

Interactive Classroom Working Group

School strategies for fostering students' digital competences

Practical guidelines for school leaders

Case Study
Expedition ScioSchool · Czechia



Case Study: Expediční Scioškola, Czechia

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Author(s): Dominik Lipovský, Officer of Czech National Agency for International Education and Research

Editor: Konstantinos Andronikidis, European Schoolnet

Acknowledgements: Martina Lichtenbergová, Co-headmistress

Design: Mattia Gentile, European Schoolnet

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Introduction

School digital strategies refer to the plans and frameworks developed by educational institutions to effectively integrate digital tools, technologies, and practices into the learning environment. Sustainable and inclusive digital education strategies require a balanced approach that considers diverse learner needs and promotes equitable access to technology. Rather than simply integrating new technologies in school practices, effective digital education strategies require a well-considered idea of how technology can improve educational outcomes, address inequalities, and support the wider educational mission of the school. It is a continuous process of identifying key priorities, allocating resources for targeted initiatives, monitoring progress, and achieving the different objectives.

This case study is one of 15 developed from interviews with members of school leadership teams who have contributed to the development of effective, sustainable, and inclusive school strategies to foster students' digital competence. The case studies focus on strategies that have successfully improved digitalisation of school and teaching practices and supported the development of digital competences in their students, in a sustainable and inclusive way. The schools are located in eight countries i.e. Czech Republic, Ireland, Italy, Luxembourg, Portugal, Serbia, Slovenia, and Switzerland. The interviews were part of research carried out by European Schoolnet's Interactive Classroom Working Group on the schools' experiences, the lessons they have learnt and the good practice they have developed. This research has informed the development of the publication 'School strategies for fostering students' digital competences. Guidelines for school leaders'. Find the publication and other case studies here: <https://fcl.eun.org/icwg>

Introduction to Czech Context

New concept of ICT in the Czech Republic

In 2014, the Czech government approved the Digital Education Strategy until 2020 and began refocusing information and communication technology (ICT) education from information to competences. In 2020, the government mentioned ICT in its Strategy of Education Policy 2030+, while its accompanying materials focused on the implementation of DigCompEdu and the minimal technical standards for the schools' equipment and infrastructure.

In January 2021, the Czech Ministry of Education decided to involve younger pupils in ICT and to revise the curricular plans for teaching ICT, moving from teaching about the use of ICT tools to teaching general ICT literacy. The subject gained more space in terms of school hours and a new key digital competence is defined as an overall goal of primary education. Furthermore, four distinctive areas are defined within the subject of ICT: data, information and modelling; algorithmisation and programming; information systems; and digital technologies.

Since September 2023, the change has been in the process of being fully implemented, and by September 2024 all schools are obliged to have integrated the reforms into their curricula. The National Pedagogical Institute, an organisation connected to the ministry represents a leading actor in this change.

Within the National Recovery Plan 3.1 DIGI and during the period between 2022 and 2025, the National Pedagogical Institute will be organising a variety of lectures, panels and courses, and will produce methodical guidelines, articles, podcasts and other content.

Through the funds of National Recovery Plan, the ministry finances the acquisition of digital tools by the schools. The National Pedagogical Institute is also responsible for a network of ICT coordinators based in regions that cooperate in the implementation at the local level by training local teachers and offering their expertise.

The Czech Education system

The education system in the Czech Republic is decentralised. While the Ministry of Education is responsible for part of the overall financing of education, regions and municipalities provide additional finances to the schools and are in charge of choosing the schools' headmasters. Public primary schools and kindergartens are established by the municipalities and secondary schools by the regional authorities.

Through the National Pedagogical Institute, the Ministry of Education sets up the general educational programme (RVP), a standard for the education's outputs in form of competences that a pupil should master at the end of the individual grades. Schools are responsible for transferring these learning goals into their school educational programmes, but they are free to choose the path through which they reach them. Every school, public or private, that is subsidised by the state has to comply with achieving these learning goals and other legislative parameters to be included in the school register and thus receive the money from the ministry.

Technically, to be a qualified teacher, it is necessary to either possess a master's degree in a designed field related to pedagogy (e.g. teaching English for primary schools) or to have a degree related to the field they teach (e.g. English philology) and an accredited certificate called a 'pedagogical minimum'. These certificates form part of the lifelong learning programme at universities or regulated institutions.

