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DEVELOP COMPETENCES IN DIGITAL ERA.
EXPERTISE, BEST PRACTICES AND TEACHING IN THE XXI CENTURY

IO2 - Innovative training models, methods and tools for teachers in the digital age. The national researches

MULTIPLIER EVENT

2 Feb 2018

Erasmus+

ROMA TRE UNIVERSITY
Department of Education

CRES IELPO – Centro di Ricerche e Servizi per l'Innovazione, l'Educazione, il Lifelong Learning per le Persone e le Organizzazioni / Research and Services Center for Innovation, Education, Lifelong Learning for Persons and Organisations

Emanuela Proietti

- 5 national reports
  - ITALY
  - ROMANIA
  - SPAIN
  - FINLAND
  - ENGLAND

- A comparative report, useful
  - to underline relevant national elements and important national differences
  - to elaborate a common SWOT ANALYSIS

- to share relevant experiences

- to know the current school needs

- to identify key digital opportunities and risks
  - in a procedural and organizational perspective in the project countries

objective

- National reports:

  – the main elements of the analysis of the national contents

  – the main results of the field researches,

    • with particular attention to emerging

      – strengths, weaknesses, threats and opportunities – SWOT –

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objective

- *Analysis of the national contents:*

    – an understanding of the national contexts

    – the national legal framework and the available funding programs

    – the framework of contractual rules and career perspective in relation to the educational digital challenges

    – the identification of national good practices

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qualitative approach

- Desk analysis

- Focus groups and interviews

laws, studies and researches, institutional web sites

head masters, teachers, ICT tutors, member of digital team

institutional key actors, experts in ICT policy

through a three months period (March to May 2017)

IO2 closed on October 2017

Co-funded by the
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of the European Union

	Focus groups	Target / Number / Location	Interviews	Target / Location
Italy	4	Head Masters: 28 Animatori Digitali: 12 / Online environment	5	Institutional Key Actors / National
England	2	School ICT Staff and Teachers: 25 / Bradford	5	School leaders with focus on digital leads / National
Finland	3	Head masters, ICT tutors - members of digital team, head of departments: 20 / Helsinki, Espoo, Uusimaa region	5	Institutional Key Actors / National
Romania	3	Head Masters: 14 ICT School leaders: 10	5	Decision makers, School county inspectors / Bucharest, Iasi, Vrancea
Spain	1	ICT experts, school teachers, TAC coordinators National, mainly of the autonomous community of Catalonia: 24	5	Experts in the education ICT policy area / National

1. The national contexts
1.1. National legislative framework
1.2. Contractual framework
1.3. Teaching digital skills

2. The national survey results
2.1.The main issues emerging from the focus groups
2.2. Deepening interviews

3. Concluding remarks
3.1. Where we stand and perspectives: a transnational SWOT analysis
3.2. Recommendations

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ROMANIA
2011 – NATIONAL EDUCATION LAW /
Digital competence as key
competence

FINLAND
2016 – Finnish Government Program
and Action plan of Governmentt

ITALY
Law 107/15 – "The good school"
2015 – NATIONAL DIGITAL SCHOOL
PLAN

ENGLAND
Not formal legislation
government's approach:
to hand responsibility
to individual institutions

SPAIN
2013 – LOMCE (Spain) – Spanish
education law / ICT is one of the axis
of the modernisation of education
2009 – LEC (Catalogna) – ICT are
adressed explicity

ROMANIA

FINLAND
Master's degree in education
In-service training every year

ITALY
LAW 107/2015: degree + 24 credits in 4 trasversal areas

SPAIN

ENGLAND
Degree + Postgraduate teacher training course

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innovation and digital revolution

- Key words:
  – Motivation
  – Change of perspective
  – Lifelong and lifewide learning

- To innovate means knowing:
  – How to select digital devices
  – What and how to search
  – How to partipate in communication virtual spaces
  – How to be aware of the civic dimension of the use of techology

socio-relational skills:
sharing skills
networking skills
interactive skills
to have a curious and
entrepreneurial attitude

methodological skills:
such as to develop digital material
manage copyright or
ownership of digital material
manage permissions, skills to use
existing digital material

ICT skills and digital skills :
user skills for digital devices
skills for digital conversation
digital literacy
skills in data sources
making visual presentations
digital portfolios

new competences
required

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FORMAL LEARNING CONTEXT
initial training
in-service permanent training

NON-FORMAL LEARNING CONTEXT
courses: face to face, blended,
online / MOOC
conferences
…

INFORMAL LEARNING CONTEXT
social networks
professional networks
self learning: lectures, specialized
reviews, web
informal meetings
associations meeting
web platforms or teachers websites
…

professional development

When are practices innovative?

