DECODE

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DECODE FINAL CONFERENCE: ABSTRACT INTERVENTI

RELATORE	*Mario Morcellini* Commissioner Authority for Communications Guarantees
TITOLO	**Le competenze digitali. Per una nuova *ratio studiorum***
ABSTRACT	L'intervento si articolerà su quattro punti, selezionati come "architrave discorsiva" di un nuovo modo d'essere e comunicare dell'Università: 1. Nuovi alfabeti giovanili, fortemente impregnati di format digitali, e radicalizzazione delle distanze espressive con gli adulti e con le Istituzioni. Rapida sintesi degli studi sul *budget time* dedicato ai *device.* Linguaggi digitali non significa competenze comunicative. 2. Necessità di aprire una vertenza sulla didattica contemporanea. Deve essere il luogo di maggior innovazione istituzionale per non alimentare una sorta di "dislessia" tra docenti e studenti. Un ulteriore terreno di riflessione è la manualistica e i testi di esame, ancor più afflitti dalla "separatezza". 3. Esperimenti di riflessione sulla nuova didattica (anche a livello internazionale), nella prospettiva di un insegnamento multimediale e interattivo. Solo una rivoluzione espressiva può efficacemente educare alle competenze di studio e "lettura" del mondo: una nuova *ratio studiorum.* 4. Come tradurre l'*ethos* dell'Università al tempo moderno.

RELATORE	*Mihai Iacob*, researcher Institute of Educational Sciences (Romania)
TITOLO	**Integrating digital technology in the teaching-learning process**
ABSTRACT	Considerable efforts have been expended at national and EU level in order to support educational professionals in integrating digital technology in their day to day work. The presentation will focus on three elements: 1) the EU context, as defined through policies and studies; 2) the practices within the 5 partner countries of the DECODE project; 3) practical suggestions for integrating and monitoring digital technologies in the teaching-learning process. The overall aim is to pinpoint resources and facilitate access to relevant information. The presentation will try to highlight elements which could support school leaders to update and improve practices within their organisation.

RELATORE	Teresa Romeu and Marc Romero, Professors of the area of Digital Competences in the Studies of Psychology and Education Science Universitat Oberta de Catalunya
TITOLO	**Online training model on Digital Competence for in-service teachers and analysis of the Catalan training**
ABSTRACT	Considering the need of teachers' training in Digital Competence to adequately integrate ICT in their teaching prac ces, a training model was designed in the framework of the DECODE project. This model aims to train in- service teachers in the integra on of teachers' digital competence in their professional prac ce. The model was designed to be carried out fully online and the par cipants collabora vely designed a learning situa on in which their students acquire digital competence through the use of ICT. Even Though this model has been implemented in 5 countries (Italia, Romania, UK, Finland and Spain -Catalonia-), the speech will focus on the catalan results.

RELATORE	Jenni Nurmisto, Pilot Teacher Omnia
TITOLO	**Develop Competences in Digital Era – Finnish Pilot**
ABSTRACT	Finnish pilot course was called At Home InDigital Time and it was carried out between November 2018 and February 2019. The course included 6 modules: 1) Digital me and netiquette, 2) Making digital material, 3) Online communities and communication, 4) Swarm intelligence and team learning, 5) Feedback and online evaluation and 6) English learning materials. 47 students registered and 34 signed in to the course. In the end 15 students completed all the assignments for the course. Module 1 motivated students the most: it gathered most participations among students and returned assignments were produced very creatively. The most challenging part of the course appeared to be online team work: between modules 3 and 4 it was difficult to maintain students motivation and many gave up with the course.

RELATORE	*Emma Campbel and Michael Miller* Aspire-Igen Group – UK
TITOLO	**Digitally native?**
ABSTRACT	The presentation will discuss the perceived levels of digital skills among teachers and students and how they are, or are not, being effectively used. Teachers are very good with incorporating digital technologies into their lessons and engaging students. They are also very good at using digital technologies in their leisure time, but they lack the motivation or knowledge, but not the skills, to use this to their professional advantage. Students and young people are also pioneers in digital technology for social and leisure use, but can often fall short when asked to use these technologies in an educational or professional capacity. Do we overestimate the digital skills of students? Are teachers more digitally skilled than students when it comes to education?