

# Digital Strategy in VET schools

Toolkit for developing digital strategy

Digital Culture for the 21<sup>st</sup> Century

Vocational Education



Author: Anita Téringér, prof. Borut Likar  
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## Introduction

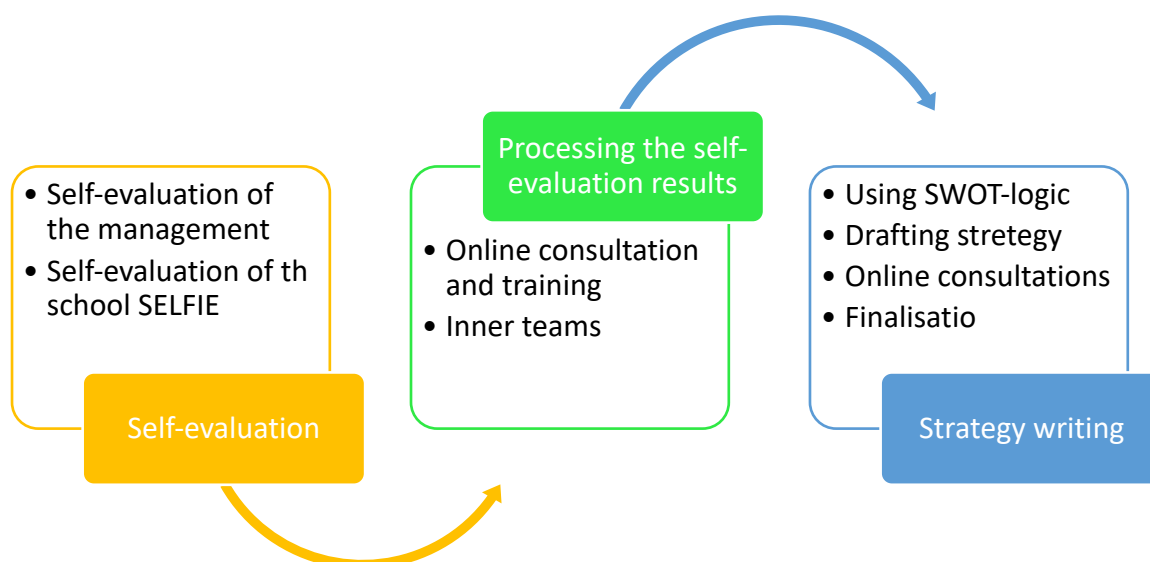
VETWork project aimed at achieving sustainable impact of teachers' further training in digital pedagogy in the school, what isn't possible without institutional level intervention. The methodology includes activities for identifying the state-of-art situation of digital culture of schools in which the main stakeholders (school managers, teachers, and students) are strongly involved. The intervention should be led by an external expert, and the result of the whole process will be a digital strategy created together by the leadership and the teachers.

This document includes the description of the methodology, and the concrete steps, and templates in Hungarian, Slovenian and in English suggested by the consortium to use for the actions.

## The method in brief

- *Establishing the framework for common work between educational experts and VET managers/teachers (setting up teams, defining the objectives, getting commitment)*
- *Carry on the interviews with school managers, teachers and students*
- *Identification of areas for development at institutional level (organizational self-evaluation through the SELFIE tool of the DigCompOrg institutional digital competence framework) and at individual teacher level (based on the DigCompEdu framework)*
- *Outlining VET school's digital pedagogy strategy.*

