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*No one left behind*



## **PS4: Beyond digital literacy: Equipped for Work, Equipped for Life**

New Media to Acquire  
Key Competences

*No one left behind*



# What is needed in working life

- Master appropriate tools to gather information
- Understand the context of that information
- Actively shape and distribute information in ways that make it understandable and useful
- Exchange ideas, opinions, questions and experiences



# Workplace skills

- Challenges: to acquire the skills necessary to enter an increasingly digital job market, and to continually improve those skills, and learn new ones
- Studies suggest that working people may not be keeping pace
- Schools are failing? Motivational problems?



# Challenges and Barriers

- Culture: identities, motivation, history
- Region: centre, periphery
- Generation: age, gender
- Technology: digitalization
- Economy: public-private-partnership
- Globalization



## **UNEVOC International Conference "Vocational Content in Mass Higher Education", September 2005**

- "It is necessary to rethink the whole education system, from primary to higher, and understand the links to multiliteracies, multimodality and multimediality"
- UNESCO (2005): there is a general agreement on the expression "knowledge societies" but not of the content of it



# Knowledge for What?

- Are we endorsing the hegemony of the techno-scientific model in defining legitimate and productive knowledge?
- Should the term “Digital Age” be replaced by multicultural world?
- The spirit of knowledge sharing and caring



# Communication and Digital Literacy

- The most important skills of the future would be communication skills in a multicultural world
- E-learning in a narrow sense seems to have passed its peak and is on the decline. We are now moving towards a more societal or communitarian activity with social web, blogs, and wikipedia
- Digital literacy becomes a right to people



# Trends and Movements

- Media literacy movement
- E-Learning movement
- Convergence 2006? Media competence
- Open on-line media environment
- UNESCO: Open Educational Resources (OER)
- MIT: OpenCourseWare (OCW): self-learners
- European Institute of Technology (EIT)?



# UNESCO IIEP Internet Discussion Forum 2005

- Technology
- Cultural issues: reservations about publishing content produced by a foreign institution
- Collaborative development rather than "providers" and passive "users"
- Translation and adaptation
- Original content production
- Quality assurance and assessment



# Development of Learning Environments

- Information society skills for all (boys and girls)
- Skills of educational staff
- Professionals in information and content industries
- Virtual learning environments (e- & m-learning)
- Electronic publication, data banks, etc



# Workplace training

- Large corporations provide the bulk of employer-managed and employer-delivered technology training
- Small and mediumsized enterprises rely on third-party organizations for such support, or establish partnerships with educational institutions etc
- Formula of learning: 70 % on-the-job, 20 % coaching, 10 % structured learning delivery



## Policy and Action

- ICT could become a powerful means to acquire and maintain the key competences, in particular for groups at risk of exclusion. The use of advanced eLearning approaches can help to overcome some of the barriers to learning that some groups at risk of exclusion are faced with. More generally, new media can become powerful learning devices.



## Localisation: Local cultures and identities

- social learning and constructivist learning
- multiple languages barrier for transEuropean and global eLearning activities
- different languages
- understanding
- community of practice