TWG8: Upbring in the Digital Age: Opportunities and Possibilities

Alona Forkosh Baruch, TA university, Levinsky College of Education

Jasmine Amor, NY, M.A. in Graphic Communication Management and Technology, Cambodian Foundation for Higher Education, Digital Strategist

Eugenia Kovatcheva, Centre for Information Society Technologies (CIST) Sofia University

Vadim Grinshkun, Novosibeersk, informatization of education, teaching using IT, author of textbooks; Moscow City University for 15 years

Ola Erstad, University of Oslo, Department of Education

Alexander Khoroshilov, 35 years at Moscow at the Institute of Economics and Statistics Moscow State University of Economics, statistics and Informatics (MESI), First Vice rector including responsibilities for international relationships,math modeling, system analysis & software engineering, ICTs in education and innovative pedagogy, 6 years at UNESCO IITE (NPO, OIC, Head a.i.)

Sergey Grigoryev, mathematics origin, Moscow City University, interest in programming, software engineering, curriculum of IT, robotics, IoT, AI

1. Ecological challenge: awareness of family, community and peers of new opportunities and risks of upbringing in a digital world

Policymakers
- Regulations (recommendations) for families
- Promote policies for involvement within families and within the community
- Allocation of funding for research
- Holistic, inter-connectedness policy, based on findings from studies
- Constructing alternative (physical and virtual) environments for community interconnectedness, and for interacting with technology

Researchers
- Effectiveness of diverse technologies in alternative community structures
- Developing – based on research – of guidelines for ecological awareness to digital challenges
- Research on the benefits of interconnectedness and holistic approaches

Practitioners
Raising awareness of opportunities and risks of upbringing in the digital age
- Promoting self-assessment tools
- Facilitating community events
- Implementing behavioral norms and conventions with technology (e.g. robots, AI entities)
- Collaboration between parents, teachers and community members at large

2. Rethinking inter-generational and inter-cultural dynamics of family and educational institutes linked to upbringing

Policymakers
- Constructing environments for collaboration on inter-generational and inter-cultural projects
- Regulations for allowing utilization of technologies to support inter-generational and inter-cultural initiatives (e.g., pedagogical, social)
- Giving a voice regarding inter-generational issues to the young generation
- Giving a voice regarding inter-cultural issues to diverse groups within society (e.g. minorities)
- Define wise usage of technology for inter-generational and inter-cultural issues, based on research

Researchers
- Multi-disciplinary research on inter-generational and inter-cultural differences and commonalities – make findings public
- Construct assessment tools and assess criteria and usage of ICT for inter-generational and inter-cultural issues related to upbringing in the digital age

Practitioners
- Construct and use international global open databases with examples of positive and negative human behavior – as means of education (e.g., best practice scenarios)
- Initiate common inter-cultural/generational activities – common projects (e.g. collecting data worldwide)

3. Upbringing in a technological world as a continuum: developing norms and conventions, and implications for education

Policymakers
- Development of guidelines for digital competencies in cultural and inter-cultural contexts
- Allocate funding for initiatives that promote policies from K to 12 and for HE
- Strengthen connections and partnerships with the industry (e.g., implement robots in education, in community centers)

Researchers
- Research on development of digital culture as a continuum
- Research on psychological aspects of upbringing in a technological world across ages and educational levels

Practitioners
- Initiatives for parents and educators that promote requirements and conventions across ages – lifelong learning progressive approach
- Courses and workshops (physical and online) for parents, teachers, and community members on using ICT continuously throughout the upbringing process

4. Upbringing digital citizens as informed adults, experiencing well-being and security

Policymakers
- Research-based recommendations on ICT utilization for informed decision-making
- Initiate and fund digital citizenship programs and projects, e.g., digital marketing, proper Online communication

Researchers
- Research on critical thinking as a means for informed decision making
- Develop research-based methods on utilization of digital tools

Practitioners
- Raise awareness for media consumption within the community: from young age till age of retirement
- Educating Parents about preserving their well-being and their families' well-being in an ICT saturated environment

CALL TO ACTION

1. Need for awareness of family, community and peer challenges in a holistic-integrative manner (as a whole ecological system), for promoting digital citizenship and new opportunities and risks of upbringing in a digital world.

2. Need to rethink intergenerational and inter-cultural dynamics of family and educational institutes linked to upbringing, in a continuous manner