

DECODE



ONLINE TRAINING MODEL ON DIGITAL COMPETENCE FOR IN-SERVICE TEACHERS AND ANALYSIS OF THE CATALAN TRAINING

Teresa Romeu
Marc Romero

tromeu@uoc.edu
mromerocar@uoc.edu

@tromeu
@mromerocar

FINAL CONFERENCE
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OPEN UNIVERSITY OF CATALONIA, UOC

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70,274

students

71,598

graduates

93%

of graduates have a
job

93%

would choose the
UOC again

4,600

teaching staff

1st

online university

27

Bachelor's degrees

46

University master's
degrees

304

Master's degrees,
postgraduate and
specialization courses

396

Open courses,
language courses and
MOOC

4

Doctoral programmes

1st

Spanish-speaking
online education
institution in
Hamilton Global
Intelligence ranking



- Online training model on Digital Competence for in-service teachers
 - Teachers' Digital Competence (TDC) Framework
 - UOC's Background in TDC
 - Need's detection
 - Online seminar on TDC
- Analysis of the catalan training
 - Implementation analysis
 - Limitations and participants' suggestions for improvement
 - Transference of the training



TEACHERS' DIGITAL COMPETENCE FRAMEWORK

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STARTING POINT



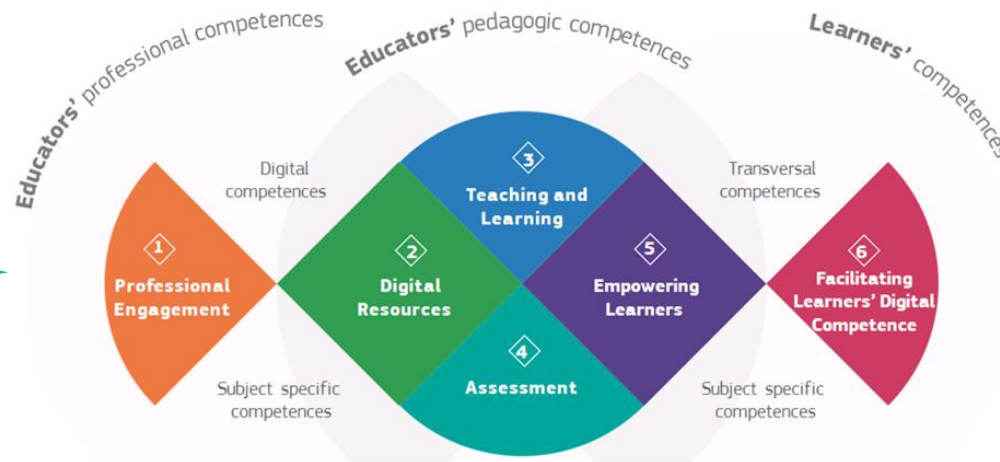
DIGCOMPEDU

6 Areas

22 Competences



European Framework for Digital Competence of Educators (2017)



**TEACHERS'
DIGITAL
COMPETENCE**

5 Dimensions

25 Descriptors



Dimension	Description
Design, planning and didactic implementation	Capacity of selection, use and evaluation of digital technologies as support in the definition and implementation of the teaching-learning process, both inside and outside the classroom, in order to optimise the planning and dynamic organisation of the experiences, the activities and the resources foreseen to guarantee the acquisition of learning and to facilitate the collaboration and deployment amongst the educational community.
Organisation and management of School environment and educational resources	Ability to organise and manage digital technologies responsibly and sustainably, in a way that they facilitate and/or improve working conditions, both in terms of educational management, as well as at a teaching level.
Communication and collaboration	Set of knowledge, skills, attitudes, strategies and awareness required when using digital technologies to communicate, collaborate, create and share content and build knowledge in the framework of the design, implementation or evaluation of an educational action between teachers and students.
Ethical and digital citizenship	Knowledge and acceptance of the implications arising from the use of digital technologies in the educational field with regards to the issues of legality, security and digital identity. Training of students on these issues so that they can make ethical and responsible use of these technologies.
Professional development	Reflective practice on teachers' professional activity in relation to the educational challenges posed by today's society. Involvement in virtual educational environments where their digital identity shows up, and where teacher provides and shares professional and educational resources on a permanent basis.

