

## CHALLENGES OF TRANSFORMING EDUCATION IN THE DIGITAL AGE

**Robert Dauti**

Faculty of Law, UKIM, Skopje, N. Macedonia, [robertdauti@hotmail.com](mailto:robertdauti@hotmail.com)

**Marina Rrika**

N. Macedonia, [marinarrika1@gmail.com](mailto:marinarrika1@gmail.com)

**Abstract:** In this paper is treated and studied the transformation of education in recent years, the era of digitalization and technology. Education was one of the most important and religiously discussed issues in recent year, with the apparent evolution of technology in everyday life, even more so in the last year, when Covid-19 inevitably subjected students so technology. Nowadays, digital transformation has permeated every field of life, changing the economy, society and the way policies are organized, which has influenced the preparation of students for the new digital age, challenging the traditional ways of education.

Education in the digital age is a crucial issue for policymaker, because education must prepare citizens capable of the digital labour, market and form equal European citizens in values and skills for digital democracy. Technology has been embraced at different levels by different countries. Eurostat conducts systematic research and studies on technology transformation and digital youth education.

This paper has analyzed Eurostat data, the impact of the pandemic on changing teaching and technology, the advantages and disadvantages of education in the digital age, the role of teachers and parents in the implementation of technology and the transformation of education policies in the context of digitalization.

**Keywords:** education, digital age, transformation, education policies etc.

### 1. INTRODUCTION

Technology is a great source of information, culture, diversity, a new world that has changed our lives, where each if us has adapted immediately or gradually, but that has inevitably affected everyone. The over- evolving digitalization has influenced the growth of information, creating the need, for its selection. In the field of education has made lessons and information not be memorized from endless books, bur run from technological equipment and used when we need it.

The acquisition of technology in teaching has challenged traditional teaching curricula, making them more long-term and more efficient for schools and universities. In traditional education, the teacher was responsible for disseminating information. In the new digital age, the role of the teacher has been simplified, giving way to digital lectures, which enable analytical learning without information overload. It should be noted that mainly in the Balkan countries, teachers lack information on inclusive and digital education because this was lacking during their training. This was evident during the Covid-19 situation, where education was forcibly digitized and teachers along with students, but also the government itself, faced a difficult challenge. Bur if we look from Europe, the tendency of self-education is more and more evident in the era of digitalization.<sup>1</sup>

On the other hand, digitalization has its weaknesses. People already use technological tools to store their materials, information, data etc, as well as in education where students enroll and study according to digital curricula, which are not always secure and endanger personal data information.

Digitalization digital education, with its strengths and weaknesses, has now entered strongly into our lives, and therefore this paper aims to address this topic, which is more current than ever.

### 2. MATERIALS AND METHODS

For this paper are used information, articles, literature, various studies by Eurostat and international organizations as well as opinions from various researches, who have treated digitalization as one of the mains and most tangible issues today. To understand how education has changed in the age of digitalization, we must first study traditional education, to recognize the challenges that education has gone through during the years of technological transformation.

In traditional teaching the teacher had the main role in teaching, when they had to prepare a well-thought-out curriculum for each student to be involved and evaluate, which is known from experience that is impossible.

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<sup>1</sup> <https://knowledgecenter.ubt-uni.net/cgi/viewcontent.cgi?article=2905&context=etd>

According to UNICEF, education in the digital age responds to the needs of student, to be inclusive, equal and for the information to be transmitted more easily and quickly to them. Education currently faces intense challenges and changes everywhere in the world, but what makes it more difficult is the fact that someone is willing to embrace this new approach and someone are completely unknown. What enabled traditional education was basic information with the same methodology, both for those living in the center and for those in the suburbs.<sup>2</sup>

Digital education offers a large amount of information, but requires technological tools to disseminate and assimilate it. The problem is as mentioned above, not everyone has the opportunity to adapt to digitalization and this translates into a division in information and knowledge, between those societies that possess it and it does not have this opportunity. Many international organizations like the OECD have posed the problem that the lack of digital skills reduces the future chances of students in the job market. Its importance has also been recognized by the institutions of the European Union by placing digital competence in the community of conditions necessary for all European citizens. For this reasons the European Union systematically studies and compares the digital capabilities of individuals in member states. According to a recent study, Luxembourg, and Finland make up 81% of 16-19 years olds who have basic knowledge, and the countries with less than a third of 16-19 years olds who have digital skills based are Bulgaria, Cyprus and Romania. Eurostat has used the method of interviewing individuals for activities they have carried out in recent months on digital devices.

