

The experience of our schools with CRISS

onsite pilot



Escola Pia de Catalunya: IDENTITY & MISSION



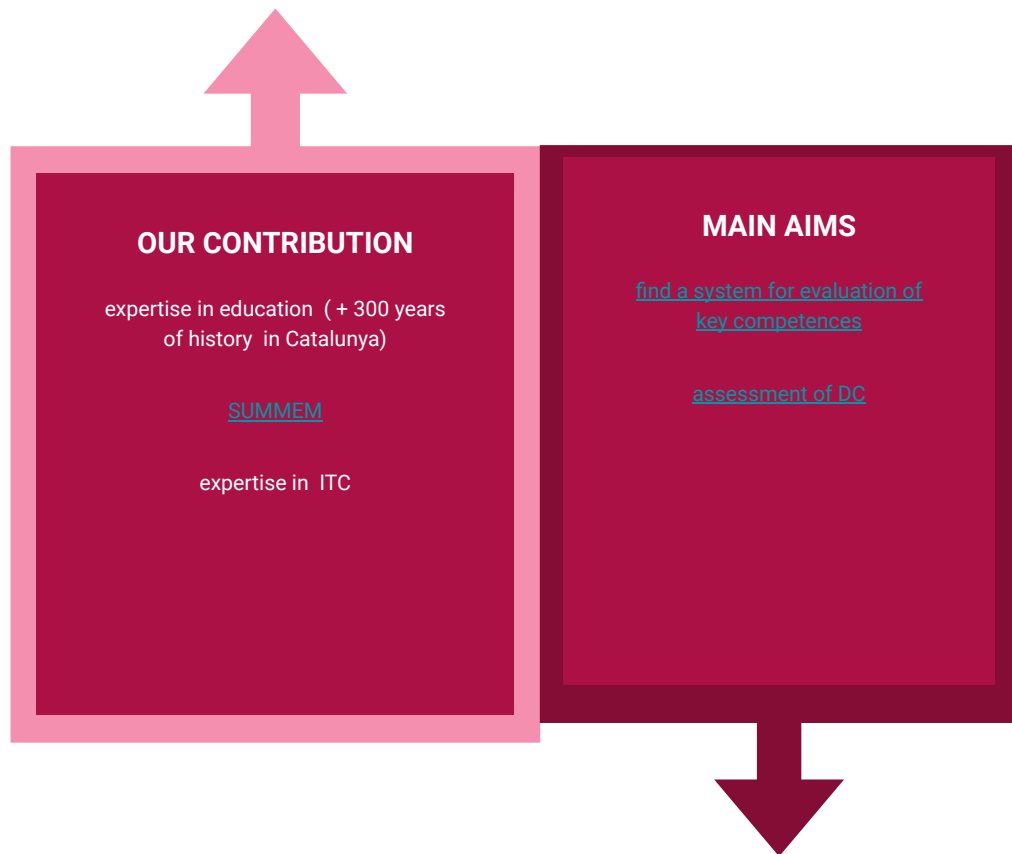
Map: location of the 20 schools in Catalonia



Escola Pia Sarrià-Calassanc
(Barcelona)

www.escolapissarria.cat

Involvement in the project



Digital competence in Catalunya

- ACTIC: actic.gencat.cat
  - Official Certification of Digital Competence
  - Age restriction: students over 16