However, due to the shortage of the teachers, it is possible for public schools to hire someone who does not possess such a certificate under the condition that they will start studying the 'pedagogical minimum' or a master's degree in the pedagogical field. In private schools, the profession is not regulated and anyone can be hired as a teacher.

Scio Ltd.

Scio Ltd.⁽¹⁾ is a private company developing various educational activities within the Czech education school system. It started in 1995 with a series of standardised tests that are still being used by some universities as an admissions system.

It grew into a network of private Scioschools with their own ScioCompetences and a private research agency in education called ScioResearch. Even though the schools are private, they are recognised by the state, and they receive financial support. That means that they also follow the general educational programme.

During the Covid-19 pandemic, Scio started experimenting with digitalisation. Its offline tests evolved into ScioLink, recognised by The Financial Times in the Tech Champion 2021 competition, and a new concept of a hybrid school was

conceptualised. The concept was put in practice under the name of Expedition ScioSchool⁽²⁾.

Trial run for hybrid schooling in the Czech Republic

After the first year of Covid, at the beginning of 2021, the ministry started a trial run for hybrid schooling with the intention to provide data for a legal framework for distance learning and its integration in all schools.

The National Pedagogical Institute was responsible for managing the trial run, gathering and analysing the data from the schools. Expedition Scioschool is one of the roughly 65 schools that participated in the trial.

The focus is on distance learning, and schools that participate in the research reflect their experience with distance learning in a report once a semester. The structure of the report is set by the National Pedagogical Institute and varies in terms of gathering qualitative or quantitative data.

Introduction to the school



1 In the study we will use the word Sciopolis to refer to all activities by Scio Ltd. It is a term preferred by the Scio community.

2 All terms are translated by the author of the study.

Expedition ScioSchool combines three weeks of distance learning with one week of expedition – a five-day offline experience that is similar to a school trip. The school does not own a building and is currently formally housed in ScioSchool Chodov in Prague⁽³⁾. The school has nine teachers⁽⁴⁾ and twelve employees overall. Currently, there are seventy students in the school. The school follows a ‘flat structure’, which renders the roles of the staff flexible to a certain extent.

The school is organised into so-called ‘colleges’ that consist of 10–14 children between 2nd and 9th grade who are randomly assigned to a specific college. Apart from that, each student has their own mentor with whom they meet individually and in a group. A ‘buddy system’ has also been implemented for newcomers who follow a try-out week that serves both the school community along with the child and their parents to see if this type of school is suitable for them.

The main and only traditional subjects are Maths, Czech and English. Other subjects at the school are: World in context, Preparing for the future, and Other foreign languages. These courses, along with the expedition and specific learning formats, are designated to fulfil the rest of the national curriculum standards, using cross-curricular methods, projects and asynchronous learning.

Expedition Scioschool applies various concepts of their own.

Why this school as a case study?

The school’s pedagogical approach is deeply rooted in some of the alternative educational philosophies such that are present in the thinking behind the company Scio: cross-subject curriculum, autonomy and possibility to choose, freedom and

- Outlooks – a fluid format that serves to expand general knowledge and has two basic iterations: ‘World under a magnifier’ that is more transmissive and focused on one topic and ‘Campfire’ which is more about discussing different topics, sharing opinions and is not strictly themed.
- Self-growth – a learning format that allows students to explore a topic of their own choosing asynchronously and for a designed period of time after consultation with the mentor.
- Horizons – a learning format that consists of a group of students choosing a topic and then delving into it with the assistance of the teacher. It is focused on developing metacognitive learning strategies.
- Compass – a self-exploration programme that aims at tackling questions about the values, desires and dreams of an individual.

In terms of these structures, much of the learning that happens in the Expedition Scioschool is the outcome of an individual approach taken by a teacher based on using digital apps and dialogue strategies of one’s choosing, and thus is difficult to describe.

The synchronous parts of school take place online from 9:00 to 13:15 in blocks of either 45-minute or 60-minute lessons. The school does not use a traditional grading system, but instead, it provides oral feedback and engages in tripartite talks⁽⁵⁾.

the principle of free play⁽⁶⁾ and respect⁽⁷⁾. It is also partially inspired by the tradition of democratic education with examples such as Summerhill or Sudbury Valley.

