



Generally, digitalization has impacts all spheres of our lives – privately, at work and our relations with one another, also through institutions. Digital transformation by digital technologies, means profound changes in “all sectors of economy, government and society. All these impacts have been based on the large-scale adoption of existing and emerging digital technologies”. Generally, digitalization opens numerous opportunities for higher education and research – albeit with various challenges across the globe. New opportunities arise as well as new risks, and these trigger some skepticism. Sustaining the basis for human life on our planet requires fundamental changes in the way we live, engaging with each other and respecting ecological limits.

The Agenda 2030 covers social, economic and environmental dimensions of development. Digitalization could help in managing this process. Also, 2030 Agenda for Sustainable Development refers to ICTs as having the potential to accelerate the progress of development, bridge digital gaps and construct knowledge communities. It will also lead to people’s jobs consisting of a higher proportion of non-routine, creative and communicative tasks, with the human skill for empathy being an important factor. Moreover, the continuous and ever faster cycle of innovation and change will lead to bumpy career pathways and personal uncertainties for the population, requiring frequent periods of reorientation and retraining.

The council of Academy of applied technical and preschooler teacher studies ATPSS, following the modern trends in education, according the Agenda 2030, and on the base of the good institutional practice adopt the following

STRATEGY OF DIGITALIZATION

The ATPSS Digitalization strategy points out that the greatest returns are expected to result from the collaboration between the institutions and the labor market and shared services in higher education Strategy covers the entire sector of knowledge and skills, and the goals also apply to the all spheres of institution life.

ATPSS strategy of digitalization has to enable achievement of the following goals

- High quality in education and research
- Research and education for welfare, value creation and adaptation
- Good access to education
- An efficient, multi-faceted and robust sector of higher education and research system

ATPSS accepts the innovation in education systems, as the adoption of new services, technologies, competences by education organisations, can help to improve learning outcomes, enhance equity and improve efficiency. It is most effective and sustainable when embraced by well-trained teachers and embedded in clear teaching goals.

Digital advances also bring new challenges for, students and teachers,

Innovation and progress are found across the globe. The topic of digitalization itself – the opportunities it opens and the challenges it poses for societies and individuals – is a topic for exchange on equal footing, as all societies face this transformation.



This opens new opportunities for ATPSS international cooperation with institutions from different countries and their faculties. Also, ATPSS teaching staff, students and researchers can gain access to and participate in global debates.

Digitalization allows for exposure to more diversity. New networks that use and drive the process of knowledge sharing are new opportunity for future development of ATPSS. Use of technology can thus foster interdisciplinary work that allows us to integrate ideas and knowledge across intellectual silos – and across borders.

Digitalization offers more and/or better platforms for engagement. However, these are not sufficient in and of themselves. Technology has integrated us into our own small “cultural zones” – even cross border – where people with similar interests come together, but we may find it difficult to get along with people from different backgrounds or with different perspectives.

Digitalization cannot be a substitute for direct communication among people. It could, however, make a significant contribution to lessening the need for physical mobility through digital platforms that allow for virtual preparatory meetings, supportive blended-learning elements and digital follow-up phases.

The real opportunity and challenge are about increasing the reach of education while ensuring quality. Digitalization allows for more flexibility and self-responsibility in choosing learning content, which opens the possibility of creating personalized learning paths.

Learning content will be available 24/7, which adds flexibility to learning. In order to live up to this potential, new tools require a new outlook on didactics. The computer environment has to adapt to the individual student's level of ability and help all students succeed.

In order to ensure understanding and critical engagement with learning content, quality digital programmed must provide comprehensive academic support as well as psychosocial support. They should always include a face-to-face component, which can be implemented offline (blended learning) or online (digital classrooms).

Invest in the communication of research results, their implications and limitations. The complexity of these challenges to humankind and the need for transformation require intensive communication. New technological reach in communication is not solely limited to evidence-based communication. ATPSS will live up to its role and contribute to improving the digital maturity of individuals and society.

Digitalization substantially fosters an interconnected world; research and development must be intensified across national borders in this context. The more complex the connection between countries, the more opportunities for countries, firms and researchers to learn from each other and improve their own products, processes and practices.

The grand challenges require international collaboration, which is not limited to researchers from countries with similar economic and technological infrastructures. This will require additional funding for research; it certainly requires international access to the exchanges of ideas, including joint research. ATPSS will reflect on and react to developments in society through continually improving its study programmed.



ATPSS will be place to consider and even practice future social reform, which can truly harness the benefits of digitalization for all. Support from leadership is crucial in this endeavor. ATPSS will define its role in lifelong learning development process. Furthermore, both formal and informal modes of learning will become more fluid; ATPSS teaching staff needs to position itself in this new context. Analytical and critical thinking are key in order to not only be able to use, but also to make use of technology for the common good and address major challenges. Harness the potential of digitalization for creating new learning spaces in order to improve the accessibility and quality of education. Online education potentially provides everyone with access to the best teachers and the best content through technology.

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