Schools involved in the pilot

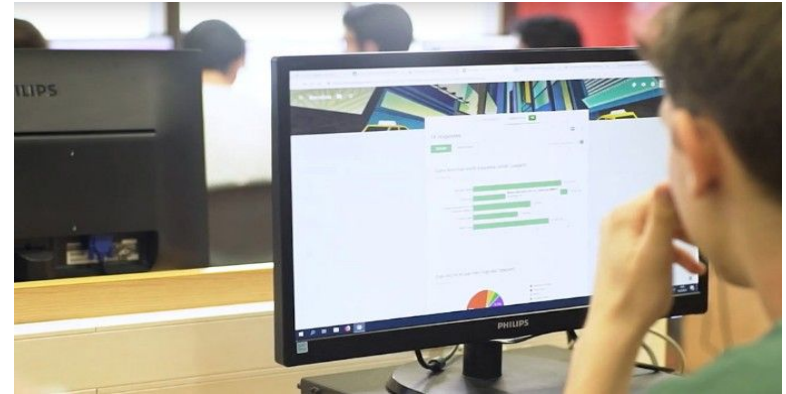
partner	name of school	nº of teachers	nº of students declared	nº of students introduced
ESP	Escola Pia Balaguer	7	34	29
ESP	Escola Pia Igualada	2	130	1
ESP	Escola Pia Nostra Senyora	5	245	103
ESP	Escola Pia Terrassa	2	25	16
ESP	Escola Pia Caldes	2	58	52
ESP	Escola Pia Mataró	5	150	154
ESP	Escola Pia Balmes	3	60	57
ESP	Escola Pia Sarrià	4	120	131
ESP	Escola Pia Granollers	5	-	103
ESP	Escola Virolai	7	90	92
TOTAL		43	912	738

The situation_June'19 (end of pilot)

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ESP	Escola Virolai	7	90	92
TOTAL		43	912	822

ESP CRISS experience: analysis & recommendations

1. Pedagogical approach
2. Technical issues
3. Certification



1. Pedagogical approach

FRAMEWORK & MAPPING (connection between indicators & activities within tasks in Scenarios)

- Strongly-built in terms of **pedagogical coherence**
- Innovative & inspirational: provides scientific **evidence of acquisition** of all areas of the Digital Competence
- **Tackle those areas** which are **not traditionally covered** when working the **Digital Competence** and are often “invisible” for teachers (e.g. *Area 1: Digital Citizenship & Area 5: Digital Problem-Solving*)

1. Pedagogical approach

SCENARIOS

- **Variety of projects** to choose from (library of scenarios) but should also integrate different subjects from curriculum (cross-curricular projects)

- **Engaging** tasks, appealing for teenagers

(**topics & content**), which can be “adapted” to suit

teachers' and students' needs

(ex. *Publish a digital newspaper = Publish a yearbook*)

- Meaningful and **contextualized** tasks to work the Digital Competence



1. Pedagogical approach

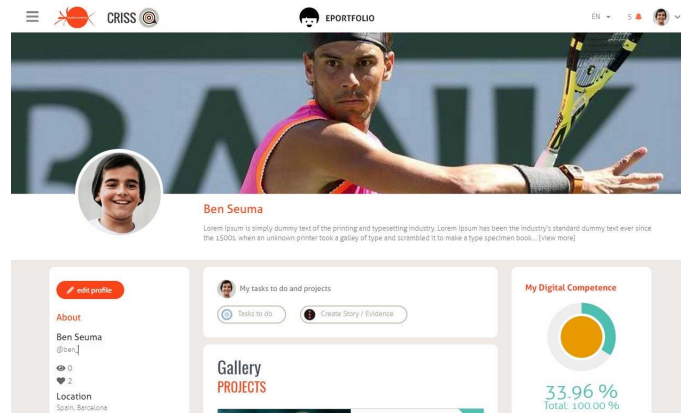
ASSESSMENT

- System of **rubrics for evaluation** of students' evidences (tasks)
- Teacher-centered. It should **involve students** in this process (co-evaluation & self-evaluation)
- **Teachers' workload** in assessment of tasks (e.g. 1300 tasks generated from a group of 30 students) may be reduced with a **long-term planning** of scenarios

