

Digital strategy (DS)

Elements of DS:

1. Analysis
2. Selection of development priorities
3. Implementation plan
4. Identifying support

Development priorities of DS:

Digital didactics
 Raising the digital competence of teachers (RDC of teachers)
 Digital competence of learners (EDC of learners)
 Equipment with digital technology

Support to DS planning:

SELFIE school
 SELFIE teacher
 DigCompEdu
 DigComp 2.2
 SAMR model
 Pedagogical wheel
 Didactic principles
 Guidelines for using digital technology
 7 principles of learning

Levels of DS implementation:

Basic implementation
 Thoughtful implementation
 Improved implementation
 Development-oriented implementation

Proficiency levels of learners:

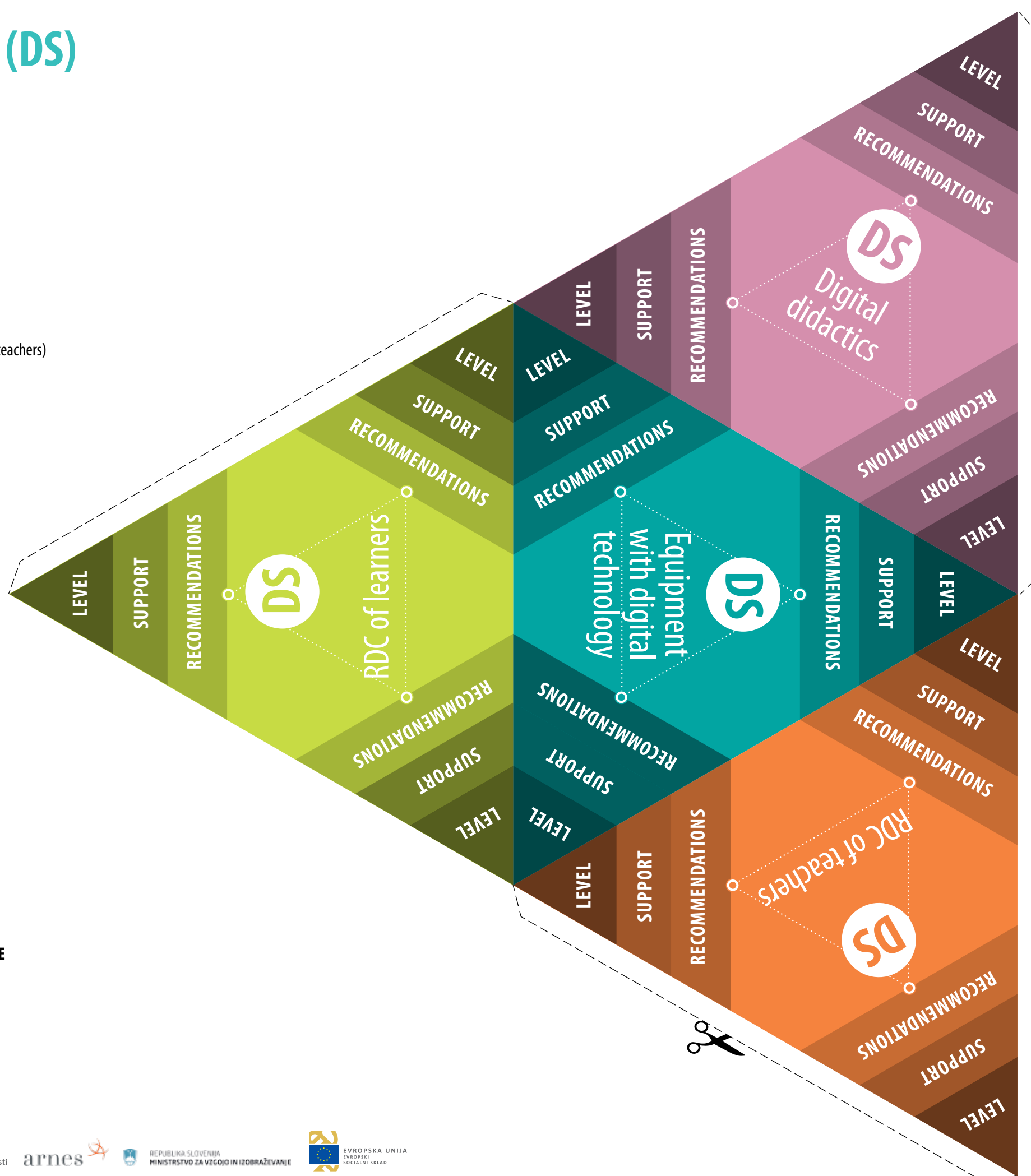
Foundation
 Intermediate
 Advanced
 Highly specialised

● DigComp 2.2

Proficiency levels of Teachers:

A1 Newcomer
 A2 Explorer
 B1 Integrator
 B2 Expert
 C1 Leader
 C2 Pioneer

● DigCompEdu / SELFIE



Recommendations for DS planning

1. Digital technology stimulates innovativeness and improves the learning results of learners. The use of digital technology shall be guided by didactic principles, the 7 principles of learning and the SAMR model.
2. Successful inclusion of digital technology requires the proper equipment and digital competence of teachers and learners. The use of DigComp 2.2 and DigCompEdu frameworks for self-assessment, education and training helps teachers and learners understand and develop their digital competence and monitor their progress on a regular basis.
3. Greater use of digital technologies in education does not necessarily mean an increased level of digital competence and development of digital didactics. It is not self-evident that the increased amount of time spent on using digital technologies in education and for the purposes of education does not necessarily mean the development and improvement as regards the use of digital technologies.
4. The effective introduction of digital technology into education requires a digital strategy with a long term vision with clearly stated, concrete, realistic and verifiable goals, objectives and outcomes.
5. A digital strategy must be adapted to the needs, goals and capabilities of individual educational institutions. It is important that all stakeholders, i.e. teachers, learners, management and other educational staff of educational institutions, are involved in its development.
6. A digital strategy shall include development priorities (not more than two per school year), which shall be monitored very closely for each given school year in accordance with a detailed implementation plan.
7. A digital strategy is a "living" document, subjected to continuous change – upgrading from year to year as well as amending and altering within every school year. Its regular upgrading is important for ensuring its effectiveness.
8. Secondary school residence halls, music schools and schools/institutions for children with special needs require a particular approach to digitalisation, therefore it is important to identify and address development priorities that will enable successful integration of digital technologies in their environments/fields of work.
9. The expected outcomes of a digital strategy shall be directed toward the improvement of educational practices through the sensible use of digital technologies and not only to the potential improvement of results obtained by self-assessment tools, e.g. the SELFIE tool (intended to improve not only grades, but knowledge as well). The SELFIE self-assessment tool helps teachers and educational institutions assess their use of digital technologies and define those areas where improvement is needed.
10. Less is more!