

# The Future of Digital Learning

Today's classrooms are changing. Here's how educators are using digital media and technology, and their predictions for the future.



## Value of Educational Technology

**93%** say that technology is a motivating and useful tool for students



**88%** believe educational technology reinforces and expands concepts

**79%** believe educational technology is helpful in responding to a variety of learning styles

## Needs For Success

**63%** wish they had access to more content to use with their new technology

**71%** wish they had a special department whose sole job is to help support them with technology

**86%** want more training on the technologies they use in the classroom



## Use of Technology and Media

**81%** have access to personal computers or laptops in the classroom and 63% use them daily

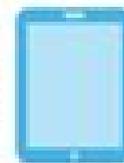
**58%** have interactive whiteboards (SMART Boards)

**52%** have tablets or electronic readers

To supplement technology in their classrooms, educators use images (91%), videos (90%), online lesson plans (68%), and games/interactives (66%) at least several times a month



## Future of Digital Learning



**65%** say they will spend more time learning about and implementing technology

Most educators think that tablets or electronic readers (78%), mobile devices (71%), and personal computers (69%) will be used in the classroom more often in the next 5-7 years

**58%** say that 5-7 years from today, they will still be using traditional textbooks, but with digital media and technology to support learning

**52%** say their roles will include more technology support



This survey spanned 1,544 web-based interviews with US PreK-12 teachers. The survey was conducted March 12-30, 2015 by PBS LearningMedia and has a margin of +/- 3% at the 95% confidence level.



**PBS LearningMedia**  
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# Adult Learning In The Digital Age

**Tom J. van Weert, Mike Kendall**



## **Adult Learning In The Digital Age:**

*Adult Learning in the Digital Age: Perspectives on Online Technologies and Outcomes* Kidd, Terry T., Keengwe, Jared, 2009-08-31 This book provides a comprehensive framework of trends and issues related to adult learning Provided by publisher [Adult Learning in the Digital Age](#) Neil Selwyn, Stephen Gorard, John Furlong, 2006-03-22 This engaging book sheds light on the ways in which adults in the twenty first century interact with technology in different learning environments Based on one of the first large scale academic research projects in this area the authors present their findings and offer practical recommendations for the use of new technology in a learning society They invite debate on why ICTs are believed to be capable of affecting positive change in adult learning the drawbacks and limits of ICT in adult education what makes a lifelong learner the wider social economic cultural and political realities of the information age and the learning society Adult Learning addresses key questions and provides a sound empirical foundation to the existing debate highlighting the complex realities of the learning society and e learning rhetoric It tells the story of those who are excluded from the learning society and offers a set of strong recommendations for practitioners policy makers and politicians as well as researchers and students *Adult Learning in the Digital Age* Terry T. Kidd, Jared Keengwe, 2010 As instructors move further into the incorporation of 21st century technologies in adult education a new paradigm of digitally enriched mediated learning has emerged Adult Learning in the Digital Age Perspectives on Online Technologies and Outcomes provides a comprehensive framework of trends and issues related to adult learning for the facilitation of authentic learning in the age of digital technology This significant reference source offers researchers academicians and practitioners a valuable compendium of expert ideas practical experiences field challenges and potential opportunities concerning the advancement of new technological and pedagogical techniques used in adult schooling *Adult Learning in the Digital Age* Neil Selwyn, Stephen Gorard, John Furlong, 2006-03-22 This engaging book sheds light on the ways in which adults in the twenty first century interact with technology in different learning environments Based on one of the first large scale academic research projects in this area the authors present their findings and offer practical recommendations for the use of new technology in a learning society They invite debate on why ICTs are believed to be capable of affecting positive change in adult learning the drawbacks and limits of ICT in adult education what makes a lifelong learner the wider social economic cultural and political realities of the information age and the learning society Adult Learning addresses key questions and provides a sound empirical foundation to the existing debate highlighting the complex realities of the learning society and e learning rhetoric It tells the story of those who are excluded from the learning society and offers a set of strong recommendations for practitioners policy makers and politicians as well as researchers and students [Adult Education and Vocational Training in the Digital Age](#) Wang, Viktor, 2016-11-08 In order to deliver optimum educational opportunities to learners higher education institutions must utilize emerging innovations and resources By doing so they can begin to develop more student

centric pedagogies Adult Education and Vocational Training in the Digital Age is an authoritative reference source for the latest scholarly material on the use of recent technologies to facilitate and optimize classroom environments for adult learners Highlighting relevant andragogical organizational and institutional issues this book is ideally designed for professionals educators upper level students administrators and academics interested in emerging research on digital classrooms

