

## ILDE partners

**IIS Luigi di Savoia" (Secondary Technical School) – Italy (applicant organisation)**

USR Abruzzo (Regional Education Authority of Abruzzo) – Italy (partner organisation)

Stiftelsen Kursverksamheten Vid Ua Universitet – Sweden (partner organisation)

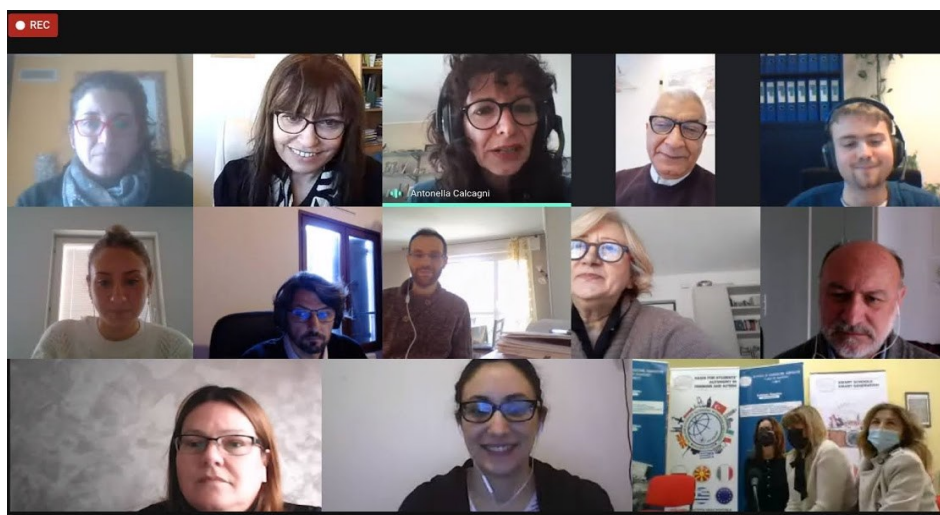
Dimitra Ekpaiditiki Simvilitiki Ae – Greece (partner organisation)

Die Berater Unternehmensberatung – Austria (partner organisation)

Académie d'Orléans-Tours – France - (partner organisation)



## Integrated learning & digital Evaluation



*The Partners*

### BACKGROUND

In the report entitled "Digital Education at school in Europe", Eurydice provides an exhaustive picture of the European situation concerning the use of technologies at school. What has emerged from it is that in half of Europe's educational systems digital skills are never assessed through national tests. The only exceptions are Austria and Norway where these competences are normally tested at all levels of education. It is also clear that thus far in Europe the assessment of the impact of digital competences is rather varied and that there is currently no instrument available to teachers based on a QA system that allows for appropriate evaluation. And furthermore after that, it is not known what is the real impact of the use of digital mediators in improving the learning outcomes of the disciplines in particular of L1.

### OBJECTIVE

After this premise, the project intends to determine the effectiveness of the use of digital technologies and digital critical literacy in the field of

## The Project in detail

education and vocational training. Especially, the focus will turn to the assessment of the ICT impact on mother tongue language teaching (L1) and foreign language teaching (L2 - English) in the various grades of secondary education and vocational training. The educational systems of the target countries will be taken into account

Therefore the project will promote a deep reflection on the validity of tools to measure the effects of digital development on social welfare in general and on the school system by seeking mechanisms for more effective integration of digital technologies in teaching and learning. After an initial phase of study and research (document analysis focused on the present situation, case studies, qualitative interviews, etc), the partnership will work on the creation of a digital based curriculum focused on the two humanistic subjects mentioned above according to a QA model and a non-digital competence based curriculum. This will represent the **first Intellectual Output (IO1)** of the project.

Practical tools based on **IO1** implementing QA + L1/L2 DIGCOMP models addressed to teachers and students will be collected in a Toolkit which will be considered the **second Intellectual Output (IO2)** of the project. Remark that DIGCOMP is a common European reference framework that identifies digital competences in terms of knowledge, skills, and attitudes, what this project intends to do is modulate skills at the several school levels by creating a vertical curriculum following the mentioned Digcomp model.

