslexia: learning contents and program on concentration (= tendency)



# The big 5 of a successful (digital) learning environment

1. Contents of program
2. Role of teacher
3. Learning context
4. Rate of self directedness in learning
5. Methodology of testing

# Contents: we like to give!



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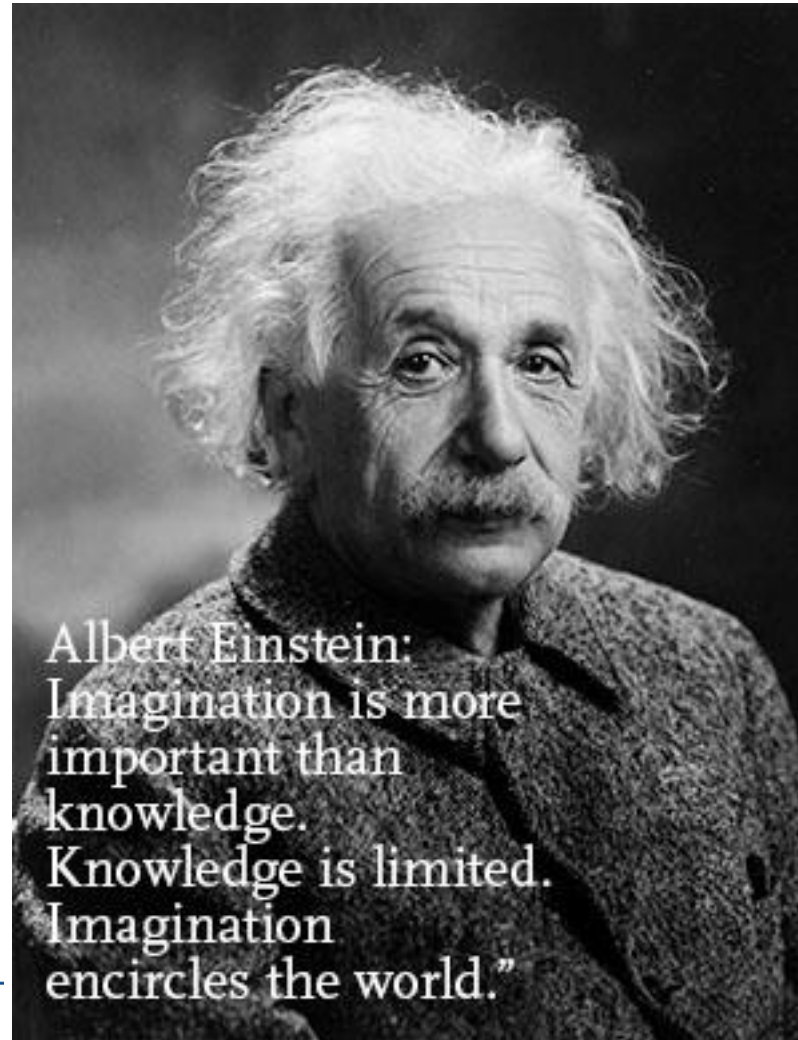
# Successful conditions for contents (1)

1. Use examples of daily life
2. Integrate the possibility of learning to work with internet
3. Learning should be flexible with possible adaptations on individual level

*Extra for youngsters:*

1. Learning material should be user-friendly
2. Possible interaction with other learners
3. Explicit expectations concerning increase of results

# Teacher is more than a source of knowledge



Albert Einstein:  
Imagination is more  
important than  
knowledge.  
Knowledge is limited.  
Imagination  
encircles the world.”

