

Digital Pedagogy

Pedagogy refers to teaching and learning practices — the methods by which learning can be supported. **Digital Pedagogy is understood as teaching and learning methods that utilize digital tools and digital environments.** Digital learning can take various forms, including virtual distance learning, blended learning, small-group learning, or face-to-face learning in classrooms enhanced with digital tools.

The term *pedagogy* comes from the Greek word *paidagogos*, consisting of *pais* (child) and *ago* (to lead). It originally referred to someone who walked alongside children, guiding and caring for them—symbolically, a figure who supports learning through guidance and presence.

Digital Pedagogy provides new possibilities to support learning

The use of digital tools and environments in education enables, in addition to easy access to information and learning materials, the adoption of **new pedagogical methods and practices**. These may include collaborative knowledge building, multimodality (the use of various media elements such as images, animations, audio, videos, etc.), and personalization of learning — adaptation to learners' individual needs as well as offering optimal support for those with language challenges or learning disabilities.

Educators have different methods of foster learning with digital tools compared to traditional face-to-face instruction. This distinction is often characterized as follows: *Traditional face-to-face teaching is based on the teacher's teaching process, whereas digital learning is based on the learner's learning process.* Educators influence learners' learning processes primarily through the methods and activities they choose. Selecting appropriate teaching and learning methods requires an understanding of how humans learn and process information.

Pedagogical models and practices to support students' learning processes

In the digital age, educators' expertise includes knowing how to use various pedagogical models and practices to support students' learning processes and help them reach their learning goals. The role of the educator has shifted from merely delivering information to designing learning processes and facilitating and activating learning.

A wide range of pedagogical models (such as Problem-Based Learning, Progressive Inquiry, and Portfolio Learning) can be effectively employed within the framework of Digital Pedagogy. These models embody underlying learning theories and conceptions of knowledge construction. Contemporary approaches are predominantly informed by socio-cultural and constructivist perspectives, which conceptualize learning as the outcome of learners' own active thinking, inquiry, and collaborative knowledge building. Such orientations provide a robust foundation for the purposeful use of digital tools, platforms, and learning environments to enhance, mediate, and extend the processes of teaching and learning processes in the digital age.

For more information and examples on pedagogical models

<https://www.oph.fi/en/salto-digital-pedagogy>