TOWARDS 2030: STRATEGY FOR DIGITALIZATION AND DIGITAL TRANSFORMATION

FACULTY OF ECONOMICS,
BUSINESS AND TOURISM
UNIVERSITY OF SPLIT

Mission

The Faculty of Economics, Business and Tourism (FEBT) in Split is dedicated to the creation and dissemination of knowledge in the field of business and economics by promoting excellence in teaching, scientific and professional work, fostering adherence to contemporary European trends for the benefit of the entire society.

Vision

The Faculty of Economics, Business and Tourism (FEBT) in Split is a regional leader in the development of talents through educational programmmes, scientific research and the promotion of ideas, whereby improving the well-being and sustainability of society locally, nationally and globally.

Core values and principles

- Excellence
- Innovation
- Accountability
- Ethics
- Openness
- Sustainability

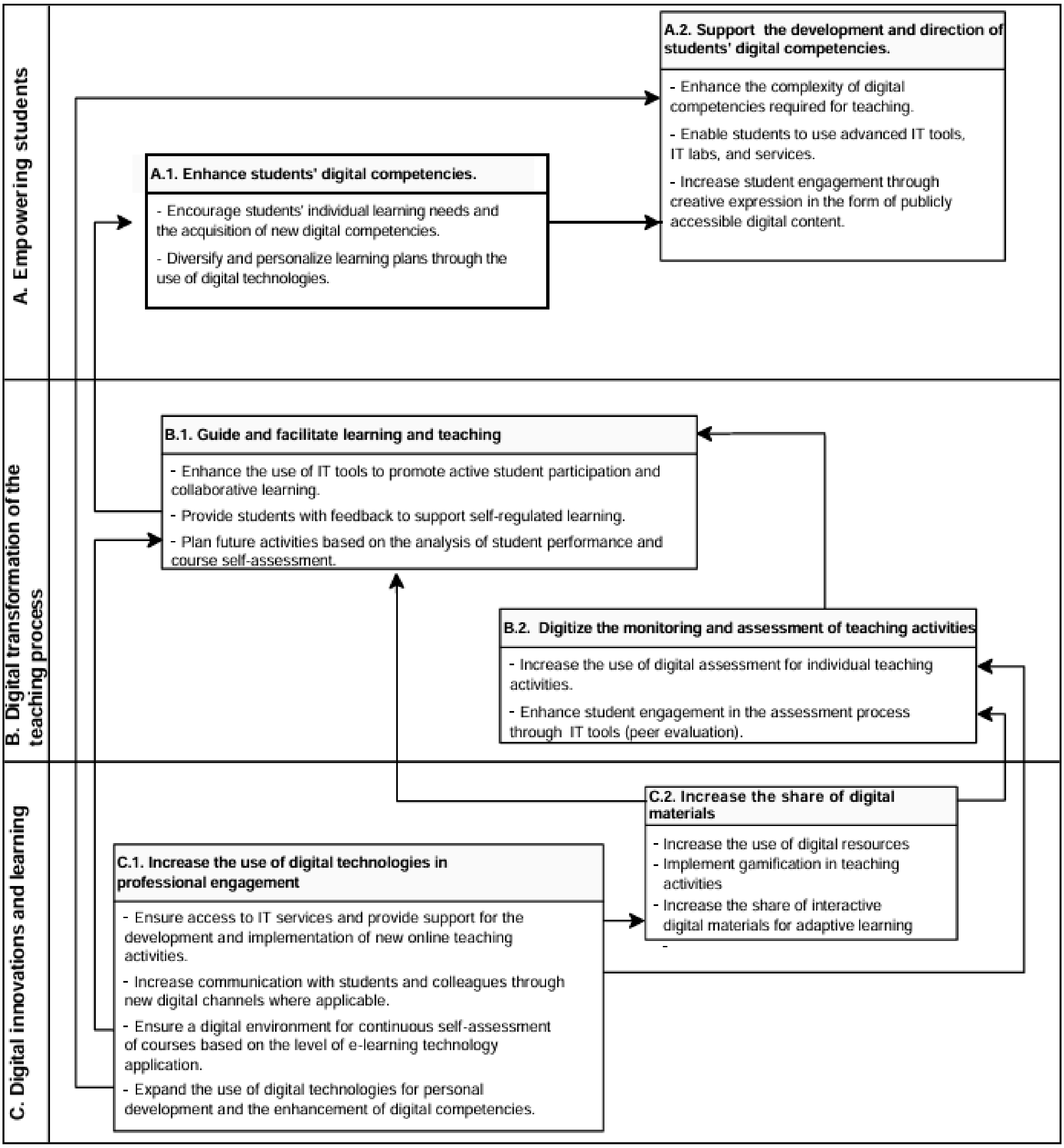
Strategic goals

1. Education – Education for a better society
2. Research – Research for positive change
3. Social impact – Cooperation and openness to a knowledge-based economy
4. Talent development – Creating an environment for the development of potential