Teachers' Digital Competence in Catalonia



Generalitat de Catalunya

Teachers' Digital Competence (2018)



Co-funded by the
Erasmus+ Programme
of the European Union





TEACHER TRAINING

- Training of Online Trainers: UOC's Online Teachers and other universities
- "Education and ICT" Master Programme (UOC): Online teaching itinerary



TRAINING IN METHODOLOGICAL TDC

DECODE PROJECT'S SURVEY RESULTS (IO4):

- Adaptation of dimensions
- Prioritization of descriptors



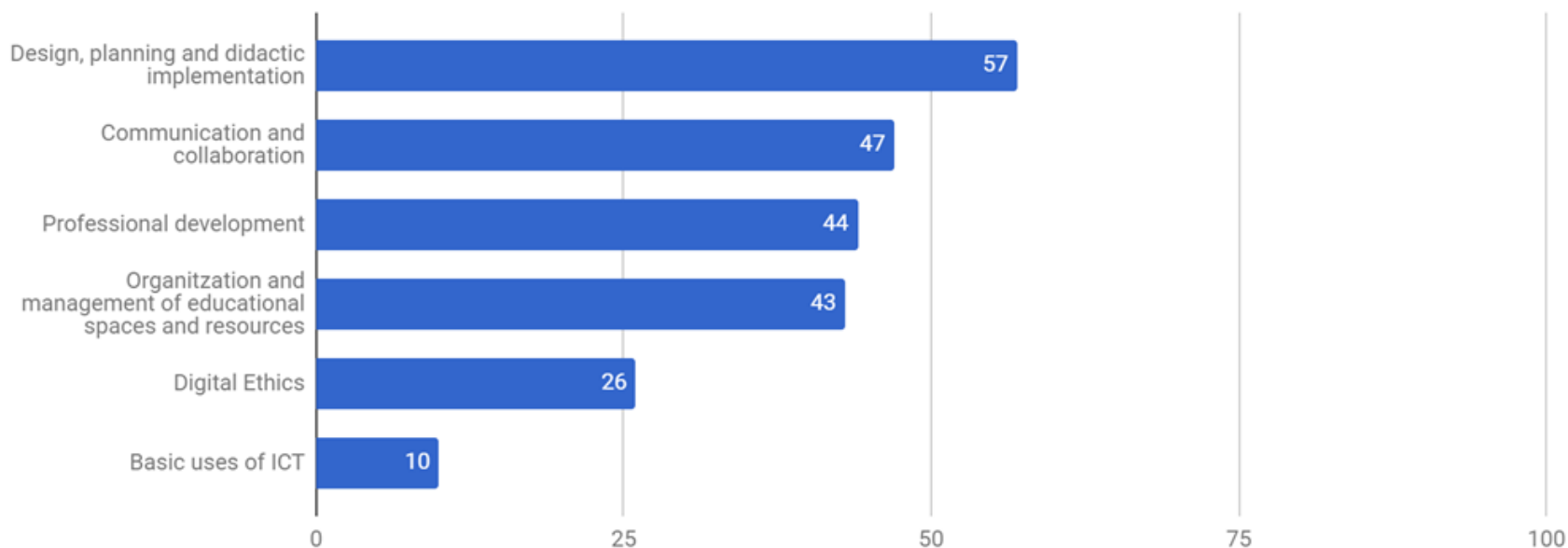
INNOVATION AND RESEARCH

- ARMIF: FIMTED, COMDID
- Edul@b research group. Focus: Online teachers' training
- R+D Projects: TICSE_2.0 & Eco4Learn (Primary Teachers)
- H2020 EU Project CRISS (Primary and Secondary students' Digital Competence)