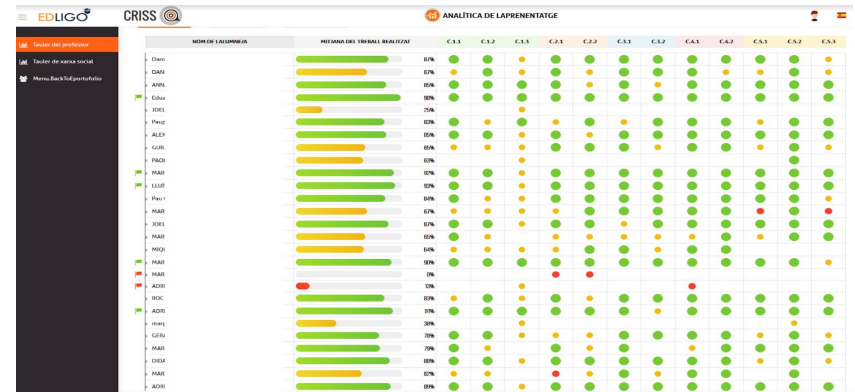
2. Technological issues

PLATFORM

- The pilot has been an opportunity to detect technical problems and solve them. A strong platform needs to offer solid teacher support
- Two used work environments: e-portfolio (working interface) & learning analytics (results & progress site)



Student's e-portfolio



Learning Analytics site

2. Technological issues

- Students' e-portfolio offers a **visual record of students' work** throughout the years (collection of created tasks), but can be improved with some recommendations:
  - From teachers point of view, the **platform needs for an interactive online Gradebook**: global view of students' performance regarding submission of tasks & evaluation and with a powerful filter system
  - **Tasks cannot be improved or changed by students** once they are submitted to the teacher

2. Technological issues

- **Learning Analytics** is a powerful tool for both teachers & students: provides an overview of performance but needs a **better synchronization of students % in achievement of Digital Competence** after tasks are submitted and assessed by teacher.
(Real-time Update of data)
- Learning analytics allows **customized teaching-learning process**: helps teachers detect weak areas of performance that need to be improved

My digital competence



3. Certification

- **Sub-Competences, Complete Competence Achievement & Badges**
(System of rewards)
- **Detailed report** for students & parents