# Successful role of teacher (2)

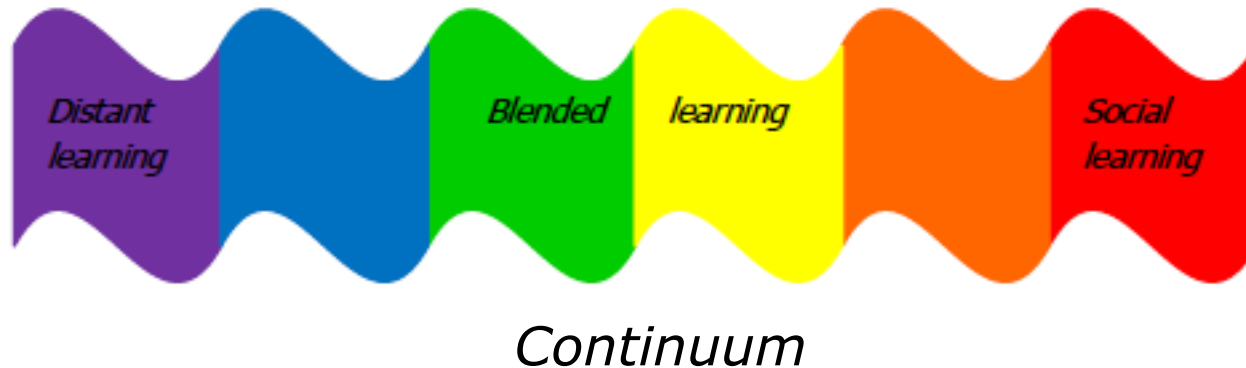
1. Balance between expert and mentor, who:
  - Gives personal attention
  - Gives feedback
  - Gives new knowledge and extra exercises
  - Gives answers to questions
2. Not only a facilitator and expert in agogics
3. Especially for low educated adults:
  - Transfer of knew knowledge
  - Personal guidance

# Where would we like to learn?



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# Successful role of learning context (3)



Requirements learning context for low educated:

1. Possibility to learn at home (except for the lowest levels)
2. Most ideal is combination: at home and in a learning center
3. Are open for learning in a learning center due to the guidance

# Can we direct our own learning process?





# Successful rate of self directedness in learning (4)

- Next to teachers learners themselves think it necessary to have the possibility in self directedness in learning.
- Needed is discussion concerning:
  - Asking and answering questions
  - Assessment and certification

# Also low educated learners prefer a test



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# Successful methodology of testing (5)

- Preference low educated learners:
  - Test behind PC
  - Influence on timing and location
  - Instead of assessment or portfolio
  
- Requirements:
  - User-friendly program on PC / internet
  - Visibility of results
  
- Top 4 of needed support:
  1. User-friendly program
  2. Visibility of scores / results
  3. Helpdesk
  4. Explanation and support of teacher

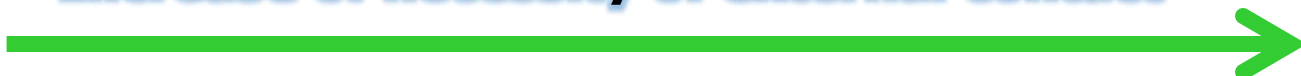
# Make a connection to the 6 life domains

*Desk research based on 294 sources*

1. Healthy language: health literacy
2. Working language: literacy on the workplace
3. Financial language: financial literacy
4. Family language: family literacy
5. Digital language: digital skills
6. Daily language: Language for welfare, safety and sports & entertainment