Training needs (Catalan Teachers' Digital Competence Dimensions) in %

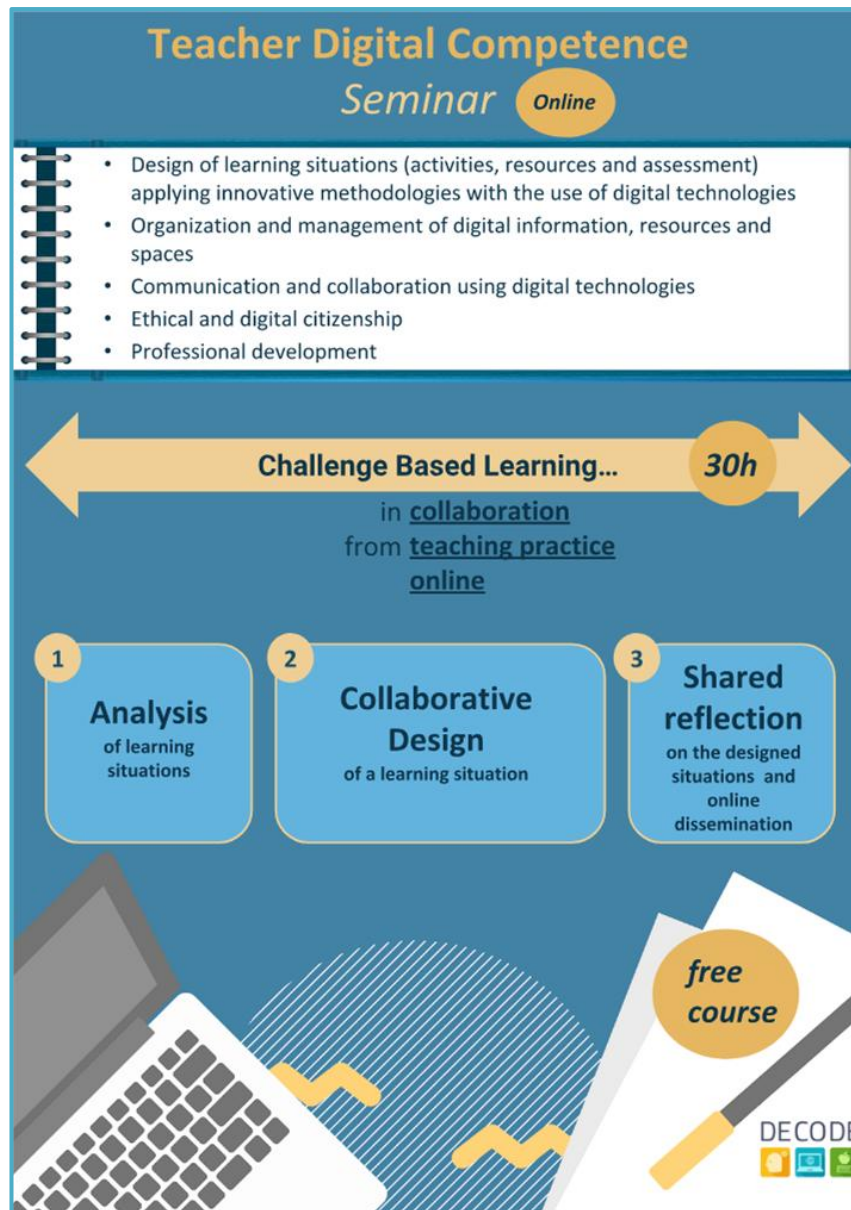


Data from the Catalan teacher survey (n = 425)



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of the European Union





The design of the Online Seminar was validated by 34 experts on TDC in a Multiplier Event held in Barcelona (February '18)

