From Technology to Teaching Practice: A Didactic Roadmap for Emerging Tech in Education

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Abstract: This article presents the tech-didactic model DigiDidactics as a didactic roadmap for educators seeking to integrate emerging technologies such as artificial intelligence, virtual reality, and robotics into teaching practice. While these technologies offer new pedagogical possibilities, their rapid development creates uncertainty in how to design, implement, and evaluate meaningful learning activities. DigiDidactics addresses this challenge by providing a stable, non-prescriptive framework that supports educators in aligning technological use with pedagogical purpose. The model builds on earlier work with ROBOdidactics and has been further developed through collaboration between researchers and educators. It comprises five interconnected dimensions: (1) Teaching Design, focusing on learning objectives, activities, and evaluation; (2) Digital Production, emphasizing students' active creation and reflection; (3) Digital Literacy, including critical thinking, ethics, and responsible engagement with technology; (4) Environment, highlighting collaboration with external stakeholders and career learning; and (5) Sustainability, integrating long-term societal, environmental, and educational perspectives. The article demonstrates how DigiDidactics functions both as a design and evaluation framework. It provides concrete examples of its application in practice. The model is currently being used in the Interreg project MYREcross (myre.tech), in which 110 teaching modules for learners in secondary education, as well as in higher education are being designed and implemented with the model as the guiding didactic framework. These cases illustrate how the model supports educators in navigating the complexities of emerging technologies while maintaining pedagogically sound and reflective teaching practices. By combining DigiDidactics with action research, educators are positioned as co-designers and co-researchers who iteratively experiment with and refine their teaching practices. The model thus supports pedagogically grounded innovation and helps shift focus from technological novelty to meaningful learning. The article concludes that a structured, reflective didactic framework is essential for ensuring that emerging technologies contribute to educational quality, student engagement, and sustainable development.

Keywords: Emerging Technologies, Digididactics, Teaching, Digital Literacy, Didactics, Action Research.

1. Introduction

This article is of particular interest to educators who work with emerging technologies in teaching. It introduces a well-developed didactic model titled "DigiDidactics" created through collaboration between upper secondary school teachers and researchers in the field of educational technology.

Educators are regularly confronted with new technologies, such as generative artificial intelligence, virtual reality, and robotics. This raises important questions: What do students need to know about the new technology to participate meaningfully in society? What knowledge is required to understand both the strengths and the limitations of such technologies? How can emerging technologies be applied concretely in teaching, and what demands do they place on educators? Finally, what learning objectives are realistic, and how do these align with the curricular goals of a given subject? This article presents a model for planning and evaluating teaching involving emerging technologies in the classroom, with a particular focus on digital literacy and students' digital production.

We apply methods inspired by action research to equip educators with tools and approaches for experimenting with emerging technologies in teaching (Majgaard, 2011). Our approach has a particular focus on empowering educators to engage confidently with emerging technologies in educational practice. Action research is understood as an iterative methodology that closely connects theory and practice through cycles of experimentation and reflection. The study draws on Kurt Lewin's (1946) action research approach, which integrates systematic inquiry with practical change through iterative cycles of planning, action, observation, and reflection. Action research emphasizes close collaboration with practitioners and the generation of practice-relevant knowledge situated in real-world contexts. This approach supports concurrent learning and development, while acknowledging that findings are primarily context-specific and oriented toward local improvement rather than broad generalization.

Moreover, we describe how the model can be applied for evaluation of teaching modules.

Organisation of the paper: The paper begins with a brief introduction to the DigiDidactics model. This is followed by reflections on how we work with educators to prepare them to engage with emerging technologies through structured interventions inspired by action research. Then, we describe and analyse how DigiDidactics has been applied for course evaluation and to support cross-border learning activities. Finally, we provide concrete examples of teaching modules developed using DigiDidactics.

2. DigiDidactics: a Short Introduction

This section presents DigiDidactics as a framework for the design and evaluation of teaching involving emerging technologies. The model is intended as an adaptable framework, allowing educators to apply the elements that are most relevant to their specific context. DigiDidactics can also be used to systematically evaluate and refine existing courses. Our learning approach is inspired by experiential learning, meaning that educators should scaffold their teaching to support students' active experimentation and reflection (Kolb, 1984; Majgaard, 2020).

The framework builds on and extends ROBOdidactics (Majgaard & Lamscheck-Nielsen, 2019). In its revised version, sustainability has been introduced as an additional dimension.

