

Chapter 9

Values–Based Education in the Age of Digital Transformation

Rubi Rajput

 <https://orcid.org/0000-0002-1912-667X>

Swami Vivekanand Subharti University, Meerut, India

ABSTRACT

This chapter explores the critical role of digital leadership in promoting value-based education within the context of digital transformation in higher education. As technology reshapes teaching and learning, it is essential to ensure that ethical, moral, and social values remain at the forefront of educational practices. The chapter examines how digital platforms can be leveraged to teach empathy, ethics, and social responsibility, using virtual communities and digital tools to foster a compassionate pedagogy. By integrating technology with values-based learning, higher education institutions can cultivate responsible, ethical graduates who contribute positively to society and sustainability efforts. Through case studies and practical insights, the chapter presents strategies for digital leaders to balance innovation with values, addressing challenges such as the digital divide and the need for inclusive, equitable education.

DOI: 10.4018/979-8-3373-5077-6.ch009

1. INTRODUCTION

1.1 Overview of Digital Transformation in Education

Digital transformation is transforming the education sector and the way knowledge is disseminated, used, and applied. The proliferation of technologies such as artificial intelligence (AI), machine learning (ML), augmented reality (AR), and cloud-based platforms is leading to massive changes in the economy. In-person training is being complemented and partially replaced by virtual learning environments. According to UNESCO (2022), digital learning tools have significantly improved access to personalized education and provided a more inclusive learning experience for students from diverse backgrounds. However, this shift also raises questions about upholding the ethical and humanistic principles of education. Selwyn's (2020) research shows that digital tools have a dual nature: they democratize access but can also reinforce inequalities if not used carefully. The digital divide remains a persistent problem, and marginalized communities struggle to access high-quality digital resources. Furthermore, the increasing use of algorithm-based systems in education raises questions about transparency, data protection, and fairness. Alhumaid et al. (2021) carefully explore how the integration of new technologies should be accompanied by strong ethical caveats to avoid unintended consequences such as data misuse or algorithmic bias. For example, the use of automated assessment systems at some institutions has raised questions about equity and accountability.

1.2 Relevance and Urgency of Values-Based Education

Values-based education, which focuses on moral, ethical, and social development in academic settings, has never been more relevant. In an era of rapid technological advancement and global challenges such as climate change, social inequality, and cultural polarization, teachers must not only teach their students the necessary skills but also guide them in a socially responsible manner.

The need for values-based education is underscored by the ethical dilemmas that digital processes pose. According to Nodding (2019), an “ethic of care” should be at the forefront of education so that students develop into empathetic and conscious individuals. By integrating these principles into a framework for digital transformation, we reduce the risk of technology overcoming the limitations of humanities education.

Furthermore, we want to educate students who are better prepared for a values-based education and better able to deal with dynamic societal developments and global challenges. These students are more likely to participate in community projects and sustainable practices, which is important in today's interconnected world.

24 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/values-based-education-in-the-age-of-digital-transformation/383863

Related Content

Leading and Learning in the Digital Age: Framing and Understanding School Leader Challenges

Patricia Maslin-Ostrowski and Eleanor Drago-Severson (2014). *Handbook of Research on Education and Technology in a Changing Society* (pp. 651-664).

www.irma-international.org/chapter/leading-and-learning-in-the-digital-age/111877

Mobile Learning: Effective Strategies for K-12 Learning Environments

Esther Ntuli and Sylvia Suh (2019). *TPACK: Breakthroughs in Research and Practice* (pp. 418-438).

www.irma-international.org/chapter/mobile-learning/220856

Correlation of University Lecturer Leadership Styles, Students Satisfaction, and Learning Outcomes During the COVID-19 Pandemic

Wenwen Cao (2022). *International Journal of Technology-Enhanced Education* (pp. 1-17).

www.irma-international.org/article/correlation-of-university-lecturer-leadership-styles-students-satisfaction-and-learning-outcomes-during-the-covid-19-pandemic/308468

Designing for a Production-Oriented Approach to Blended Learning in English Language Teaching

Siliang Fu (2022). *International Journal of Technology-Enhanced Education* (pp. 1-16).

www.irma-international.org/article/designing-for-a-production-oriented-approach-to-blended-learning-in-english-language-teaching/316457

A Poetic Reflective Essay Conceptualizing a Case for Diversity, Equity, and Inclusion in Higher Education: Spirit of Care, Not Spirit Murder

Lisa Merriweather, Viktor Wang, Torie C. Wheatley and Cynthia Stone (2024). *International Journal of Technology-Enhanced Education* (pp. 1-16).

www.irma-international.org/article/a-poetic-reflective-essay-conceptualizing-a-case-for-diversity-equity-and-inclusion-in-higher-education/358749