

New Technologies and Digitalisation in Education: European and Slovenian School Policy

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Abstract

Over the last decade, the digitisation of education has taken on a special place in European policy and, by extension, in the national policies of the Member States. Since the question of the role of technology in schools is extremely complex, the theoretical part of this work is focused on some general sociological reflections on the relationship between human kind and its technological environment. It presents the current socio-technological changes that digitalisation is bringing to society. The work proceeds with the historical development of educational technology, from the beginning of the 20th century to the present day, when the technological landscape has become highly digitised. In the empirical part, we show how selected policy documents at national and EU level define and use the term digitisation. The starting point of our qualitative analysis of 16 documents issued by European and Slovenian authorities is the question of what the concept of digitisation brings to the Slovenian education system in the field of education. The aim is to investigate the aims and objectives of digitisation and the ways of implementing digitisation within the school environment. We have tried to extract the reasons why the European and national institutions are promoting digitisation in education. Although a theoretical review of the scientific and professional literature has shown a wide range of possible uses of educational technology in schools, the analysis concludes that education policy has a very fluid, vague understanding of digitalisation and that its objectives are limited to labour market benefits.

Keywords: relationship between technology and society, new media, educational technology, digitalisation, political orientations