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| **FOCUS GROUP SUMMARY** | | | | | |
|  | ***IES JACARANDÁ*** | ***AHE*** | ***INERCIA DIGITAL*** | ***OLTU HEM*** | ***CASA CURPULUI*** |
| ***PERSONAL TECHNICAL SKILLS*** | * Compilation of basic ICT tools and resources, both for teachers and students * ICT experts should propose resources, sometimes unknown by amateur people in the subject. * Quick guide to better exploitation of tools and resources | * + More advanced training from ITC to administrative group, for example: preparing presentations in a more modern program than Power Point * A group of administrative employees should share and teach newly learned skills also teachers | ICT usage has become essential in every aspect of our lives, in teaching, in the workplace and leisure time. Collaborative tools are specially important, we are net citizens and ICT is the future of teaching.  We started using it in different stages depending on the age we were when the electronic revolution began. Those who are now in their 30’ started using it when they were 15, and those who are past 50’ are still struggling with some aspects. The determining factor to start using it was in many cases when it was introduced first as a school subject and then as a learning method in schools and universities, where platforms like Moodle and student communication tools like whatssapp groups and social networks thrived.  We are aware we do not use the ICT tools to their full potential, because maybe we are not aware of the possibilities. We do know many different tools and use them in the workplace, but are just unaware maybe of a better way to use them. For example Word is used continually but people still struggle with setting a paragraph straight or creating a bibliography .  There is a wide generational difference in the use of ICT. We tend to think that younger people is more competent with them since they are digital natives and sometimes that is somewhat true. However, most of younger people’s skills are about social networking and leisure time, and when the time comes to use specific ICT for basic work they are lost. People is skilled at many things in a superficial level.  We would like to teach them office software in depth, ICT oriented to the workplace, however many people have many different necessities, so above all it is necessity- driven | All teachers use ICT in their work and personal context. They started to use a computer when they are student in elementary school. They learned to use ICT in school as there is an ICT class compulsory in Turkish education system. The teachers mostly use ICT for social media, communication, research, to watch videos etc. They don’t think they use ICT to their full potential as they use it for just what they need. 6 of the teachers use ICT in class. 2 of them don’t use as they don’t have resources in class. 2 of the teachers ( English teachers) use videos in the class. The others use power point presentations. One teacher (ICT teacher) stated that he uses net-support programme which allows him interactive teaching. The teachers encourage students to use ICT. ICT teachers first teach the subject then let the learners practise what they learn. Foreign language teachers present the applications that make vocabulary learning easier. All teachers need advanced training programme as they think that they have intermediate ICT skills. All teachers stated that they and their students need software training. Students also needs information about how they can reach resources on internet. | Teachers participating in this focus group use ICT in personal contexts as well as in the professional environment. Most of the group belong to the non-digital generation and have a fear of using the technique in various learning contexts.  Everyone uses Smartphones, tablets, PCs to interact online through various social media channels, but also prepares their lessons. The preparation of ICT lessons is not constant because not all the classrooms have the necessary equipment and no internet connection.  Students are encouraged to use ICT through projects and their realization by digital means. Teachers participating in the focus group have different levels of ICT use in the teaching-learning-evalue process.   Often, students have better skills in using ICT than teachers. The lack of IT equipment in classrooms is the main problem and they can not constantly use ICT tools in classrooms.  They use ICT in lessons after they have been awarded ECDL certification through European projects. I use ICT in lessons by using ppt presentations, video materials, materials in prezi, projection to videoproiector.  The target group has ICT skills, but wants to improve them in order to achieve the teaching materials used in both pupil and adult education.  Also, ICT skills help them develop personally by accessing the various information provided by the Internet. |
|  |  | As the subject of the classes reffers to advertising and visual information some tools, programs and platforms were discussed – students  would like to learn more about functionalities of Word, Power point, movie maker. They use social media platforms and VSCO CAM for sharing photos with their phones, for more advanced works they prefer computers. | We use ICT absolutely all the time, all kinds of new technologies.  We do not use them to their full potential but we don’t really think it is that important, because digital skills are forgotten if they are not used, but if they are not used then it is because they are not needed. There can be, however, some useful features that we do not use because we do not know the full potential of a tool.  ACD was created precisely to teach people about ICT so classes are all about them. Each case is different depending on what technological need they have. They do use digital blackboards, computers, tablets, printer, etc. Our students are more competent in ICT than they think, even if not so much work-related. People who come to ACD do so with fear to break something and to try, because they are technologically illiterate. An important labour that ACD does is mental, encouraging.  