

ERASMUS+

Cooperation for innovation and the exchange of good practices

Strategic Partnerships for school education

I SECURE Project

Empowering education systems in information security

Project Number 2015-1-IT02-KA201-015005

Spain

O5-A4. National testing and consultation report

Inercia Digital S.L.

April 2018





1. Introduction

1.1 I SECURE Project: aim, objectives and results

Quoting directly from the project application, these are the main aims and objectives:

- a. providing concrete support (methods, prototypes, courses, learning materials, 'Technology Enhanced Learning (TEL) I secure ecosystem, etc.) for supporting the digital agenda of the different European countries, and at European level;
- b. supporting the strategic use of information and communication technology in teaching and learning programmes as a precondition for the development of innovative pedagogical method at secondary schools level (students of 11-18 years), in the partner countries;
- c. developing and testing the TEL I SECURE eco-system' which will represent ready to use tools and instruments for empowering teachers in the field of safe ICT use in school education (ICT based teaching and assessment);
- d. providing innovative collaborative practices and tools to foster an informed and aware use of ICT tools in educational activities to develop key skills as: problem solving; collaborative learning; creative team working; writing and reading in ICT based environment;
- e. empowering teachers and students for enhanced use of ICT in school education also through creative team working and collaborative learning based on ICT;
- f. providing specific competencies for teacher initial and continuing training dealing with modern and innovative pedagogical methods and tools (e.g. adopting innovative and collaborative learning practices, assessment of employability soft skills)".

1.2 The I SECURE Partnership

The I Secure partnership involves seven partners: Ufficio Scolastico Regionale del Lazio (Italy); Finance & Banking - Associazione per lo sviluppo organizzativo e delle risorse umane -Effebi-(Italy); E-CO e-learning studio srl (Italy); OPEN UNIVERSITEIT NEDERLAND (Netherlands); UNIVERSITY OF NATIONAL AND WORLD ECONOMY (Bulgaria); Inercia Digital S.L. (Spain); and Multidisziplinäres Institut für Europa-Forschung Graz (Austria).

2. Testing phase (05)

2.1 Testing methodology and tools

For the purpose of the national training event, we received from Effebi Association a pre-test questionnaire and a post-test questionnaire, which we translated into Spanish and printed in order to provide the attenders with them. The results will be described in section 2.3.

2.3 National training events (O5-A2) results

The National training events were held in two local secondary schools in Huelva, Spain: **Colegio Virgen del Rocío** and **Colegio Diocesano Sagrado Corazón de Jesús**. Each event have been done face to face following the topics indicated in the guideline.

In the first school we had a group of 6 teachers, in the second school there was 10 teachers, for a total of 16 teachers.

For the elaboration of this report we used the provided pre-assessment questionnaire and the post-assessment evaluation.

2.3.1 Group composition

Our target group was composed by 16 teachers, 10 males and 6 females. Regarding their role in the school, 14 are teachers and 2 are headmasters. The average age of the teachers is 41.5 years old, and follows the distribution presented in the graph bellow.

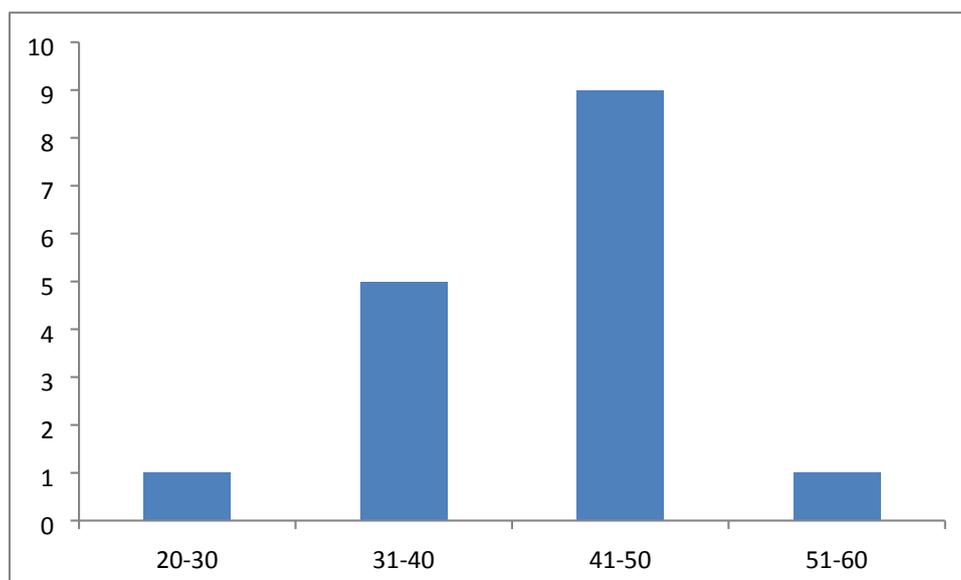


Figure 1: Teacher age distribution.