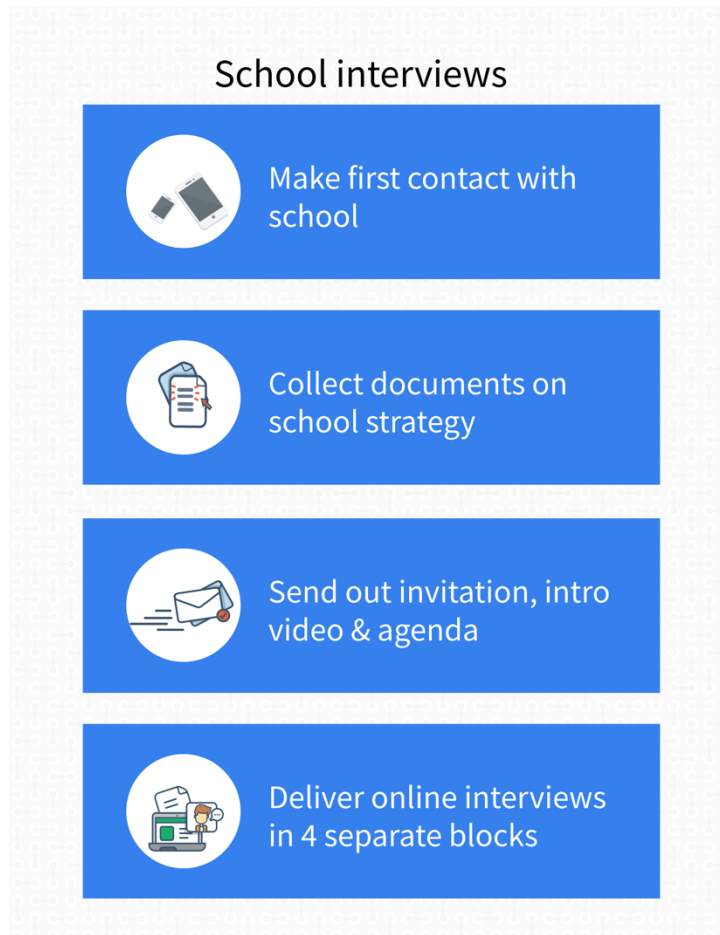
## The main steps



## STEP 1: School interviews

### Introduction

The first step of institutional level collaborative development is setting the scene: getting familiar with the school, its strategy, its management, teachers, students. This document serves as a guide for delivering the initial diagnostic interviews with schools, which are in fact somewhat informal talks happening in an open, friendly and supportive atmosphere.



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### Preparation

1. *Contact the manager or the representative of the school, explain how the process will work and ask for dates/times that are appropriate for the interviews.*
2. *Ask for documentation (school strategy, SWOT results, etc.) or look for it on the school's website. Study these documents.*
3. *Send out invitation to participants (managers, 5-7 teachers, system administrator, 5-7 students) – or ask the school representative to do so.*

Attach a short introductory material (e.g. video presentation) about the topic.

A sample agenda would look like this one:

**School interview**

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**Institution**

Official name

---

**Date**

DD/MM/YY

---

**Participants**

- *Representative of project partner company*
- *School management, teachers (about 5 to 7), system administrator and students (about 5 to 7)*

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**Objective**

To become familiar with the school and to establish a working relationship for future cooperation.

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**Programme**

Online discussion, led by ..... (representative of project partner), based on pre-defined questions.

Timing	Participants	Link to platform where the interview takes place
10:00-10:15	school management	...
10:30-10:50	teachers	...
11:00-11:15	system administrator	...
11:30-11:50	students	...

Useful tips:

- *Provide separate links and leave a break in between.*
- *You may share the questions with the relevant groups prior to the interviews.*
- *Participants attend only in their own timeframe, so teachers are not present when you talk to students, managers are not present when you talk to the teachers.*

## Interviews

Deliver the interviews according to the agenda. Make sure someone – other than the interviewer – takes detailed **notes**.

Welcome and **say thanks** for joining. Do not record the meeting.

Establish a **friendly atmosphere**, assure the participants that you are not there to assess them in any way. It should rather be an informal, “coffee break” type of discussion. **Do not evaluate** what they say.

State at the beginning that **time is limited**, perhaps not all of them will have the chance to speak. Ask them to be “to the point”.

## Interview questions – suggested template

### 1. School Management

- 1.1. *How independent are you as a school? At what level of autonomy can you plan improvements? Are you managing your own resources? In what type of questions can you decide yourself without approval from a higher level?*
- 1.2. *Outline the vision of the school for the next 3 to 5 years. What kind of positive changes do you want to achieve if things go well?*
- 1.3. *Tell us the story of your transition to online education. How did you switch to online education? What is the current situation?*
- 1.4. *If “normal” education returns, is there anything you would keep from what you’ve learned in 2020? Would you prefer a restoration of times before Covid, or would you consider e.g. hybrid education? Where would you position yourself on the line below?*



- 1.5. *Have you taken part in a national or international project aimed at school development in collaboration with external partners before?*

### 2. Teachers

- 2.1. *How did the transition go to online education? Where are you now actually?*
- 2.2. *How has the digital transition improved you the most? Have you got a favourite application?*
- 2.3. *In what would you need some help in the future?*
- 2.4. *If “normal” education returns, is there anything you would keep from what you’ve learned in 2020?*
- 2.5. *What has changed? Do you operate the same system online? (45 minutes or rather a mosaic of instruction, consultation etc.). What does a lesson look like? Has the structure of a lesson changed?*

