



e-FLIP PROJECT

Facilitating e-Learning for an Inclusive Pedagogy
ERASMUS+ 2021-1-SK01-KA2020-VET-000034712
GAZIANTEP MOBILITY (January 10th -14th 2022)

PRACTICES OF ONLINE EDUCATION From Institut Guillem Catà

BACKGROUND CONTEXT

The introduction of ITC in the Catalan Educational System dates back to the 80s with the creation of the Educational ITC programme (PIE).

In 1995, an important step was taken with the creation of the Catalan Telematics Network (XTEC) that guaranteed the Internet connection to all schools, corporate mails to all teachers and access to virtual learning spaces. The digital offer of the XTEC network grew progressively with the creation of digital resources banks such as:

- [edu365](#) – a digital resource bank for students and families
- [Clic](#) – interactive activities created by teachers bank
- [edu3](#) - audio and video resources library
- [Merlí](#) - educative resources for teachers bank
- [Blocs](#) - educational blogs bank
- [Linkat](#) - free software tools bank in Catalan
- [Àgora](#) - Virtual Learning environment (Moodle) and school websites

Apart from the above mentioned, there have been two very significant landmarks regarding Educational Digitalization in the past years:

- **The Educat 1x1 Project (2008):** this project implied a significant investment in ITC classroom equipment (computers, Wi-Fi connection, digital interactive boards and digital devices available to students and teachers) and in teacher training programmes. It also enhanced the publishing sector in the creation of new learning materials in digital format.
- **Curricular update:** In 2015, the digital skills were integrated in the official curricula as a cross curricular competence. They are considered a support skill and are taught and evaluated in all the subjects.

Digital Education Plan of Catalonia

We live in a complex, changing world where technology is always present in our lives. We use technology to communicate, to be updated, to play, to work and to be entertained but, how do we learn?

Digital literacy, one of the key 21st century skills, becomes essential for the promotion of a critical and responsible citizenship. The UNESCO, OECD and EU guidelines highlight the need to promote digital skills from the school. Schools should be permeable to

social changes and rise to the challenge of learning in the digital era.

The Catalan Digital Education Plan (2020-2023) was born to tackle all these issues. The Plan is addressed to 800,000 students, 100,000 teachers and 3,300 schools in order to ensure the equity and quality of the system.

There are 3 strategic axes with 13 specific goals that unfold into 25 action lines and 58 activities:

- **AXIS 1- Digitally literate learners:** The project establishes the methodological guidelines, the evaluation criteria and the digital content generation tools necessary for the achievement of digital literacy. Students are empowered to take over their learning process so they become autonomous and critical about the use of digital technologies.
- **AXIS 2- Digitally competent teachers:** it relates to the need to guarantee that all the teaching staff (both active and future teachers) are digitally competent enough. This axis implies the detection of active teachers' needs in order to implement effective training programmes and the coordination with faculties to ensure the digital competence of teacher candidates. Besides, it establishes mechanisms to facilitate network working among teachers
- **AXIS 3- Digitally functional Schools:** This axis is meant to empower the educational centres leadership as an engine of active transformation. It involves not only in-depth changes in their organization and digital strategy but also a far-reaching update in their ITC equipment and connections. In this line of work, in 2021, all Catalan schools received laptops and free internet connections to be lent to all students in order to overcome the digital divide and offer an equitable education.

To launch the project, the Educational Department relies upon the joint forces of a competent and committed teaching staff, the whole educational community, all the municipalities, the social and industrial network, the universities and all the involvement of all the stakeholders that contribute in the promotion of the country.

Context of Institut Guillem Catà

Institut Guillem Catà is a public secondary school in Manresa, near Barcelona. We are in a neighbourhood with a high degree of cultural diversity and many of our students come from disadvantaged social backgrounds. On offer, there is compulsory secondary education (12-16 years old) as well as post compulsory education (16+), and we also have vocational training courses in Health Services, Textile production, Personal Image, Carpentry, Trade and Commerce and Community Services. We have over 1,300 students and more than 120 staff members. In the past few years, our school has been moving towards a Project Based Learning approach to enhance our students' competence and place attention on communication and digital skills. Our most important objective,

among others, is to prepare our students for a highly demanding society within the framework of European values of democracy, solidarity and equality.

The school has been pursuing digital transformation for a long time. Among our strengths:

- we have a fully digitalized document management system
- We have established digital communication means with staff, students and families.
- We have a functional network that provides a good service to the whole community.
- We have been working with a VLE for more than 10 years
- all our students are provided with laptops in order to overcome the digital divide.

Among our **best practices**, we highlight our [MAGNET PROJECT](#). Four years ago, the Compulsory Secondary Education branch joined this project led by the [Jaume Bofill Foundation](#). Inspired by the American Magnet Schools, the project aims to offer specialized curricula to attract students from across our geographical boundaries. We work in partnership with an institution of excellence, the [Polytechnic University of Catalònia](#) (UPC), that provides the necessary knowledge to design and implement a STEAM curriculum that puts the students' ICT skills at stake. Among other things, we offer training in robotics (mBlocks, Scratch, Arduino, Makey-Makey and Micro:bit) and image editing.

The project has also provided gamification training for our teachers. This innovative learning technique, that addresses the need for interactive and collaborative activities by applying game design strategies, has turned out to be an excellent immersive learning experience for our students.

Nevertheless, we feel we still have a long way to go. The COVID pandemic lockdown has highlighted our digital **needs and shortcomings**:

- Not all our teachers are confident enough to move towards the digitalization of their teaching practice and contents and we need to take our teaching a step further. Much more training is needed and we need time to implement this training.
- We also need a digital mentor to guide us through the project. We have hired help for the technical maintenance but we also need assessment in the methodological department.
- We need to establish the school digital policy. We feel we are doing quite a lot but the transversality of ICT literacy makes it difficult to keep track. We have to

establish some methodological guidelines to capitalize on what is being done and to tackle the problem more effectively.