DigiDidactics consists of five interrelated dimensions:

See the DigiDidactics model below in an overview version to the left and a detailed version to the right (Figure 1).

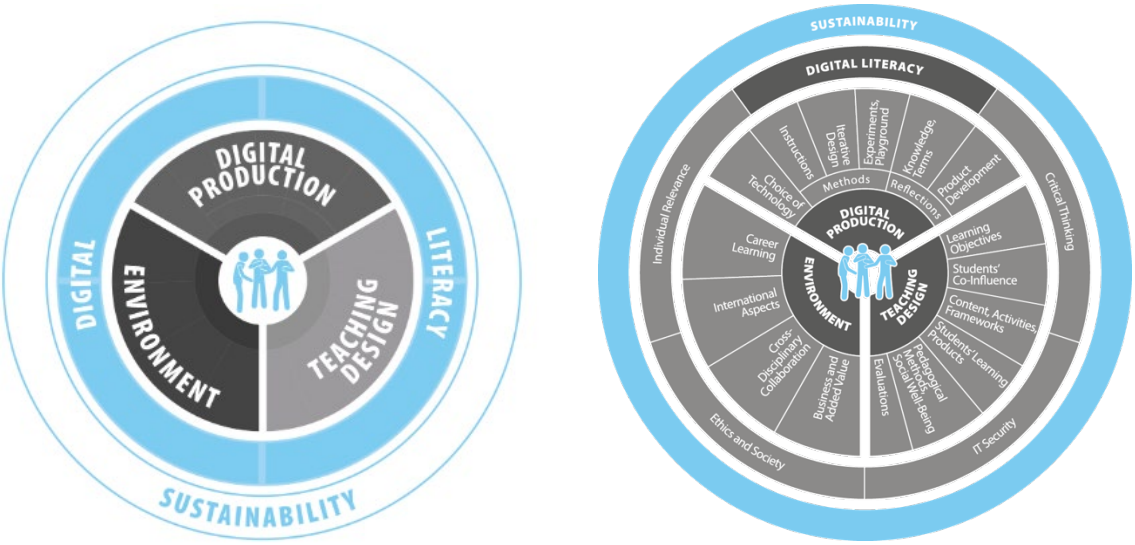


Figure 1: DigiDidactics (2026) in overview and detailed version. More details can be found in myre.tech.

The model and its predecessor, ROBOdidactics (Majgaard et al., 2019), was used to describe teaching modules in the MYREcross and several other MYRE projects (myre.tech). In addition, the model was used to evaluate and further develop these programmes.

3. DigiDidactics and Action Research

Action research is characterized by cyclical processes typically carried out by practitioners in their own contexts. DigiDidactics similarly positions teaching as a dynamic and reflective practice, where educational designs involving emerging technologies are continuously tested, evaluated, and revised in authentic classroom settings (Majgaard, 2011a).

The key concept of action research integrates systematic inquiry with practical change through iterative cycles of planning, action, observation, and reflection. Action research emphasizes close collaboration with practitioners and the generation of practice-relevant knowledge situated in real-world contexts. This approach is influential in education, organizational development, and social sciences, particularly where collaborative, practice-based inquiry is central (Majgaard, 2011b).

Kurt Lewin's concept of action research is characterized by a close integration of theory, practice, and social change (1946). One of its major strengths is its strong orientation toward real-world problem solving. Rather than producing abstract knowledge detached from practice, action research is conducted within concrete contexts and aims to generate knowledge that is immediately relevant and applicable (Majgaard, 2011a). This makes the findings highly meaningful for practitioners and increases the likelihood that research outcomes lead to sustained improvements in practice.

A second key advantage is the emphasis on participation and shared ownership. In Lewin's model, practitioners are not merely research subjects but active contributors to the research process. By involving those affected by change as co-researchers, action research supports democratic knowledge production, enhances motivation, and fosters commitment to the change process. This participatory approach often results in greater acceptance and durability of implemented solutions.

Third, action research enables learning and change to occur simultaneously through iterative cycles of action, reflection, and revision. This dynamic structure allows researchers and participants to adapt interventions continuously based on emerging insights. Knowledge development and organizational or educational change therefore unfold in parallel, reinforcing each other throughout the process.

4. DigiDidactics as an Evaluation Framework

Both DigiDidactics and its predecessor, ROBOdidactics, have proven their value as suitable frameworks in various evaluations. So far, to our knowledge, the frameworks have been applied in different settings and for different purposes: quality assessment of teaching modules involving digital production, facilitated peer feedback among teachers, conceptualization of focus group interviews, and, more recently, identification of teachers' needs for further education.