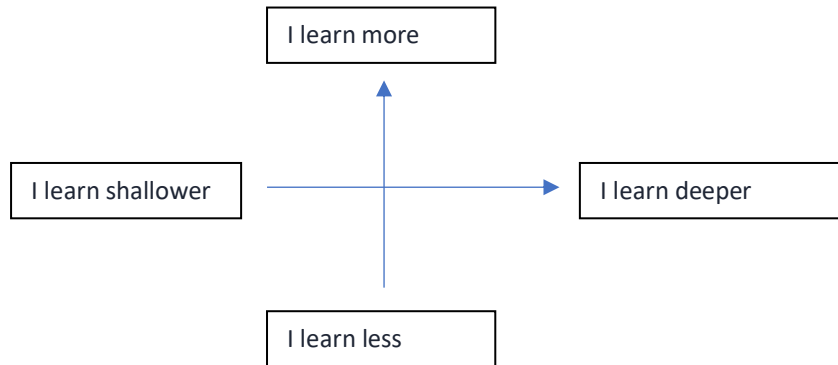
### 3. System Administrator

- 3.1. *How did the transition go to online education? Where are you now actually?*
- 3.2. *How do you evaluate teachers’ being online?*
- 3.3. *How do you evaluate students’ being online?*
- 3.4. *If “normal” education returns, is there anything you would keep from what you’ve learned in 2020?*

### 4. Students

- 4.1. *How did the transition go to online education? Where are you now actually?*
- 4.2. *How has the digital transition improved you the most?*
- 4.3. *Have you got a favourite application?*

- 4.4. In what would you need some help in the future?  
 4.5. If normal education returns, is there anything you would keep from what you've learned in 2020?  
 4.6. How would you characterize online learning? Do you learn less or more? Is your understanding deeper or shallower, as opposed to traditional classroom learning?



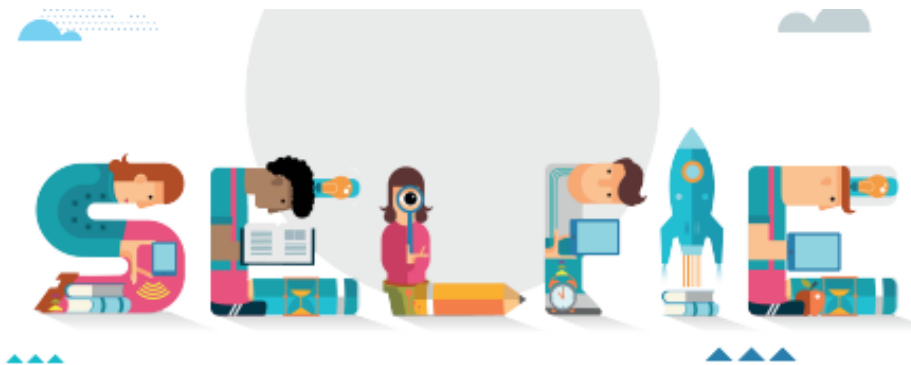
At the end **say thanks** for the openness and participation.

Summarize the findings based on the notes taken, highlighting the important points.

## Step 2: Assessment of the digital competences by using SELFIE

### Introduction

The school with support from educational expert partners will perform an anonymous survey among school management, teachers and students to be able to get a picture about the usage of technology at the school, using the tool of **SELFIE**.



Self-reflection on Effective Learning by Fostering the use of Innovative Educational Technologies

[DigCompEdu Check-in self reflection tool.](#)

SELFIE is a free self-assessment tool for the use of digital technologies available online in 31 languages, developed by the European Commission for schools. SELFIE can be completed annually (in three phases of a given year) to allow schools to track their progress over time and can be used up to three times per school year.

The results from SELFIE can be used to initiate a dialogue on how technologies help teaching, learning and student assessment in your school. This can help to develop an action plan and set priorities. The evaluation can be repeated periodically to monitor progress and identify further steps needed.

The report can provide a good basis for assessing and discussing strengths and weaknesses and developing a school plan for digital technologies aimed at helping learning. If an area has received low scores, it can be designated as a focus area for development.

If an area has received the best overall scores, it is a strength that may need to be better mapped to identify what works well and what needs to be further improved. If differences can be identified between students and teachers, or between teachers and school leaders, it may be worthwhile to examine them in more depth.

Through analysis and dialogue, your school can develop an action plan on how to make more effective use of digital technologies in teaching and learning.

SELFIE can be completed every year to assess progress and identify areas for further development.