Each partner will produce a report on the testing IO1 and IO2 in their own countries on the basis of which FU-Uppsala will elaborate the Comparative Report about impacts and effectiveness of IO1 and IO2 on the partners' QA systems. After gathering feedback from the partners hence the revision of IO1 (Savoia – IT) and IO2 (Die Berater – AU), the final versions of IO1 (a set of Guidelines) and IO2 will be achieved. An **International learning activity (C1)** is planned for Toolkit staff training led by Die-Berater in Austria which will lead the participants to acquire knowledge and abilities for the local training in their own countries.

A piloting test will be the next crucial stage consisting in the comparison of the two learning pathways applied to two groups of students in the partners countries:

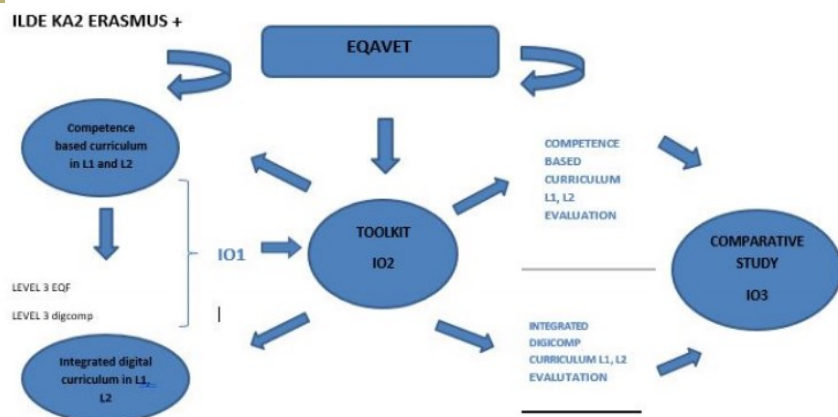
a first group of approx 100 students will undergo the integrated digital toolkit curriculum in the two disciplines selected (**integrated digicomp classes**)

a second group of the same number of students, instead, will keep to an ordinary competence based study programme with no digital tools involved (**digizero classes**).

The result of the above comparison will lead to the **third Intellectual Output (IO3)**.

The final stage will regard the promotion of the Toolkit usage in schools.

## Desk analysis and IO1



The first stage of Ilde Project has been bitterly conditioned by the Pandemic. For this reason, it was necessary to modify the kick off the meeting scheduled in Italy (Chieti) transforming it into an online meeting with the partners. Afterwards the partners concentrated on the desk analysis phase whose aim was to portrait the actual background referring to Vet system of the partners Countries. Desk analysis is divided up into two parts: the document analysis focused on the present situation about tools, processes and legislation used to improve QA systems in the PP Countries for the validation and recognition of LOs in DIGICOMP in L1 and L2 - 5. The second stage consist of Qualitative interviews addressed to VET teachers in order to investigate the processes referred to teaching and learning. The examined stages are inspired by the EQAVET cycle and in particular the questions are focused on planning, Implementation, Evaluation and Review.

The partnership is now developing the Intellectual Output 1 which consist of a competence-based Cur-

riculum in L1 and L2 and a digicomp based curriculum (L1 and L2). Each partner has developed a learning Unit (5 in total) choosing among different topics. Die Berater has produced a learning unit: "Getting to know the variety of the EU through country profiles and intercultural dialogue"; Folkuniversitet: "Living in a globalized world"; Di Savoia: "A Pathway of Orientation to the Territory in order to build an idea of entrepreneurship"; Dimitra: "Looking for a Job"; Academie d'Orléans Tour: "Safety and security". All the chosen topics are quite general in order to allow the adaptation to all types of Vet public and private Institutions. The level expected is EQF level 3/4.

In the meanwhile, the partners are producing a toolbox as well as a repertoire of different digital tools which will be useful in the following stage: the implementation of the digital competence-based CV.

Therefore, the next step deals with the production of the digital based learning Units which will be ready by the middle of May.