Action research and DigiDidactics as framework for evaluation are closely interrelated. Action research provides a cyclical, practice-oriented methodology for experimenting, reflecting, and improving teaching in real educational contexts, while DigiDidactics offers a shared analytical framework for making these practices explicit and evaluable. Used together, action research generates grounded insights from practice, and DigiDidactics enables systematic interpretation, comparison, and reflection across cases. In this way, DigiDidactics strengthens action research by supporting structured evaluation and transferable knowledge development.

4.1 Analysis of Teaching Modules

Using DigiDidactics, analysts can identify the distinctive characteristics of individual teaching modules while also comparing patterns across subjects, vocational domains, and educational institutions.

The purpose was not to prescribe a normative design for teaching modules or to initiate benchmarking. Rather, the purpose was to point concretely to patterns and perspectives for a broader audience. In specific educational settings, these evaluations might promote disruption, curiosity, and a desire for further development, innovation, and continuous improvement (Parlett & Hamilton, 1972).

In practice, researchers assessed a total of 143 teaching modules, of which 63 originated from the four MYRE projects. These assessments were based on teachers' systematic descriptions of their modules using DigiDidactics or its predecessor, ROBOdidactic (myre.tech). Quality was related to innovation within the five main dimensions of the model (fig. 1), the impact on students' learning, and the scalability and transferability of the modules.

It was possible to cluster the modules and identify tendencies. Thus, it became clearly visible when students had primarily worked with experimental approaches in their digital production, when teachers had consciously focused on promoting students' digital literacy, or when the modules had an outward-looking character by involving stakeholders from the educational environment.

At the same time, particularly innovative elements, such as new dialogical processes among students through the application of new technologies, were highlighted as inspiration for others.

Thus, it became possible to identify common patterns across teaching modules that were otherwise highly specific and difficult to compare. For this purpose, DigiDidactics may also be understood as a boundary object (Star & Griesemer, 1989). A boundary object is a shared conceptual framework that enables people from

different contexts or professional backgrounds to communicate and collaborate without requiring complete agreement or identical understandings.

4.2 Peer Feedback

The tech-didactic model has been applied in many different settings with many hundreds of teachers across subjects, sectors, and, more recently, across the Danish German country border (Lamscheck-Nielsen et al., 2025, supplemented with data 2025-2026, myre.tech).

Simple principles have been applied during exchange workshops:

1. Present your module according to DigiDidactics (7 min.). The modules presented may still be at the idea stage, currently being implemented, or already completed.
2. Clarification: Q&A (2 min.)
3. Feedback using sticky notes placed on the DigiDidactics model as a poster (3 min.). Alternatively, virtual environments have been used for the same purpose. The feedback can relate to categories such as "commendable, questionable or for inspiration", or e.g. simplified versions of The Six Thinking Hats (de Bono, 1985).
4. Summary and conclusions by the facilitator, including oral comments from the audience (2 min.)

The simple method and the model encourage teachers to be explicit and concise about their teaching and professional knowledge (Schön, 2001). The model seems to have a universal appeal when teachers engage with it to discuss their teaching and experiences.

With very limited introduction to the model and minimal process facilitation, teachers and lecturers are able to understand each other's teaching modules and provide valuable feedback. In line with responsive evaluation (Stake, 2004), DigiDidactics may be understood as a dialogical framework that supports communication among teachers, experts, and researchers regarding teaching practices and search for further development.

It can be concluded that DigiDidactics has not only provided a shared terminology, but also functions as an ambitious conceptual framework within which teaching practices can be positioned and teachers can experience themselves as interconnected. This perspective resonates with principles from illuminative evaluation (Parlett & Hamilton, 1972, 1977), emphasizing contextual understanding and shared reflection on educational practices.

4.3 Focus Group Interviews

DigiDidactics can also be used to design focus group interviews, with questions that refer to the dimensions of the model and, where relevant, some of its specific elements within the given context.

This approach has been implemented in interviews with both teachers and students. These successful attempts demonstrated that the model can be used to identify experiences and needs in learning processes from different perspectives.

4.4 Evaluation of Teachers´ Individual Needs

Recently, it was reported that the German Schleswig-Holsteinisches Institut für Berufliche Bildung (SHIBB), applies the model to identify teachers' needs for further education regarding teaching with digital production. Consultants from the institute facilitate the process using the DigiDidactics framework as a methodological point of departure.