Questions in the survey are focusing on different areas, such as management, infrastructure, teacher training, and digital competences of the students as well. A limited number of extra questions can also be added to the tool.

Apart from the assessment at institutional level, the digital competencies of the teachers (involved in the competency assessment, workshops and pilots) will also be individually assessed, using the standard toolkit developed by the experts which will be based on the DigCompEdu framework.

## Self-assessment at institutional level (SELFIE)

- Provides a **snapshot** on the school's digital maturity in the following six areas:
  - school leadership
  - infrastructure and devices
  - professional in-service trainings
  - teaching and learning
  - assessment practices
  - students' digital competence
- Highlights the strengths and weaknesses of a given school **in the use of technology.**
- Can help develop an action plan and set priorities - **digital development plan for the institution**

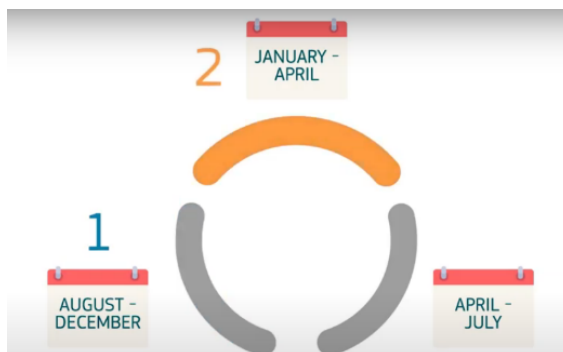
### Target group:

- school leadership
- teachers
- students



## Measuring period

- **1-3 weeks for the survey**
- It's worth fill it with the **students during class** – with outlining what it is good for
- Responses are anonymous and **no personal data** is collected.
- Most questions can be answered **using a scale** from 1 to 5 (1 being the lowest and 5 being the highest)
- Some questions users need to answer in their own words
- You can add optional questions (also known as pre-defined questions) to the group of main questions to tailor the questionnaires to your specific needs. You can also create your **own 8 questions** (specifically for your school) on your own.
- Take **20-40 minutes** to complete the questionnaire (a shorter time for students).



## Participants

### The more people involved is the better

- On behalf of students, **each grade should be represented** in a similar proportion
- Ask a **mixed group of teachers** to complete it

#### School leaders

Number of eligible school leaders per education level	% minimum participation rate
Up to 5 school leaders	80%
6-10 school leaders	70%
11-30 school leaders	60%
Above 30 school leaders	50%

#### Teachers

Number of eligible teachers per education level	% minimum participation rate
Up to 10 teachers	80%
11-30 teachers	60%
31-45 teachers	50%
46-125 teachers	33%
126-200 teachers	25%
201-500 teachers	20%
above 500 teachers	10%

**Students**

Number of eligible students per education level	% minimum participation rate
Up to 50 students	60%
51 to 150 students	50%
151 to 250 students	40%
251 to 500 students	30%
501 to 750 students	25%
751 to 1000 students	20%
More than 1000 students	10%

## Step 3: Developing digital strategy

### Introduction

It is recommended that the schools, based on school interviews and the SELFIE report, first jot down in one page, using headings (e.g. in a workshop) what the main objectives are that they intend to achieve in the field of digital pedagogy over the next 3-5 years.

The three main principles of school strategy development:

- *Whole school approach*
- *Digital pedagogy helps school strategy and not vice versa.*
- *Common core of digital competences for all school staff; flexible extra competences for every individual.*

### Preparation

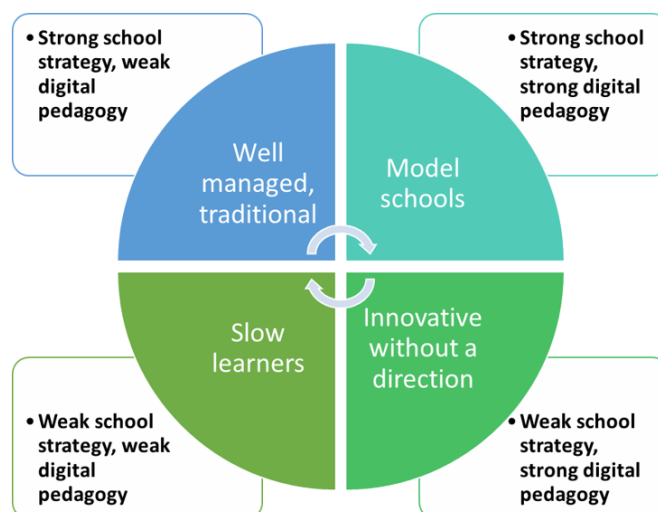
It is worth asking the following questions:

