Chapter 2

Students and Teachers in the Digital Society to Debate Important Innovations to Change the Paradigm

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ABSTRACT

The purpose of this study is to show the importance of innovation in classroom management. This chapter contributes to the current debate over the role of higher education in relationship to students and teachers in digital society. Internet and related technologies have already had a significant impact on ways to organize learning and studying. The chapter focuses on the preliminary phase including a written administration of a questionnaire to sample 190 students. The results obtained by analyzing the responses of the subjects have shown that both groups of students have the same opinions regarding the importance of innovation in classroom management. In conclusion, it is necessary to improve professional practice and stimulate collective capacity building, individual and collective reflection processes in solving problematic situations in academic learning to create and maintain an environment of collaboration and interaction in digital society.

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INTRODUCTION

This chapter is organized in two parts: in the first part, presented the importance of innovation for change the paradigm, importance of ICT, the classroom management in digital society, and the second part shows the research methodology, results of research and finally, conclusions.

Today, as trainers and lecturers, the digital age is one which we need to embrace. Technology in education opens a huge world of possibilities as to how we convey, share and engage with students presenting different ideas, facts and theories. The students and teacher should first discuss and then write a “group” contract adopting acceptable classroom rules and procedures. A review of the importance of the utilisation of Information and Communication Technology (ICT) in school contexts and digital society provides a necessary foundation for the further elaboration presented in this paper. We now live in a digital age and today’s learners have different needs. Learning doesn’t just take place in the classroom, but outside of it as well, and it is necessary collective capacity building.

Background

Emerging trends in Higher Education include a shift from teacher-oriented lecturing towards student-centered learning. Student-centered learning (Land & Hannafin, 2001, Duță & Martínez, 2015) is supported theoretically by various overlapping pedagogical concepts such as self-directed learning (Candy, 1991), student-centered instruction or learning (Felder & Brent, 2001), active learning (Ramsden, 1992) and cooperative learning (Felder & Brent, 2001). Historically education was a very different experience when comparing it to the highly sophisticated, digital learning of today.

As mentioned Trif (2018) education wording depends on the globalized society, by finances, by ICT, by news in communication and in STEM, and by the multiform negotiations refined into such different educational systems (USA, France, Italy, Spanish, Romanian, German, etc.).

Harmon (1970) defined a paradigm as the basic way of perceiving, thinking, valuing, and doing associated with a particular vision of reality... Capra (1996), working from a dynamic systems perspective, defined a paradigm as a constellation of concepts, values, perceptions and practices shared by a community, which forms a particular vision of reality that is the basis of the way a community organizes itself (p. 6). Each of these definitions can be applied to the practice of education in all of its forms (Fordam, 1993)(cited in Huitt, 2019).
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