KEMENTERIAN PENDIDIKAN
INSTITUT AMINUDDIN BAKI

KOLOKIUM KEBANGSAAN

KEPIMPINAN INSTRUKSIONAL KE-17

Kepimpinan Instruksional Peneraju Pembelajaran Digital

UCAP UTAMA

YBhg. DATUK Dr. AMIN BIN SENIN

Pengerusi
Majlis Penasihat Pendidikan Kebangsaan

3-5 SEPTEMBER 2024 INSTITUT AMINUDDIN BAKI CAWANGAN UTARA

MALAYSIA MADANI

DIGITAL EDUCATIONAL LEADERSHIP

| Leading | Managing | Cultivating |

DIGITAL LEARNING

Dr. Amin Senin

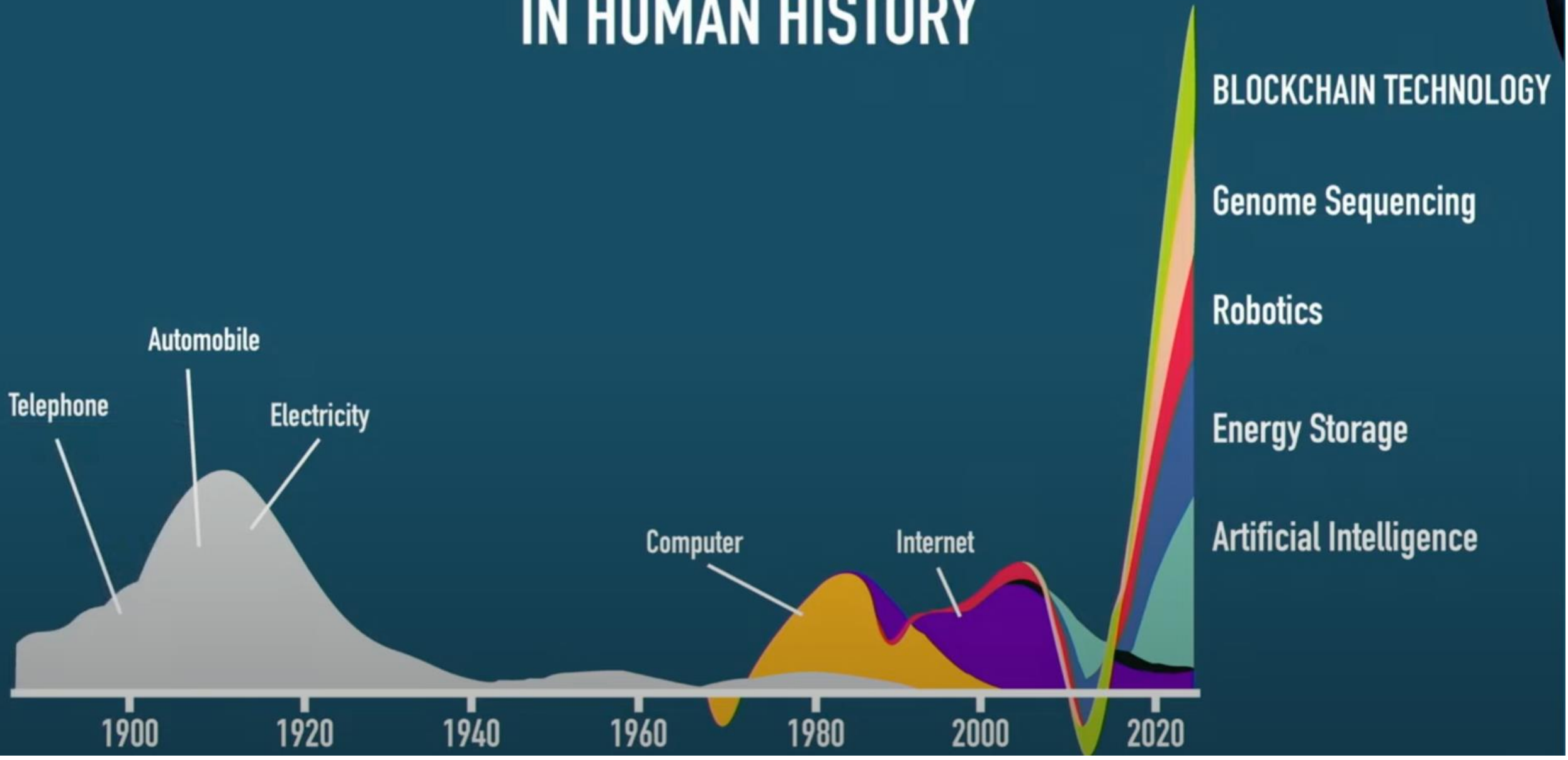
Kolokium Kebangsaan Kepimpinan Instruksional Ke 17
INSTITUT AMINUDIN BAKI Cawangan Utara
4 September 2024

