Introducing Online Collaboration Methods and Tools in Education

LIKTA

Presentation by Dace Baumgarte
Reason for the Project

- Digital competences and online collaboration skills nowadays is **a must** in the education system.

- Digital media and online collaborative tools support:
  - The preparation of learning materials with other teachers.
  - The organization, structure and stimulation of lessons in a way that enables students acquire knowledge independently and in a responsible way.
Aim of the Project

- To facilitate the development of teachers’ digital skills, including the ability to use online collaboration and teaching technologies and support teachers in applying more digital media in everyday school life.

- Online collaboration tools can thereby enrich teaching and learning in all school subjects, and help teachers to find, create and organize new and up-to-date learning materials.
PROJECT’S PARTNERS
Estonia

- **BCS Koolitus** is an ICT training and consulting company, which offers services to ICT users including teachers, specialists and managers.

- The selection of services is varied: different refresher trainings, education methodology trainings, consultations, certifications and conducting development events in ICT.
Germany

- The goal of the Stiftung Digitale Chancen (Digital Opportunities Foundation) is to make people interested in the Internet and to support them with their steps into the digital world.

- Stiftung Digitale Chancen was founded in January 2002 in Berlin by AOL Germany and the University of Bremen. Co-founders are Accenture and the Burda Foundation.
Ireland

- **ECDL Foundation** is the certifying authority of the leading international computer skills certification program - ECDL / ICDL.

- The quality and reputation of the certification programs are built on over a decade of experience in successfully delivering ICT certification programs to millions of people in various languages around the world.
Latvia

- Latvian Information and communications technology association (LIKTA) was founded in 1998 and it unites leading industry companies and organizations, as well as ICT professionals - more than 160 members in total.

- The goal of LIKTA is to foster growth of ICT sector in Latvia by promoting the development of information society and ICT education thus increasing the competitiveness of Latvia on a global scale.
Public institution Information Technologies Institute (ITI) was established in 1997 and started as an organization which creates temporary professional working groups for projects on Information System design.

From year 2000 ITI started with ECDL (European Computer Driving License) Programme implementation in Lithuania. Now ITI is the official ECDL Foundation Sub-licensee for Lithuania.
NEEDS’ ANALYSIS
Research for Needs Analysis

- **Aim** – to examine:
  - The skills gap and training needs of individual teachers
  - The policy and training contexts of their teaching practice

- **Goals:**
  - Elaborate national contexts
  - Propose, validate and refine the scope of a curriculum
Teachers’ Confidence in Social Media Skills*

Usage of Online Tools in the Project’s Countries*

*Source: Project “Online4EDU”. Results of Beneficiaries’ Skills Gap and Training Needs Analysis
Teacher’s Confidence Using Online Collaborative Tools*

*Source: Project “Online4EDU”. Results of Beneficiaries’ Skills Gap and Training Needs Analysis
TRAINING, TESTING AND CERTIFICATION
129 teachers took part in the course
15% of course participants were male, 85% were female
On average, the majority of respondents (69.1%) were between the ages of 36 and 55.

Regarding experience, on average, almost half (36%) of respondents had been teaching for more than 20 years. This compares to 48.1% in the initial survey.
Respondents taught in a range of subject areas, although the most common category taught was science, technology, engineering and maths (46.10%). This compared to a percentage of 33.66% of STEM teachers in the initial teacher survey.
Learning and Certification Cycle of the Pilot

- Participants’ **self-assessment** of their preliminary knowledge and skills:
  - Barometer
  - Pre-course survey
- Training process in a form of **blended learning**
- **Certification**
- Evaluation survey after the training
Set of Learning and Testing Tools

- Curricula
- Online learning environment
- Courseware – E-learning materials and an e-course
- Self-assessment test – Online Barometer
- Online certification module Online collaboration methods and tools in Education
- Guidelines for implementing the system for teachers
Pre-testing Tool – Barometer

- Barometer’s questions focuses on 3 areas:
  - General knowledge on OCT
  - Mobile Collaboration
  - Webinars
Online Learning Environment

