

Main findings on three levels emerging from five countries

Children and young people level

- **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**

Teacher level

- Lack of digital skills and digital confidence
- Only little understanding of digital citizenship and hardly any link to the development and evolution of the job market
- ICT as time-saving tools
- **Sharing** information and mutual assistance promoted through ICT use

School level

- Some (digitally advanced) schools equip all children and young people with digital devices fostering inclusivity in ICT
- **Gaps between strategies and its implementation**
- **Efforts and strategies** made to supply school's ICT infrastructure

ICT in Education

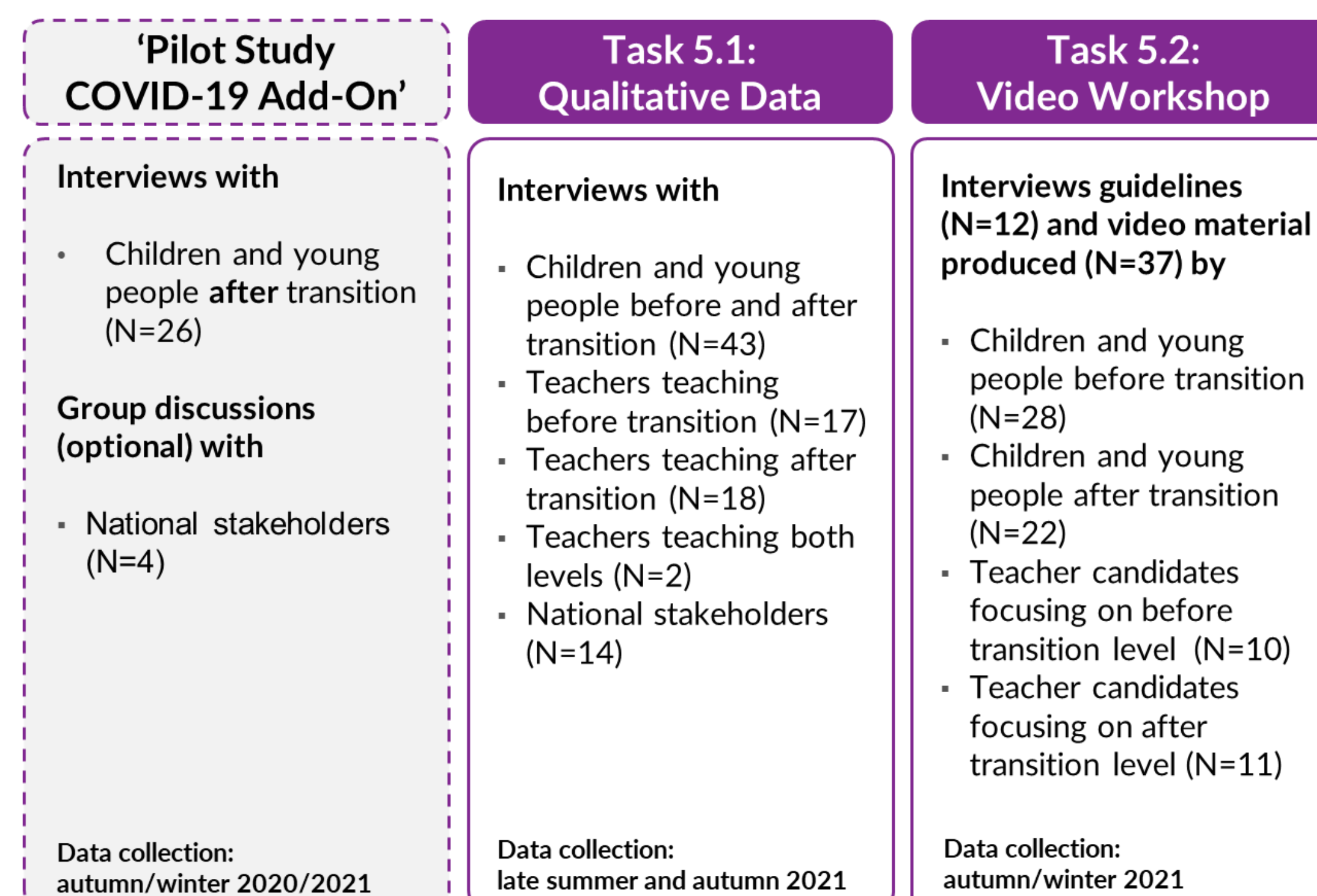
How Children and Young People Regard their Education in Terms of Preparing them for Future Life in the Digital Age