- *WHY do we want to implement developments in digital pedagogy?*
- *WHAT are the innovative aspects?*
- *WHAT do we want to achieve? (goal)*
- *WHAT are the benefits for the pedagogical process itself and for pupils?*
- *HOW ARE WE GOING TO DO THAT? (what the results will be)*
- *WHAT external factors should be taken into account? (e.g. conditions, risks)*
- *HOW will we check if we have achieved the goal? (data, monitoring, verification)*

The answers can be recorded in a similar table:

	Indicators	Data sources	External factors (conditions, risks)
Long-term goals			
Short-term goals			
Expected results			
Activities			

## Identifying the position



Summarize your recommendations in 10-15 sentences. Be careful to align it to the school strategy (if there is any). Contact the manager and discuss how these recommendations can be used as an input to creating the school's Digital Pedagogy Strategy.

## Transforming a SWOT to action plans (TOWS)



When the idea is developed, the strategy is documented, approved by the management (including the maintainer if necessary), communicated and made available to stakeholders (teachers, students, parents).

The date for reviewing the strategy (including the planned interventions) is set (at least annually the indicators should be looked at and necessary measures taken).

(The structure follows the structure of the Hungarian Vocational Training 4.0 strategy).

## Individual development plans

10 teachers per school will carry out self-assessment within the framework of the project using the [DigCompEdu Check-in self reflection tool](#).

The resulting report contains development proposals by area.

On this basis, individual development plans should be developed in the presence of a leader and a digital mentor, they will give ideas, support and monitor the realization, in which, of course, the individual must play the main role.

## Toolkits for institutional intervention

### VETWork Toolkits in English

#### Interview questions

#### Toolkit 1

##### School Management

- *How independent are you as a school? At what level of autonomy can you plan improvements? Are you managing your own resources? In what type of questions can you decide yourself without approval from a higher level?*
- *Outline the vision of the school for the next 3 to 5 years. What kind of positive changes do you want to achieve if things go well?*
- *Tell us the story of your transition to online education. How did you switch to online education? What is the current situation?*
- *If “normal” education returns, is there anything you would keep from what you’ve learned in 2020? Would you prefer a restoration of times before Covid, or would you consider e.g. hybrid education? Where would you position yourself on the line below?*



Have you taken part in a national or international project aimed at school development in collaboration with external partners before?

##### Teachers

- *How did the transition go to online education? Where are you now actually?*
- *How has the digital transition improved you the most? Have you got a favourite application?*
- *In what would you need some help in the future?*
- *If “normal” education returns, is there anything you would keep from what you’ve learned in 2020?*
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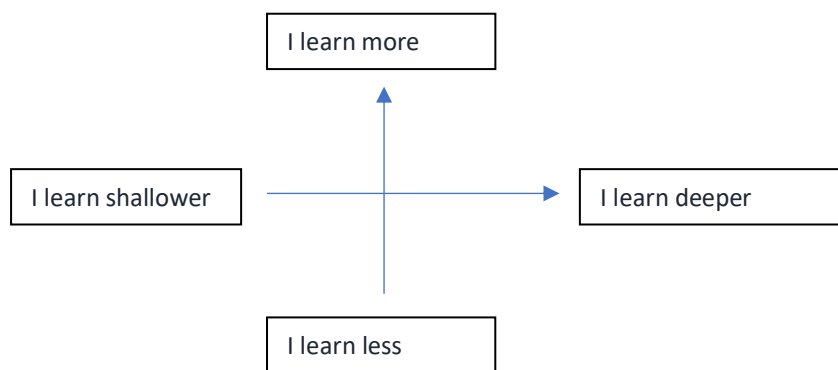
##### System Administrator

- *How did the transition go to online education? Where are you now actually?*
- *How do you evaluate teachers’ being online?*
- *How do you evaluate students’ being online?*

- *If “normal” education returns, is there anything you would keep from what you’ve learned in 2020?*

Students

- *How did the transition go to online education? Where are you now actually?*
- *How has the digital transition improved you the most?*
- *Have you got a favourite application?*
- *In what would you need some help in the future?*
- *If normal education returns, is there anything you would keep from what you’ve learned in 2020?*
- *How would you characterize online learning? Do you learn less or more? Is your understanding deeper or shallower, as opposed to traditional classroom learning?*



## Template for the digital strategy

## Toolkit 2

Vision

Mission

Strategic goals

It should not be more than 3-4.

