

René Rasmussen Sjøholm

Lehren und Lernen in einer digitalisierten Welt: Ein Blick in die Kommune Hvidovre in Dänemark mit Fokus auf Personalisiertes Lernen

Zusammenfassung

In diesem Beitrag wird über das Lehren und Lernen in einer digitalisierten Welt mit Perspektive auf personalisiertes Lernen in Dänemark in Form eines Interviews mit René Rasmussen Sjøholm, Centerchefs des Zentrums für Schule und Bildung in der Kommune Hvidovre, berichtet.

Schlagwörter: Digitalisierung, Schule, Dänemark, Personalisiertes Lernen, Interview

Teaching and Learning in a Digitalized World: A Glance at the Commune of Hvidovre in Denmark with a Focus on Personalized Learning

Abstract

This article reports on teaching and learning in a digitalized world with a perspective on personalized learning in Denmark in the form of an interview with René Rasmussen Sjøholm, Centre Head of the Centre for School and Education in the Hvidovre Commune.

Keywords: digitalization, school, Denmark, personalized learning, interview

Vorbemerkung

Nicht erst die Befunde der *International Computer and Information Literacy Study* (ICILS) aus dem Jahr 2018 zeigen, dass Dänemark, wenn es um das Lehren und Lernen in einer digitalisierten Welt geht, einen Vorreiterstatus einnimmt. In Dänemark wurden bereits im Jahr 1993 sowohl im Sekundar- als auch im Primarbereich entsprechende Rahmenpläne sowie eine verpflichtende Integration digitaler Medien in den Fachunterricht eingeführt (vgl. Bos et al., 2014; Larson, 2009). In Bezug auf das Lehren und Lernen in einer digitalisierten Welt zeichnet sich das Bildungssystem in Dänemark durch die Entwicklung nationaler Lehrplanstandards, Prüfungen und Vor-

gaben aus (Eickelmann et al., 2019). Dabei legen die Schulen und Gemeinden bzw. Kommunen fest, wie ihre Schulen innerhalb der staatlichen Vorgaben organisiert sind (ebd.). Das Lernen mit digitalen Medien soll nach vorgegebenen Standards in alle Fächer integriert werden, wofür seit den 1990er-Jahren seitens der Regierung und der Kommunen kontinuierlich Mittel zur Verfügung gestellt werden – im Zeitraum 2011 bis 2017 etwa eine Milliarde dänische Kronen (ca. 134 Millionen Euro), hauptsächlich zur finanziellen Unterstützung der Entwicklung und Nutzung digitaler Lernmaterialien (Eickelmann et al., 2019, S. 118).

Im Rahmen dieses Berichts berichtet René Rasmussen Sjøholm als Centerchef des *center for skole og uddannelse* (Zentrum für Schule und Bildung) der Kommune Hvidovre, einer dänischen Kommune der Region Hovedstaden südwestlich von Kopenhagen, über das Lehren und Lernen in einer digitalisierten Welt mit Perspektive auf personalisiertes Lernen in Dänemark in Form eines schriftlichen Interviews.

Background: Digitalization in the Hvidovre commune

The schools in the Hvidovre commune are distributed at eleven schools, for some 6.000 learners, 1.000 teachers and pedagogues and 25 central employees as consultants with a pedagogical and/or administrative background. The central employees as consultants with pedagogical backgrounds are supporting the digital development and knowledge level of the schools for the pedagogical personnel and managers. The managers and specially educated learning tutors placed at the local schools are driving the development at the schools.

Hvidovre has become a 1:1 commune referring to devices. That means that every learner receives a device, computer or tablet, at school start. This is a development that has been made during the last eight years. All the pedagogical employees get similar hardware to use in their praxis. The practice for using devices for the learners is that they are allowed to take their devices home. The parents must accept a contract of responsibility concerning the maintenance of devices at school start.

In Denmark, we have a national digital school communication system, *Aula*, and a common digital learning platform. These fundamental systems are developed for the purpose of creating overview and strengthening cooperation between school and home in relation to the individual learner's academic progression and the social well-being. *Aula* is a collaboration platform, which is used for communication between school and home about practical matters concerning schooling. Furthermore, it is a data secure collaboration platform between teachers/parents and social services in relation to children with challenges. The shared digital learning platform in Hvidovre is Meebook (here are several providers). It is a system where teachers, parents, and learners collaborate on the academic development and progression.

