INTRO
Intention to develop an understanding of how children and young people view their teachers’ and school’s capacity and readiness to support them in preparing for their future in a digital age.

METHODS
Data was collected from five countries: Estonia, Germany, Greece, Norway, and Romania.

- Qualitative content analyses
- Cross-case analyses
- Cross-country comparisons

ICT in Education

How Children and Young People Regard their Education in Terms of Preparing them for Future Life in the Digital Age

MAIN FINDINGS ON THREE LEVELSEmerging from five countries:

- Differences in access to digital devices at school between and within countries and within schools and classes
- Learning apps allowing to assess own performance and identify weaknesses
- Materials stored and available in one place
- ICT use allows to network with each other and with teachers
- Exposed to social exclusion and cyberbullying in classroom context
- Lacking digital skills to use the potential of different ICT available
- Digital device as a source of distraction challenging to focus on learning
- Increased motivation to learn
- Potential for fostering imagination, autonomy and creativity

BEST PRACTICES AND RECOMMENDATIONS

1. Ensuring adequate IT equipment and infrastructure in schools
2. Involving all children and young people equally in school digital learning
3. Embracing a student-centred approach to digital learning in teacher education
4. Relying on participation in learning and school improvement processes
5. Making use of democratic and student active digital learning approaches in a future-oriented school culture
6. Putting effort into digital responsibility and supporting it through school learning
7. Supporting teachers’ transformative digital competence
8. Developing teacher collaboration and a culture of sharing
**ICT in Education**  
**Video Workshops across Europe**

**PRESENTERS:**  
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**BACKGROUND:** Video workshops were facilitated across Europe to engage in research with children and young people and teacher candidates as collaborators and co-researchers investigating ICT in education.

**METHODS**  
Data was collected from five countries: Estonia, Germany, Greece, Norway, and Romania.

Sample (in all five countries together): 50 children and young people and 21 teacher candidates.  
In total, 37 video-recorded interviews are available.

Video workshop process:  
(1) Preparation of video-recorded interviews  
(2) Implementation of video-recorded interviews, and  
(3) Reflecting the methodological approach

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**(1) Preparation of video-recorded interviews**

Focus areas in question development and interview implementation:

- What is taught about ICT at school
- Posed challenges using ICT at school
- Digital skills required in the future

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**(2) Implementation of video-recorded interviews**

**REFLECTING THE METHODOLOGICAL APPROACH**

1. The video workshop was very positively perceived.
2. The video workshop requires a high degree of preparation and sensitivity on the part of the researcher.
3. The recruitment process during the COVID-19 pandemic presented challenges.
4. Depending on the age of the children and young people, more or less support is needed in question development, decreasing with age.
5. Taking on the role of interviewer is more challenging than being interviewed.
6. The video workshop has emerged as a beneficial method that reveals previously hidden aspects of how children and young people regard their education in terms of preparing them for future life in the digital age.

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