2.3.2 Pre-assessment questionnaire results

Regarding the teacher's ICT skills, most of them evaluate themselves as above average, a consistent result that concurs with their confidence while using online tools and resources. The experience with online tools is a little bit lower, but still well above average.

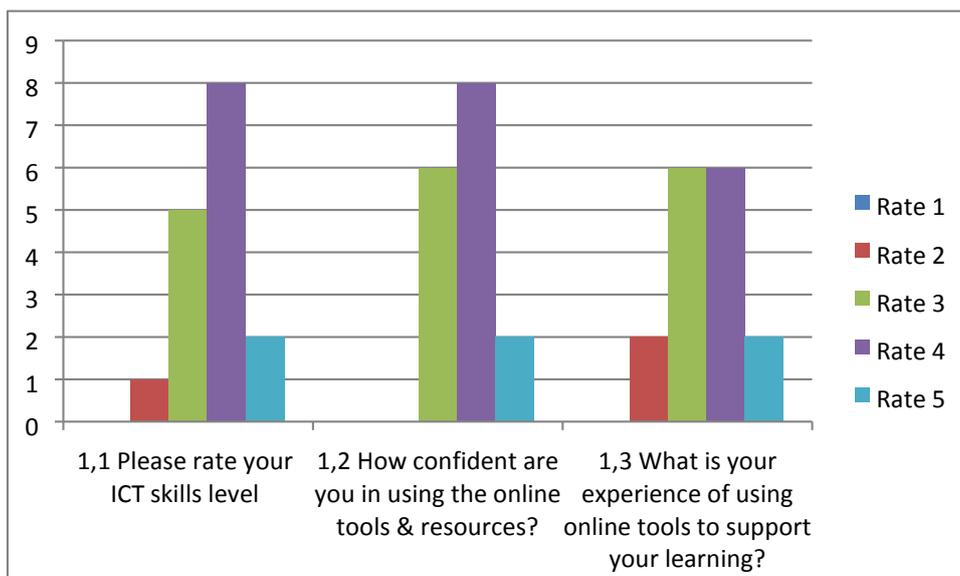


Figure 2: Teacher ICT usage and skills.

The teachers are all experienced with online formation but almost half of them have never taken an ICT safety course. They all agree that a course on this specific topic would be useful for them, both for their needs and as a way to improve their skills.

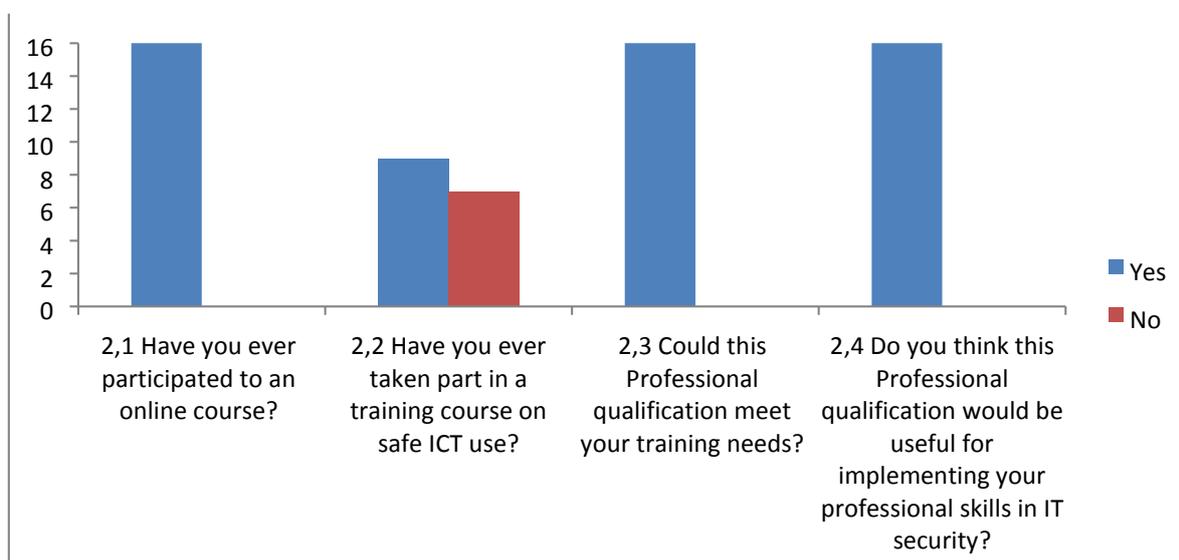


Figure 3: Teacher ICT training.

