



ВУЗФ
Финанси, застраховане,
бизнес, предприемачество
и иновации

ДИГИТАЛНАТА ТРАНСФОРМАЦИЯ в средното образование

Доц. д-р Боян Жеков



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Boyan Jekov, PhD

Доц. д-р Боян Жеков

ボヤン 博阳

ICT
&
E-GOV
&
CYBER SEC

Career development

education

past

present



CoM, MF, MES, MRD



Nihon Tomono Kai
Клуб "Приятели на Япония в България"
日本友の会



**Дигиталната
трансформация
в средното
образование**

Какво е ДТ

Настояще и бъдеще

Сценарии

КАКВО Е ДИГИТАЛНА ТРАНСФОРМАЦИЯ?



ПРОМЯНА В МИСЛЕНЕТО НА ВЪЗРАСТНИТЕ

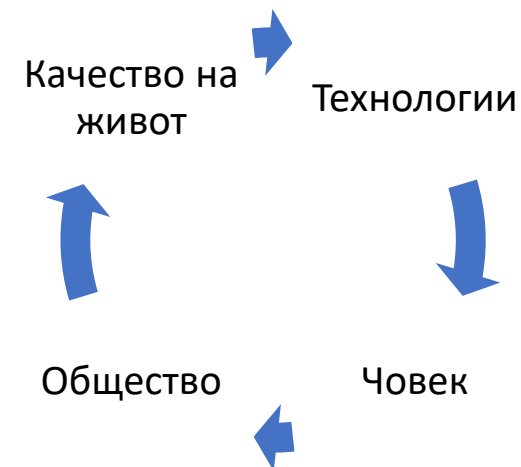
Децата вече са в дигиталния свят

Родители
Учители
Ръководители



INDUSTRY 4.0 VS. SOCIETY 5.0

Нови икономически модели, нови
компетенции

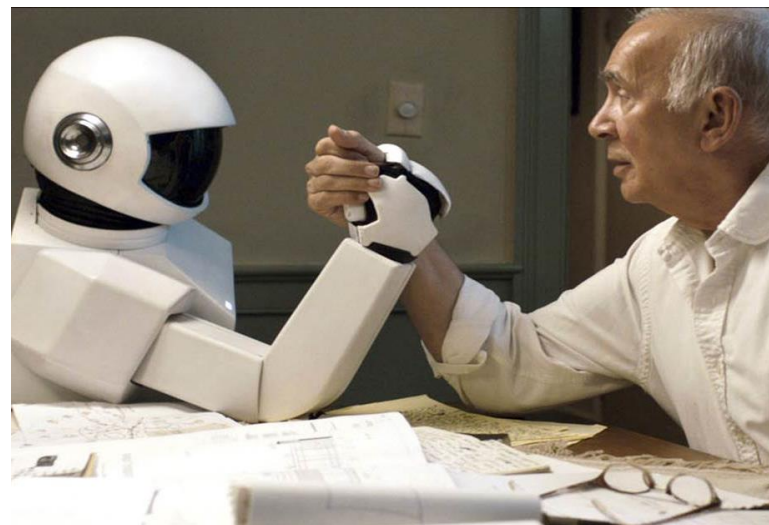


НЕПРЕКЪСНАТА ПРОМЯНА

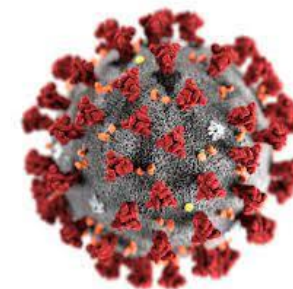
НАСТОЯЩЕ И БЪДЕЩЕ



СТОЛЕТИЯ



ДЕСЕТИЛЕТИЯ



ХИЛЯДОЛЕТИЯ



2025 - 2030

СЦЕНАРИИ



BETTER POLICIES FOR BETTER LIVES

Organisation for Economic
Cooperation and Development

Back to the Future of Education: Four OECD Scenarios for Schooling

Как ще изглежда бъдещето на училището?

Four OECD Scenarios for the Future of Schooling



Разширено обучение

(разширяване на настоящият модел)

Аутсорсване (пазарен модел)

Училища като учебни центрове

(трансформация на училищата в учебни центрове)

Научи се, когато отидеш

(краен вариант, отпада училището, учиш само занаят)

<https://www.oecd-ilibrary.org/sites/7c2c1be9-en/index.html?itemId=/content/component/7c2c1be9-en>

СЦЕНАРИИ

Back to the Future of Education: Four OECD Scenarios for Schooling



MODERNISING

*What can be incrementally improved, and what
needs fundamental transformation?*

DISRUPTING



NEW GOALS

Are goals and structures aligned?

OLD STRUCTURES



GLOBAL

*How best to reconcile systemic goals with
local needs?*

LOCAL



INNOVATION

*Does the system allow for failures that come
with trying out new things?*

RISK AVOIDANCE



POTENTIAL

*How to reconcile expectations with
day to day reality?*

REALITY



VIRTUAL

*What is the balance between digital environments
and old-fashioned physicality?*

FACE-TO-FACE



LEARNING










How is being taught different from learning?

EDUCATION



СЦЕНАРИИ

Back to the Future of Education: Four OECD Scenarios for Schooling

OECD Scenarios for the Future of Schooling	 Goals and functions	 Organisation and structures	 The teaching workforce	 Governance and geopolitics	 Challenges for public authorities
Scenario 1  Schooling extended	Schools are key actors in socialisation, qualification, care and credentialing.	Educational monopolies retain all traditional functions of schooling systems.	Teachers in monopolies, with potential new economies of scale and division of tasks.	Strong role for traditional administration and emphasis on international collaboration.	Accommodating diversity and ensuring quality across a common system. Potential trade-off between consensus and innovation.
Scenario 2  Education outsourced	Fragmentation of demand with self-reliant "clients" looking for flexible services.	Diversification of structures: multiple organisational forms available to individuals.	Diversity of roles and status operating within and outside of schools.	Schooling systems as players in a wider (local, national, global) education market.	Supporting access and quality, fixing "market failures". Competing with other providers and ensuring information flows.
Scenario 3  Schools as learning hubs	Flexible schooling arrangements permit greater personalisation and community involvement.	Schools as hubs function to organise multiple configurations of local-global resources.	Professional teachers as nodes of wider networks of flexible expertise.	Strong focus on local decisions. Self-organising units in diverse partnerships.	Diverse interests and power dynamics; potential conflict between local and systemic goals. Large variation in local capacity.
Scenario 4  Learn-as-you-go	Traditional goals and functions of schooling are overwritten by technology.	Dismantling of schooling as a social institution.	Open market of "prosumers" with a central role for communities of practice (local, national, global).	(Global) governance of data and digital technologies becomes key.	Potential for high interventionism (state, corporate) impacts democratic control and individual rights. Risk of high social fragmentation.

Допълнителни теми за размисъл

Образованието в Общество 5.0 – интеграция между хуманитарно и техническо образование;
<https://foreignpolicy.com/sponsored/how-japan-is-preparing-its-students-for-society-5-0/>
- уменията за оцеляване в променящото се общество

Персонализирано образование – базирано на новите технологии

Сигурност - сигурността на учениците в интернет среда

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Доц. д-р Боян Жеков
boyan.jekov@gmail.com



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