3 The official premises of the school has changed over time, thus, technically, Expedition Scioschool formed part of various Scioschools during the times of its existence.

4 They are not called teachers in Scioschools, but guides or counsellors, to express the different paradigm for the teaching profession. In addition to that, they seldom possess formal pedagogical education, albeit Scio is now trying to motivate its teachers to get the ‘pedagogical minimum’. Nevertheless, to make the study more comprehensible, we will use the term ‘teacher’.

5 Meetings of teacher, pupil and parents.

6 As described e.g. in Peter Gray’s *Free to Learn*.

7 As described in the Czech book *Respektovat a být respektován* (To Respect and be Respected).

The school's digital strategy reflects these principles and takes on the challenge of transferring the aforementioned pedagogical practices into a digital environment. Since primary space for learning is an online learning environment (OLE), questions of digital wellbeing and digital pedagogy must be taken into account. Although the explicit focus on digital competences is not greater than the focus on other subjects, thanks to the use of OLE and the

school's procedures, their learning is integrated in across the curriculum.

The school uses a model of distributed leadership, involving whole school in some of the decision-making processes. Expedition Scioschool constitutes a unique experiment in the global educational field. Moreover, it is taking part in the aforementioned ministry trial project in hybrid learning.



School leadership team

The school leadership team is formed in tandem⁽⁸⁾ between a co-headmistress and co-headmaster⁽⁹⁾. The headmistress is responsible for the school's functioning and finances, relations with the parents, and those interested in joining the school community.

The headmaster is responsible for the conceptual thinking behind the school amongst other things and also its digital development, communication with the National Pedagogical Institute regarding the trial, and technical issues relevant to the school. The structure is also complemented by an assistant,

whose role may vary, although it is mainly handling the school's administration.

It is important to note that two school bodies are at the centre of the school decision-making process: the General Assembly and the Senate. The General Assembly is made up of all members of the school community (staff, teachers and children). It is designed to discuss proposals regarding the school's functioning and then vote on different proposals. The Senate is a smaller circle (seven members) of one elected representative from each college and one teacher.

8 During the process of writing this study, there had been a change in the school leadership team. The former headmaster went on paternity leave and was substituted by a new co-headmistress. This study nevertheless describes the previous workings of the school, as the new status is not possible to evaluate yet.

9 Formally they are both designed as deputy-headmasters of Scioschool Chodov into which the Expedition Scioschool is integrated.

Its role is to deepen and elaborate proposals from the General Assembly and to reach a consensus. Considering the small size, the flat structure model and the fact that the school makes decisions as a

Vision and values of the school digital education strategy

The motto of the school is 'Change is a perpetual state'. This quote, as well as the school's digital infrastructure, embodies the value of flexibility. The vision and values of the Expedition Scioschool are rooted in the overall philosophy of Sciopolis. Thus, on the central level, the main values are defined as:

1. freedom
2. morality
3. activity
4. optimism
5. courage
6. openness – transparency and openness to new experiences,

while the underlying pedagogical principles applicable to all teaching that takes place in all the schools of the Scio network are:

1. children want to learn and can steer their learning,
2. each child is unique,
3. the school should be open to the 'outside' world,
4. setting-up a diverse and motivating environment,
5. an environment that steers attention in an effective way,
6. an environment that is safe and welcoming,
7. giving feedback instead of grading,
8. respecting the Zone of Proximal Development,
9. there is a lot we do not know about learning,
10. performance is not the objective,
11. respecting the studying autonomy.