Innovative aspects

Priority development areas

example: continuously improving the digital competence of teachers

Interventions

example:

- On the basis of individual self-assessments, specific action plans are prepared (content: in which area, to what level they want to develop and what needs to be done at individual level, at institutional level).
- Assessment of training needs, training plan (content: external-internal training, mentoring, individual learning programs), follow-up of completed trainings.
- The digital mentor visits lessons, gives feedback and helps colleagues develop, being partners.

Indicators

(These should be related to interventions.)

example:

- *Documented action plan for all instructors whose individual self-assessment score does not exceed 50%*
- *Documented training needs analysis, training plan, follow-up of completed training, each teacher participating on at least 1 programme a year*
- *Record of digital mentor's class visits, at least 10 hours of visits per year and related consultation, follow-up*

## VETWork Toolkits in Hungarian

### Interjú kérdések

#### Vezetőség

- *Mi az iskola mozgásteret? Milyen önállósággal tervezheti a fejlődését?*
- *Fogalmazzák meg az iskola 3-5 éves jövőképét! Milyen pozitív változásokat akarnak elérni?*
- *Mesélik el az online oktatásra való átállásukat 2020 márciustól! Hol tartanak most?*
- *Ha 2021. márciusában visszaáll a normál oktatás, van-e valami, amit megőriznének a 2020-ban tanultakból?*



- *Volt-e már hazai vagy nemzetközi projektjük, ahol külső partnerekkel együttműködve fejlesztették az iskolát?*

#### Tanárok

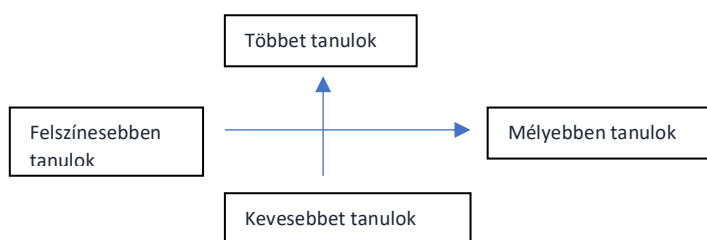
- *Milyen volt az online oktatásra való átállásuk? Hol tartanak most?*
- *Miben fejlesztette őket leginkább a digitális átállás?*
- *Van-e kedvenc applikációjuk?*
- *Milyen segítségre lenne szükségük a jövőben?*
- *Ha 2021. márciusában visszaáll a "normál" oktatás, van-e valami, amit megőriznének a 2020-ban tanultakból?*

#### Rendszergazda

- *Milyen volt az online oktatásra való átállásuk? Hol tartanak most?*
- *Milyennek látja az online tanárokat?*
- *Milyennek lája az online diákokat?*
- *Ha 2021. márciusában visszaáll a "normál" oktatás, van-e valami, amit megőriznének a 2020-ban tanultakból?*

#### Diákok

- *Milyen volt az online oktatásra való átállásuk? Hol tartanak most?*
- *Miben fejlesztette őket leginkább a digitális átállás?*
- *Van-e kedvenc applikációjuk?*
- *Milyen segítségre lenne szükségük a jövőben?*
- *Ha 2021. márciusában visszaáll a "normál" oktatás, van-e valami, amit megőriznének a 2020-ban tanultakból?*
- *Hogyan jellemeznéd az online tanulást? Kevesebbet vagy többet tanulsz? Mélyebb vagy sekélyebb a megértésed, szemben a hagyományos osztálytermi tanulással?*



## Digitális stratégia sablon - példával

Intézmény neve

Digitális Pedagógiai Stratégia 2025

Stratégiánkat az iskola fő célkitűzéseivel összhangban, a SELFIE intézményi önértékelés eredményeit, valamint a ...-t figyelembe véve alakítottuk ki.

Vízió, jövőkép

Iskolánkban az oktatók modern, tanulóközpontú pedagógiai módszerek birtokában, digitális eszközök széles körét használva készítik fel diákjainkat mind szakmailag, mind a kulcskompetenciák tekintetében a sikeres munkaerőpiaci szereplésre.

Stratégiai célok

- Kiemelkedő minőségű, tanulóközpontú oktatás nyújtása a .... ágazatban.
- A diákok digitális készségeinek fejlesztése a munkaerőpiac igényeivel összhangban.
- Oktatóink folyamatos továbbképzése.