The protection of personal information and communication on the web is the topic that rises more interest among the teachers, followed by the identification of aggressive behaviour in social networks. The Elements of Security System and the Intellectual Property Rights for Digital Content share the same amount of attention.

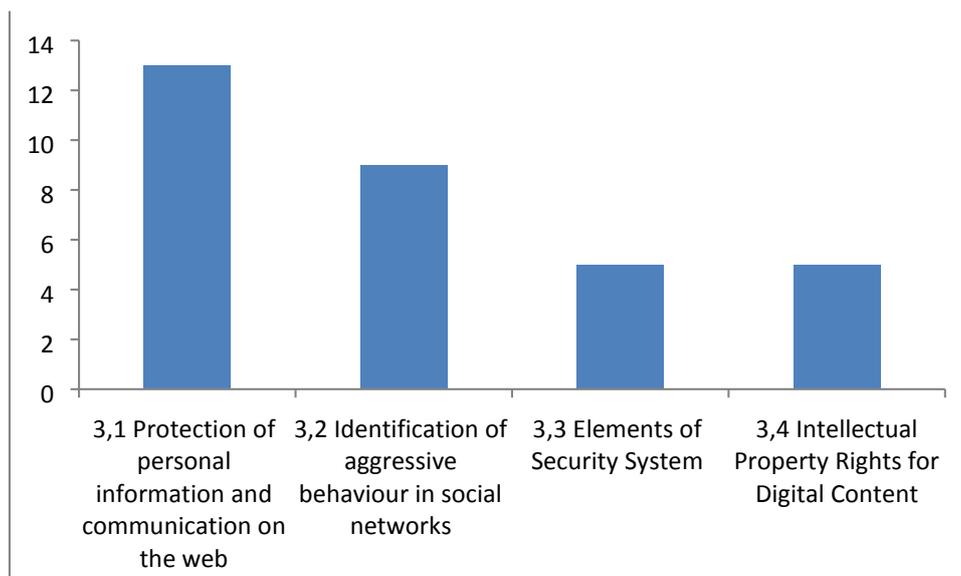


Figure 4: Teacher ICT interests.

2.3.3 Post-assessment evaluation results

The event has been positively received and all the teachers liked the event, it has been considered very relevant and the topics are extremely interesting. The structure is also very praised, but there are some doubts about the resources of the course, being this question the one with more negative and neutral answers.

The learning outcomes are also questioned, but still positively regarded, and there is a positive general opinion about the technologies involved in the project.

The majority of the teachers are willing to participate in the course and had given a very positive answer.