The Scio organisation states that their pedagogical reasoning derives from cognitive sciences and

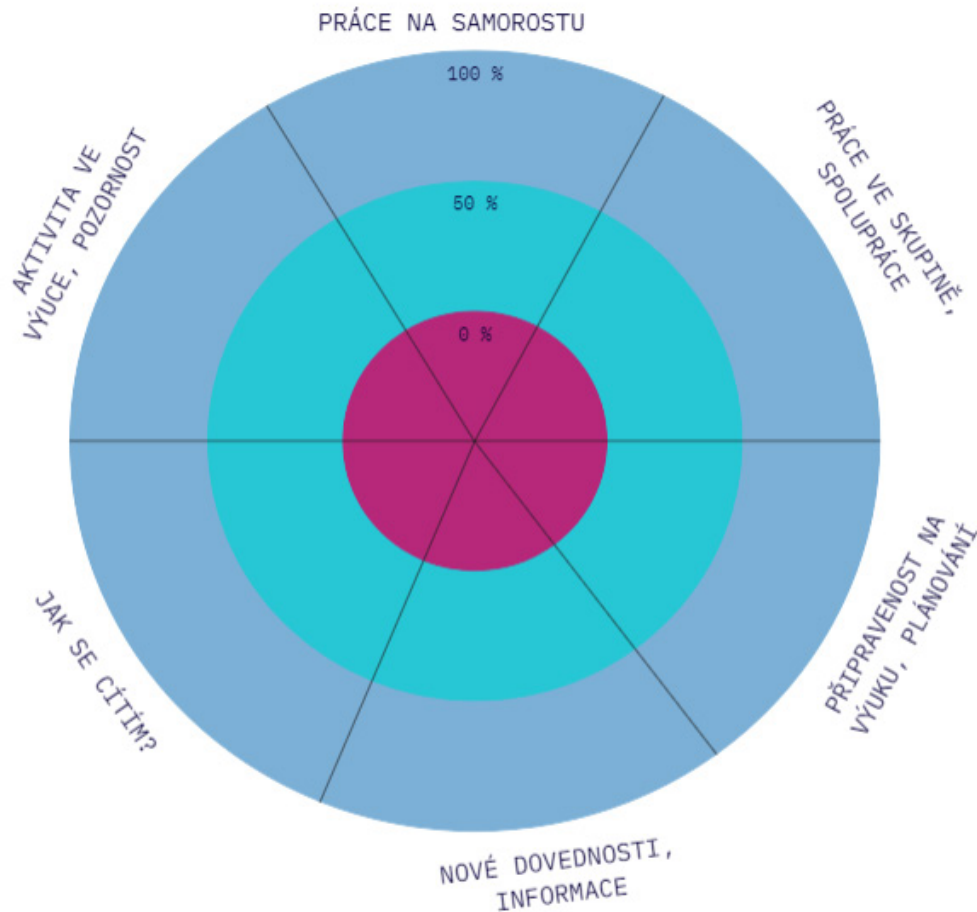
community, one could acknowledge that the whole school, including the pupils, is part of the school leadership team.

adds a list of non-exhaustive literature to justify them. Among them is for example *Homo Deus* by Yuval Noah Harari, *Enlightenment Now* by Steven Pinker, *Brain Rules* by John Medina or *Learning: The Treasure Within*, a UNESCO report by Jacques Delors.

At the school level, the Expedition Scioschool transfers these values to its digital strategy through three ideas.

- ▣ Curiosity and self-growth – the ability to learn in different environments (online/offline), aware filtering of information and resilience towards uncertainty, failure and stress which are phenomena present in interaction with digital technologies through technical issues, excess of novelty, and the necessity to be attentive and to learn and master new applications.
- ▣ Values and moral anchorage – Expedition Scioschool's rulebook includes a specific chapter on netiquette and rules of distance learning. Naturally, over the two years of its functioning, the school had to solve some situations regarding cyberbullying or digital safety.
- ▣ Autonomy, the ability to take care of oneself – this value is related to digital wellbeing, cybersafety and effective offline and online communication, but also about being able to spot manipulation and defend oneself against it.

Furthermore, the school leadership team stated that freedom as a value is reflected in the school structure, and the autonomy in teaching and learning and openness in the learning format of expeditions. The school is currently preparing an offline meeting to further revise its curriculum, connecting its values with goals and focus.



Focus and aims

The values and principles stated in the section above are distilled into 8 Sciocompetences⁽¹⁰⁾ that steer all the learning that takes place within all the schools of the network. These competences are paired with the general educational programme provided by the state.

