

Delphi Technique in Digital Transformation towards Innovative Learning Readiness

Shubashini Velu

Prince Mohammad Bin Fahd University, Dhahran, Saudi Arabia

Abstract:

Objectives: Covid-19 Many institutions' long-term wish lists were transformed overnight into critical needs. As a result, innovative learning factors have become an essential component of digital transformation, which includes learning, learning to learn, and assisting students in developing a growth mindset belief system about their abilities. As a result, the successful application of innovative learning is dependent on students' readiness to learn in a new baseline. The purpose is to gather expert-based judgments and use them to find consensus. The use of Delphi techniques in digital transformation is to discuss the results' processes. The findings of this study are articulated and examined methodologically using systematic reviews of Delphi techniques.

Methods: Five Delphi technique systematic reviews from higher learning institutions were identified and thoroughly examined.

Results: Five systematic reviews show that Delphi studies are typically completed in two to three sets, with the chosen panel of experts monitoring the process. As a result, several revisions to the Delphi technique are now in place.

Conclusion: Based on the findings, it is clear that additional research is required to shed light on the methodological approaches and modifications to Delphi techniques. Aside from that, it's also important to explain what specific criteria are used to assess the quality of their implementation and reporting. This model is expected to serve as a future reference for institutions of higher learning in understanding and appreciating the design thinking approach and ICT aspects when assessing readiness for innovative learning.

Keywords:

Delphi techniques, digital transformation, higher Learning Institutions, innovative learning, design thinking approach.