Practices are innovative when they amplify the possibilities and opportunities of learning for students, generating more enriched scenarios where students acquire a leading role
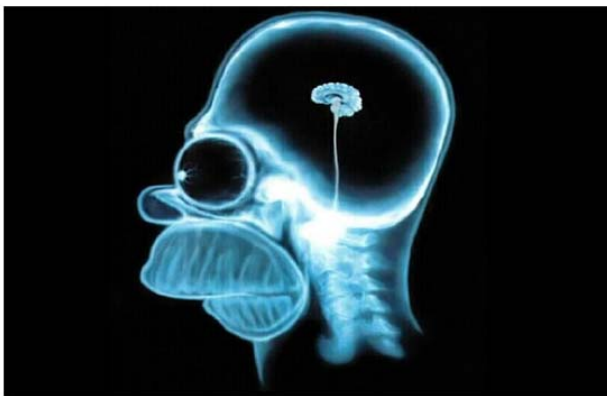
Teachers learn from students

Students learn from Teachers

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ICT skills

- Instrumental use
- Softwares, devices, …
- How to produce contents
- Find open resources
- Tools for active learning

WHAT - HOW

Digital skills

- Pedagogical approach
- Metodological use
- Active role in production of contents
- How to use open resources
- To employ active learning
- To devolop an autonomuos responsible and ethical approach to ICTS

WHY – WHEN - WHERE

Premise

Students know and daily use ICTs

BUT

Students, nowadays, are generally considered to be **digital natives**; able to use technology effectively and easily.

However, it is equally important to teach students how to become **digital citizens**.

A digital citizen acts **appropriately and ethically** in an online environment.

They must be able **to resolve conflicts**, **source material ethically** and interact with the wider world in a **responsible manner**.

new competences required

strategic transversal competences

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Critical thinking

Problem solving

Effective communication

Creativity skills

Decision making

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- Transversal key element

Teacher training

- To go over differences in motivation, differences in knolwedge, to develop the attidute to innovation

Useful / of high quality

- Digitalisation of the society will influence the ways people study, work, have leisure, communicate, …
- All citizens will need basic digital and ICT skills to manage their life.

- Competences of the 21st century citizens that schools can help develop through the integration of ICT named during focus group were:
  - all key competences of Lifelong Learning (both written and oral),
  - problem solving, team working,
  - multi-reading skills and digital literacy,
  - text and image literacy, critical evaluation of data sources,
  - interpreting images and videos,
  - mode of operation by sustainable development, integration and enhancement ICT in educational settings and teaching processes,
  - basic skills in ICT

Results of the national researches highlight some "lacks" and some "requirements" in the design and implementation of the national policies for ICT and innovating education in the partner countries

Lack of
- a national framework
- clear educational policies
- national coordination
- investments
- time
- a firm commitment to turn technology into an ally of the new educational model
- teacher training, adapted to new learning models

Requirement
- to build networks and "to make system"
- to involve the public administration
- to recognize the value of the capital which students possess
- to improve accessibility and reliability of the ICT tools

SWOT

Strengths

- Growing commitment to introducing digital elements
- Mostly all staff have basic ICT skills
- General Continuing Professional Development
- Appearance of communities of practice of teachers
- Need for adaptation and desire to evolve of teachers
- Awareness of the advantages offered by the new technologies
- Freedom to choose innovative methods and tools
- Development of innovative initiatives using ICT
- The digitalization will support lifelong, lifewide and online learning

Weaknesses

- Lack of national coordination
- Lack of resources: financial, personnel, equipment
- Lack of pedagogic/methodological training in the use of ICT for teachers
- Heterogeneous level of digital competence among teachers
- Pressures on staff time from elsewhere
- Lack of motivation / Reluctance and resistance to change, loosed mindset
- Resistance of some teachers in using ICT in an innovative way
- Lack of appreciation in introducing social media in teaching process
- Lack of leadership / Initiatives left to the will of individual teachers or schools
- Lack of general standards for every school regarding ICT integration and evaluation

Opportunities

- Freedom for innovative approaches
- Growing collaboration, networking and sharing in education
- Knowledge sharing between staff and students
- Learn from students
- Use of social media and games
- Establishment of PLANS for ICT development
- Development of teachers training
- EU and OECD recommendations are watched closely

Threats

- Lack of a national vision and strategy concerning the development of ICT competence for students and professionals
- Uneven coverage impacts students
- Unwillingness of staff to learn new skills
- Proliferation of self-regulated learning initiatives created by non-educational entities
- Lack of budget, or policies with economic support, in training in digital competencies of teachers
- Accreditation in ICT based more on the attendance to courses than in the acquisition of competences
- Lack of systems for the recognition of professional experience in the use of ICT in the classroom

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- the need of a national vision for education development, in line with European recommendations

- the need of a legislative framework,

- the requirement of economic investment,

- the financing of Continuing Professional Development to spread innovative practices

To garantee equal opportunities to all teachers and above all to all students
To emprove the quality of teaching/learning processes

Ignoranti quem portum petat, nullus suus ventus est
If a man does not know to what port he is steering,
no wind is favourable to him.
Seneca. Epistolae, LXXI., 3.

- Aggancio all'IO3

- *two research questions… to start…*

  – What is the relationship between the presence or the absence of a specific legal framework and the improvement of ICTs use in the learning/teaching processes?

  – What is the relationship between the … and the guidance from a national level and the adoption of ICTs solutions and the devolpment of digital competences of teachers?

Mulțumesc!

- Grazie!
- Thank you!
- Gracias!
- Kiitos!