When asked how these competences relate to the digital field in the Expedition Scioschool, the co-headmaster gave the following reasons:

1. I govern and drive my own learning is related to searching and using (online) resources and resources for learning;
2. I choose what I let into my mind is related to the active filtering of data, information and media literacy;
3. I know and understand myself;
4. I resist uncertainty, failure and pressure is related to problem-solving and finding solutions and procedures;

5. I form and maintain decent relationships is present in online communication;
6. I do good and stand against evil;
7. I create the future of the world;
8. I have my life in my hands is again related to finding solutions, planning and forming algorithms.

Furthermore, there is a focus on creativity and adaptability as the model requires teachers and students to find new ways to learn through digital technologies, use different OERs and find the most favourable ratio for online/offline learning to maintain the social aspect.

The hybrid system allows the school to take learning outside the classroom through diverse unschooling activities during the expeditions, such as visiting museums, playing sports in nature or attending workshops and lectures.

¹⁰ Currently, 'Sciocompetences' are being rebranded as 'Sciogoals', a term more accesible to the parents and the public.

At the same time, due to the nature of the school which is the novelty of the system and its basis in digital technologies, the school needs to be able to adapt swiftly, explore and make mistakes, and create a learning environment that is favourable for all the actors involved. Specifically, digital competences are fostered in the Expedition Scioschool through:

Mentoring, peer2peer learning and onboarding procedures

Apart from participating in classes with diverse teachers, children in the Expedition Scioschool have their mentor who tends to them both in the group of his mentees and individually, and, for example serves as a helpdesk when they encounter technical difficulties, and monitors whether the child is able to learn in the hybrid system.

When a new child comes into the Expedition Scioschool, they are assigned a peer-buddy and 'inherit' the peer-buddy's mentor before choosing their own. Both the newcomer and his buddy receive a checklist of things the newcomer should master. This checklist includes procedures and elements of the hybrid learning system and the use of different digital instruments. The section of the checklist that relates to digital competences was inspired by the DigComp framework.

Cross-curricular development of digital competences

Given the fact that the school's primary learning infrastructure is digital, the school is able to foster different digital competences in different subjects. Based on the DigComp framework, the school leadership team identified several specific strategies.

- ▣ Information and data literacy – fostered by the use of different digital resources (videos, recordings, articles, etc.) in the classic subjects of Czech and English language teaching, and furthermore developed in a project about data visualisation, infographics and their possible manipulation.

- ▣ Communication and collaboration – competences from this area are transmitted by working with OLE (Miro board, Google Workspace), where children learn to structure their communication and use elements that these spaces offer. Occasionally the school has a project on 'hard safety', but netiquette and 'soft safety' is learnt by reflecting and preventing different situations that occur (making passwords public, cyberbullying, inappropriate content, etc.).
- ▣ Digital content creation – content in the forms of animations, podcasts, videos or presentations of various Horizons (supervised group-work) and Self-growth (autonomous individual work) projects dedicated to four areas that match the cross-curricular topics from the national state educational framework (world and nature, art and culture, man and society, science and machines).
- ▣ Problem-solving – developed in maths where the school uses elements of the Hejny method which is designed for a physical space but which the school adjusts to the digital environment. The method consists in finding one's own solutions for mathematical problems rather than learning them by heart. The school co-headmaster also mentioned a didactic approach to technical difficulties as one way to foster problem-solving skills by encouraging children to autonomously find solutions for technical problems, reflect different solutions and ask for advice or help.

The design of different classes is specific to each teacher, but the overall philosophical approach is to view the teacher more as a moderator or facilitator who provides the resources and helps steer the students through them, rather than transmitting data or instructing.

In terms of evaluation, it is, again, specific to each teacher, but the methods used are online Google questionnaires and the progress monitoring that Google Workspace offers, visualisations in the Miro board app or coach interviews.