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

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**

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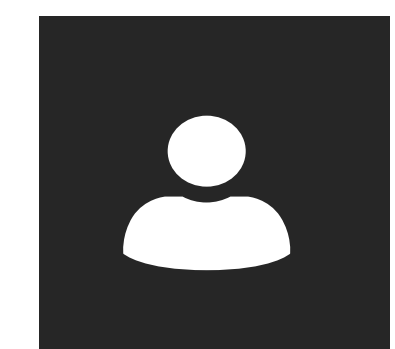
This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 870548



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ICT in Education Video Workshops across Europe



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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.

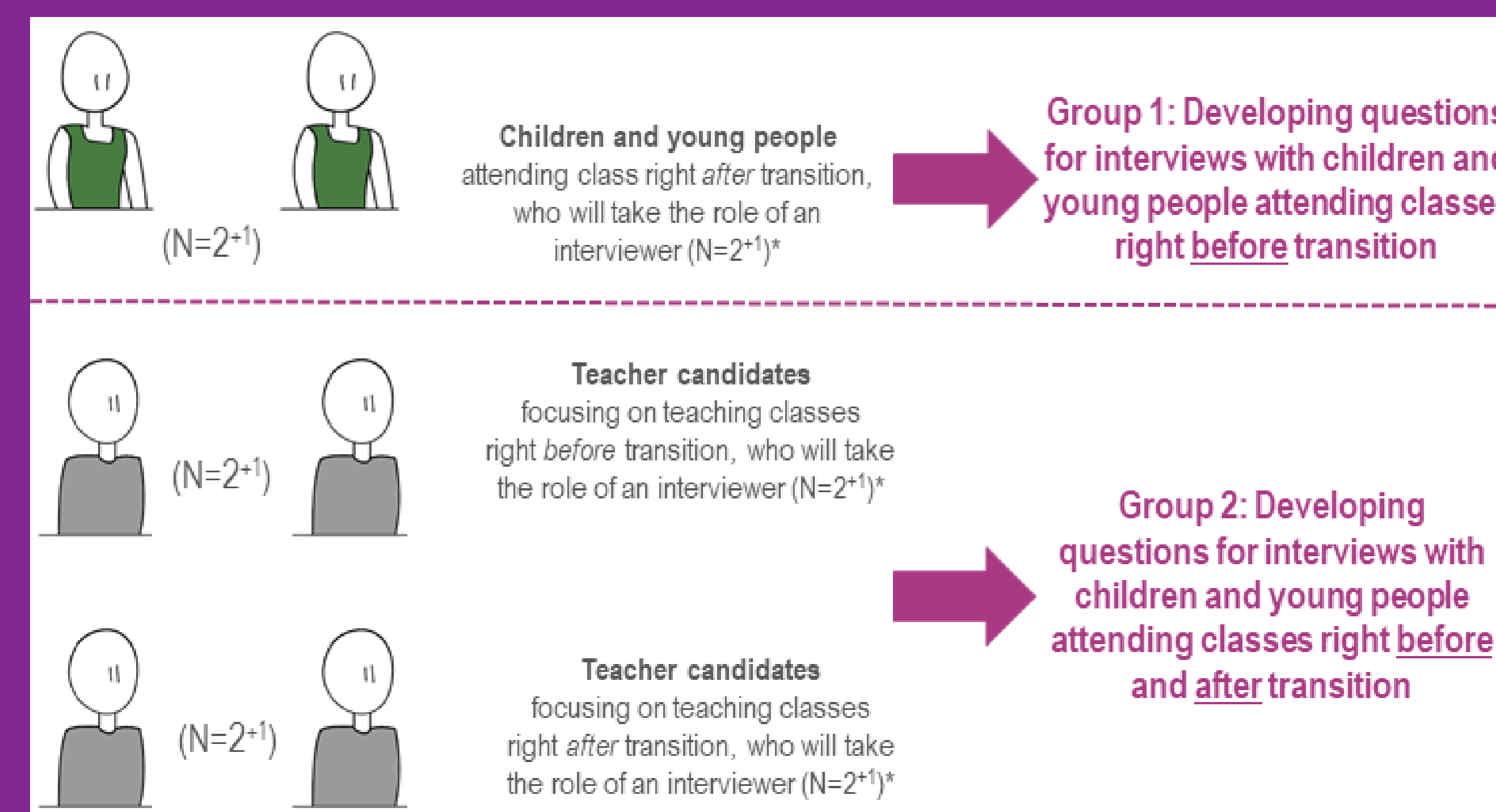
Video workshop process:

- (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



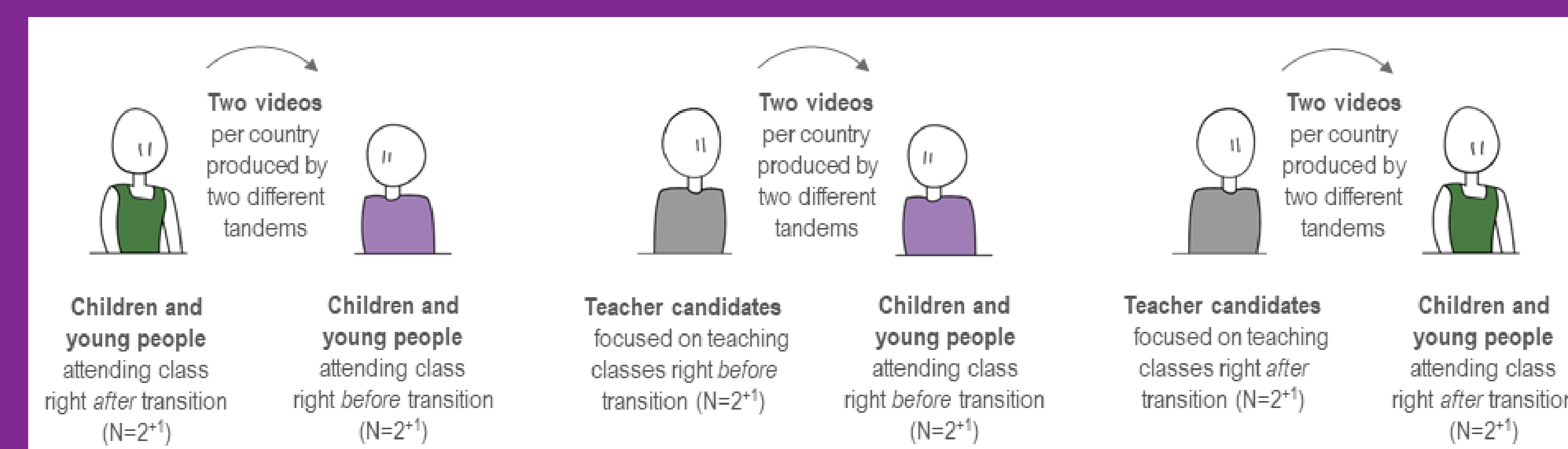
Focus areas in question development and interview implementation:

What is taught about ICT at school

Posed challenges using ICT at school

Digital skills required in the future

(2) Implementation of video-recorded interviews



Maybe I would like to learn a bit more about digital responsibility in the future because I don't really know so much about it other than what it is, but we have not really learned a lot about it.

Boy, 13 years, Norway

Always learning, so that I try to educate myself all the time, because if the work changes, I have to change myself as well, otherwise I will be left behind.

Boy, 16 years, Estonia

I think the technologies will be very developed, at least 10 times as much as now.

Girl, 11 years, Romania

There were some disagreements on the chat during and after class and this was somehow annoying.

Boy, 12 years, Greece

We just learn with iPads or something sometimes, but we don't have lessons like that about digital stuff.

Boy, 9 years, Germany



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*Over recruitment considering a case of withdrawal

(3) 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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