Curiously enough, what we would like to teach them the most is not ICT itself, but the mental state needed to learn it. People who come to ACD are unemployed and come with a defeated mind, so they need to see how ICT actually does improve their life. More technologically speaking, safety and security on the net. | Teachers in this focus group use ICT in their personal and working context. They use their smart phones and PC for social media and also to prepare their lessons. They don’t think they use ICT for their full potential. They just use what they need. They think their students are same. The students don’t use ICT in an advanced level. They think that in future the classes will be more technologic so they would like to improve their and their students’ skills on ICT. As they are not so knowledgeable about ICT they cannot define their needs clearly but they want to learn to use the ICT more efficiently. |  |
|  |  | We didn't discuss technical skills, as it would exclude some of the participants from commenting spontaniously. We focused instead on the content of the curriculum to match technological demands of the future education. | We use ICT constantly in the teaching/working environment, especially e-learning platforms, the office suite and social networks. Tools like whatsapp are a constant in our daily life.  We do try to use ICT at the full potential, since that is our area of work. In our classes we have theory and practice with computers and collaborative tools. We even have a partnership with other countries so that our students need to do homework together, create webpages and a model of a shop online or otherwise. We make exhaustive use of digital blackboards, and shared desktop.  University students are quite competent with ICT, however maybe not so much regarding educative purposes. It is interesting to note that this is true in the rest of Europe, judging from the international students we have. In case of the 35- year olds and more, they are given an ICT training.  In order to help them catch up to the new era, a vital skill (aside from using the basic Office suit to the full potential) we would like to teach them is programming, to manage and filter useful information and how to make ICT accesible to people with dissabilities. | Teachers in this focus group started to use a computer when they were at high school. They don’t think they use the computer in the full potential. They think there is a lot to learn. |  |
|  |  | The question I asked aimed to outline the content of the training for teachers engaging and encouraging them to introduce new technologies and digital tools in their educational practices. |  |  |  |
| ***OPEN RESOURCES*** | * Video tutorials are very useful * Strategies for more effective/ accurate searches in the Internet. Basic strategies: symbols, data bases, etc. * Pool of ready-to-use open resources | * **Our needs**:   1) we would you like to have access to new resources which we do not know yet,  2) we would like to know how to encourage teachers to use Open Resources | We most frequently use Trello, Slack, Drive, the Google suite, Office kit and social networks. When we are carrying out a research we do use specific databases and advanced search (for example Google Scholar) but not in our everyday lives.  We are familiar with open source products likeMoodle, Wordpress, Open Office, Linux, and are able to create multimedia content at a basic level. | Teachers mostly use internet for e-mails, social networks and search for material. They use web-browser and office programs mostly. In the class they use projections. They use whatsApp groups for communication with students. Few teachers (2 of the group) use advanced searches or on-line databases such as Wikipedia. They don’t know open source products and they are not able to create multimedia contents. Most of the teachers (7) want to have access to new resources they do not know yet.  To summarize, teachers in this focus group aren’t aware of the open resources. They cannot discriminate the resources which are open and which have restrictions. | Teachers use the Internet to search for information, send emails, communicate to social networks with other colleagues, but also with students.  Some can create blogs that post multimedia, workbooks that students can access and resolve.   Open educational resources are accessed by target group members on the didactic.ro site, as well as the use of search engines to prepare teaching materials for lessons.  They are interested to develop techniques for the realization of educational resources, to be coordinated in their realization and posting in the online environment for the interested ones.  Teachers do not distinguish between open resources and restricted resources. |
|  |  | Commons which took most of the time. As the students declared they use many websites that offer material with free for  commercial use licences. | We usually use the Office kit and social networks. We do also use  advanced searches and on-line databases, specially in job seeking networks, adapted to the student’s necessities (for example if they have some disability, or specific databases ). We are familiar with open source products like Open Office or Linux.  We are able to create multimedia content but we don’t use it to create content in class, just to show it to students. In any case, we can use online free tutorials to learn2. | Teachers mostly use internet and office programs. They use whatsapp groups to communicate with students. They use search engines to prepare for the class. They cannot distinguish open resources and the resources that have restrictions. |  |