Which goals are being pursued?

The schools' most important task is to ensure that learners are ready to act within the society they are a part of. Digitization and technology fill more and more in all intents in all of our daily lives. Therefore, the school needs to create environments which play along with this.

Hvidovre's goal is that learners get the opportunity to take new technologies in use for solving various tasks in new ways through TechLabs and Makerspaces. Technologies, such as 3-D print, Lasercutter, Podcast studios, GoPro cameras, Micro-bits, Little bits etc. are in use in these labs. Here we work towards the goal that learners should possess the competencies to take active opt-in and opt-out in relation to technologies in their solution of tasks.

The goal with Makerspaces and TechLabs is a gaze into a social need in the future, which becomes controlling for which approaches to learning we practice in the communal school system.

Furthermore, the goal is to achieve digital formation, which probably is the most important factor to succeed with digitization in a school context. Today children are born into a world where the internet, tablets, smartphones are for anyone and have always existed.

Their acting on the internet and in other social/digital contexts is therefore essential. Already when learners start in school it is important that they learn to put themselves in the place of the recipient before writing, uploading and forwarding digital content (such as pictures, movies, files and sounds). This stems from the fact that everyone in Hvidovre has digital devices and that learners are present on digital devices/media outside the school.

What does personalized learning with digital media mean for you and for your commune?

Chief perspective

We have the possibility to support all learners in spite of their differentiated physical and cognitive conditions. For example, we can support learners with dyslexic and visual impairment. Furthermore, it is a more up-to-date approach to the teaching for the learners and the employees.

Learner perspective

Learning with digital media reflects a digitalized daily live for the learners. They are used to navigate in and use hardware and it supports the collaborative aspect in the teaching.

It expands the learning space between learner/learner and between learner/teacher, since it creates a digital learning space outside the physical classroom. Camera and sound recordings can be used inside and outside the school's physical setting. Learners with academic challenges in the field of writing can record themselves when they explain a task or show a solution to a task. The possibilities of answering a task are now numerous instead of delivering a task in the same way as the children's great-grandparents or even great-great-grandparents did.

The perception of delivering a task with a depreciated answer goes several centuries back. However, it must be said that changing the perception of employees and parents can be a challenge.

Which opportunities and challenges do you perceive?

Insofar, it is not possible to describe all the options digital technologies give our learners and employees. The development in the digital area takes place at a high speed, so as we think that a technology is the latest right, another more didactically useful technology is invented. The prize on technologies decreases at the same time as the schools get the possibility to take them into the pedagogical praxis.

When Hvidovre commune chose to use those digital possibilities which existed back in 2014, it was insofar unexplored country. There were no rules, frameworks, agencies and statutes, which should secure employees and learners in relation to general data protection regulation (GDPR), data security, and administrative coordination. These initiatives have grown as we have moved forward in the digital development. All initiatives are there to ensure that we all are safe in the digital society, of which we are a part. Sometimes these initiatives can impede the pedagogical and didactic work, since now there are strict requirements for what you may and shall live up to as commune/school system when you make devices available.

The challenge of acquiring competencies in relation to various technologies among employees is present and we are working towards "feeling safe in being insecure in relation to the use of technologies in learning".

What are your next steps and goals?

For the upcoming one or two years, Hvidovre commune has plans to create a competence boost of employees for the purpose of creating equal learning opportunities for all learners. We must become even better at targeting the didactic use of hardware, software, and technologies in learning, so that learners can become as proficient as possible.

One step, which is essential to creating an understanding of the importance of such praxis, is to create a development of a sufficiently digitally qualified management level. We are working to create and thereby ensure a development from surface understanding to in-depth understanding at the area in the management level. The managers are and must be the facilitating development factor that can drive development locally through strong competencies. An important point to understand by bringing the digitization fully out in the school is that it is a constant development that will continue in the future. This with all the challenges it brings, but our experience is that there are even more gifts for the learners' learning.

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René Rasmussen Sjøholm, Centerchef des Zentrums für Schule und Bildung in der Kommune Hvidovre, Dänemark.

E-Mail: req@hvidovre.dk

Korrespondenzadresse: Hvidovre Kommune, Center for Skole og Uddannelse, Fagligt center, Hvidovrevej 278, 2650 Hvidovre