Start learning / Choose your country

ESTONIA
GERMAN
LATVIAN
LITHUANIA

Project information
The project Online4EDU introduces online collaboration tools in education by providing a blended learning course for teachers.
http://www.online4edu.eu/

Disclaimer
This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Partners
LIKTA
Public institution Information Technologies Institute (ITI)
ECDL Foundation
Stiftung Digitale Chancen
BCS Koolitus

Co-funded by the Erasmus+ Programme of the European Union
Learning Process in O4EDU

Pre-training survey

Face-to-face initial meeting

Module 1

Module 2

Module 3

Face-to-face final meeting and exam

Online collaboration

After training survey
Training Content

- **Module 1:**
  - Information on Online Collaboration Tools with respect to ECDL tests
  - Introducing technical aspects

- **Module 2:**
  - Acquisition and practical usage of Online Collaboration Tools

- **Module 3:**
  - Applying acquired skills in the development of teacher’s own projects for using OCT in classroom
Certification of Skills – 2 ECDL Tests

- **Online Collaboration Test** – corresponds to ECDL Online collaboration syllabus, consists of 4 parts:
  - Collaboration Concepts
  - Preparation for Online Collaboration
  - Using Online Collaboration Tools
  - Mobile Collaboration

- **Online Collaboration Tools in Education** – according to Online4EDU Syllabus, consists of 3 parts
  - Creating Learning Material
  - Integration in Daily Lessons and Collaboration with Students
  - Usage of Online Collaboration Tools in Practice
Benefits for Participants

- **Online Collaboration Tool in Education** certificate of 48 training hours for the development of teachers’ professional qualification

- **ECDL certificate** that correlates with Pan-European ECDL certification module **Online collaboration**
Organisation in Estonia

- 31 participant:
  - 27 female
  - 4 male

- 2 groups

- 28 graduates

- 25 teachers passed ECDL test
Organisation in Germany

- 37 participants:
  - 21 female
  - 16 male

- 8 groups
- 8 final projects
- 29 graduates
- 27 teachers passed ECDL test
Organisation in Latvia

- 33 participants:
  - 32 female
  - 1 male
- 8 groups
- 8 final projects
- 30 graduates
- 23 teachers passed ECDL tests
Organisation in Lithuania

- 46 participants:
  - 45 female
  - 1 male
- 2 groups
- 43 graduates
- 41 teacher passed ECDL tests
Comparison Before and After the Training

- Frequency of use of online collaborative tools before taking the course was compared with intended frequency of use following the course.
Respondents indicated their confidence in using a range of online collaborative tools before taking the course and after taking the course.

Consistent increase in confidence demonstrated by participants in all countries.
There was a high level of acceptance of course characteristics – between 86% and 97% of respondents either agreed or strongly agreed with 9 statements of course characteristics.
Evaluation of the Training – Latvia

The course was clearly understandable.

Blended learning method was suitable for this course.

Course content was in compliance with the course aims.

Course duration was sufficient for acquiring the course content.

Self-assessment was a positive stimulus for successful completion of the course.
TEACHERS’ QUOTATIONS
Estonia

- «I carried away of using online collaboration tools that the students said to me one day: 'Teacher, using ordinary whiteboard sometimes is OK!'»

- «After the training, I dare to experiment and try out more. Participation in the training gave me a lot of confidence. Thank you!»
Germany

Barbara Pietzonka

- «I partially used the assignments of the course directly to transfer the preparations for lessons to the school computer without any hardware. Without the course I could not have done that.»
Latvia

Sintija Pūce

«When training started, I quickly realized that the provided tools not only allow "legally" use phones and tablets during the lessons, but also promote cooperation skills. The project inspired me and encouraged to change!»
Lithuania

«The work was really fun, interesting and useful. We have pupils that learn at home, that are curious and looking for the additional information, so acquired knowledges we already apply at our work.»

Renata Babravičienė and Aušra Bezujevskienė