- Individuals with above- basic digital skills are individuals who have performed activities such as sending/receiving emails, participating in social networks, installing software and applications, using online banking, using advanced spreadsheet functions etc.
- Individuals with basic digital skills are individuals who have sent/received emails, installed software and applications and used spreadsheet software without advanced functions.
- Individuals with low digital skills are individuals who have sent/received emails, installed software and applications, but have neither used a word processing.
- Individuls with no digital skills have not performed any relevant activities.<sup>3</sup>

### 3. RESULTS

The age of digitalization has provided a variety of information, choices, skills and benefits, which have inevitably coveted the whole world and like any other good, has caused the need to live everyday with it. From the above data it is clear that young Europeans have already acquired digital knowledge and this for the future means a professional and efficient labor market. Recent years in lower and university education seem to touch on technology even though it varies from one country to another. Tradicional education has not disappeared because it is still practiced, especially in developing countries, while in other countries, these two methods are combined. Traditional education will remain unavoidable and this is for the reason that unlike digital education offers students society, fun, emotion, and the opportunity for their social and physical integration, the era of digitalization is fading at an alarming rate. On the other hand, some of the advantages offered by the digital age, which are needed, when the whole world was quarantined are:

- Online courses
- Online exams
- Digital texts
- Animation
- Student accumulation on one platform.

### 4. DISCUSSION

The new digital age is fundamentally changing the way of life and when we talk about technology, the first to touch it and and experiment with it are the young. Technological development has become for young people as much as trend and a curiosity as it is a necessity. Contemporary digital education aims to provide students not only with additional knowledge that is attractive to them, but also to prepare students professionally for the digital future. Digital devices are now an integral part of our, but what digitalization aims at in education is educating them with knowledge related to new professions in the labor market.

The Institute for Future Technology Studies indentified that the first generation of digital education policies focused on infrastructure development. From 2002 until now, policymakers have shiftet the focus to teacher and student

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<sup>2</sup> [https://link.springer.com/chapter/10.1057/9781137297792\\_14](https://link.springer.com/chapter/10.1057/9781137297792_14)

<sup>3</sup> [http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=isoc\\_sk\\_dskl\\_i&lang=en](http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=isoc_sk_dskl_i&lang=en)

training. While since 2015 these policies have been repeated and perfected through experiments. One of the main task of government is to provide infrastructure because not every region has the same level of development. The case of pandemic showed how developed and prepared the countries of Europe are. In the Balkans, online learning has been hampered by the lack of digital equipment in peripheral areas. Another problem is the preparation of teachers who could not cope with this religious pressure of lack of digital equipments and dependence on teaching.<sup>4</sup> Students were the ones who directly faced the lack of digital equipment and poor teaching. Such a situation made it clear that many countries are not ready before the age of digitalization and government need to design special reforms because education in general is facing a rapid transforming of information and technology, which for societies that are not ready, it is a challenge in itself.

## 5. CONCLUSION

At the end of this paper, we can say that the era of digitalization has been positively changed the way life works. Education needs a renewal and technology must be part of it. Digitalization has many advantages in the education of future generations, as well as some disadvantages.

Changes are not always positive for everyone ,but in this case a little patience and a well-thought-out policy, that gives the possibility of a digital education combined with the tradicional one, is enough. Only in this way, we would have an equal journey and adaptation in this digitalized age.

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<sup>4</sup> <https://mediafokus.info/sfidat-dhe-perparesite-e-mesimit-online/>