Preface

The book reflects on the impact of digital transformation on society, on education. The authors took care to produce a narrative accessible to any audience, without departing from the specific concepts necessary to address the topic. It is a provocative work and does not intend to definitively answer the relevant questions about the digital and social transformation that we are experiencing. It brings the concept of Digital Change Management that helps us understand the contemporary process of social hybridization in which digital technologies are significantly impacting what current society understands by humanization. The Potential Intelligence concept that helps us to think about the learning process nowadays. It is a concept that serves as a basis for understanding the process of building knowledge mediated in virtual networks. As for the impact of digital transformation on education, it brings an intriguing thesis: the future impacts more on the present than the past, so we need to learn to process the uncertainties of the future. The past seems far too quickly, while the future becomes and commands society.

These macro key objectives are focused on the following variables:

- Focus on the big picture. The strategic education goals and objectives that mattered yesterday matter more now. Tactics may need to be updated but staying focused on the big picture is critical for teaching performance.
- Adapt to new ways and methodologies. This may include building team brainstorming sessions or utilizing different digital collaboration tools to support remote communications. Whatever the case remains flexible and provide support to project teams and impacted team members.
- Clearly and consistently communicate. Creating a structured communications format and setting expectations for remote work will help keep people focused and productive during times of uncertainty.
- Increase ways for students and teachers to provide feedback and escalate issues or concerns.

- Enable continuous improvement. Training and development, such as virtual management coaching and collaboration management, helps students to adopt new ways of learning and productively achieve their grade goals.
- Build in elasticity. Adjusting learning continuity plans, ensure program is sustainable for the long term with the ability to evolve as developments, continue to change.

The book structure is composed by 11 chapters, that encompass studies which approach theoretically focused chapters that attempt to discuss fundamentals, conceptual definitions and relationships and set new levels correlated to nowadays issues. It permits understanding how contents could be addressed by researchers and practitioners to develop further comprehension over changes in education management field. Finally, opens a reflection where practical results from field implementations can be detailed, exposed, and evaluated by authors, defining an actual point of technological application in real cases, completing a context where theory reaches practices, enabling a deeper understanding of concepts, methodologies, and holistic approaches to *Digital Active Methodologies for Educative Learning Management.*

In Chapter 1, authored by Prof. Nuno Geada, the advent of computerization has brought about several changes in the way we interact with the world, altering aspects such as political, economic, and social relationships. As an essential part for the functioning of society, education has also evolved greatly, especially with the use of active learning methodologies. After some years and even centuries of stagnant teaching, we have witnessed investments in ways of learning that have generated several positive impacts, not only for students, but also for teachers. It will explain the importance of active methodologies and how they work, also demonstrating their consequences that can help in the evolution of an Educational Institution. The academic management of any education institution includes processes that involve the entire community (coordinators, professors, technical-administrative employees, and students): planning, curricular and administrative activities, attention to students, organization of professors, institution evaluation, regulations, and standards, among others.

In Chapter 2, authored by George Leal Jamil, active methodologies are proposed to allow, through social students' engagement, a new way to improve educational activities, resulting in a productive and continuous scenario where knowledge is communitarely shared. Answering social demands for a more inclusive education, the market sector, composed of public and private organizations, are enhancing the adoption of active methodologies. As in any action like these, there is a risk of focus lost, aiming more to the technologies applied than to the educational process itself. This chapter proposes a study of multidisciplinary, interdisciplinarity and transdisciplinary paradigms as a source of thinking to support educational planning

to adopt active methodologies, offering a robust way to plan their practice. Emerging technologies support, as resources which can favor the introductions of active methodologies are also evaluated, as they also offer a risk for planning when thought as the final objectives of these educational plans, instead of the indisputable social results of Education.

In Chapter 3, authored by Prof. Albérico Travassos Rosário and Prof. Joana Carmo Dias, the learning management system (LMS) in education refers to a variety of software and systems used to manage, track, and deliver educational materials, as well as manage student records. The adoption of LMS technologies revolutionizes the education system by providing a comprehensive view of the learning and performance processes of teachers, students, administration, and the academic system. Thus, conducting a systematic bibliometric literature review (LRSB) helped to understand the growth and adoption of the LMS and its associated innovations to determine the impact of technologies on education. In addition, the combined survey results helped to identify potential opportunities and challenges that affect LMS implementation to improve student and learning outcomes. The review integrated 49 scientific and/or academic documents indexed in SCOPUS from which we can conclude that LMS designers and developers must understand the needs and expectations of each user group to ensure that the tools and resources developed correspond to their specific needs

Chapter 4, authored by Prof. Nika Chitadze, refers to the American scientist John McCarthy first used the term "artificial intelligence". He defined the latter as a program or computer that can think like a human and make logical decisions. It was from here that the foundation was laid for a new field that has great potential for development and can significantly assist humanity in development. Today's world is unimaginable without artificial intelligence. It is used by almost all leading companies, be it "GOOGLE" or "SAMSUNG". Artificial intelligence helps us when searching the Internet or taking pictures with a smartphone. Without artificial intelligence, no modern electronic device can work. With the development of the world, the possibilities of artificial intelligence are also improving. He is now much smarter than he was a few years ago. However, to what extent can we develop artificial intelligence? Are there any limits?