CONTEXT | Industry | Education | Revolution

DIGITAL LEARNING | New Paradigm |

LEADERSHIP | Lead | Manage | Cultivate |

THE LARGEST TECHNOLOGICAL TRANSFORMATION IN HUMAN HISTORY



ANALOG

DIGITAL

INDUSTRY 1.0

Mechanization, steam power, weaving loom

INDUSTRY 2.0

Mass production, assembly line, electrical energy

INDUSTRY 3.0

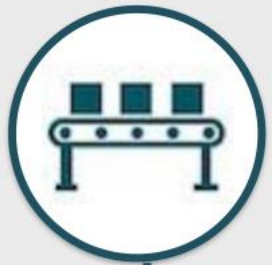
Automation, computers and electronic

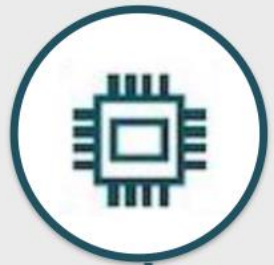
INDUSTRY 4.0

Cyber Physical System, internet of things, network

INDUSTRY 5.0

Human-robot collaboration, cognitive systems, customization





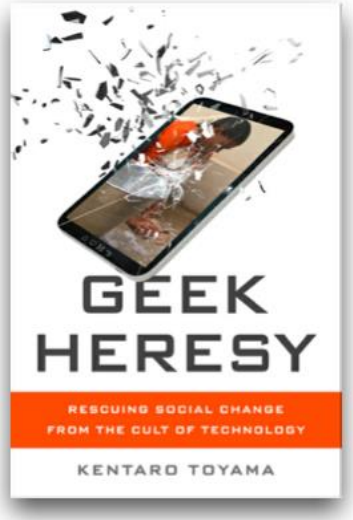
1784

1870

1969

NOW

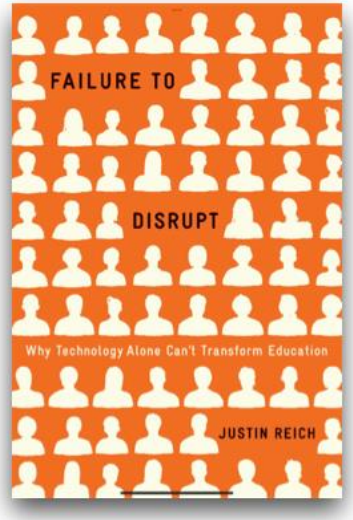
Casio 14-A
(1950s)



2015

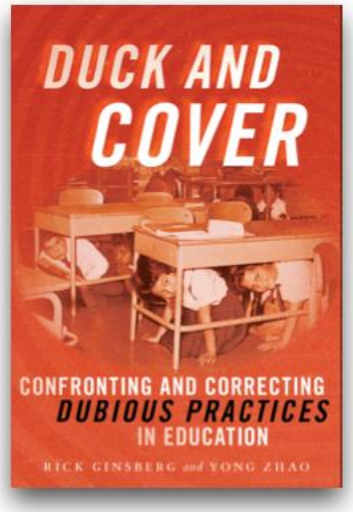
. . . technology never made up for a lack of good teachers or good principals . . . If history is a guide, new technologies will be absorbed by schools but will do little in the end to advance education.

. . .**confirm that the technology alone cannot impact learning.**



2020

Technologies often assume that their creations can reconfigure or by pass these complex system, but instead they discover that **school cultures domisticate new technologies**. Rather than upending existing educational systems, new technologies get put to work serving particular niche in school or universities.



2023

technological changes have revolutionized our lives . . . Schools, however, remain pretty much the same . . . The processes in education have been incredibly resistant to significant change. . . **Education has not been revolutionized.**

4 REVOLUTION in EDUCATION

#1: Organised Learning

#2: Institutionalised Education

#3: Masses Education

#4: Differentiated Education

CABARAN

Sekolah mula kehilangan proses penting PENDIDIKAN iaitu memberi PENGALAMAN sebenar kehidupan.

