

Comment (Draft) on the croatian national curriculum for the teaching subject of Computer Science:

The basic structure and the corresponding explanations of the Croatian curriculum for the subject "Computer Science" reflect the current status of the pedagogical and scientific discussion in the field of ICT in education . Parallels can be found in the Austrian curriculum for "Digital Basic Education" (2017) in the educational and learning tasks: "Information, data and media competence " "Operating systems and standard applications", "Media design" "Computational thinking", "Security and technical problem solutions" Both examples of a curriculum include these key competences: technical understanding, skills and practical knowledge, problem-solving skills and the ability to participate in society as well as in the labour market

The Austrian curriculum Digital Basic Education (lower secondary schools) states: *Digitale Grundbildung umfasst Digitale Kompetenz, Medienkompetenz sowie politische Kompetenzen.Die Vermittlung digitaler Kompetenzen befähigt Schülerinnen und Schüler, auf Basis eines breiten Überblicks über aktuelle digitale Werkzeuge (Hard- und Software) für bestimmte Einsatzszenarien im schulischen, beruflichen sowie privaten Kontext jeweils passende Werkzeuge und Methoden auszuwählen, diese zu reflektieren und anzuwenden (Basic digital education includes digital competence, media competence and political competences..... The teaching of digital competences enables pupil/students to select appropriate tools and methods on the basis of a broad overview of current digital tools (hardware and software) for specific application scenarios in school, professional and private contexts, and to reflect on and apply these tools and methods.)*

Without being able to deal with the details of the Croatian curriculum, one can say that it is characterized by a clear structure including the development of professional pedagogical discussions on information technology and media education, taking into account the social and economic developments of the last years in Europe. By combining these developments and the associated concepts (digital literacy, digital technology, computational thinking, participation) and describing their significance in a competence-oriented way (in term of necessary skills and knowledge), this curriculum is a positive example for the European discussion on education and curriculum development.

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