In Chapter 5, authored by Mrs. Mariam Sahraoui and Dr. Abdelhamid Ibn El Farouk, the objective of this work is communication and information technologies in education have proven to be effective in teaching. But what is the opinion of teachers about the integration of digital technology in education in Morocco? Therefore, it is legitimate to ask what are the social representations of primary school teachers on digital education? Is it perceived as an education or is it limited to a tool? Indeed, recent research on digital literacy and on digital technology in general has led us to ask some questions: Is digital education an education to...or a medium for learning?

Why is there a gap between ministerial prescriptions and teaching practices? What are the representations of digital technology in the teaching world? To carry out our study, we conducted a survey for teachers of different cycles.

In Chapter 6, authored by Prof. Nuno Geada, we are faced with a different way of teaching and learning. On the one hand, virtual teaching proved to be the solution to continue learning, with new ways of sharing content, greater interaction, and almost immediate responses. Students realized that they can be more independent than they thought in acquiring knowledge and have greater freedom to learn. Teachers took on a new role as mediators and facilitators of content. Everyone had to learn to innovate. And the biggest effort was, without a doubt, getting everyone to follow along. In the face of this unexpected crisis, technology was the salvation and changed the classroom forever. The pandemic caused by Covid-19 accelerated the digital transformation in the education sector and there are changes that are here to stay. Technology will be more present in the classroom, it will coexist. However, everything would have been more effective if teachers and students had had the time and resources to prepare themselves.

In Chapter 7, authored by Dr. Meenakshi Sharma and Dr. Alka Dwivedi, online/blended teaching and learning practices are being implemented worldwide and gaining adoption among the students over the years to meet the demand of changing environment. However, there is a need to understand whether the students are responding to this change and what is their perception towards online/blended courses. This study attempts to understand the students experience both good and bad in blended/online learning and the components and activities they expect in an online learning environment. The study identifies critical success factors of effective online environment in higher education institutions and universities. To measure student experience and satisfaction primary data of 1649 students were collected from different schools in higher education. The results of the study can be used by academics, corporate and consumer field to introduce innovative content and delivery strategies towards student centric approach, which would further increase student acceptance to online learning environment.

In Chapter 8, authored by Miss Iolanda Bernardino, Dr. Ricardo José Vieira Baptista, Prof. Henrique S. Mamede, daily tasks like reading the news or just say hello to a friend or family member is through technologies, online applications in the mobile devices. Being online is a natural way of life, but for those how did not grow with these new technologies and the Internet, feel outcast from the new online world. Senior citizens are looking to get themselves an update, connect with this online world, to be closer to family and friend members. Is simple as that, but is it? No. Without the fundamental knowledge on how to be safe on online browsing or using social media applications, are the personal data of senior citizen safe and their own life safe? No. How the authors are helping the senior citizens? Through serious

games, helping them learning all the matters in digital skills and more important in online web browsing safely and cybersecurity contents.

Chapter 9, authored by Dr. Youssef Elhaoussine and Dr. Elhaoussine Youssef, is a memorandum to advocate for the adjustment of business course curriculum from a theoretical bottom line course progression to a more dual bottom line course progression (theoretical and practical context-based). Based on the personal assessment from the author as an Assistant Professor in a Business School and consultations with several business students, it is perceived that business course curriculums tend to prioritize more theoretical content than practical context-cased content. The present article will address this as problematic. And it will propose to develop a social media platform framework to give enough space, interactions and possibilities for teachers and students to develop more practical knowledge without affecting the delivery of theoretical concepts. In addition, the author will provide some recommendations on implementing this adjustment and on how to develop practical academic research on business issues.

In Chapter 10, authored by Dr. George Leal Jamil, education and educational processes will always be a critical process to analyze and study. They are the base for social and economic changes in all human history. In these times, Education faces several challenges to continue to offer its services and then produce the needed evolution and changes for our societies. For this purpose, educational active methodologies were conceived and proposed, developed to address new roles for teachers, managers, and students. As a powerful association, these propositions found, in the market, a relationship with emerging technologies, which reached the common user in some routinary presentations, such as digital marketing and e-commerce. This chapter presents a study regarding the application of modern tech resources for active methodologies, promoting a sense of this new paradigm. This perspective can result, for this chapter, as being one productive contribution for additional studies and planning abilities, as this association of engaging methodologies and emerging technologies is still on its way and can produce more positive results in the future.

Chapter 11, authored by Ms. Ingrid R. C. Delange and Christophe A. S. Gigon, is a review of the success and possible development of Digital Education. It details the impact of technology on the approach to learning and teaching, how it produced an educational shift in providing ubiquitous access to information. It highlights the shift as well in the role of teachers and the rise of a more holistic acceptance of education simultaneously with a new form of student-centred approach. Teaching skills, creativity, innovation, critical global thinking are now central concepts that are discussed here. The review also reflects on the current techniques and tools to facilitate academic learning online i.e. research, simulation, and gamification. It surveys their strengths, weaknesses, and potential for growth. The second half of the paper provides guidelines for implementations. It analyses the roles of the Innovation

directors, students, teachers and the LMS and suggest protocols to facilitate a smooth and successful implementation and running of digital innovation in schools.

As a final consideration this book project, a though one itself, aimed to contribute with this important discussion, publishing studies of academic, researching, consulting practitioners around change management actual challenges and holistic models. This book will permit to develop a consistent theoretical and practical background that can be considered as a basis for further studies, organizations, support future studies related to the change management area, support organization managers to create tools through methodologies that apply good practices to control the change, allow sharing of experiences to support other investigations. At the end, the main vision behind developing this project is not to have just simple transfer of knowledge but to engage those who used these books to engage actively in improving the quality this book.

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