Anexo: Marco CRISS para la Evaluación y Certificación de la Competencia Digital	
AREA 1.- Ciudadanía digital: Gestionar las identidades digitales, proteger los datos, cuidar la salud y el bienestar y participar en la ciudadanía.	SC 1.1. Creación y gestión de la identidad digital y su privacidad, y cuidado de la salud y del bienestar: Crear, gestionar y proteger identidades digitales. Cuidar la salud y el bienestar físico y psicológico. PC 1.1.1 Ser capaz de gestionar la propia identidad digital, en términos de presencia y visibilidad en la red, para diferentes propósitos (p. ej. visibilidad, perfiles en redes sociales, e portfolio, CV, etc.). PC 1.1.2 Ser consciente de proteger la propia identidad digital (p. ej. verificar políticas de privacidad, utilizar sitios web, contraseñas y conexiones web seguras, actualizar software, etc.). PC 1.1.3 Adoptar hábitos saludables en relación con la ergonomía y prevenir otros riesgos físicos (p. ej. postura, tiempo, radiación, desvellos, etc.). PC 1.1.4 Ser consciente de los riesgos psicológicos generados por el uso inapropiado de las tecnologías digitales e Internet (p. ej. acoso cibernético, sexting, adicción, contenido violento, etc.).
	SC 1.2. Protección de datos y sistemas digitales, y comportamiento ético y responsable al usar tecnología digital: Proteger los datos personales y los sistemas digitales. Ser consciente de la variedad de formas de publicar contenido digital, y comportarse de manera ética y responsable al usar tecnologías digitales. PC 1.2.1 Saber cómo proteger los datos personales que podrían verse comprometidos en entornos digitales (p. ej. derechos de acceso, derecho de cancelación, etc.). PC 1.2.2 Proteger los dispositivos contra amenazas externas (p. ej. utilizando antivirus, contraseñas, etc.). PC 1.2.3 Conocer los derechos de autor y las diferentes formas de difusión de contenido digital (p. ej. copyright, copyleft, creative commons, etc.) y usarlos éticamente (p. ej. citar, etc.).
	SC 1.3. Participación en la ciudadanía utilizando tecnologías digitales: Participar en la mejora del bienestar social y la sostenibilidad ambiental y potenciar el empoderamiento personal utilizando tecnologías digitales. PC 1.3.1 Ser consciente de cómo utilizar y consumir las tecnologías digitales de manera sostenible para el medio ambiente (p. ej. formas de ahorrar energía, conocer el impacto de la tecnología en el medio ambiente, reciclar, etc.). PC 1.3.2 Mejorar la autonomía como ciudadano usando tecnologías digitales (p. ej. en procedimientos administrativos, citas médicas, procesos corresponsables, etc.). PC 1.3.3 Participar a través de tecnologías digitales en iniciativas de mejora social y sostenibilidad ambiental (p. ej. contribuir a comunidades virtuales, apoyar plataformas sociales y organizaciones, etc.).
	SC 2.1. Comunicación mediante tecnologías digitales: Interactuar adecuadamente mediante tecnologías digitales apropiadas y compartir datos, información y contenido digital en variedad de formas, modos y contextos. PC 2.1.1 Ser consciente de las reglas de la netiqueta. Adaptar la comunicación al público específico y ser consciente de la diversidad cultural y generacional en entornos digitales. PC 2.1.2 Comunicar y publicar a través de las herramientas y plataformas digitales adecuadas (p. ej. correo electrónico, blogs, página web, whts, etc.). PC 2.1.3 Gestionar diferentes sistemas de comunicación para interactuar y compartir archivos con otros (p. ej. foros, almacenar y compartir archivos en la nube, enviar archivos adjuntos, subir fotos, etc.).
	SC 2.2. Colaboración mediante tecnologías digitales: Colaborar utilizando tecnologías digitales para desarrollar proyectos y crear recursos y conocimientos. PC 2.2.1 Planificar y organizar y gestionar el trabajo colaborativo, los procesos de distribución y las tareas del grupo, utilizando herramientas digitales colaborativas adecuadas (p. ej. time-management, scheduling on-line calendar, etc.). PC 2.2.2 Participar activamente en las tareas de grupo a través de entornos virtuales colaborativos (p. ej. chat en línea de mensajería instantánea, videoconferencias, redes de colaboración, etc.). PC 2.2.3 Actuar de manera ética, contribuyendo a la cohesión del grupo con una comunicación equilibrada y eficiente, respetando las opiniones de los demás y gestionando los problemas o conflictos grupales al trabajar en entornos digitales.
	SC 3.1. Planificación, búsqueda y selección crítica de datos, información y contenido digital: Planificar, buscar y seleccionar datos críticamente, con el fin de encontrar información y contenido digital adecuado. PC 3.1.1 Planificar la búsqueda de información según necesidades y condiciones específicas (p. ej. tiempo, objetivos, limitaciones, etc.).



ARNAU AGUSTIN PORTILLA

del

Escola Pia Sarrià

Ha sido galardonado con el

Competencia digital CRISS

Certificado de progreso

Habiendo demostrado evidencias del desarrollo de estas sub-competencias de acuerdo con el Marco de Evaluación y Certificación de Competencias Digitales de CRISS.

Àrea

Sub-competencia:

SC.3.2

ESP CRISS experience - strengths (1)

- The FRAMEWORK & MAPPING (connection between indicators & activities within tasks in Scenarios)
  - strongly-built in terms of **pedagogical coherence**
  - innovative & inspirational: provides scientific **evidence of acquisition** of all areas of the Digital Competence
  - tackle those areas which are not traditionally covered when working the Digital Competence and are often "invisible" for teachers (e.g. Area 1: Digital Citizenship & Area 5: Digital Problem-Solving)
- SCENARIOS:
  - **engaging** tasks, appealing for teenagers (topics & content), which can be "adapted" to suit teachers' and students' needs (ex. Publish a digital newspaper = Publish a yearbook)
  - **variety of projects** to choose from (library of scenarios)
  - meaningful and **contextualized** tasks to work the Digital Competence
  - system of **rubrics for evaluation** of students' evidences (tasks)