| CÍL | CO - popis cíle | PROČ - co mi to přinese | ROKY - co pro to udělám | DATUM začátku | DATUM dokončení | PŘEKÁŽKY | POZNÁMKY | SPLNĚNO |
|----------------|--|---|--|-----------------------------------|-----------------|--|---|---------|
| Angličtina | Udělat Cambridge zkoušku z angličtiny na úrovni B2 | bude se mi to hodit při primackách (říka mama) | Chodím za jednou paní tady v Hradišti každé úterý, mám od ní hodně úkolů, které dělám. Rodiče mi koupili testovací trénování - pracovat s tím. | 6.3.2024 (začala jsem už dřív) | bude upřesněno | 17.4.2024: Měla jsem jí na zkoušku B1 tuhle středu, ale onemocněla jsem. | 17.4.2024: Máma mě přihlásila na zkoušku B2, která bude za 2-3 týdny. | |
| Španělština | Dostat se na úroveň B2 v šj do svých 16. narozenin | Když se mi to povede, dostanu svoji Fursuit, když pojedou do španělsky mluvící země tak se tam domluvim | Procvičovat v Duolingu a mohla bych chodit s mámou na španělštinu. | 6.3.2024 | 6.12.2027 | zatím se soustředím na angličtinu | Zatím se soustředím spíš na AJ, španělštinu ještě odkládám | |
| Víc chodit ven | Chodit víc ven, seznámit se někým v okolí | Abych jen neseděla u počítače - mít víc pohybu a setkávání s lidmi - noví kamarádi | Mohla bych začít chodit do nějakého kroužku - něco s Ozobotem. | 17.4.2024 | co nejdrív | Nikoho v okolí neznám a taky se bojím potkat lidi, které jsem znala dřív a už jsem se s nimi dlouho nebavila, třeba kluka, se kterým jsem chodila. | začala jsem s rodičma dělat to ze skoro vždy po škole jdem nekam do přírody :D | |
| Čtení | Chtěla bych se naučit rychleji číst a hlavně i tlustější knihy, kterým jsem se doteď spíše vyhýbala. | Přestanu se vyhýbat tlustým knihám, které můžou být zajímavé. | Výberu si tlustou knihu a pustím se do čtení. | 6.3.2024 | (asi) hotovo | Odhodlat se k tomu. Co s tím? Vybrat si knihu a otevřít na 1. stránce | 17.4.2024: Čtu teď hodně tlustou knihu Velká kniha Zeměmoří, daří se mi číst třeba 70 stránek za půl hodiny. Hodně mě to baví. Takhle mi to stačí, nebojím se už tlustých knih. | ✓ |

Infrastructure and funding

Scio possesses Google licences for its schools and these are used by the Expedition Scioschool as the main learning infrastructure. Google Workspace was chosen because of its possibilities in tracking learning progress and organising online learning. The co-headmaster is responsible for maintaining it. Thus, the Google suite and applications are the main sources used to manage children's learning. Apart from that, open educational resources (OER) and freeware are used in the lessons. Teachers use tools such as Jamboard, Miro, iSL Collective, LiveWorkSheets, Wordwall, umimeto.org and more to perform their teaching. The staff uses Basecamp to manage their work.

Role of AI and other emerging technologies

Students use AI frequently and in very spontaneous ways, either for fun or for problem-solving. The

As for the students, they are required to have their own hardware and sufficient connectivity. It was proved by experience that having a tablet was not enough to be able to participate in lessons. The Expedition School has two sources of funding. It receives regular allocations from the state according to state regulations, and is financed through the tuition fees paid by the families of the students attending the school. The school is financed by the holding company Scio Ltd., but over time it is expected to become self-sufficient and pay the company a share.

teachers use AI to enhance their teaching, but turn to it less frequently and more instrumentally.

The tools used are based on the individual preferences of the teachers, although the co-headmaster expressed the need for a more systematic approach.

The co-headmaster recalls that both students and teachers were always optimistic about AI tools and already have tried to engage with them during the early phases of the school, for example by playing AI-powered Dungeons and Dragons.

To harness AI technology for learning and to protect student data, the Scio company developed its own AI-powered application called Sciobot

Added value and impact

The main added value identified by teachers, parents and children⁽¹¹⁾ is flexibility. Thanks to the hybrid model, the Expedition Scioschool is available everywhere in the Czech Republic and abroad⁽¹²⁾ and can provide a pedagogical alternative for parents who are looking for alternatives to the standard public school system, those living in rural areas, and those lacking other options. The model also allows families and the teachers to travel.

The fact that the majority of the learning time takes place in an online learning environment enhances

that allows teachers to swiftly prepare lessons for their students, but also offers a chatbot function accessible through a school account. Its model was the AI tutor used by Khan Academy, developed to help its students. Students, for example, experiment with the default settings of Sciobot to see how it changes the outputs of AI.

