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#4 VALUE COMPASS FOR DIGITAL TRANSFORMATION OF EDUCATION

This card provides HELP in:

- building a frame of reference for structuring the digital transformation of your school;
- understanding the importance of ethics;
- using a value compass in your team.

Why is it important to encompass values in the digital transformation of your school?

School leaders have the responsibility to prioritize values such as equality, meaningful contact and privacy. It is not self-evident that we incorporate values consciously while initiating innovations. The topic of education in the digital age, rather than the digitalization of education, needs to be a dialogue in the school team about looking at values in perspectives of opportunities. Technology isn't neutral and the large scale and invisibility of digitalization must be considered carefully. An ethical approach can be helpful: reflecting on the right conduct, often finding a middle ground, based on our core values. It raises the awareness on the impact of technology, while strengthening the position of our community. A lack of reflection can have severe consequences with technology being in charge and steering your values and decisions, instead of the other way around.

Step 1) Reflect on the three core values in education: justice, humanity and autonomy

Justice, humanity and autonomy are affected deeply in the digital transformation. For example,

giving algorithms more power in the classroom both enlarge and reduce the autonomy of the teacher. These values encompass many other important values such as inclusivity, meaningful contact, freedom of choice. The relevant importance of each value depends on the specific context.

Talk about the importance of these values for your school community with your school team!

How do key values manifest in your daily educational life? The Value Compass can support you in having these talks. Find further information in footnotes [1] and [2].

Start the reflections by preparing with a small group a set of your own questions, for example:

- *How do we prevent algorithms from disadvantaging or favouring certain groups?*
- *How do we ensure that everyone can participate in digital education?*
- *Would it be right to collect data from students to help them in their learning process?*
- *How do we ensure that technology contributes to meaningful human contact?*
- *Can we ensure a feasible balance in our pedagogic practice between humanity and technology?*
- *How do we ensure that measuring and monitoring performance does not come at the expense of the space to practice and fail safely?*

[1] A format for such a dialogue can be found in <https://kn.nu/weighingvalues> (p 43).

[2] SURF and Kennisnet, the public IT organisations for education in the Netherlands, have developed the Value Compass to provide a common language to stimulate the dialogue about digital transformation in education and the importance of educational values. The Value Compass is not intended as a prescriptive guideline, but as a benchmark and tool for the consideration of educational values.

<https://www.kennisnet.nl/app/uploads/Kennisnet-surf-value-compass-english.pdf>

- *How do we prevent that the increasing data collection violates the privacy of students and educators?*
- *How do we maintain our independence and professional autonomy when deploying products from large tech companies and publishers?*
- *What ethical issues do you see concerning technology at school?*
- *Is it a good idea to use smartwatches in the classroom?*
- *What are the ethical issues involved by using chatbots?*

Give your answers from multiple perspectives. Try to translate general, abstract ideas to concrete issues which can shape your choices and actions. Make an inventory of the questions and answers to support you in the next step. Some arguments may have more weight in relation to the core values of the school. Reach a conclusion as a group.

Step 2) Determine the learning needs

Think about the following questions and discuss them with your school team:

- Where do we stand in our development in relation to the digital transformation?
- How do we measure where we stand?
- Do we have a working policy on digitalization and ownership?
- What are our professional development goals?
- What do we need to get to reach the goals?

Connect with what the team members are already good at and try to find out what motivates them to develop further.

Step 3) Organize activities to write and/or adapt school policy to the digital transformation

As a school leader, you can organize various learning activities to achieve the development goals. How do you create a rich learning environment for your team? Some suggestions for this are listed below.

LEARNING ACTIVITIES FOR TEACHERS	PROVIDING LEARNING OPPORTUNITIES AS A SCHOOL LEADER
LEARNING AND DESIGNING THROUGH REFLECTION	<ul style="list-style-type: none"> • Make time to reflect with the team. • Do research work. • Stimulate teachers to ask each other questions. • Ask for and give feedback.
LEARNING ACTIVITIES OF TEAM MEMBERS	<ul style="list-style-type: none"> • Encourage mutual class visits and learning in collaboration. • Have teachers prepare reflective team meetings together. • Involve teachers when drawing up change management plans and discuss progress together. • Have teachers do research together.
KEEPING UP WITH RECENT DEVELOPMENTS	<ul style="list-style-type: none"> • Provide continuous access to courses, trainings, conferences, etc. • Ask experts to provide targeted information. • Provide access to professional literature. • Discuss professional literature at meetings.
LEARNING THROUGH THE THOUGHTS AND BEHAVIOUR OF OTHERS	<ul style="list-style-type: none"> • Let teachers present dilemmas about ethical issues concerning the digital transformation. • Have teachers job shadow each other for a day.
LEARNING BY DOING AND EXPERIMENTING	<ul style="list-style-type: none"> • Set up experimental situations. • Give teachers new challenging tasks.