# The “pressure on use of language” differs per life domain

Increase of necessity of external contact

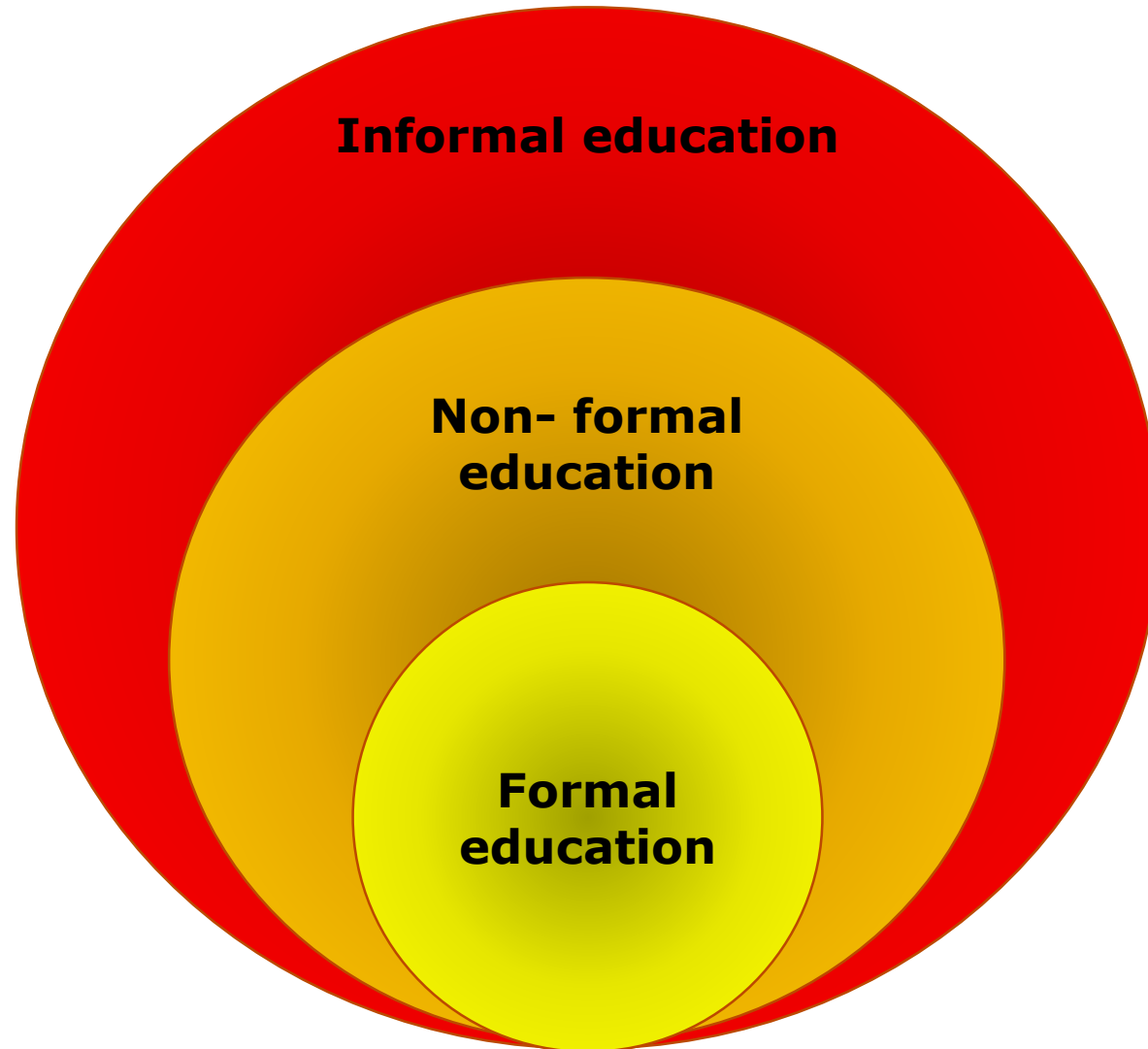


**Financial  
Language  
&  
Digital  
Language**

**Daily  
Language  
&  
Family  
Language**

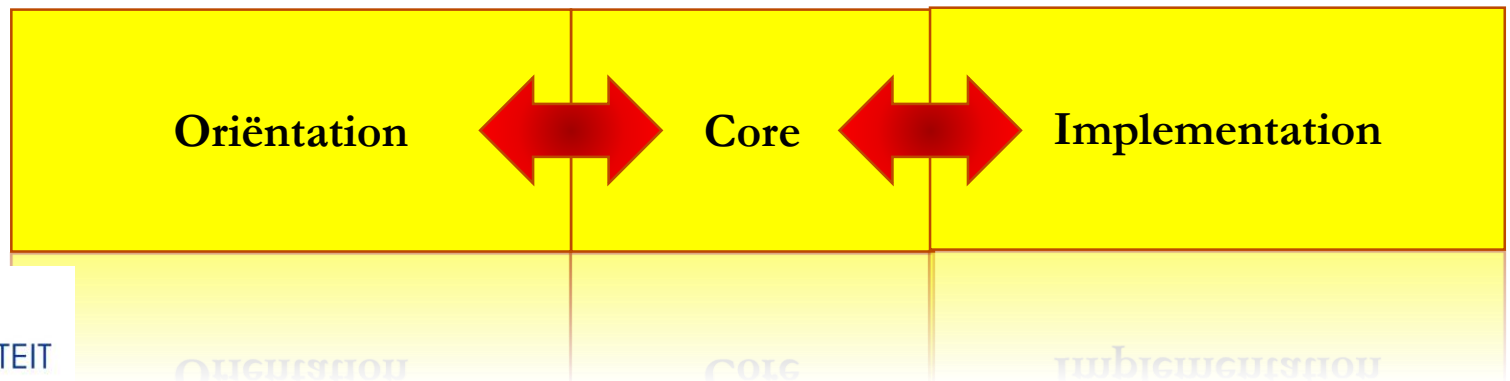
**Healthy  
Language  
&  
Working  
Language**

# Different levels of education are necessary



# New ways in development of learning & education

- **No strict parts of a learning area:**
  - Intake
  - Core curriculum
  - Coaching afterwards
- **Example Kofoed Schule (Denmark)**



# There are lots of chances for digital learning for low educated youngsters and adults



Hans Christian Andersen, 1843