

DECODE



MAIN RESULTS OF DECODE PROJECT RESEARCH

MULTIPLIER EVENT

P1 – FLCU

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STRATEGIC PARTNERSHIP

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SUMMARY

DECODE PROJECT

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DEvelop COmpetences in Digital Era. Expertise, best practices and teaching in XXI century

▶ 1. NEEDS, OBJECTIVES AND TARGET

▶ 2. METHODOLOGY

▶ 3. INTELLECTUAL OUTPUTS

▶ 4. EMERGING RESULTS



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NEEDS, OBJECTIVES, TARGETS



One of the most important issues affecting the development of the old and new media in education is:

- **the lack of a systemic vision of the different levels of education**
- **the lack of clear empirical data on the use both of these tools in teaching practices and in the definition of digital competences for teachers, headmasters and school staff**





Promote the integration of ICT in teaching practices through the enhancement and set up system of innovative pedagogical educational methodologies, and the spread of best practices at European level, so as to:

1. provide decision-makers and institutions useful data for the definition of intervention strategies;
2. contribute to the European debate on rethinking education in the digital age;
3. promote a digital culture, through a multi-stakeholder approach;
4. planning improvement actions targeted to the introduction, in the educational system, of training models and successful methodologies;
5. establishing cooperation networks and partnership among different educational institutions;
6. offer a replicable model of research-intervention in the area of ICT-based educational research.





- **130 headmasters** involved in the focus groups with the aim of detecting best practice, accompanying needs and coordination for the integration of ICT in teaching practices (I02)
- **30 decision makers** of local and national educational implementation structures through interviews with key informants
- **2000 teachers** from all levels of school, which will be involved in the detection of customs, practices, skills and training needs, for the development of digital skills
- **250 teachers** will be involved in testing for training in digital skills
- **Around 100 people** involved in all Multiplier Events





METHODOLOGY



1. THEORETICAL FRAMEWORK

- European Digital Framework
- Glossary
- Frequent Asked Question
- Research Design and Methodology

2. TOOLS

- Template for National Research
- Template Focus Group
- Template Interviews





INTELLECTUAL OUTPUTS





- **IO1 - Template for National Research and Tools**
- **IO2 – National Reports "Innovative training models, methods and tools for teachers in the digital age"**
- IO3 - A Practical Guide for Schools - *Quality Framework for Integrating ICT in the Teaching-Learning Process*
- IO4 - National Reports "Practices, training and skills needs of the digital teachers"
- IO5 - Testing training models for improve teachers' competence for digital era
- IO6 - Final comparative Report "Guidelines for Teachers and Education Agencies"





IO1/A3 - Template for National Researches and Tools

Roma Tre University

The **template** is the reference for the researches that each country partner has to carry out at local level. The **template** aims:

- to be a **reference** for all national equipments
- to give a **common grid for collecting information** and to present the national reports
- to offer a **proposal for the national researches index**





IO1/A3 - Template for National Researches and Tools

The national researches present:

- a reconstruction of the **national scenario**: trends and policies activated at national level in relation to the introduction of training models and successful methodologies to integrate into school staff digital competences
- a framework of the **main national laws and legislative funding programs**
- the identification of **local good or best practices**



O1/A1 - Digital Pattern for education

The EU member states have recognized **the importance of teacher training** and they are committed, with the European Council (2007), **to develop digital skills in the initial training of teachers**, and **to continue to promote them** through the top of the support career and continuing professional development (OCSE, 2015).





The European Digital Agenda

one of the seven pillars of Europe 2020 Strategy

Main objectives of the *European Digital Agenda*:

- to better **exploit the potential of Information and Communication Technologies (ICTs)** in order to foster innovation, economic growth and progress;
- to ensure **smart, sustainable and inclusive growth** of the EU countries.