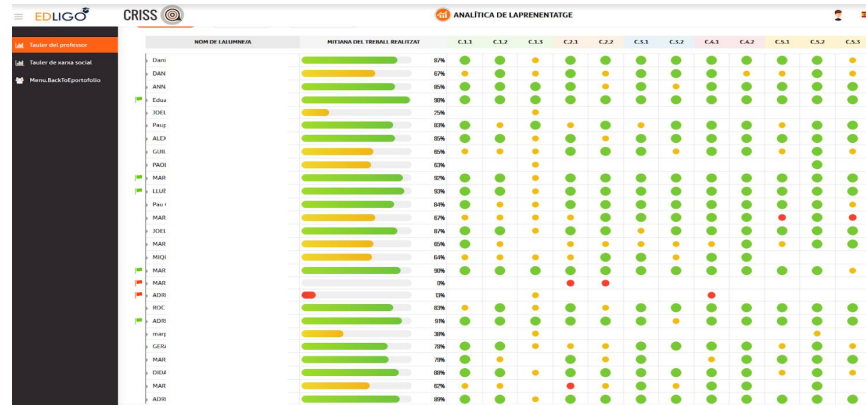


ESP CRISS experience - strengths (2)

- **STUDENTS' E-PORTFOLIO:**
  - keeps a **visual record of students' progress** throughout the years (collection of created tasks)
  - can be shared with other students (publish & comment among students)
  - ends up in **Certification**
- **CERTIFICATION:**
  - **Sub-Competences, Competences & Badges**
(System of rewards)
  - **detailed report** for students & parents

ESP CRISS experience - strengths (3)

- **LEARNING ANALYTICS** (visual record of achievement of Sub-Competences & Competences):
  - powerful tool for both teachers & students: provides an **overview of performance**
  - **customized teaching-learning process**: helps teachers detect weak areas of performance that need to be improved



Lessons learnt & Final remarks

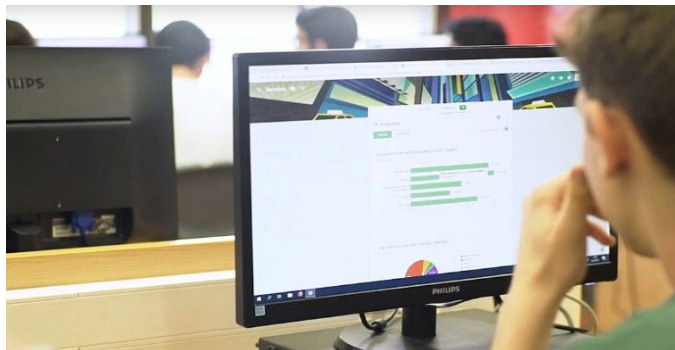
- CRISS has enabled the detection of those **areas of the Digital Competence** which were rarely visible before (A1: Digital Citizenship & A5: Digital Problem-solving)
- CRISS has offered students an **engaging** way to work collaboratively within a meaningful **framework**. The **scenarios** provide the perfect context with integrated activities and different use of ITC
- **Long-term planning of scenarios** in different school years (from Year 6 -primary- to Year 11 - secondary) so that the workload is not stressful neither for teachers nor students

Lessons learnt & Final remarks

- **Improvement** in the usability of the platform:
  - **Board for teachers** showing status and progress of all students' tasks (submitted/ pending / evaluated) with direct access to tasks & included a **gradebook** that showed performance and kept a record of results and grades..
  - **Students** should have the **possibility of rectification and improvement** of unsatisfactory submitted tasks (learning from mistakes)

Recommendations

- Improve usability of platform:
  - Better and more detailed filter in the evaluation of tasks
  - Board for teachers showing status of all students' tasks (submitted/ pending / evaluated) with direct access to tasks
  - Gradebook for teachers showing all students' results



Final remarks

- Students should have the possibility of rectification and improvement of unsatisfactory submitted tasks (learning from mistakes)
- Long-term planning of scenarios in different school years (from Year 6 -primary- to Year 11 - secondary) so that the workload is not stressful neither for teachers nor students

Thank you for your attention