

# **INNOVACIÓN DOCENTE EN EDUCACIÓN: EXPLORANDO RETOS Y OPORTUNIDADES EN LA ENSEÑANZA Y EL APRENDIZAJE**

**Comps.**

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## CAPÍTULO 115

### INNOVATION AND DIGITALIZATION TO GUIDE THE ONLINE SOCIETY IN THE LABOUR MARKET

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#### INTRODUCTION

In nowadays' society, students that are living their formative journey are absorbed in a constant connection with the digital world, which permeates not only in educational settings but also in all life contexts with consequent changes in the personal and relational sphere. The so sudden transformation of digital from the pandemic years, and although it has returned to a pre-pandemic normality, has significantly changed the social stage, in which artificial intelligence has found fertile ground for new kind of society, mainly represented by the continuous and indefinite fusion between the real and virtual world, between offline environments and online environments. The new living environment, and even more so that in which are immersed current generations and whose choices are strongly influenced by it, is defined by Floridi "infosfera", an information space, where what is real becomes informational and what is informational takes on the connotations of reality (Floridi, 2017).

School, as a central educational environment, has the responsibility to manage this cultural transformation from a socio-educational point of view, providing students with the necessary tools to fully understand digital and all related issues. It is important to develop a "critical capability" that allows students to recognize the risks associated with digital, while facilitating the acquisition of the necessary skills to exploit its benefits (Pizzolorusso, 2022).

This with the aim of forming aware citizens that are ready for the future and to face the challenges of socio-cultural transformation without losing the essence and centrality of the human being. Innovation and digitisation require a deep understanding of their workings and of opportunities; they bring to education by making the best use of their potential. This paper aims to highlight the contribution made by digitalization and artificial intelligence to universities, which play a fundamental orientation role towards professionalization.

Specifically, the contribution focuses on optimizing educational processes capable of adapting university courses to market needs, while respecting the talents and specificities of each. In fact, thanks to technologies it is possible to implement an

authentic assessment that provides detailed data on students' performance, allowing a faster, efficient and objective monitoring of the teaching-learning process. In addition, it highlights how technological innovation offers the opportunity to enhance collaboration between students through collaborative platforms and online group projects, fostering positive interdependence and the development of teamwork and problem solving skills.

Orientation, authentic assessment and digital innovation in the university system  
The orientation to professionalization in the university context represents a crucial phase in each student journey and in the current context, highly digitalized and in continuous evolution, the educational and professional journey becomes more complex. In this scenario, Artificial Intelligence (AI) emerges as a new paradigm capable of revolutionizing educational orientation, offering unprecedented opportunities for personalization and inclusion.

Through a holistic approach, the orientation process considers the individual as a whole, accompanying him on his growth throughout life and, as outlined in the Ministerial guidelines for a lifelong orientation (MIM, 2014), the educational action is not exclusively focused on the professional aspect, but above all, it is focused on the training aspect, promoting the development of cognitive, logical-methodological and transversal skills. These skills are essential, not only to cultivate entrepreneurship and personal initiative, but also to play a crucial role in building an active citizenship. Through orientation activities that consider the individual as a whole, students have the opportunity to enhance their own empowerment, strengthening confidence in themselves and in their abilities, essential elements for achieving life goals and making informed choices in the labour market.

This paper offers a critical analysis of the importance of authentic assessment as an effective tool to guide university students in an increasingly objective way, examining it in relation with all technological innovations, which are characterizing contemporary society in recent years. In the current scientific context, there is a clear interest in the latest pedagogical and technological developments that are influencing the learning-teaching process, and where particular attention is paid to the interconnections between the assessment of learning, which focuses on the globality of the person, and the use of technologies. According to Schwab, one of the aims of this era, which he called "fourth industrial revolution", is to improve the coexistence between technology and society through analysis on ourselves and on the social models, which technological innovation represents to obtain greater opportunities for personal and professional growth (Schwab, 2016).

Compared to the traditional educational system, based on the acquisition of knowledge only, the authentic evaluation, which arose in the United States of America around the 1990s, provides a valid and effective alternative to monitor and guide

students in acquiring the ability to apply the repertoire of acquired knowledge and skills to real-life contexts. Promoting authentic assessment is a teaching approach that aims to guide university students not only during the examination tests, but also especially towards real-world challenges, including those related to the labour world. This form of assessment focuses on tasks and projects that reflect situations, problems or questions students may encounter in their professional future.