*Technology and Innovation in Adult Learning* Kathleen P. King, 2017-02-10 A comprehensive exploration of technology's role in adult learning Technology and Innovation in Adult Learning introduces educators and students to the intersection of adult learning and the growing technological revolution Written by an internationally recognized expert in the field this book explores the theory research and practice driving innovation in both adult learning and learning technology and illuminates a powerful approach to recognize and leverage these opportunities Building on current trends and research in technology and its use each chapter illustrates the need opportunities and examples of current and future technologies that scaffold adult learning and provides comprehensive coverage of both current and emerging challenges Many adult learning faculty practitioners and students realize that technology presents a growing and ever present set of issues yet few feel confident in identifying the opportunities that arise with each step forward This book clarifies the interplay between adult learning and learning technology and characterizes the cyclic exchange of information and opportunities that link these fields now and in the future Understand the critical issues currently affecting adult learning Learn how technology is presenting both opportunities and challenges for the teaching and learning of adults in different contexts Examine recent research on learning technology for adult learners Discover how technological innovation can be applied now and how it will continue to shape the future of learning Adult learning is on the rise and there is no mistaking technology's role whether they're learning with or about technology today's adult learners come with unique sets of needs and skills that demand specialized approaches Traditional pedagogical techniques don't transfer directly and learning technology requires its own unique approach to development and use Technology and Innovation in Adult Learning equips practitioners to further adult learning and shape the future of the field while providing a rich perspective for classroom inquiry and research

**Seniors' Learning in the Digital Age** Dianne Conrad, 2022-09-06 How are older learners faring in today's digital society Are they being excluded or left behind The author explores this question and investigates strategies needed to assist older learners who want to continue learning into their golden years Canada's demographics are shifting with more seniors living longer and leading more productive lives notably through their participation in education Incorporating adult education theory and practice with gerontological statistics and literature the author considers the situations of older learners who are faced with both barriers and opportunities Technology should not be an obstacle to older learners when potential opportunities arise and with assistance from family and friends education can help set older learners on a fulfilling path that enhances their lives

**Adult Learning** Sharan B. Merriam, Laura L. Bierema, 2013-10-21 Solidly grounded in theory and research but concise

and practice oriented Adult Learning Linking Theory and Practice is perfect for master s level students and practitioners alike Sharan Merriam and Laura Bierema have infused each chapter with practical applications for instruction which will help readers personally relate to the material The contents covers Adult Learning in Today s World Traditional Learning Theories Andragogy Self Directed Learning Transformative Learning Experience and Learning Body and Spirit in Learning Motivation and Learning The Brain and Cognitive Functioning Adult Learning in the Digital Age Critical Thinking and Critical Perspectives Culture and Context Discussion questions and activities for reflection are included at the end of each chapter

*Technology and Innovation in Adult Learning* Kathleen P. King,2017-02-28 A comprehensive exploration of technology s role in adult learning Technology and Innovation in Adult Learning introduces educators and students to the intersection of adult learning and the growing technological revolution Written by an internationally recognized expert in the field this book explores the theory research and practice driving innovation in both adult learning and learning technology and illuminates a powerful approach to recognize and leverage these opportunities Building on current trends and research in technology and its use each chapter illustrates the need opportunities and examples of current and future technologies that scaffold adult learning and provides comprehensive coverage of both current and emerging challenges Many adult learning faculty practitioners and students realize that technology presents a growing and ever present set of issues yet few feel confident in identifying the opportunities that arise with each step forward This book clarifies the interplay between adult learning and learning technology and characterizes the cyclic exchange of information and opportunities that link these fields now and in the future Understand the critical issues currently affecting adult learning Learn how technology is presenting both opportunities and challenges for the teaching and learning of adults in different contexts Examine recent research on learning technology for adult learners Discover how technological innovation can be applied now and how it will continue to shape the future of learning Adult learning is on the rise and there is no mistaking technology s role whether they re learning with or about technology today s adult learners come with unique sets of needs and skills that demand specialized approaches Traditional pedagogical techniques don t transfer directly and learning technology requires its own unique approach to development and use Technology and Innovation in Adult Learning equips practitioners to further adult learning and shape the future of the field while providing a rich perspective for classroom inquiry and research *Adult Learning* Sarah Gravett,2005 *Perspectives on Higher Education in the Digital Age* Michael F. Beaudoin,2006 This volume consists of a series of seventeen essays examining the future of higher education especially as impacted by the rapid advance and pervasive presence of digital resources There can be little disagreement that information communication and instructional technologies are already having a significant impact on schools and colleges and what is occurring today will have a profound influence not only on educational structures in the future but also on teaching and learning processes As a consequence all stakeholders in the educational enterprise will be affected The 26 authors and co authors represented within all of whom are

recognized scholars and practitioners in the field of distance education attempt here to pose relevant questions and provide thoughtful and sometimes provocative responses These contributors write from diverse perspectives representing several countries and continents as well as varied organizational and cultural settings offering both micro and macro views on the topics they address