Innovatív aspektusok

- Az oktatók körében bevezetjük a digitális mentor szerepkört.
- Piaci szereplők bevonásával biztosítjuk, hogy diákjaink már az iskolai évek alatt, a gyakorlatban is megismerkednek az ágazatban alkalmazott legújabb digitális technológiákkal.

Kiemelt fejlesztési területek

1. Az MS Teams online tanulási környezet rendszeres használata minden oktató által és a platform adta lehetőségek további kiaknázása.
2. Az iskola támogatás-szerző tevékenységének megerősítése, külső kapcsolatok, források keresése és bevonása az infrastruktúra gyors és hatékony javításának érdekében.
3. Új tanítási-tanulási módszerek alkalmazásával a szakmai képzések anyagának továbbfejlesztése és hatékony marketingje az érintettek felé.
4. Oktatók módszertani és digitális készségeinek folyamatos fejlesztése.

Stratégiánk a SELFIE alábbi területeire fókuszál:

Vezetőség
Együttműködés és kapcsolati hálózatok
Infrastruktúra és eszközök
Szakmai továbbképzés
Pedagógia: Támogatás és források



Pedagógia: Tantermi oktatás
Értékelési gyakorlatok
A diákok digitális kompetenciája

A COVID-19 alatt kialakított oktatási gyakorlatunkból a következőket kívánjuk megőrizni: ....

Felülvizsgálat

A digitális pedagógiai stratégiát évente felülvizsgáljuk a hozzá szorosan kapcsolódó akciótervvel (beavatkozások, indikátorok) együtt.

A legközelebbi felülvizsgálat tervezett időpontja: **2022. ....**

Kommunikáció

A stratégia külső és belső kommunikációjának terve:

**Felkerül a honlapra. Felelős: X.Y.**

Jóváhagyás

**Intézményvezető aláírása, dátum**

## VETWork Toolkits in Slovenian

Vprašanja za intervju

Uprava centra (vodstvo)

- Kakšna je stopnja neodvisnosti vašega centra? Nameravate to stopnjo povečati/zmanjšati? Ali sami upravljate s svojimi viri (finančnimi, tehnološkimi ipd.)? Pri katerih vprašanjih lahko odločate sami brez odobritve višjih instanc??*
- Prosimo, opišite vizijo vašega centra za naslednjih 3-5 let. Kakšne pozitivne spremembe bi radi dosegli, če se bodo stvari dobro odvijale?*
- Povejte nam zgodbo vašega prehoda na online izobraževanje. Kako ste s tem začeli (marec 2020 in kasneje)? Kakšno je trenutno stanje?*
- Če se bomo vrnili nazaj v "normalno" izobraževanje, ali je kaj takšnega, kar bi radi ohranili iz sedanjega obdobja oz. iz tega, kar ste se naučili v 2020/21? Bi imeli raje povrnitev časov pred Covid-19, ali pa bi sedaj raje izvajali npr. hibridno (mešano) izobraževanje? Kam bi se umestili na spodnji premici?*



- Ali ste doslej že sodelovali v kakšnem nacionalnem ali mednarodnem projektu, katerega namen je bil razvoj šole in kjer ste sodelovali z zunanji partnerji? Če da, prosimo, na kratko opišite.*

Učitelji

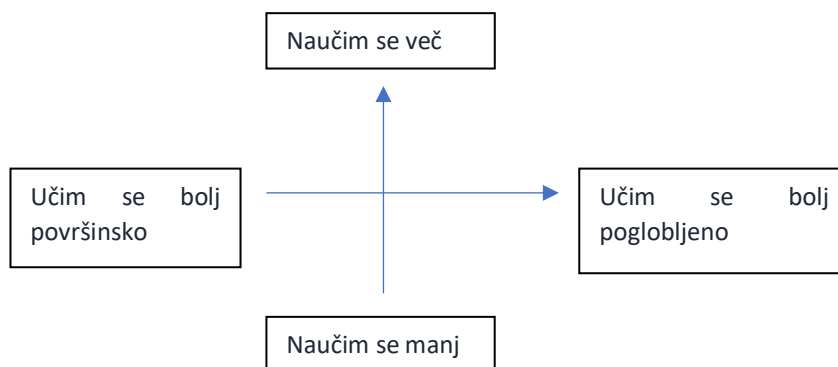
1. *Kako je potekal prehod na online izobraževanje? Kakšno je trenutno stanje pri vašem delu?*
2. *Pri čem in kako vas je digitalni prehod najbolj izboljšal? Imate morda najbolj priljubljeno aplikacijo/program?*
3. *Pri čem bi predvidoma potrebovali kakšno pomoč v prihodnje?*
4. *Če se bomo vrnili nazaj v "normalno" izobraževanje, ali je kaj takšnega, kar bi radi ohranili iz sedanjega obdobja oz. iz tega, kar ste se naučili v 2020/21?*
5. *Kaj so ključne spremembe pri prehodu na online izobraževanje? Izvajate enak program/sistem online? (45 minut ura ali bolj serija navodil, konzultacije ipd.). Kako sedaj izgleda učna ura? Se je struktura učnih ur spremenila?*

