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To the comprehension of the smartness: smart pedagogy and smart human learning model

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Introduction

How should Smart pedagogy used for Smart human learning in digital age in the changing sociality?

To discuss this question,

- smart education philosophy will be polemicized,
- the theoretical principles of smart pedagogy and the smart human learning model will be illustrated on selected course patterns;
- the evidence on efficiency of the smart human learning model will be provided through the students' feed-back explored in the longitudinal case study.

To Philosophy of Smart Education

In context of the smart industry, general, vocational, adult and higher education reforms have a decisive horizontal effect on the **transition to smart economy**. This raises conceptually other requirements for the training of young teachers, as well as the professional development of current teachers. Smart education focuses on the development of smart human capabilities at all levels of education, incl. adult education. A prerequisite for the successful introduction of smart education is the continued professional training of teachers and opportunities for professional development in a conceptually new quality. Also, employer surveys show that professional competence of employees is no longer sufficient to meet needs of labour market. In addition to specialized knowledge, professional skills and competences, employees need to demonstrate today their

personal (transversal) capacity ensuring the smartness of work in changing working contexts. The need for smartness is not a new challenge, but it becomes more than ever needed in the unpredictable changing labour market situations in all regions of the world [Jeladze et al 2018;.Lytras et all, 2018].

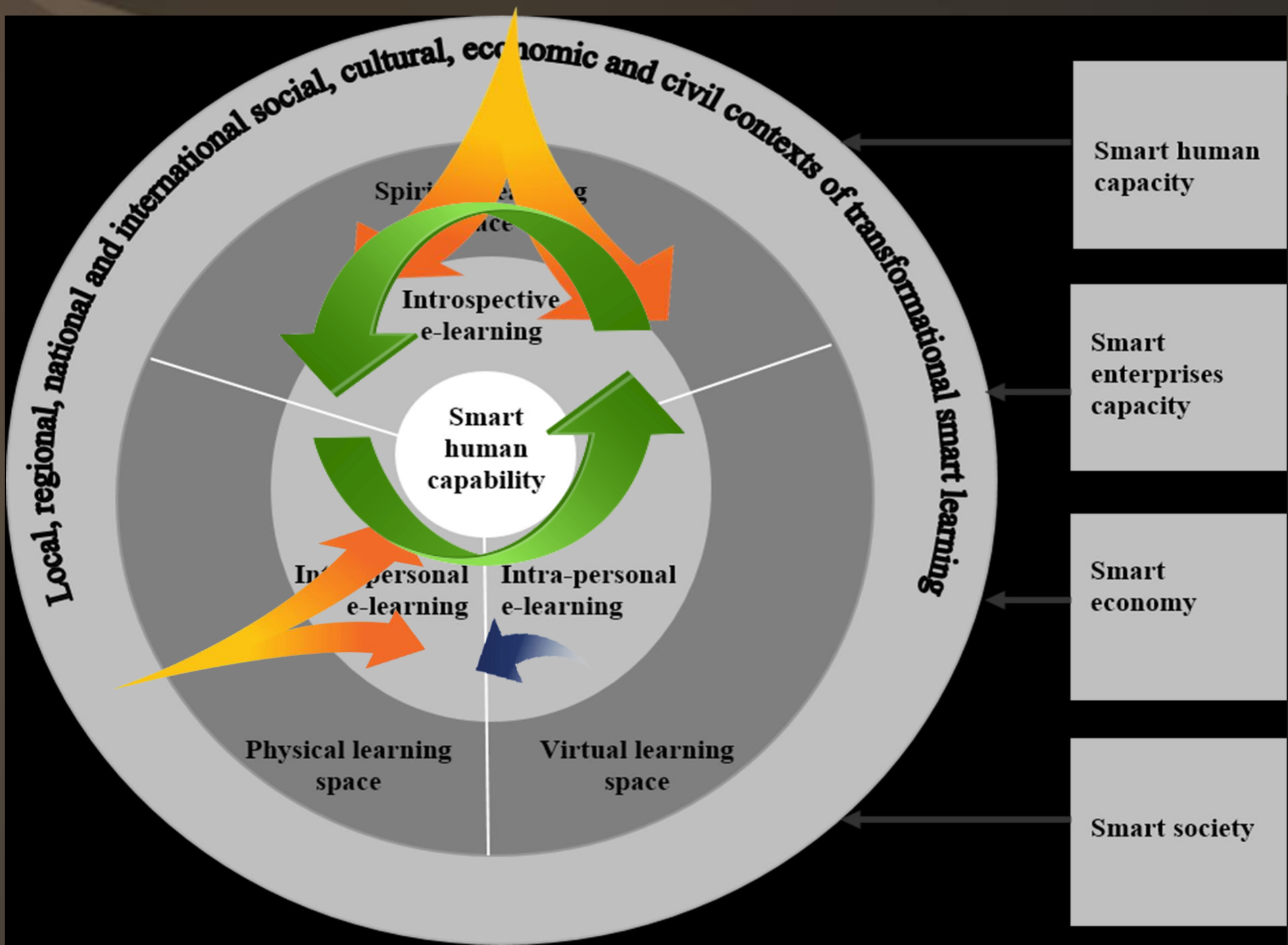
Being smart is the way to wisdom:

"Being smart is linked to having the key to success. If you were smart growing up, it was almost a given that you were going to be successful" [One successful entrepreneur, 2015].

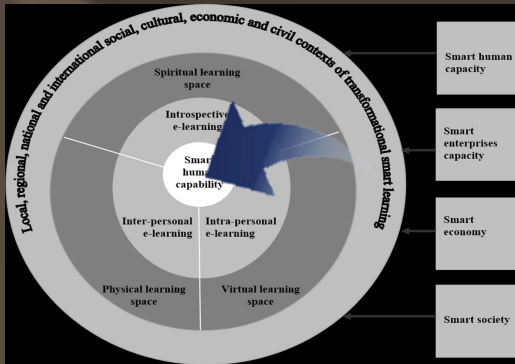
Smart Human Learning Model (SHLM)

The model was developed

- reflecting the advantages and disadvantages of implementation of the master degree programme on Educational Treatment of Diversity in Latvia;
- reflecting the advances and disadvantages of implementation of eSTEM pilot studies in Egypt;
- inspired from participants' of the pilot studies feedback and evaluation expert recommendations.



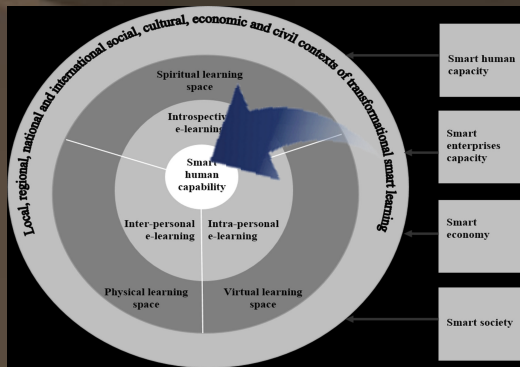
Smart human



The comprehensiveness of the smart human is to find in the historical heritage of oldest Veden and Bible, so as in the successful entrepreneur' perceptions of digital age:

To be minded smart is

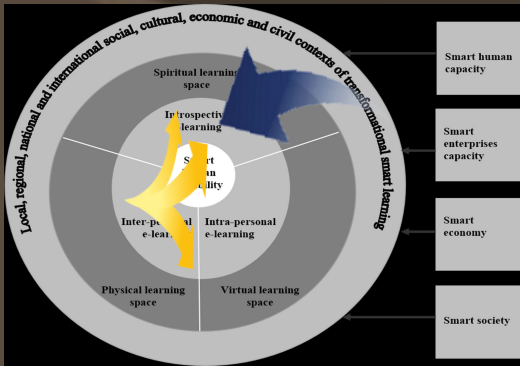
to analyse the environment and the world of our experience. The smart minding defines what is needed to achieve smart goals.