According to Wiggins (1993), authentic assessment is able to objectively assess students' performance and the ability to use effectively and critically what they learn in situations that simulate real life contexts. The adoption of authentic assessment with the support of digital innovation in university courses becomes an even more powerful tool to bring students closer to the labour work and more aligned with what are the real needs of the territory, respecting their own talent and aptitude. Thanks to the use of digital tools, universities can better prepare students for professional challenges, by developing practical and cross-cutting skills in a dynamic and interactive learning environment, as well as offering more comprehensive and realistic preparation, it can also improve their career prospects.

In this paragraph, we specifically want to emphasize the advantage offered in terms of time, objectivity and flexibility of systems based on artificial intelligence. Thanks to these systems, learning platforms can provide immediate feedback on tasks and projects resulting in improved learning process, and an assessment based on the actual level of competence of the student, providing personalized challenges that promote deeper and more authentic learning. The main advantages of digital innovation for authentic assessment are: students' ability to access assessments at any time and from anywhere, making learning more flexible; ability to receive feedback and personalization in near-instantaneous time, so as to correct or modify performance during the process; the ability to use digital tools so as to prepare students for the now digitised labour market.

These advantages enrich the experience of teachers who, thanks to the support of new AI systems, can quickly create personalized content, freeing them from repetitive practices and allowing them to have more time to monitor student performance. In addition, the introduction of AI has provided an opportunity to examine students' work through systems that, in addition to speed, they ensure a more objective assessment by eliminating teachers' prejudice, which too often and unfortunately have negatively affected many students' formative journeys. As stated in the Charter of the Belgian Education and Training Council, we do not appropriately guide students when we present to them only preselected information influenced by teacher's mental image, when the collection and of information are not differentiated and finally when the orientation process ends without having checked its relevance

and topicality and especially without having checked that it corresponds to the person's project (CEF, 2001).

However, it is also essential to consider the improvements and challenges of digital innovation in the age of the onlife generation. Among the main challenges, certainly are suggested educational practices that enhance self-awareness and the sense of self-efficacy of students for an objective orientation but based on the centrality of the human being, that in the current scenario lives a deep crisis due to the little distinction between personal identity and real identity that now distinguishes the present generations. According to this, it is necessary and must have priority the human supervision throughout the training process. The introduction of digital in the educational system is certainly improving the observation and the evaluation, but to obtain educational benefits, we need teachers' professional and human skills, for the delicate role of guide and to grasp the human complexity in specific situations, and where digital innovation currently has limits as incapable of feeling empathy and emotions. The challenge in the onlife society will be precisely to remember that algorithms and digital tools have the task of performing with extreme speed and precision what is required by the human being and is on the conscience, ethics and awareness of the man who uses it that educational practices must always be based. It is impossible to transfer the experience of human emotions to machines, as they belong to soul movements and since internal human sensory perceptions cannot be reproduced by robots as it is possible with external stimuli (Faggin, 2019).

## **TEAM WORKING AND POSITIVE STUDENT INTERDEPENDENCY THROUGH TECHNOLOGY**

This work also aims to highlight the benefits of supporting modern technologies that can promote teamwork and positive interdependence among university students. When digital tools are used correctly, they can transform the way students interact, learn and collaborate, leading to effective and more meaningful educational outcomes with relative improvement and acquisition of basic requirements for the labour world. The existing literature has amply demonstrated the fundamental role of mutual learning and group work in educational practices, making increasingly relevant the key concepts of cooperation and collaboration, which unquestionably promote the acquisition of sociality attitudes rather than forms of individualism, which reduce the cognitive and psychological development of the person. Currently the research continues to better understand and value Social Learning, Novara (2018) argues that we must be aware of how learning is always an act of sharing and a common act and that the human being has deep attitudes to exchange, solidarity, interaction and especially imitation. The author suggests strengthening in classrooms the power of imitation and of active experience with others as each person manages to develop an

effective learning ability that would be impossible if it remains in a context of isolation or even exclusion (Novara, 2018).

In the current scenario, the concepts of isolation, time and space have rapid changes, and in order to ensure a welfare society it is even more urgent to abandon individual learning and competitiveness in favour of cooperation in education systems. The onlife society's generation, in fact, unlike the past, lives constantly connected with every corner of the planet and it is born in a context where they have learned new social skills being protagonists every day of a continuous "connection" that does not have borders and where isolation has different meanings and forms.

