



The Digital School and its Competing Discourses

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Abstract

In Denmark, "The Digital School" has been a central concept in national and local education policy over the past 2-3 years. This is partly due to emphasis put on developing a digital dimension of future primary schools. Educational challenges in post-industrial society and economic restrictions on the Danish welfare state are emphasized in policy papers and public debate.

In 2011 the Municipality of Vejle, Denmark, formulated a strategy, "The Digital School 2011-2015". It offers strategies in 7 areas: Digital infrastructure, digital materials, methods in digital learning, digital communication & sharing, digital leadership & management, digital skill building, and digital culture. Despite differences, municipal strategies share areas and content in the coming few years.

Involving Foucauldian discourse analysis this paper will examine prevalent and possible other discourses and positions in local and national policy papers and debates. The aim is to clarify essential discourses and to examine whether some discourses are assigned greater value than others. Municipal elections in Denmark in November 2013 will undoubtedly profit from greater transparency in rationales behind "The Digital School". Politicians, municipal administrators, primary school leaders, teachers, parents and others will be looking for input in the debate on the future of primary schools.