



Authentication of higher education decisions with digital transformation

S Nermend*

Department of Education, University of Szczecin, Szczecin, Poland

*Corresponding author. E-mail: swapnilnermen45@gmail.com

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DESCRIPTION

It has been clear in recent years that digital transformation is essential. The process of changing such that technological advancements take the place of established practises in order to increase output and produce better outcomes is known as digital transformation. Digitalization will thus have a big influence on how we live our lives. Universities exist to educate students, and digital transformation may assist them in doing so. It does, however, provide a number of problems and difficulties for institutions. As a result of globalization, universities now face international competition. The timely adoption of new technology and the scope of key types of digitization activities in such conditions will determine the productivity of universities. Universities are institutions of higher learning and research devoted to the spread and progress of knowledge. As a result, if universities do not undergo and successfully complete digital transformation, they may struggle to teach top students and researchers. The COVID-19 pandemic has made the need to address digital transformation in education a top priority. In this context, Higher Education Institutions (HEIs) must embrace digitalization in order to draw in more qualified applicants, enhance the quality of the educational experience overall, and enhance course experiences. Additionally, it enables evaluation to find training barriers and lower dropout rates. The potential offered by this digital environment is still not being fully appreciated or utilised, though. It takes more than just digital tools and the ability to use them to decide whether to switch from old to new techniques. It is the user focused methodology and the attitude to satisfy consumer needs while using high-end technology. The selection of the choice criteria is done step by step while taking into account the demands of the participants, the rising level of competition, and the alignment with shifting behavioural patterns. Today's education is skill-based systematic learning rather than only topic knowledge. In comparison

to print media like books, magazines, and newspapers at the same time broadcast as television and radio, information and communication technology has been a transformative medium to transport information.

Global Higher Education Digital Transformation Scenario

Digital transformation has an impact on HEIs' primary business activities. It permeates all facets of higher education's instruction, learning, research, and employment, including approaches, settings, configurations, and objectives. The transformation entails the development of new infrastructures, a rise in the use of digital forms of communication for interaction, administration, research, and learning, as well as the requirement that staff members and students develop digital skills in preparation for their future employment. Universities need a comprehensive plan that enables the institution as a whole to collaborate on digital projects. To do this, it is essential to have competent leadership and a specialized workforce that can effectively communicate and carry out their goals. The stakeholders and team members will be more involved and focused on the digital project with a clear vision. As global trends in educational, scientific, and creative activities emerge, universities improve their positions in national and international rankings as a consequence of their competitive advantages and media involvement in the Internet space. Not only is the digital revolution related to trends in university employment, but also the development of new media. The goal of universities' online media activity, especially in social media, is to promote their branding among a wide range of Internet users worldwide and to foster a positive perception of the school. Using the Internet has become a daily habit for not just individuals but also for organisations, corporations, and educational institutions. Modern digital technologies that prepare students for a career in a highly competitive digital society should be included to training programmes. Consequently, the education

or strength effect is associated with the hiring of an increasing number of new players engaged in teaching and promoting a particular brand, such as an institution's brand. The shift to digital requires both the creation of new products and the adjustment of existing ones.

Pedagogy of Digital Learning

The European Commission's (EC) Digital Education Action Plan places a strong emphasis on the fact that digital technology is changing society and that learning possibilities should be individualised, flexible, student-centered, interactive, and creative. Despite these lofty

goals, studies indicate that technology is mostly used to support traditional teaching methods. Research indicates that the EC plan's policy goals for digital education can only be fully fulfilled when digital technologies are integrated with interactive face-to-face teaching, since this fosters higher levels of comprehension and knowledge than traditional teaching. The pedagogical paradigm, which is based on conditions and demands, appears to fall short in meeting the needs and preferences of students in the twenty-first century. The learning practises of the industrial period are being disrupted by the development of digital technology and the innovations they have generated.