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THE ROLE OF DIDACTIC CONDITIONS IN THE USE OF DIGITAL TECHNOLOGIES BY TEACHERS OF TECHNOLOGICAL EDUCATION

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ABSTRACT

Researchers concerned with the digitalization of the K-12 school have contributed insights and understanding of what an increased uptake and use of digital technology in school has meant in terms of possibilities and challenges for school leaders, teachers and students (Olofsson et al. 2015; Nordén, Mannila, and Pears ; Willermark). In this article, the focus is on a central aspect of the digitalisation of the K-12 school – digital competence – and specifically teachers’ digital competence (Krumsvik et al. 2016). In Sweden, the question of digital competence has been put in the spotlight due to the national strategy for the digitalization of the K-12 school system launched by the Swedish Government in 2017 (Government decision I:1, supplement). The strategy consists of three focus areas: (1) digital competence for all in the school system, (2) equal access and use of digital technology and (3) research on and follow-up of the possibilities of digitalization. In the strategy, adequate digital competence is used in relation to children and students and is said to be a concern for everyone in the school system, i.e. children, students, teachers, school leaders and other members of staff. The strategy has led to changes in the curriculum for the compulsory school, preschool class, school-age educare and upper secondary school. According to the Swedish National Agency for Education , digital competence can be divided into four areas: (a) to understand the impact of digitalization on society, (b) to be able to use and understand digital tools and media, (c) to develop a critical and responsible approach and, finally, (d) to be able to solve problems and translate ideas into action. In the national strategy, children’s and students’ digital competence is discussed in terms of “adequate digital competence”. It may therefore be reasonable to expect teachers’ and school leaders’ digital

competence to be discussed in the same terms, although this is not the case in the strategy. However, in earlier preparatory work, the notion of “adequate digital competence” is discussed in relation to children and students and teachers and school leaders (The Swedish National Agency for Education. Here, we argue that it is reasonable to expect that teachers and school leaders will also need to have some kind of “adequate digital competence” in order to be able to support children’s and students’ development at their “level” of “adequate digital competence”.

KEYWORDS: *Children’s and students’ digital competence, Information and data literacy, (b) Communication and collaboration, (c) Digital content creation.*

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