ANALOG Era

SCHOOL - CENTRIC
Factories and Assembly Lines

CONTENT is RARE
Limited space of learning

UNIFORMITY
Mass Production

DIGITAL Era

LEARNER - CENTRIC
Networks and Lateral Connections

CONTENT EVERYWHERE
Open space learning

DIFFERENTIATE
Personalisation

> The majority of the conversations are about how to integrate AI in traditional classrooms. But given the history of educational technology, it is unlikely that AI can do much in the traditional classroom that aims to teach students the same prescribed curriculum and pass traditional exams. For AI to realize its potential, we have to reimagine education.

Zhao (赵勇), Y. (2024). Artificial Intelligence and Education: End the Grammar of Schooling. ECNU Review of Education, 0(0). https://doi.org/10.1177/20965311241265124

DIGITAL LEARNING

Learning first,
Technology second

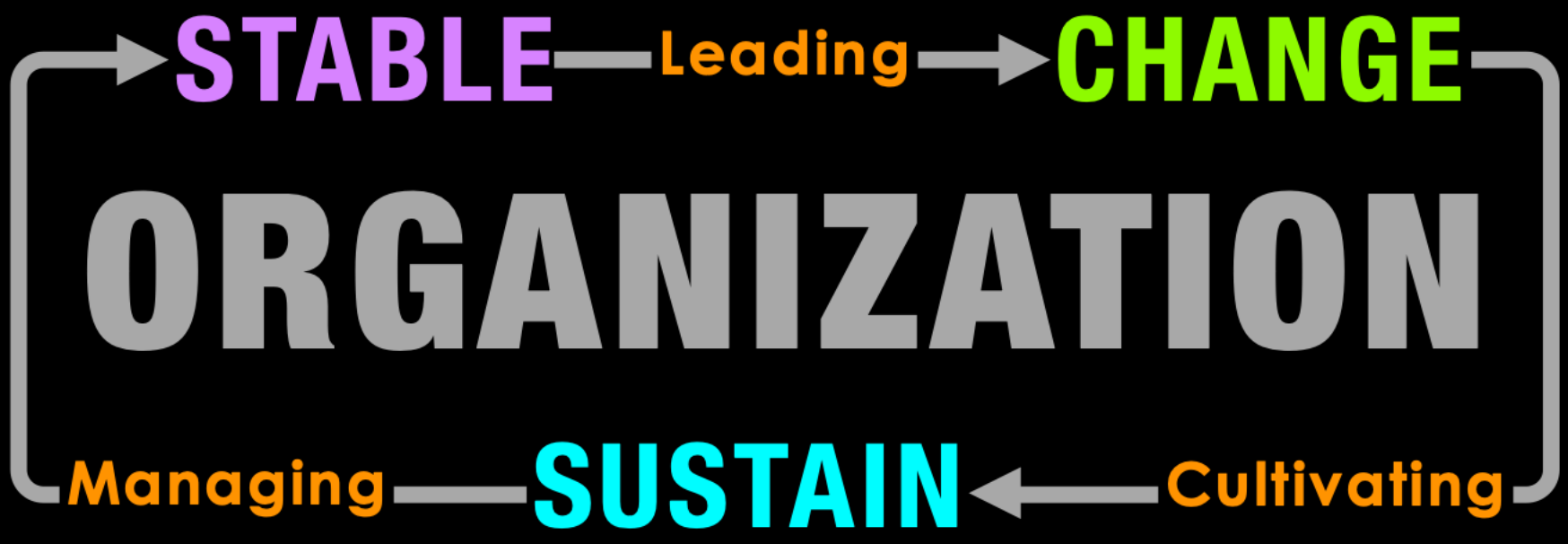
Focus on Instructional Core
IMPROVE STUDENT LEARNING

Learning-Centered Design
ACQUIRE - MAKING MEANING - TRANSFER

Leading-Managing-Cultivating

LEADERSHIP

ROLES



LEADERSHIP ROLES in CYCLE of CHANGE

Digital Educational Leadership refers to the practice of **guiding** and **managing** educational institutions through the integration of digital technologies and innovative practices. It involves leveraging technology to enhance teaching and learning, improve administrative processes, and **cultivating** a culture of continuous improvement and collaboration among educators, students, and stakeholders.

LEAD

Vision & Mission

MANAGE

Data-Driven Decision Making
Equity & Access
Community Engagement

CULTIVATE

Professional Development
Innovation

TERIMA KASIH