#### Tehnična podpora (sistemski administrator)

1. *Kako je potekal prehod na online izobraževanje? Kakšno je trenutno stanje pri vašem delu?*
2. *Kako ocenjujete sedanje online delo učiteljev?*
3. *Kako ocenjujete sedanje online delo študentov/dijakov?*
4. *Če se bomo vrnili nazaj v "normalno" izobraževanje, ali je kaj takšnega, kar bi radi ohranili iz sedanjega obdobja oz. iz tega, kar ste se naučili v 2020/21?*

#### Študenti/dijaki

1. *Kako je potekal prehod na online izobraževanje? Kakšno je trenutno stanje pri vašem učenju/delu za šolo?*
2. *Pri čem in kako vas je digitalni prehod najbolj izboljšal?*
3. *Imate morda najbolj priljubljeno aplikacijo/program?*
4. *Pri čem bi predvidoma potrebovali kakšno pomoč v prihodnje?*
5. *Če se bomo vrnili nazaj v "normalno" izobraževanje, ali je kaj takšnega, kar bi radi ohranili iz sedanjega obdobja oz. iz tega, kar ste se naučili v 2020/21?*
6. *Kako bi ovrednotili online učenje? Se naučite manj ali več? Je vaše razumevanje globlje ali bolj površinsko glede na klasično učenje v učilnicah?*



## Predloga digitalne strategije

Naziv šole

Strategija digitalne pedagogike 2025

Strategijo smo razvili v skladu z glavnimi cilji šole, upoštevajoč rezultate institucionalne samoevalvacije SELFIE in....

Vizija

Na naši šoli pedagogi, opremljeni s sodobnimi, na učence osredotočenimi pedagoškimi metodami, uporabljajo širok nabor digitalnih orodij, da bi naše učence strokovno in tudi z vidika ključnih kompetenc pripravili na uspešno sodelovanje na trgu dela.

Strateški cilji

- Zagotavljanje visokokakovostnega, na študente osredotočenega izobraževanja v sektorju .....
- Razvijanje digitalnih spretnosti učencev v skladu s potrebami trga dela.
- Nenehno usposabljanje in razvoj naših učiteljev.

Inovativni vidiki

- Predstavljamo vlogo digitalnega mentorja.
- Z vključevanjem akterjev na trgu dela zagotavljamo, da se naši učenci v času šolanja seznanijo z najnovejšimi digitalnimi tehnologijami, ki se uporabljajo v sektorju.

Prednostna razvojna področja

1. Redno uporabo spletnega učnega okolja MS Teams s strani vseh učiteljev in nadaljnje izkoriščanje priložnosti, ki jih zagotavlja platforma.
2. Okrepiti dejavnosti zbiranja sredstev šole, poiskati in vključevati zunanje odnose in vire za hitro in učinkovito izboljšanje infrastrukture.
3. Nadaljnji razvoj gradiva za poklicno usposabljanje z uporabo novih metod poučevanja in njihovega učinkovitega trženja do zainteresiranih strani.
4. Nenehni razvoj metodoloških in digitalnih spretnosti učiteljev.

Naša strategija se osredotoča na naslednja področja SELFIE:

Vodstvo

Sodelovanje in mreženje
Infrastructure in oprema
Nadaljnje strokovno izboljševanje
Pedagogy: Podpore in viri
Pedagogy: Izvajanje v učilnici
Prakse ocenjevanja
Študentske digitalne kompetence

Iz naše izobraževalne prakse, razvite v okviru COVID-19 Želimo ohraniti naslednje: ...

Pregled

Digitalna pedagoška strategija se letno pregleda skupaj s tesno povezanim akcijskim načrtom (intervencije, kazalniki).

Načrtovani datum naslednjega pregleda: 2022. ....

Sporočilo

Notranji in zunanji komunikacijski načrt za strategijo:

Objavljen bo na spletni strani. Odgovoren: X.Y.

...

Odobritev

Datum in podpis direktorja šole



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