|  |  | not discussed, but relevant. as a person responsible for the Polish Virtual University was present at the meeting and the the issue of open resources are well researched and all available programs applied. | Specially in scientific research, we do use specific search, advanced search with boolean operators and databases  We know about open source resources like free software or open office. However in the University we do use Microsoft, since we have the license, it is the most widely used and is intuitive and user-friendly. | Teachers mostly use office programs. They have an increased awareness of risks. Some of them got seminars about safe internet. They don’t know the open source products in detail. |  |
|  |  | We had discussed copyrights, Creative Commons and it occured that the awareness of the copy rights of the material available on the Internet and how to use it in education is not that obviouse for them. |  |  |  |
| PRODUCTION OF DIGITAL CONTENTS | * It takes a lot of time, which teachers do not have, produce open resources. * Time consuming * Use of existing tools: videos, podcast, Kahoot, etc… | * We would you like to be able to produce **podcast**, and created new digital contents * Sometimes we know the tools, which can be useful, but not all * Programs for creating new content are often very expensive, which is why we want to have access to free programs | We consistently create presentations, videos, documents, tables and excel sheets. | Teachers can mostly produce presentations. They would like to produce interactive products. They also want to modify existing digital contents in order to adapt them to their needs. | Some members of the target group know how to make PPTs, videos, most of them proving to be interested in making: e-book, infographiks.  They would like to produce and modify the digital contents. |
|  |  | They use social media platforms and VSCO CAM for sharing photos with theit phones, for more advanced works they prefer computers. | We are able to produce digital content such as presentations, videos, podcasts, documents, tables or excel sheets. | Teachers in this focus group are eager to produce resources for their class but they don’t have these knowledge. They would like to produce and modify the digital contents. |  |
|  |  | Digital content in form of videos are produced according to decisions made by the authotities present at the meetings. A special group has been appointed to produce a video content for the teachers and trainers at the university. | We create short informative video lessons that we upload to our e-learning platform or the university database, that can be used for different degrees. | Teachers in this focus group can create e-book, presentations, video and interactive products. |  |
|  |  | They use social media platforms and work with their phones or computers. |  |  |  |
| ***METHODOLOGY OF THE COURSE AND TRAINING ACTIVITIES*** | * Digital skills are part of new learning methodologies * Practical learning * Focus on just one teaching methodology * Focus on technical ICT skills * Improvement of learning/ training activities, taking them as an example and making them more complex. | Students like to find things and learn by themselves, although they would gladly use a video lecture but after participating in real one.  They declared, that personal contact with the mentor is very important. | We are facilitators, not teachers, so our teaching methodologies cannot be the same old fashion school lectures. We are very practical and let students investigate and discover driven by their curiosity.  The integration of ICT has massively changed teaching and made it more dynamic, making it much easier, visually alluring and fun to find information. Every student is assumed to own a laptop or it is given to her/him. Paper is rarely used, everything is uploaded online, from lessons to homework, and students organize that way too. Digital blackboards are usual in High schools.  E-learning and forest schools are really interesting new methodologies, but both have good and bad traits, The first one can be isolating and the second one makes it impossible to use ICT. | Most of the teachers (6) in this focus group are not willing to use new methodologies in their class. Moreover they don’t know new methodologies. They want to learn how to use new technologies instead of new methodologies. | Teachers in this focus group think that they should use ICT in their class. But they think they should be aware of new methodologies.  So they think that the course should have methodological issues and also teachnical issues.  Most members of the group were interested in a transition from traditional learning to e - learning. |
|  |  | The weekly seminar consisting of teachers, trainers and managers engaged in creating new learning pathways, introducing changes to adapt to the job market on May 30 became the focus group just for the purpose of discussing new technologies. It has a form of coaching and brainstorming on the chosen topic, so the stiff formula wouldn't work well. During the meeting I chose to take notes on what participants were saying. | New methodologies are our everyday. Every class is completely adapted to the student. There is no place for old theoretical lessons in teaching ICT, because they need to learn by doing. More than teachers we are facilitators, sometimes we do not give them the answers but leave them investigating.  Since ACD is about ICT, our teaching methodology has not changed with the integration of ICT, but catching up to new technologies that come out every month. It depends on the profile of the student; if it is a young person looking for a job, an older person who has lost theirs and is trying to learn to better their CV, or someone who does not understand smartphones, it is not the same teaching someone to use the email in 2007 than someone to use the last –generation tablet in 2018.  A new methodology we still have not used is online volunteering. There is an open debate about it, because some people would miss the face-to face warmth, so an option is to only use it when there is no other way, or just half the time of the training. | Teachers in this focus group think that they should use ICT in their class. But they think they also should be aware of new methodologies. So they think that the course should have methodology issues and also teachnical issues. |  |