ONLINE SEMINAR ON TDC: GENERAL INFORMATION

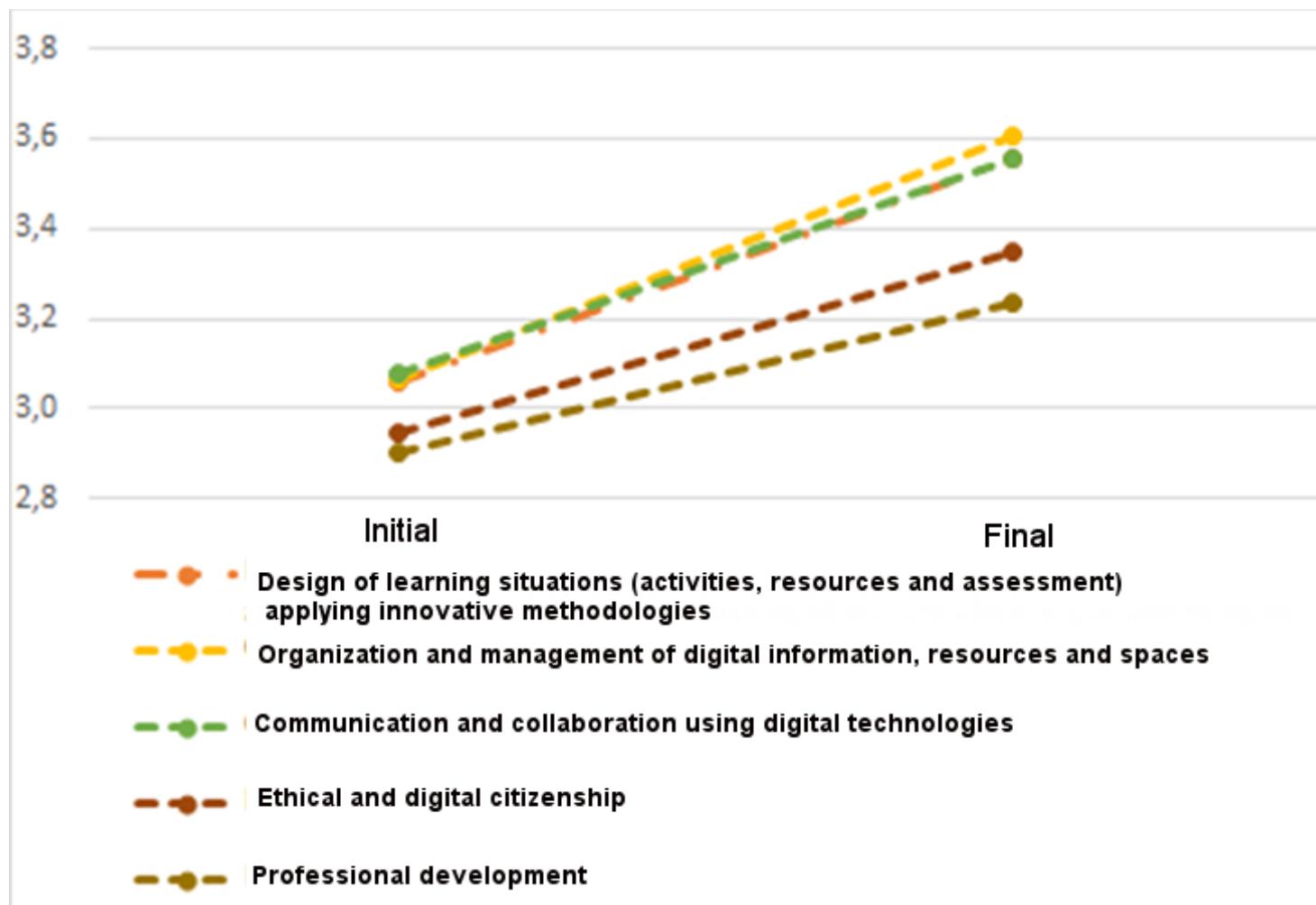
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Objective	To integrate and apply methodological teachers' Digital Competence to their teaching practices
Dimensions of TDC, based on Catalan dimensions	<ul style="list-style-type: none">• Design of learning situations (activities, resources and assessment) applying innovative methodologies with the use of digital technologies• Organization and management of digital information, resources and spaces• Communication and collaboration using digital technologies• Ethical and digital citizenship• Professional development
Teacher's role	<ul style="list-style-type: none">• Teacher's proactive role.• Guide and Counselor.• Promotes and enhances interaction in shared spaces• Encourages collaboration and anticipates possible problems
Methodology	<ul style="list-style-type: none">• Challenge Based Learning (CBL) (involves the definition of a solution to a real and very relevant situation linked to participants' environment)• Design of a Learning Situation applicable to their teaching' practice• Training participants have an active role and will online teamwork with colleagues
Activities	<ol style="list-style-type: none">1. Approach to the learning situation and beginning of collaboration2. Collaborative design of learning situations3. Co-assessment and online dissemination of learning situations
Resources	Moodle environment and a set of digital resources (OER) organized by the TDC dimensions
Assessment and monitoring	<ul style="list-style-type: none">• Assessment based on continuous assessment considering the different agents involved in the learning process.• Teacher provides feedback during the seminar to guide their learning process• Participants as an active part of the assessment process (self and co-assessment)