Universities, in their professionalization orientation role and thanks to the support of technology, are significantly enhancing positive interdependence, an undoubted competence necessary to ensure the well-being of society.

Since the covid-19 pandemic, university courses are making the best use of new tools for collaboration and communication through platforms that allow students to collaborate and cooperate even remotely and in synchronous mode improving the ability to work in teams and communicate professionally. Technologies have also given the chance of online simulations capable of reproducing real working environments where it is possible to immerse oneself in virtual practices and laboratories that guarantee immediate feedback on tasks and projects. The use of technologies also makes learning more engaging and motivating through the introduction of experiential learning that uses gamification elements capable of reflecting professional situations and stimulating a healthy competition that strengthens positive interdependence. Interactive scenarios involve students in situations that require them to enhance their decision-making and problem-solving skills, along with the ability to work on real projects with clients or external companies as part of the academic path chosen.

As briefly illustrated, there are several advantages for university in preparing students better for the labour market and this paper is intended to emphasize how much they ensure and improve teamwork skills and positive interdependence. Educational technologies can reinforce this interdependence with several practises, through structured group projects where each member is motivated to participate actively since the contribution of each is crucial for the overall success of the joint project, and through synchronous and asynchronous learning modes that allow flexibility in the choice of times, own rhythms and with students coming from different locations. The flexibility offered by technology and the constant collaboration employment helps to strengthen teamwork culture among students, who learn to investigate and solve problems together, improving communication and enhance the different skills within the group.

Platforms application not only reflect the way current generations connect, but increase opportunities for socialization as they share documents, ideas, progress and work together on projects. The opportunities for socialization also allow the creation of constructive relations outside university where the group formed by an algorithm becomes a group of human relationships that continues to support and share experiences, even in private and informal living environments. Here in addition, the role of the teacher as guide and supervisor should not be underestimated since the importance of his task to manage the working group where students can freely seek solutions and answers. It is urgent to empower teachers training, a continuous training not only related to the technical field and in the use of digital tools increasingly advanced (AGID, 2024), but where the psycho- pedagogical competence remains a priority to understanding human dynamics.

This can be possible changing the traditional way of interpreting information and considering how the communication style and the environment of present generations is different from the past.. Bauman through the careful studies of the post-modern era and globalization had already recognized the universal character of humanity and the importance of recognizing the human dimension necessary for individuals to open up and communicate with each other avoiding total isolation (Bauman, 2003).

## **CONCLUSIONS**

In the current scenario marked by the constant evolution of Information and Communication Technologies (ICT) it is urgent the need of a continuous and differentiated training by the educational system. ICT now integrated into all levels of education are effective tools and are contributing significantly to the education of students, whose lives are considered within the digital world and strongly anchored to it. When we talk about the digital world, we are referring to both digital technology and social practice and to the fact that in the current digital world we live with technology rather than using it only (Bearman, Nieminen & Ajjawi, 2022). As previously addressed, digital innovation is contributing to the knowledge of how students learn, in the examination of how learning progresses and which learning practices or methodologies are more or less effective in preparing them for the challenges of working life.

Among the most significant challenges, we have the continuing need for adequate training in artificial intelligence field, we question about, and how the educational system can really respond to the gaps of a digital culture, which is necessary to address the impact of AI that is influencing the life of the educational community. Innovation and digitalization in universities play a crucial role in orienting the "onlife" society in the labour market, with the term "onlife", coined by Luciano Floridi (2022),

we describes a reality where the distinction between online and offline is increasingly blurred, with a continuous interaction between the digital and physical worlds. In this context, universities must adapt and guide their students towards a new understanding of the right skills and the knowledge needed to thrive in the modern labour market. This hybrid-learning model allows a greater flexibility and personalization of the learning journey, and helps prepare students with not only technical skills but also soft skills such as time management, distance communication and resilience.

Through the PNRR, the Ministry of Education has allocated 2.1 billion euros under the initiative "School 4.0" to operate in new hybrid learning environments, where in addition to the transformation of spaces (Next Generation Classrooms), it will be a priority to create laboratories dedicated to the digital professions of the future (Next Generation Labs). In parallel, another line of investment was devoted to a large-scale continuing training programme for all school staff, aimed at facilitating the digital transition (MIM, 2022). The rapid technologies evolution requires an approach to learning that continues beyond graduation, promoting the idea of lifelong learning that can prepare students for new ways of adapting in hybrid environments to thrive in a society in continuous transformation.

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