Strategic goals of Digitalization and Digital Transformation (SDDT) of the Faculty of Economics, Business and Tourism in Split

1. Empowering students
2. Digital transformation of the teaching process
3. Digital innovations and learning

Figure 1: Map of strategic goals for digitalization



Strategic goals with sub-goals and measures

A. Empowering students

A.1. Enhance students' digital competencies

- Encourage students' individual learning needs and the acquisition of new digital competencies.
- Diversify and personalize learning plans through the use of digital technologies.

A.2. Support the development and direction of students' digital competencies

- Enhance the complexity of digital competencies required for teaching.
- Enable students to use advanced IT tools, IT labs, and services.
- Increase student engagement through creative expression in the form of publicly accessible digital content.

B. Digital transformation of the teaching process

B.1. Guide and facilitate learning and teaching

- Enhance the use of IT tools to promote active student participation and collaborative learning.
- Provide students with feedback to support self-regulated learning.
- Plan future activities based on the analysis of student performance and course self-assessment.

B.2. Digitize the monitoring and assessment of teaching activities

- Increase the use of digital assessment for individual teaching activities.
- Enhance student engagement in the assessment process through IT tools (peer evaluation).

C. Digital innovations and learning

C.1. Increase the use of digital technologies in professional engagement

- Ensure access to IT services and support the development and implementation of new online teaching activities.
- Increase communication with students and colleagues through new digital channels where applicable.
- Ensure a digital environment for continuous self-assessment of courses based on the level of e-learning technology application.
- Expand the use of digital technologies for personal development and enhance digital competencies.

C.2. Increase the share of digital materials

- Increase the use of digital resources.
- Implement gamification in teaching activities.
- Increase the share of interactive digital materials for adaptive learning.

Strategic goal A:
Empowering students

This strategic goal aims at improving student experience through the digitalization of the educational process. Empowering students by raising and directing their digital competencies is a key element in preparing for students’ success in a modern educational and professional environment, as well as the Faculty's recognition.
To effectively raise digital competencies, teachers should apply digital platforms to provide customized educational resources, such as interactive online courses and adaptive tutorials, enabling students to have personalized learning that matches their pace and level of knowledge.

Enabling personalized learning using digital tools ensures access to relevant information, interactive content, and modern technological solutions such as specialized software packages and advanced research and development services, whether for use in IT labs or while working from home.
The digitalization process aims at increasing student engagement in research and projects related to digital transformation, thereby acquiring practical knowledge useful for the labor market.

To facilitate the development and guidance of digital competencies, it is possible to increase the level of complexity of digital tasks and tools available to students. Students need to be engaged in developing and publishing online courses related to their research projects or theses, as well as in creating video podcasts or other multimedia materials that present their academic results and research. That approach will further contribute to developing open educational and teaching resources. By achieving this goal, the Faculty can significantly improve students' digital skills, ensuring their success in an increasingly complex digital world.

Sub-goal A1:
Enhance students' digital competencies
Measures
Encourage students’ individual learning needs and the acquisition of new digital competencies.
Diversify and personalize learning plans through the use of digital technologies.

Sub-goal A2:

Support the development and direction of students' digital competencies

Measures

- Enhance the complexity of digital competencies required for teaching.
- Enable students to use advanced IT tools, IT labs, and services.
- Increase student engagement through creative expression in making digital content accessible.

Strategic goal B:
Digital transformation of the teaching process

The systematic introduction of digital innovations and the acquisition of digital competencies enable the improvement of the quality of education through the guidance and direction of learning and the digitalization of the monitoring and evaluation of teaching activities.

The guidance and direction of learning and teaching includes planning and organizing classes, adapting methodologies based on feedback and analyses of student progress, and motivating and engaging students through various techniques. The use of IT tools, for instance, includes activities such as group projects and discussions on online forums, whereby students explore topics together, exchange ideas, and solve problems, which contributes to understanding the material and developing communication skills.

Tools for monitoring progress and providing feedback will be integrated into learning management platforms to help students identify their strengths and weaknesses and independently self-regulate their learning. This enables teachers to adjust their teaching strategies and content to improve educational outcomes.
The digitalization of assessment and monitoring of teaching activities requires an increased use of digital assessment tools, including peer assessment. Having students evaluate the work of their peers not only promotes active participation but also encourages the development of critical thinking and reflection while contributing to a comprehensive understanding of the material.