- Catalan in-service teachers interested in **applying ICT in their teaching practices.**
- 93 participants registered and **51 participated in the seminar.** 47 of them responded a initial and final survey
- **Age and gender:** 41 years old and 55,3% women
- **Teaching Level:** 51% Secondary, 36.2% Primary, 21.3% Baccalaureate, 14.9% Infant education and 10.6% VET
- Only a 36% considers themselves as **Digitally competent**





TDC evolution by dimensions (means comparison at the start and the end of the seminar)



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Methodology

- 100% of satisfaction with the CBL
- 89% of participants think that collaborative learning helped them to acquire DC.

Resources

- 96% of participants consider the resources useful for their learning

Teacher Role

- 98% of participants consider their interaction with the teacher as very useful for their learning
- 94% of participants consider teacher's role as a key for the development of the seminar

Applying of the seminar

- 87% of participants consider the seminar's resources are transferibles to their teaching practices.
- 89.3% of participants will transfer the experience of the seminar to their colleagues
- 93.62% of participants would recommend the seminar to a colleague





- A lack of time to collaboratively design a learning situation. Participants suggested that the seminar should be developed in more than a month.
- Moodle environment and its usability. Participants demanded a more user friendly environment with activity notifications.
- Being an online seminar, participants suggested the creation of an online community beyond the seminar to collaborate and share experiences among them.





G. CONSELLERIA
 D'EDUCACIÓ I UNIVERSITAT
 I. DIRECCIÓ GENERAL
 B. FORMACIÓ PROFESSIONAL
 I. FORMACIÓ PROFESSORAT

Metodologia en competència digital per al professorat d'anglès de primària i secundària

Curs 2018-2019
Esdeveniment 16083
20 hores - 25 places
Mallorca
Mixt



**Servei de Llengües Estrangeres i Projectes
Internacionals**
8 a 30 de març de 2019

Línia estratègica

1. Metodologies d'aprenentatge

Destinatari

Professorat de secundària de llengua anglesa.

Requisits

Professorat de secundària de llengua anglesa.

Criteris de selecció

Si el nombre de sol·licituds supera el de places oferides, els criteris de selecció seran, per aquest ordre:
 1. L'ordre de preferència que figura a l'apartat de DESTINATARI.
 2. L'ordre d'inscripció.

Objectius

Consolidar els coneixements metodològics i didàctics bàsics a l'àmbit d'anglès com a llengua estrangera.
 Dissenyar accions formatives (activitats, recursos i avaluació) aplicant metodologies innovadores amb l'ús de tecnologies digitals.
 Comunicar i col·laborar utilitzant tecnologies digitals.
 Desenvolupar la identitat digital del docent.
 Reflexionar sobre l'activitat professional aplicant les tecnologies digitals docents.
 Incorporar la competència digital als estudiants en l'activitat educativa.

Continguts

Aprenentatge basat en reptes en la col·laboració des de la pràctica docent a la xarxa.
 Anàlisi de situacions d'aprenentatge.
 Disseny col·laboratiu de situacions d'aprenentatge i reflexió sobre la implementació a l'aula.
 Reflexió compartida de les situacions dissenyades i difusió a la xarxa.

Metodologia

La formació es durà a terme en modalitat presencial (Bh) i a distància (12h) i tindrà un enfocament teòric i pràctic.

Formadors

Montse Guitert Catasús

Professora dels Estudis de Psicologia i Ciències de l'Educació
 Investigadora principal del grup de recerca edu@b
 Universitat Oberta de Catalunya

Teresa Romeu Fontanillas

Professora dels Estudis de Psicologia i Ciències de l'Educació - Àmbit Competències Digitals -
 Investigadora del grup de recerca edu@b
 Universitat Oberta de Catalunya

Àrea: Llengües estrangeres Modalitat: Formació per àmbits

- Digital Competence for English Teachers.
- Located in the Balearic Islands (Mallorca)
- Focus on teaching methodology
- Blended training
- 50 primary and secondary teachers (80% satisfaction)



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