Smart mind versus mind

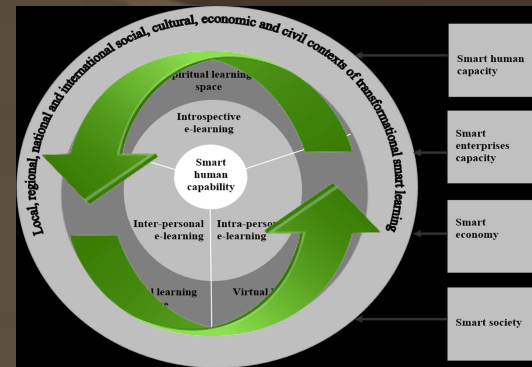
The mind receives information from the senses, reaches for pleasant things, but **the smart mind** can stop it, if this pleasant things/objects/subjects represents any danger to living beings or does not **meet reasonable smart goals**.

Smart human learning as an introspective process 1



Smart human learning as an introspective process means that **social, cultural, economic and civic contexts** (institutions, projects, social networks and teams at local, regional, national, international and global level) **provide and widen opportunities for transformational learning**. It results from intra-personal and inter-personal learning. SHL as an intra-personal process combines cognitive, emotional and **volitional** acts that depend on personal's smart learning capability and meta-capability, and on his/her socio-cultural experience. SHL as an inter-personal process implies social interaction that depends on mutual relationships and human capacity to act together with others.

Smart human learning as personalised transformational learning 2

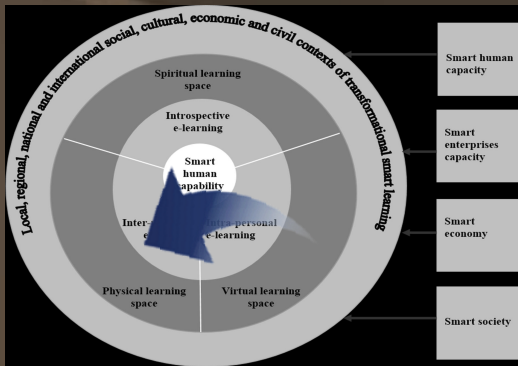


The personalized smart learning as transformational, deep, constructive and meaningful learning goes beyond simple learning in the e-environment in the digital age. It causes fundamental changes in our world views in the transition from the uncontested acceptance of available information to its critical reflection, causing profound changes in our souls, feelings, life and work perspectives, beliefs and behaviour.

- Smart digital educational technologies provide new opportunities for identifying and promoting such changes.

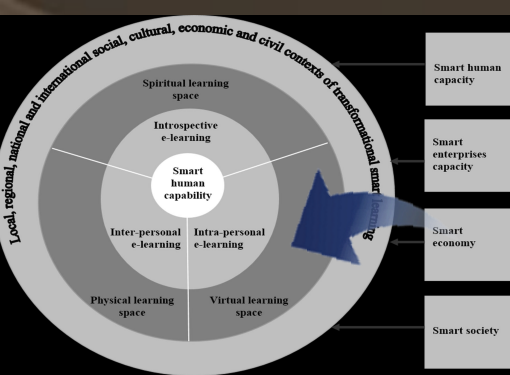
Smart human

transformational personalised collaborative learning 3



Smart human personalised collaborative learning is focused on people (children, young people, adults) generic and transversal or transferable competences, not only on the value of their personality and individuality, but

- on their **collective capacity and their active citizen participation of themselves as the creators of added value** (research based science competence) in local, regional, national, international social-cultural, economic and civic contexts. It is always personalized transformational smart human learning.



Building the *e-learning community* (to strengthen the *collective capacity*) 4

The e-learning community operates inside a mixed combination of local, regional, national socio-cultural, economic and civic learning spaces (physical, virtual and spiritual), where students and academic staff tandems as pedagogical leaders using e-tools actively.