Sub-goal B1: Guide and facilitate learning and teaching
Measures
- Enhance the use of IT tools to promote active student participation and collaborative learning.
- Provide students with feedback to support self-regulated learning.
- Plan future activities based on the analysis of student performance and course self-assessment.

Sub-goal B2:
Digitize the monitoring and assessment of teaching activities
Measures
- Increase the use of digital assessment for individual teaching activities.
- Enhance student engagement in the assessment process through IT tools (peer evaluation).

Strategic goal C:
Digital innovations and learning

In the modern higher education system, digital technologies play a crucial role in enhancing teaching quality and the professional development of educators. Therefore, it is essential to advance the development and implementation of new online teaching activities; facilitate communication with students and colleagues via advanced digital channels; and enhance teachers' ability to create and adapt resources according to defined learning outcomes.
Developing teachers’ digital competencies opens the door to a broader range of IT applications in education.

When IT resources are readily available, technology becomes an integral aspect of the educational process, rather than merely an auxiliary tool. This approach fosters a comprehensive digital transformation of teaching, where gamification and interactive learning become the norm, ensuring the modernization and enhancement of educational experiences for all participants in the learning process, as well as the professional growth of educators and the overall educational activities of the Faculty.

Sub-goal C1:
Increase the use of digital technologies in professional engagement
Measures

- Ensure access to IT services and support the development and implementation of new online teaching activities.
- Increase communication with students and colleagues through new digital channels where applicable.
- Ensure a digital environment for continuous self-assessment of courses based on the level of e-learning technology application
- Expand the use of digital technologies for personal development and enhance digital competencies.

Sub-goal C2: Increase the share of digital materials
Measures

- Increase the use of digital resources.
- Implement gamification in teaching activities.
- Increase the share of interactive digital materials for adaptive learning.

Operational implementation plan and performance evaluation

The digitalization plan is implemented through a cyclical process of evaluation and improvement through four key stages:

1. Self-evaluation of the application of digital technologies
Quality criteria as useful guidelines for improving existing e-versions of courses have been developed by the University of Zagreb (https://moodle.srce.hr/procjena-epredmeta/), to enable teachers to self-assess the quality of e-courses in relation to the levels of application of e-learning technologies.

During the self-assessment, the teacher selects the answer for each criterion that he deems most appropriate in his practice regarding the application in the e-version of the course. The impact of implementing the strategy is measured as the average progress of all teachers toward higher levels of e-activity representation according to all given criteria. A question was also posed about how the teacher can select the level of necessary support required to enhance their digital competencies essential for implementing the measures or extending the activities into the next academic year.

Access to the self-assessment will be facilitated through the local Faculty websites. The answers will be accessible to the teacher and the Vice-Dean for Education. The recommended date for conducting the self-evaluation is the end of the academic year.

2. Planning professional development at the Faculty level
According to every teacher's individual needs, the current state of the e-version of the course, the realization of last year's plan, the teacher's expressed interest, and the peer observation report, the Faculty management develops a plan for professional development and improvement of digital competencies.

3. Implementation of training and implementation of acquired knowledge and skills
In line with the agreed plan, training is conducted, and teachers are expected to implement the acquired knowledge and skills following the plan. The responsibility for this step lies with each teacher.

4. Peer observation of the application of e-learning technologies

Peer observation of teaching is carried out following the predetermined procedure. Teams analyze the achieved effects and possible improvements following the peer observation procedure. This approach allows for individual monitoring and improvement of every teacher's digital competencies, while ensuring a systematic approach to improving the quality of the teaching process according to the institutional criteria.

Indicators of achieving strategic goals

Self-reflection by the Faculty's teaching group will be conducted every three years at most, using the application on the SELFIEforTEACHERS website developed by the European Commission and the expert group (https://educators-go-digital.jrc.ec.europa.eu/dce/educator/dashboard).

Concerning digital competencies, the Faculty's teaching staff, according to the survey mentioned above (47%), currently falls into the category of Experimenters, which is characterized by developing new ideas and discovering new tools. Following the Faculty's Vision as a regional leader, teachers' digital competencies, on average, need to be raised to the level of "Leader" (>66.5), which is attainable through projects aimed at utilizing the potential of digital technologies to introduce innovations and thus improve learning and empower students. The current state of fulfilling the goals set forth by the Faculty's Vision is outlined by indicators of strategic goals, with current and future values, as presented below.

Achievement indicator – strategic goal C: Digital information and learning	As Is	To be
Professional engagement	52%	80%
Digital resources and materials	52%	65%

Achievement indicator – strategic goal B: Digital transformation of the teaching process	As Is	To be
Learning and teaching	45%	65%
Monitoring and evaluation	49%	65%

Achievement indicator – strategic goal A: Empowering students	As Is	To be
Empowering students	40%	62%
Enabling the development of students' digital competencies	40%	62%

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