EdTech - frames for future learning?
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Conflictive expectations from (ed)technology:
- make life (ed)—as we know it—easier and simpler; or
- make sense of life (ed) in all its complexity—as we do not know it;
- transform life (ed) to what we would like it to be.

How technology meets expectations depends on who sets them and on which grounds: a demander or a needer, on conservation or change? Much of what happens now is based on the expectations of conservative needers, and therefore (ed)tech bores the users of the automated versions of current processes.

Interactive rather than digital. The attribute digital refers to the representation of information, rather than its intended, interactive use. For example, a plain digital representation of a narrative does not necessarily lead to an interactive story that can be modified by other authors or integrated to their stories.

Technology for learning knowledge, skills, values, attitudes, spirituality, or behavior. The trend in teacher’s acts is shifting from delivering knowledge and rehearsing skills towards elaborating values, attitudes, and behavior. As learners have e-access to (dis-)knowledge, and learn skills from youtube, teachers should help in critical evaluation, based on values. How can edtech help us to learn resilience, a key asset in a fast and unexpectedly changing world?

From delivery to co-design. The whole learning community should be responsible for the design process. Technology is a range of tools, rather than an authorized encyclopedia.

From static learning process analytics to dynamic learning community analytics. Analytics should support continuous re-navigation of the whole learning community. That requires designing and validating functional navigation instruments. At the moment, learning analytics research (and praxis) is ad hoc, mostly.

Celebrating diversity? Not just tolerating. Complexity grows in technology. From exclusion to inclusion. Inter-cultural/faith tech approach to the four Cs of the 21st century skills: critical thinking, communication, collaboration, and creativity (innovation, imagination)?

Pedagogical wellbeing. How can teachers apply technology to enrich wellbeing in their classes or other learning events? How can edtech sense, say, the emotional climate of a given learning landscape? By empathetic computing?

Administration, management, and leadership. Technology can promote the re-birth of bottom-up organization and decision making in an increasingly distributed and un-hierarchical learning ecosystem.

New kids on the block: teaching robots. Robots are any autonomous technology that can react to their environment, not just anthropomorphic ones. What will be the division of labor between human and robot teachers? At different levels of Bloom’s (not yet existing) teaching taxonomy: from knowledge delivery to synthesis/evaluation? Do teacher robots follow their own stages of psychosocial career development (Erikson)?