The European Digital Agenda

The seven pillars of Europe 2020 Strategy

An infrastructure to ensure sustainable socio-economic benefits through the dissemination of broadband for all and defining a clear legal framework of rights and regulation of the global governance of Internet.

Agenda for new skills and job”:

- digital literacy
- growth of specific skills to be acquired lifelong

[goal: to promote employment growth that in 2020 should cover 75% of people aged between 20 and 64 years]





The European Digital Agenda

The seven pillars of Europe 2020 Strategy

“Digital competence involves the confident and critical use of Information Society Technology (IST) for work, leisure and communication. It is underpinned by basic skills in ICT: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet”.

Recommendation 2006/962/EC of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning [Official Journal L 394 of 30.12.2006].





The European Digital Agenda

The seven pillars of Europe 2020 Strategy

The **critical attitude** and the **responsible use of new technologies** are recognized by the European Community as an **integral part of digital competence**, which therefore includes three basic dimensions - **cognitive, technological and ethical** - that integrated allow the subject to:

- manage life's events (develop critical thinking related with the use of ICT and know how to deal with problematic situations);
- manage change (to be able to accommodate changes produced by technological innovation);
- be an active social subject (to be part of a community and interact with it).





The European Digital Agenda

The seven pillars of Europe 2020 Strategy

The European Digital Agenda states that “it is essential **to educate European citizens to use ICT and digital media** and particularly to attract youngsters to ICT education”.

Digital literacy and competences are priorities for the European Social Fund regulation (2014-2020).

It is crucial to develop tools to identify and recognise the competences of ICT practitioners and users, linked to the European Qualifications Framework and to EUROPASS and to develop a European Framework for ICT Professionalism to increase the competences and the mobility of ICT practitioners across Europe.





EMERGING RESULTS





FOCUS GROUPS (March-May 2017)

Focus group:

- ✓ Around 130 headmasters/school directors
- ✓ Each sessions involved around 10 persons (2/3 Focus Group Sessions for any partner country)
- ✓ Focus groups Methodology: See [Annex 1](#) (IO1)



best practice, accompanying needs and coordination for the integration of ICT in teaching practices



IN-DEPTH INTERVIEW WITH KEY ACTORS (March-May 2017)

- ✓ Deep interviews involved key actors (policy makers, decision makers, institutional representatives)
- ✓ Around 30 among policy and decision makers Methodology: See [Annex 2](#) ^(IO1)



- ✓ *to evaluate the steps taken by relatively governance integration of ICT in education system and teaching practices*





	FOCUS GROUP	INTERVIEWS
IT	40	5
FIN	20	5
ES	24	5
EN	24	5
RO	24	5
TOTAL	132	25



There are still major disparities regarding their implementation in relation to:

1. Educational system
2. Regulatory framework
3. Contractual framework
4. School organization
5. Dissemination of project





Strengths

Growing commitment to introducing digital culture in school

Freedom for innovative approach

Enhancing the role of students

Appearance of communities of practice of teachers

Schools as places of experimentation and innovation

Weaknesses

Lack of national coordination; budget and ICT training for teachers

Absence of a new school model able to redefine roles/vision in teaching system

Unwillingness of staff in learning new skills

Heterogeneity training and teaching skills





Opportunities

Growing collaboration among school and external system

Enhancing territorial excellence

Risks/Treats

Technological determinism

Perverse effects related to the transmission of knowledge and digital divid

Lack of system for the recognition of professional experience in the use of ICT

Obsolescence





QUESTION TIME FOR ROUNDTABLE

1. Elements of interest and critical issues in relation to digital revolution and educational emerging trends
2. Risks and opportunities in the relationship between school and society
 - What is the emerging educational ideal in digital society?
 - What are the new legitimization funds in the relationship between school and society
 - What are the most important effects that ICTs produce on digital natives and school cannot see?
3. Any other questions, suggestions and comments or best practice...



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Expertise, best practices and teaching in XXI century

<http://decode-net.eu/>

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