In the opinion of the co-headmistress, artificial intelligence can also be used by the teachers and school leadership team to save time and become more efficient, and will be a subject of teachers' continuous development in the future.

the possibility to teach digital competences in an integrated way across all subjects. The individualisation possible by self-governed asynchronous learning powered by technology was also identified as an advantage. At the same time, the expedition part of learning still allows for learning to take place in a community and opens the school to the outside world.



11 Children, being proverbially practical, identified 'not having to get up to get to school' and 'being able to snack during class' as a major plus.

12 In fact, the school has two teachers who live in Germany, and in the past had Czech students from France whose family were preparing to move back to the Czech Republic.

Challenges

Those teachers who had taught before in a regular Scioschool reported increased fatigue due to the elevated use of technologies, mainly because of videocalls. According to their experience, there is a lack of feedback from the students and it is difficult to steer their attention. Classroom management, thus, becomes increasingly difficult.

The teachers must become more creative when preparing their classes, as there is no possibility to explore subjects by 'the five senses'. Moreover, communication itself presents a problem as there are various channels through which to express

oneself (chat, emojis, direct speech, camera, etc.). One of the teachers thought it important that the school develops a manual for the use of OERs.

Both the members of the leadership team and the teachers remarked on not having enough offline contact with their colleagues, and having difficulty putting boundaries to their work. Due to the use of online technologies, work can become ever-present. A need for strong work hygiene was expressed.

Sustainability and improvement of the strategy

The Expedition Scioschool is the product of reflection on the distance learning experience during the initial phases of the Covid-19 pandemic. In spring 2021, representatives from all Scioschools met with the Council of Scioschools⁽¹³⁾ to discuss the challenges and opportunities posed by the lockdown. They acknowledged that even though everyone lacked social contact, some students thrived during distance learning and tried to come up with ideas to effectively deal with the situation.

Thus, the concept of the hybrid school was born. Two variants were initially considered: combining weeks of distance learning and weeks of offline learning, or the combination of online and offline learning in terms of one week, which was rendered as not flexible and difficult to organise.

The inspiration for the school was common structure of the schools' network. The initial paradigms were

that it would be nonsensical to merely transfer the curriculum to an online environment, and that after 3–4 hours of online work, its effectiveness and wellbeing start to deteriorate.

The school representatives decided to transfer some of the offline practices applied in Scioschools, such as group leading techniques⁽¹⁴⁾, and gradually developed some of their own that are related to psychohygiene: the offline day and group teaching were both restricted to between 9:00–13:00.

During the first expedition at the first in-person meeting between the different school actors (school leaders, children, teachers), they discussed and codified a set of rules related to digital communication (e.g. cameras should be switched on, hands should be raised in case of question, emojis are assigned specific meanings, etc.).

13 Representatives of the Scioschools network and the Scio company.

14 For example, opening circle, group sharing circles, mentor dialogues.

In the future, the school leadership team is planning to deepen asynchronous learning opportunities and make specific classes voluntary to some extent. Relative to digital wellbeing, the plan is to introduce relaxation techniques, focus strategies and conscient work with one's physical state⁽¹⁵⁾. As far as the integration of technology goes, the school leadership team is planning to use AI as a means of tutoring or the automatisisation of the school's administration, as well as VR for educational purposes.

Since its beginning, the school has taken part in a hybrid learning trial project from the Ministry of Education, which means that the school leadership team prepares a report for the National Pedagogical Institute (NPI) every five months. In the report, the school evaluates various aspects of the model's workings, such as applied changes and experiences, identification of new benefits and risks, fulfilment of the plan, etc.

Once a year, in all the schools of the Scio network, a 'school-mapping' procedure is put into practice. Children, teachers and parents are given a formalised questionnaire to reflect on different aspects of the school. The leadership team of the Expedition Scioschool developed questions related to the hybrid aspect of the school based on the ministry's hybrid trial questionnaire. Some of the questions ask about how successful the children are in using asynchronous time for autonomous learning, to what extent is the 3:1 online school ratio effective, and what are the benefits and disadvantages of distance learning.

The case study complements the European Schoolnet's publication 'School strategies for fostering students' digital competences. Guidelines for school leaders'.

Find the publication and other case studies at fcl.eun.org/icwg



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