GoDigital - Integrading mobile learning and upgrating teachers' digital skills: A tool kit for effective in primary school

Intellectual Output 1: The Digital Competence Framework for primary schools

COMPARATIVE INVENTORY REPORT

P2 – PDE Crete

Different approaches and strategies have been adopted from different partners-countries in order to introduce, implement and develop ICT in education and thus to lead into a digital literacy in the school community. Albeit the differences of their strategies and projects, the long-term goalintended was rather the same for all the different partners-countriesand it would be legitimate to describe it as to introduce digital literacy and exploit ICT as a beneficial and all the more profitable tool for school communities and educational practices. However, we may observe an ostentatious and therefore meaningful divergence, in terms of a qualitative analysis, concerning the year of the launch of these approaches. Consequently, a divergence in their achievements would be noticeable as well as a rather striking convergence in their goals. In the manner now being indicated,Greece seems to be the first of the Partnership to tackle and make determined efforts to implement ICT's followed in chronological order by Cyprus(2005), Bulgaria(2006), Poland (2013) andfinally Italy.

All five partners have embedded in their educational strategy a national policy for digital school recognizing thereby its importance not only as a highly efficient and multifunctional tool in the process of learning and developing pupil's competences but also as a *sine qua non* component of modern society. That being so, in Greece large-scale projects have introduced digital literacy in the school community and created a "critical mass" of teachers that make full use of and derive benefit from ICT in their school activities.

Different types of strategies and projects for implementation of ICT in education have been developed by the other partnersduring the past decade. The aims of these strategies are interrelated with ones given prominence to and heightened by EU.

In this regard, Bulgaria set up the present Strategy for Effective Implementation of Information and CommunicationTechnologies in Education and Science of Bulgaria (2014-2020) with its three pillars – ICTinfrastructure, digital content and ICT training of teachers.In Poland, the Educational Research Institutecarried out the *International Computer and Information Competence Survey*(ICILS)in2013alongside with the PISA study or theInternational PIAAC Adult Skills Survey and planed the implementation of "Poland 2030" strategy. The Government of Cyprus, since 2005, has initiated an ambitious Educational Reform Programme with the view to turn into reality the vision of a better and more modern

educational system that would meet the needs and challenges of the 21st century.As for Italy,a National Plan for the digital school, in synergy with the European and regional programming and with the National Strategic Project for ultra-broadband is being carried out.

The common denominator of all those strategies is the modernization of the education system and the improvement of its quality,all by aiming the integration and incorporation of Information and Communication Technologies (ICTs) into the curriculum intended to enhance the everydayeducational praxis. Regarding teachers ICTs could and/or should be a means of supporting current pedagogical approaches for teaching, learning, exchanging good practices with colleagues in the "global village", and opportunities for continuing education, and for students a useful tool for learning, problem solving, developing critical thinking and their creative ability. Therefor the target-group of those strategies is the entire school community (students and teachers) considering ICTs as a tool for collaboration among its members and communicating with the society and the rest of the world through the creation of multiple "digital learning communities".

It is obvious, from what mentioned above, that a digital strategy for schools is clearly opposed to techno-central perceptions, which treat ICT as an innovation or as a fashion trend of the era. ICT should be considered as a dynamic tool for cognitive development, which, with the appropriate mediation of the teacher, will contribute to a substantial upgrading of the educational process.

Hence, one could remark that digital educational content is a key priority for primary and secondary education, which is reflected in the design of the national programs for the integration of ICT in school education. In-service teacher training and the development and operation of computational and networking infrastructure and services for schools, that include a national-level school network, school labs, e-classrooms and interactive teaching systems, are the other two pillars of the national policy, both strongly linked with the provision and exploitation of digital content. Following the directions of the 2020 digital agenda of Europe and the international trends, and taking into account the recent experiences, the key action lines are:

a) Focus on the creation of reusable units of learning

b) Promote Open Educational Resources (OERs)

c) Promote re-using, remixing, and re-purposing of existing digital learning resources

d) Improve digital infrastructure to facilitate search, retrieval, access and utilization of digital learning resources for all (teachers, pupils, parents, everyone)

e) Promote the active role of teachers and pupils in the creation, documentation and evaluation of digital learning resources

The current model of integration and use of information and communication technologies (ICT) is the *factual model* and it stand as a combination of teaching of "pure" IT lessons and the simultaneous integration of ICT as a means of supporting the learning process in the various subject areas. It is a combination of technocratic/techno-centric (which puts greater importance to Information Technology (IT) teaching and emphasis on technological innovation) and holistic (which consider as important the cross-thematic and holistic approach to knowledge with emphasis on disseminating ICT-related knowledge to the whole range of the curriculum as well as in the pedagogical innovation).