|  |  | We had two small groups of Pedagogy students completing each other.  Here are the most interesting reflections after I asked them questions from the DAE questionnaire document. I think that those hints could help teachers and trainers change their approach to new technologies in their work and it's the most crucial issue.  As usual - the problem of equipment was mentioned | We do use new methodologies, tools change all the time and teaching has to catch up, with ICT we cannot use old theoretical lessons, this is about learning by doing. Tools become obsolete very quickly so sometimes do our methodologies as well. An example of our new methodology is the use of collaborative tools with people abroad involved in their learning. We’d like to try inverse classes, that we have had the opportunity to experience ourselves but not implement.  Teaching is not the same since the boom of ICT. New degrees have been created because of it, and in the Business area we do everything with ICT now. It has greatly improved the quality of life and learning. Right now we are working with proctoring, a tool that allows to follow and evaluate the long- distance students,. Un until now there was always some degree of face-to face, but there is an undeniable tendency towards absolute e-learning. It is actually demanded by students, so they can balance their life, work and learning.  There is an interest proposal of acquiring formal ICT and ICT teaching certification for the course. | Teachers in this focus group are willing to use new methodologies in their class. They think that information and data literacy, digital content creation and safety are the 21st century competences. |  |
| ***DEVELOPMENT OF TRAINING COURSE*** | * Purpose-oriented approach: “you can use it this way and it is useful for this purpose…” * Optimize the time, both personal and in the classroom | * We need ready-made topics, divided into modules * in the modules should be ready materials: audiobooks, PDF files, podcasts * We need access to digital library | We would like the contents of the new course to be centered in both in new methodologies and development of ICT skills. But most of all we want it to be necessity driven, so as to not lose sight of the objective of the training. It would be best to have several options for the format of the course. An online platform with an easy-to access, intuitive database of resources, videotutorials and links would be nice, but different people may need different things and paper is familiar (we need to be eco-friendly, however) | Teachers want the course to have development of ICT skills. They think that job shadowing will be useful. They would like to have an interactive course in the class. According to them the course should center dissemination of tools/programs/contents. They think they will use the new contents in classroom in future. | In the new course, the target group members were interested in how the new methodology would be, what ICT skills they would develop and the format of the course would be preferable to be a mixed format. half face to face in the classroom, and the other half running online, including a video tutorial and a written guide.  They think they will use the things they learn in their professional life in future. |
|  |  | I focused a discussion on the needs of students in terms of the training on new technologies.  They stress the need of contact with teachers at the same time demanding an interesting interaction and learning methods. | For the contents of the new course we would prefer a fifty-fifty ratio between new methodologies and development of ICT skills. No sense to have a lot of knowledge if you are not able to share it, and for us it is important to work on interpersonal skills for teachers and students.  It would be best to have several options for the format of the course. Maybe a recycled paper guide with references to an online platform with several short informative videos. | Teachers think that the course should include both new methodologies and development of ICT skills. The course should take place in a classroom. They think they will use the things they learn in their professional life in future. |  |
|  |  | We were discussing the trend emerging among young persons of creating RPG games, and possibility of using it in education integrating different faculties through the project work. For instance, this time an idea came up of combining classes for English philology faculty and graphic faculty – specialization Game Art 3D in order to produce a game using Autodesk and Adobe software. The role of the university in supporting and incubating students' work was discussed. | The content of the new course cannot separate new methodologies and development of ICT skills, basically because there is no way to effectively teach ICTin a traditional classroom. A main point is giving the skills to the teachers, in teaching, in ICT skills and in teaching ICT skills. Adult education will absolutely, thoroughly become virtual learning, so online and virtual format would be appropriate. | Teachers think that the course should include both new methodologies and development of ICT skills. The course should take place in a classroom. They think they will use the things they learn in their professional life in future. |  |