DigiDidactics is used individually and systematically as a framework for reflection on personal needs in relation to the elements of the model (Figure 1, in details). Conclusions are drawn based on individual insights in comparison with the institute's educational offerings. At the same time, the institute is able to identify the needs of its target groups through a process resembling co-creation. This approach aligns with principles of responsive evaluation (Stake, 2004), emphasizing dialogue, stakeholder perspectives, and contextual understanding.

4.5 Summary

DigiDidactics may be understood as a boundary object (Star & Griesemer, 1989), enabling teachers, researchers, and experts to communicate and reflect across otherwise highly specific and heterogeneous teaching practices.

The evaluation processes outlined and their applicability in educational contexts appear aligned with principles of responsive and participatory evaluation traditions (Stake, 2004). Such approaches support professional dialogue and collective meaning-making rather than standardized measurement. In line with illuminative evaluation (Parlett & Hamilton, 1972, 1977), the purpose is to illuminate patterns, strengthen professional relationships, and support the further development of teaching practices within authentic educational settings.

5. Examples of Teaching Modules Which Combine Action Research and DigiDidactics

In the following examples of teaching modules, the DigiDidactics model was applied as a framework for developing, executing and reflecting on teaching. The modules were described as a combination of the five dimensions. The teaching modules can be found in myre.tech in full length.

5.1 Example "Business Ideas Through AI" a Bridging Module Between Lower Secondary and Upper Secondary Business Education

This teaching module was implemented as a bridging module between Haahrs School (10th grade) and Svendborg business highschool (HHX) (12-13th grade), involving 48 students supported by HHX student tutors. The aim was to introduce students to innovation and entrepreneurship by developing sustainable business ideas using AI tools. The course combined authentic learning experiences, project-based work, and collaboration with peers and external stakeholders. It aimed to strengthen students' understanding of business, AI, and career perspectives while preparing them for upper secondary education.

Teaching Design: The module was structured as project-based learning with a mix of short lectures, workshops, group work, and continuous guidance. Students worked in groups to develop their own business plans, supported by teachers and HHX tutors. The design emphasized differentiation, inclusion, and student agency, allowing learners to choose their ideas, tools, and presentation formats. Assessment was based on a final report, prototype, exhibition stand, and oral presentation evaluated by teachers and external business judges. Continuous feedback played a central role throughout the process.

Digital Production: Students actively used a range of generative AI tools (e.g., ChatGPT, Copilot, Gamma.ai) to support ideation, text production, visual content, and presentations. The process followed an iterative design approach, where students continuously developed, tested, and refined their products. AI contributed to improving the overall quality of output, particularly written reports. However, differences emerged between students who critically processed AI outputs and those who used them superficially without deeper understanding.

Digital Literacy: A key focus was developing students' critical awareness of AI. Students learned about both the opportunities and limitations of AI, including risks related to bias, errors, and overreliance. They were introduced to basic GDPR and data security principles and practiced responsible and anonymous use of AI tools. The module highlighted the importance of using AI as a support tool rather than a substitute for independent thinking.

Environment: The module was embedded in a strong collaboration between education and the local business community. External stakeholders, including companies and judges, contributed to the authenticity of the learning experience. Peer tutoring created a meaningful link between educational levels and supported career learning. A shared virtual infrastructure (Padlet) facilitated collaboration and resource sharing. Future international collaboration with a German start-up initiative was planned to extend the learning environment further.

Sustainability was a core theme throughout the module, aligned with UN Sustainable Development Goal 12 (responsible consumption and production). Students were required to integrate environmental, economic, and social sustainability into their business ideas, reports, and presentations. This ensured that technological innovation was connected to broader societal and ethical considerations.

This teaching module has been implemented over several years in different versions and has been continuously refined and optimized.

5.2 Example: "Drone Inspection of Large Trees"

The teaching module introduces drone-based inspection of large, old trees as a safer and more efficient alternative to traditional climbing inspections. Using FPV drones and VR goggles, students inspect tree crowns to assess health and structural safety.

Teaching Design: Students worked in groups with defined roles (pilot, spotter, analyst). The module included: a) Introduction to FPV drone flight and safety. b) Hands-on practice (simulation and real-world flying). c) Case-based analysis of tree health using images and video. d) Professional language with correct expressions and terms, including communication in English with an international partner. The course was piloted in September 2025 with 14 students at Jordbrugets UddannelsesCenter Aarhus in Denmark and is now integrated into the curricula.