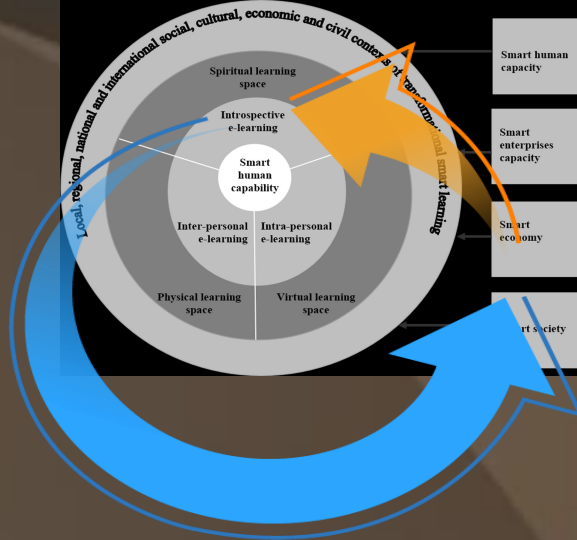
Creating a system of flexible usage of spiritual, virtual and physical e-learning spaces becomes especially significance for smart human collaborative personalised transformational learning benefits in the ecological socio-cultural system.

The flipped learning in small, self-organised e-learning groups of peer-, deep- and team smart learners helps each smart learner to master the collaborative learning in real life and/or work situations (activities) in an efficiency way, explaining to each other the acquires information and own reasoning in more as two languages as.

Smart pedagogical leadership of SHLM 5a



Smart pedagogical leadership of **SHLM** is a multidimensional facilitation process of **students' involvement in the organization and implementation of his/her own collaborative personalised transformational e-learning in a proactive way.** It takes in consideration the opportunities that appear in the social, cultural, economic and civic ecological context and provoke the students' collective intrapreneurship. In its turn, students' intrapreneurship is students' active participation on enhancing the quality of study process and creating pedagogical innovations for current workplaces used e-technologies.



Smart pedagogical leadership of SHLM 5b

Smart pedagogical leadership of **SLM** is a sustainable facilitation system of personalised collaborative transformational learning to enhance the quality of life and work in local, regional, national, international, and global socio-cultural contexts. This kind of pedagogical leadership is not content-oriented, nor student centred and not e-learning oriented. It is a Smart LO oriented subject content ↔ pedagogy ↔ e-technologies Merging Model (3MM), oriented on transformational improvement of them self as collaborative person for strengthening of collective capacity of organizations as qualitative life- and work places, and of society as a e-learning communities of culture and practice at different levels: local, regional, etc.

Smart Pedagogy (concluded) 1

First of all, Smart pedagogy provides a theoretical base on smart education of smart people in smart economy for the smart society and humanity.

Secondly, Smart pedagogy links the system of assessment, development and validation of personal competences into a unified system, specifying them for different contexts of the ecological environment.

Thirdly, it integrates existing and needed smart technologies to meet the demand of personalized transformational collaborative learning according the 5 principles discribed above:

Smart Pedagogy (concluded) 2

1. Providing and widen opportunities for transformational learning in diverse social, cultural, economic and civic contexts.
2. Using of smart digital educational technologies as new opportunities for identifying and promoting smart human minding.
3. Strengthening collective capacity and their active citizen participation, on themselves as the creators of added value.
4. Building the e-learning community to strengthen the collective capacity.
5. Smart pedagogical leadership as multidimensional process and sustainable facilitation system of consideration the opportunities that appear in the social, cultural, economic and civic ecological context and provoke the students' collective intrapreneurship in implementing subject content, pedagogy and e-technologies Merging Model (3MM), oriented on transformational improvement of themselves as collaborative person for strengthening collective capacity of organizations as qualitative life- and work places, and of society as a e-learning communities of culture and practice at different levels: local, regional, etc.



MY STORY: WORKING SMARTER; NOT HARDER

When you realise that you have the power to change your beliefs and remove a limiting factor that has been constraining you, you have an AHA! moment.

[MANAGING THE PROJECT TIME](https://www.projectsart.co.uk/my-story-working-smarter-not-harder.php)

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Thank for discussion !!”