|  |  | The aim of beneath mentioned activities is to give the participants motivation of some kind and highlight the pros of using new technologies  Examples:  - help participants recognize their resources that allow to apply new technologies - a friend or relative skilled in computer and internet who can help (Everybody has one).  - at the very beginning of the training could be the part when participants reveal their passions and interests on which we can build the tasks for later.  - they could do a task with downloading and installing a program following a tutorial on youtube (Looking for problem solving films and fulfilling tasks of their choice: i.e. replacing a broken car door handle following YouTube instructions)  - watching films on youtube (of their own choice and usually not available on tv)  - buying an airine ticket  - installing a printer, finding and downloading drivers on the Internet  - use of manual/instruction on the internet with google translator  - case studies of people who had a problem with the use of new technologies but learnt and overcame that.  - a Skype call between teachers and presentation of a discussion and sharing of materials  - collaboration between training centres/groups in training tasks (sending questions or information to other partincipants  - producing video material on some topic (lecture, workshop etc)  - preparing very short script for the e-learning platform/class/meeting  - browsing Iternet resources (OSS, Data bases, newspapers in terms of education  - language learning (youtube best conversations)  - looking for/researching independant information  - preparing a more personal material with personal conclusions, self reworked photos  - video conference  - possibility of personalising contact with people scattered around the world, close personal contact  (Example : Monica lives in Hamburg and has a friend in Houston, Texas. They spend time together shopping (each in her own town) using Internet video call for hours.  - video lecture time saving - ontinuing their own passions and interests using ICT tools  Second part of the training would include project based tasks |  |  |  |
| ***SUMMARY*** |  | As a group of administrative staff, often helping teachers to start and teach using the e-learning method, we would like to:  1) participate in trainings raising our qualifications in the field of TC, and creating modern programs  2) learn more tools that motivate educators to work and use available open resources  3) we would like ready-made training, divided into modules, using: podcast, webinar, PDF files, access to materials from digital libraries. | The most important idea that was generated in today’s discussion are that we do not reach the full potential of ICT tools because maybe we are unaware of them , that our main objective must be to adapt to the necessities of the students and give them the spotlight. Also that, contrary to what may seem, younger people are not necessarily proficient with ICT, since the use they give it is many times the same.  We’ll adapt to the dates of the course.  We’d like to see in it a list of the most useful platforms or tools that have been already tried by different teachers and a focus on needs. | The most important idea is that teachers don’t want to learn new methodologies. Instead of it they would like to learn how to integrate ICT in classroom. They can have the course in June. | The course should be Blended Learning. The course should include both new methodologies and the development of ICT skills.  They want to learn how to integrate ICT into the classroom. The course will take place on holidays. |
|  |  | The above mentioned discussion points out that some of our future training course participants may represent different style of learning, more independent and working on their own. For those more like project tasks would be better. | For us, the most important ideas generated in today’s discussion are:   * It all comes down to individual needs. ICT is very broad and encompasses many different areas in life. * They can seem somewhat cold sometimes, but we were all the time discussing how t make them more approachable, warm, human. * The main objective is learning, and ICT is only a tool for that, we cannot lose sight of that.   The date when we’d be able to take the course depends on timetables and schedule. It would be ideal to have it online so everyone can do it when they are able.  In this meeting Inercia Digital has taken in the experience that we have here in ACD teaching ICT, what we have and do not have, what we, as ICT teachers, think is necessary.  We will not have, however,a clear picture of the course until we see it. We would like it to cover all the needs of people with ICT deficiencies. | The course should be face to face. The course should have both new methodologies and development of ICT skills. The course should be in June or in September. |  |
|  |  | When observing what motivates the participants of the focus group, what encourages them to be engaged I would come to the conclusion that the more the flexible structure of the course, the more competitive games, the better result and number of participants completing it.  The outputs of the DAE training course would be implemented on the e-learning platform of the Polish Virtual University. | The most important ideas that were generated in today’s discussion are, for one, how really indispensable ICT has become. The concept of traditional illiteracy is almost gone in the first world, and digital illiteracy is the next step, not only for work and in the education area, but as the reality of society and daily life. We will end up using, and are beginning to use ICT for everyday tasks. Soon doing things like bank transactions online may be the only option and physical shops and offices may completely disappear. So we cannot forget any age group, especially older ones, to prepare them for life. | The course should be face to face. The course should have both new methodologies and development of ICT skills. The course should be in June or in September. |  |
|  |  | We could use some of the suggestions from the students as they are future teachers and trainers, often already working with children. They are our target group and end user so to speak. |  |  |  |