Digital Production: Students learned to operate professional inspection technologies (FPV drones and VR goggles) and to document findings accurately. While not conducting digital development themselves, they gained insight into technological choices, data quality requirements, and professional terminology relevant to the field.

Digital Literacy: The course emphasized ethical, legal, and safety aspects of drone use, including privacy, data handling, and responsible application in public spaces. Students reflected critically on opportunities and limitations of digital technologies in forestry practice.

Environment: The module contributes to the development of forestry and arborist education and supports coherence across initial vocational education and continuing education. Collaboration with an international institute strengthened professional relevance and student understanding of digitalized work practices in a global context.

The second iteration of the teaching module placed greater emphasis on training in drone flight in safe environments before students were allowed to operate among the trees. This was due to the experiences from the first iteration, which had been more turbulent regarding flying the drones.

6. Discussion

6.1 DigiDidactics as a Stable Didactic Scaffold for Emerging Technologies

A central contribution of this article is the articulation of DigiDidactics as a stable didactic roadmap in a context characterized by rapid technological change. Emerging technologies such as AI, VR, AR, and robotics evolve at a pace that often outstrips the capacity of educational institutions to adapt curricula, teacher competencies, and assessment practices. This volatility risks shifting pedagogical focus toward technological novelty rather than sustained educational value. DigiDidactics addresses this challenge by providing a framework grounded in didactic principles rather than specific technologies.

By foregrounding dimensions such as teaching design, digital production, digital literacy, external collaboration, and sustainability, the model enables educators to situate new technologies within enduring pedagogical concerns. The framework thus remains applicable even as particular tools become obsolete. In this sense, DigiDidactics supports continuity and coherence across changing technological landscapes, helping educators maintain focus on learning objectives, student engagement, and societal relevance.

Importantly, the model does not prescribe a specific ideal way of teaching with technology. Instead, it functions as a reflective guide that supports informed decision making, where teachers can relate to their own given context. This non-normative character is particularly important when dealing with emerging technologies, where best practices are often still under negotiation. DigiDidactics therefore contributes to a form of pedagogical and societal resilience (Lamscheck-Nielsen et al., 2025), enabling education systems to respond constructively to technological change without becoming technology-driven.

6.2 DigiDidactics as a Framework for Evaluation Processes

DigiDidactics proves its value as a framework supporting evaluation processes. The model offers a shared analytical framework for making different teaching practices in different contexts explicit and evaluable. DigiDidactics enables systematic interpretation, comparison, and reflection across cases. Such approaches support professional dialogue and collective meaning-making rather than standardized measurement. The purpose is to illuminate patterns, strengthen professional relationships across subjects, organizations, and the country borders. These processes may promote the further development of teaching practices within authentic educational settings.

6.3 Action Research as a Catalyst for Pedagogically Grounded Innovation

The close integration of DigiDidactics with action research represents a deliberate methodological choice that strengthens both innovation and pedagogical grounding. Action research offers a structured yet flexible approach to educational development, allowing educators to experiment with emerging technologies while continuously reflecting on their pedagogical implications. Rather than separating experimentation from evaluation, action research integrates these processes through recurring cycles of planning, action, observation, and reflection (Majgaard, 2011a).

Within this context, DigiDidactics functions as a shared analytical lens that supports systematic reflection across iterations. Educators are able to articulate their teaching designs, examine outcomes, and make didactically informed adjustments. This helps reduce the risk that emerging technologies are introduced in ad hoc or superficial ways. Instead, innovation is embedded within reflective practice and aligned with educational aims. Innovation is therefore guided by pedagogical reflection.

At the same time, the use of action research implies certain limitations. Findings are inherently context-specific and primarily aimed at local improvement rather than universal generalization. However, when combined with a shared roadmap such as DigiDidactics, local insights become more communicable and transferable. Patterns, tensions, promising approaches, and even evaluation results can be identified across cases without losing sensitivity to context. In this way, the combination of action research and DigiDidactics balances situated knowledge production with broader knowledge sharing.

6.4 From Technological Novelty to Pedagogical Purpose

A recurrent challenge in technology enhanced education is the tendency for technological possibilities to drive and overrule pedagogical decisions. New tools often enter educational settings with high expectations but limited reflection on how they support learning objectives, student participation, or assessment practices. DigiDidactics addresses this challenge by embedding technology use within a broader didactic structure that foregrounds pedagogical purpose.