**Web-based Education** Information Resources Management Association,2010-01-01 This comprehensive collection offers a compendium of research on the design implementation and evaluation of online learning technologies addressing the challenges and opportunities associated with the creation and management of Web based applications and communities instructional design personalized learning environments and effective educational delivery Provided by publisher

**Tele-learning in a Digital World** Betty Collis,1996 The technology that allows the communication of ideas and information through an electronic medium such as a computer or a television has transformed when where and how we learn This book shows that tele learning making connections between people and resources by sending and receiving signals through carriers such as wire cables and air for learning related purposes is a multi faceted phenomenon using and affecting many different types of people and offering us a special opportunity to develop new pedagogies and improve old ways of learning Tele learning in a Digital World takes a thematic approach It examines the many scenarios where tele learning occurs such as distance education online situations the Internet and the World Wide Web professional development via application sharing and more than discusses those involved in tele learning from parents and teachers to professionals in education and telecommunications and their major roles It then reviews current pedagogical practice and identifies the new opportunities for improved learning brought by tele technology BOOK JACKET Title Summary field provided by Blackwell North America Inc All Rights Reserved

*Lifelong Learning in the Digital Age* Tom J. van Weert, Mike Kendall,2004-03-31 This book provides a comprehensive overview of the issues involved in Lifelong Learning supported by Information and Communication Technology ICT In this overview the following issues are discussed Changing environments What is Lifelong Learning Who are the learners Characteristics of learning environments Sustainability of learning environments Learning communities Role of educational institutions Role of ICT Lifelong Learning in the Digital Age contains reviewed papers by invited authors as well as a comprehensive report with resource materials produced by a Focus Group of invited participants in the Lifelong Learning Working Track at the e Train conference E Training Practices for Professional Organizations The conference was sponsored by the International Federation for Information Processing IFIP Technical Committee 3 Education and was held in Pori Finland in July 2003 Lifelong Learning in the Digital Age will help both decision makers and educational designers to deal with the issues connected with Lifelong Learning Solutions will have to be unique for each culture and each country but this book will certainly inform and should considerably assist decision making and problem resolution

**Vocational Training, European Journal** ,2006 **European Journal of Vocational Training** ,2006 **Adult Learning** Sharan B Merriam,2023-01-05 Solidly grounded in theory and research but concise and

practice oriented Adult Learning Linking Theory and Practice is perfect for master s level students and practitioners alike Sharan Merriam and Laura Bierema have infused each chapter with practical applications for instruction which will help readers personally relate to the material The contents covers Adult Learning in Today s World Traditional Learning Theories Andragogy Self Directed Learning Transformative Learning Experience and Learning Body and Spirit in Learning Motivation and Learning The Brain and Cognitive Functioning Adult Learning in the Digital Age Critical Thinking and Critical Perspectives Culture and Context Discussion questions and activities for reflection are included at the end of each chapter

**WorkAmerica** ,1999    **Scaffolding Adult Education** ,2006    Museums and Adults Learning National Institute of Adult Continuing Education (England and Wales),2000 This book contains 28 papers presenting perspectives from Europe on museums and adult learning The papers each of which is devoted to a specific country examine topics such as the following further education and inservice training programs for unemployed individuals lectures and open days elderly visitors immigrants refugees disabled visitors cooperative programs the Internet training and staff development cultural policy museum education modern trends museums and promotion of adult education museums as advisors and organizers workshops belief in the value of education innovations assessing educational needs local community programs museum education as cultural politics outreach public and private sponsors of adult education structural models and case studies The following papers are included Preface Elizabeth Esteve Coll Introduction Alan Chadwick Annette Stannett Conceptual Framework David Anderson Norway Eva Maehre Lauritzen Sweden Helena Friman Latvia Aija Fleija Croatia Ivo Maroevic Toncika Cukrov The Czech Republic Radka Schusterova Pavel Hartl Hungary Laszlo Harangi Poland Daniel Artymowski Romania Virgil Stefan Nitulescu Russia Irina Mikhailovna Kossova Slovenia Tatjana Dolzan Erzen Cyprus Loukia Loizou Hadjigavriel Italy Edi Fanti Lida Branchesi Paolo Orefice Gianni Maria Filippi Malta Carmel Borg Peter Mayo Portugal Ana Duarte Austria Gabriele Rath France Jean Galard Germany Dorothee Dennert Helena von Wersebe Switzerland Flavia Krogh Loser Belgium Willem Elias Luxembourg Bettina Heldenstein Herbert Maly The Netherlands Bastiaan van Gent Ireland Ann Davoren Ted Fleming The United Kingdom John Reeve European Initiatives Alan Chadwick Annette Stannett Israel Nina Rodin and Conclusions Nicole Gesche Some papers include substantial bibliographies MN

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