Across the teaching module examples presented in this article, emerging technologies are treated as means rather than ends. In the drone inspection module, for instance, drone and VR technologies serve clearly defined learning objectives related to professional practice, safety, and ethical considerations. Similarly, the module on Business innovation and AI demonstrates a strong shift from technological novelty to pedagogical purpose by using AI as a tool to support entrepreneurial learning rather than as a goal in itself. AI is integrated into authentic tasks such as developing sustainable business ideas and presenting them to real world stakeholders.

This ensures that technology enhances learning relevance without dominating it. The design emphasizes student agency, collaboration, and real-world application. At the same time, the module highlights the importance of critical reflection on AI outputs. Some students relied too heavily on AI, leading to reduced depth of understanding. However, AI also increased motivation and improved the quality of student products. Part of the evaluation of this module shows that some students had difficulties critically engaging with AI-generated output. As a result, in the next iteration of the module, the educator will place greater emphasis on fostering students' critical reflection.

This shift from technology-driven to pedagogy-driven design is further reinforced by the model's emphasis on reflection and optimizing teaching modules. By explicitly addressing digital literacy and sustainability, DigiDidactics encourages educators and students to critically examine not only how technologies work, but also why and when they should be used. This supports more responsible, reflective, and educationally meaningful integration of emerging technologies.

6.5 Teachers As Co-Researchers and Designers of Learning Processes

Another important implication of the DigiDidactics action research approach is the repositioning of teachers as active co-researchers and designers of learning. Rather than being passive recipients of predefined technological solutions, teachers are engaged as knowledgeable practitioners who contribute to didactic development through reflection and experimentation.

The shared language and focus fields provided by DigiDidactics play a crucial role in this process. It enables teachers across subjects and institutions to articulate their pedagogical choices, exchange feedback, and reflect collectively on teaching practices involving emerging technologies. Peer feedback sessions, focus group

interviews, and assessment processes all benefit from this common framework, which reduces ambiguity and supports mutual understanding.

This participatory approach has implications for professional development and organizational learning. When teachers experience themselves as contributors to didactic innovation, their sense of agency and professional confidence increases. This is particularly important when engaging with emerging technologies, which can otherwise be perceived as disruptive or intimidating. By embedding technological experimentation within familiar didactic concerns and collaborative inquiry, DigiDidactics supports sustainable professional learning and institutional capacity building.

7. Summary and Conclusion

This article has presented DigiDidactics as a didactic roadmap that supports educators in integrating emerging technologies into teaching practice in a reflective, structured, and sustainable way. In response to the rapid development of technologies such as AI, VR, and robotics, the article argued for the need for a stable didactic roadmap that enables educators to plan, implement, and evaluate technology-enhanced teaching without being driven solely by technological novelty. DigiDidactics addresses this need by combining classical didactic considerations with perspectives on digital production, digital literacy, engagement with the external world, and sustainability.

Through its close connection to action research, DigiDidactics positions teaching with emerging technologies as an iterative, experimental, and practice-based process. Educators should be empowered to test new approaches, reflect on outcomes, and revise teaching designs in collaboration with peers and researchers. This approach supports both professional learning and local educational development, while acknowledging that innovations must be context-sensitive rather than universally prescriptive.

The article further demonstrates how DigiDidactics functions as a coherent evaluation framework across multiple purposes, including analysis of teaching modules, facilitated peer feedback, focus group interviews, and identification of teachers' professional development needs. These applications show that the model not only provides shared terminology, but also enables comparison, reflection, and knowledge transfer across otherwise diverse and non-comparable teaching contexts.

Concrete examples from upper secondary education illustrate how DigiDidactics and action research work together in practice. Across the examples, iterative refinement based on reflection and experience improves instructional quality, strengthens students' digital literacy, and enhances the relevance of learning by connecting education to vocational and societal contexts. These cases demonstrate that emerging technologies can contribute meaningfully to learning when embedded in a clear didactic framework.

In conclusion, DigiDidactics offers a robust and flexible roadmap for bridging the gap between rapidly evolving technologies and sustainable teaching practice. By foregrounding student-centered pedagogy, reflection, and collaboration, DigiDidactics helps ensure that emerging technologies become vehicles for educational quality and innovation rather than ends in themselves. Future work may further explore how DigiDidactics can support long-term institutional development and cross-sector collaboration in digital education.

Ethics Declaration

Ethical clearance was not required for the research.

AI Declaration

AI tools were utilized in the example teaching module on Innovation and AI.

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