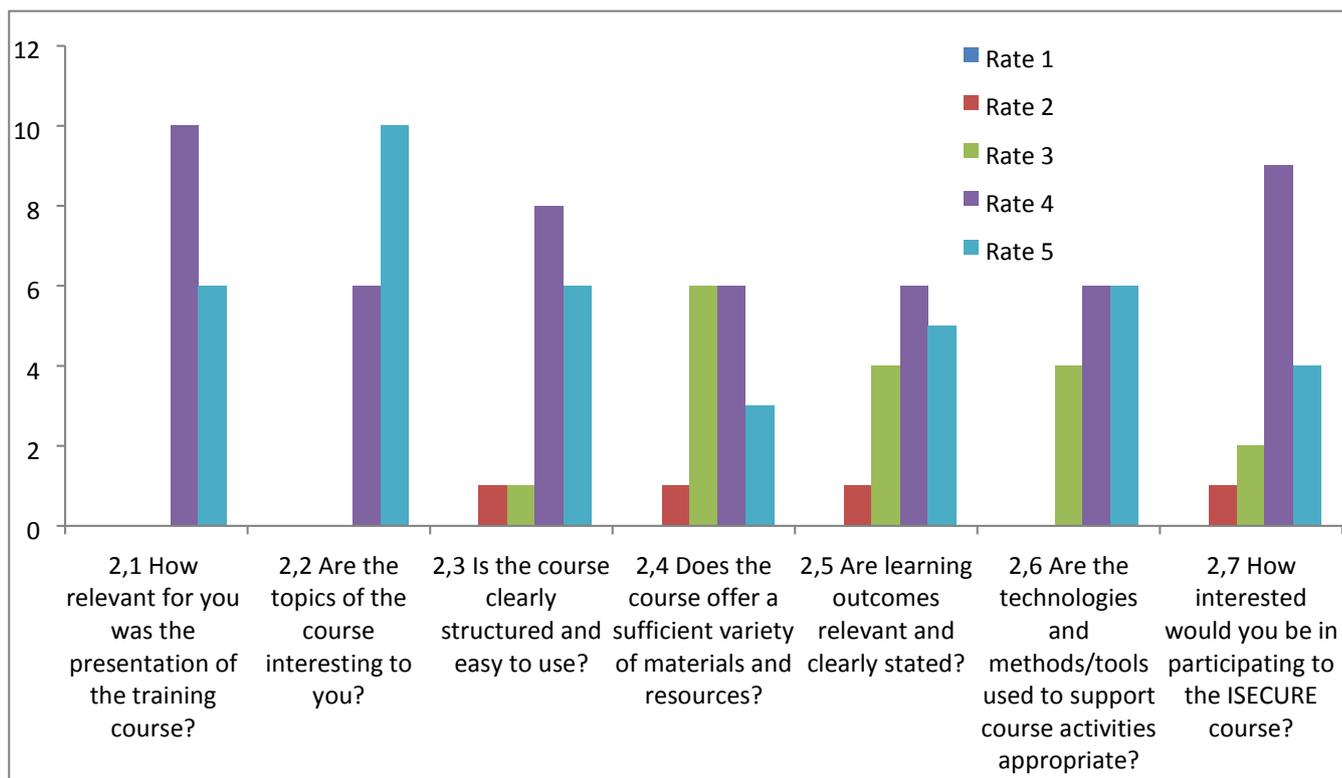


Figure 4: Evaluation main results.

2.3.4 Conclusions

The teachers consider the I SECURE project an interesting tool that will probably suit their needs, there have been a general approval of the project and had raised a lot of expectation. The only concerns have been about the course's materials and resources, however we believe that these doubts have been dissipated during the pilot, when the teachers have seen actually see the materials and resources.

Due to the positive feedback gathered and the quality of it, we consider this activity a success.

2.4 Pilot collaborative learning activity (05-A3) results

2.4.1 Group composition

The group consisted of 18 people, half of them male, half of them female. Their role in the education place was mostly that of teacher, although there was one headmaster and also two monitors. The age range goes from 25 to 56, being the average 44 years old.

2.4.2. Questionnaire results

The results for the O5-A3 are measured in questions whose answers go from 1 to 4, 1 being *not agree* and 4 being *totally agree*. The numbers are recorded as follows:

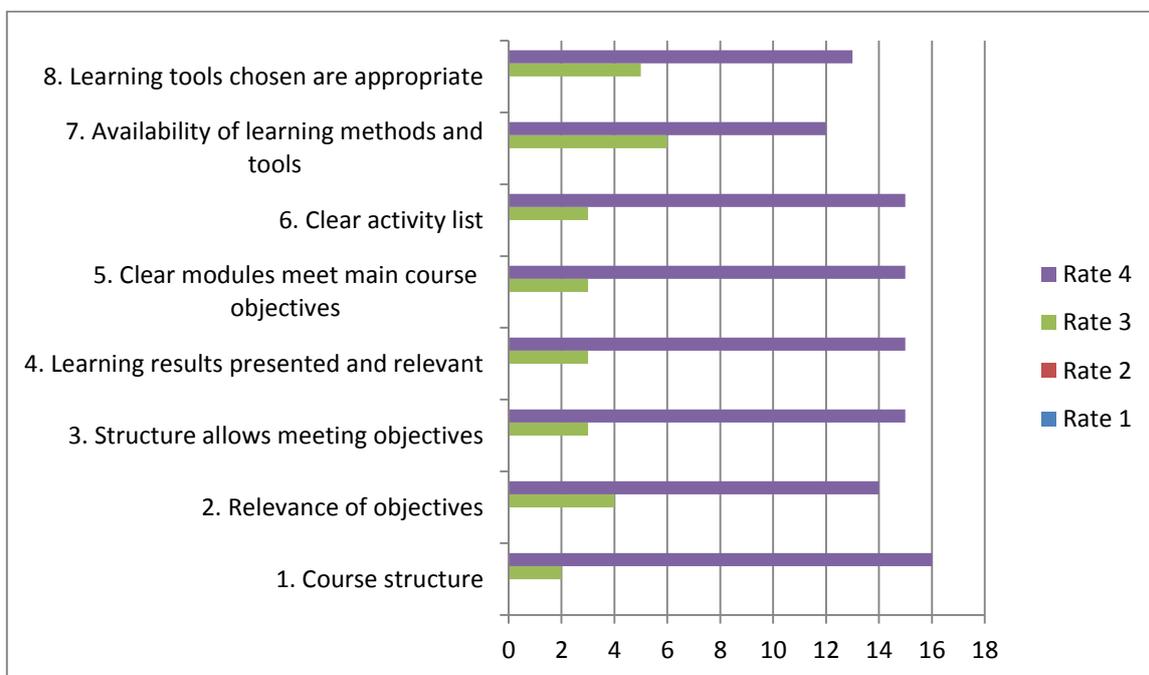


Figure 1: Study programme

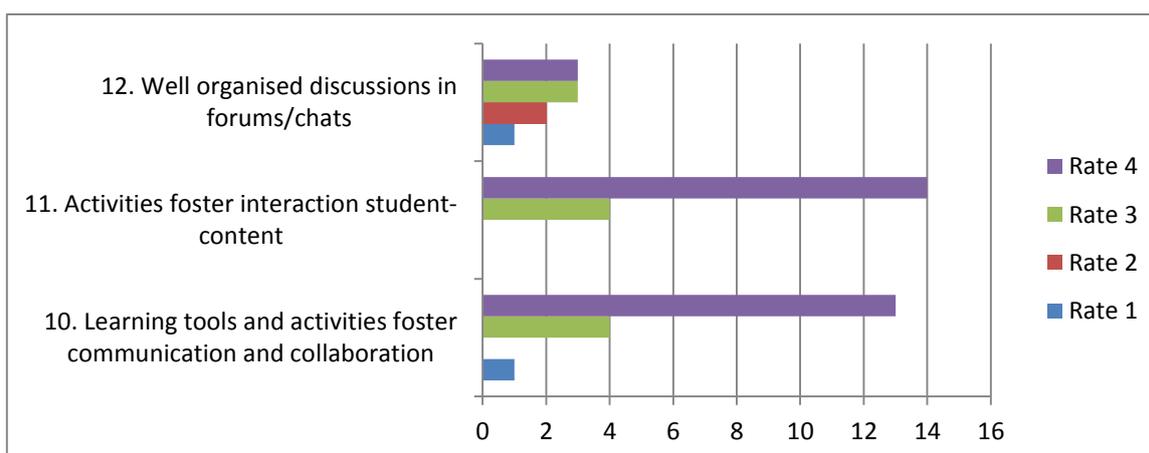


Figure 2: Communication, interaction and collaboration through platform

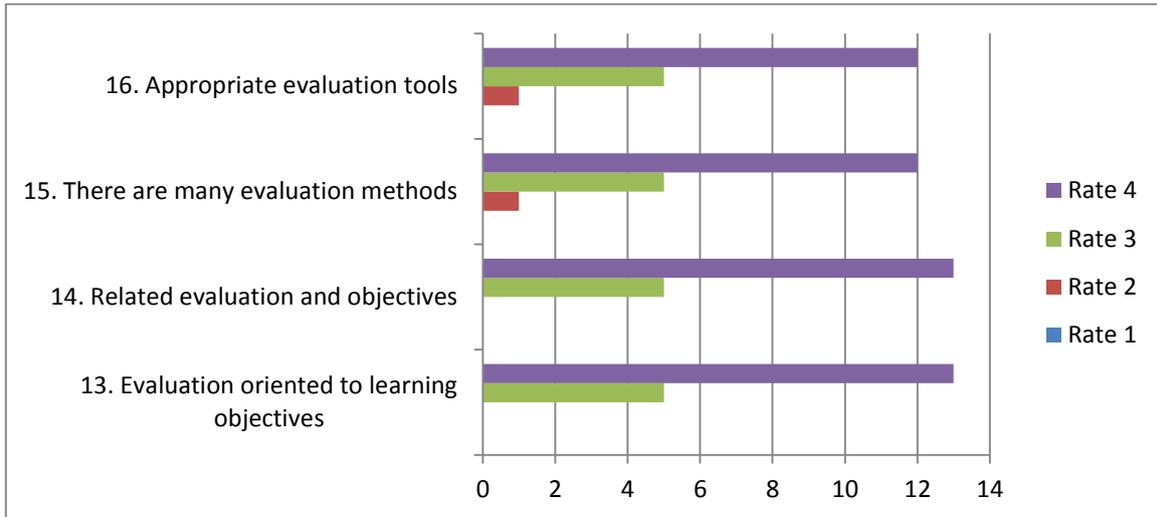


Figure 3: Evaluation tools

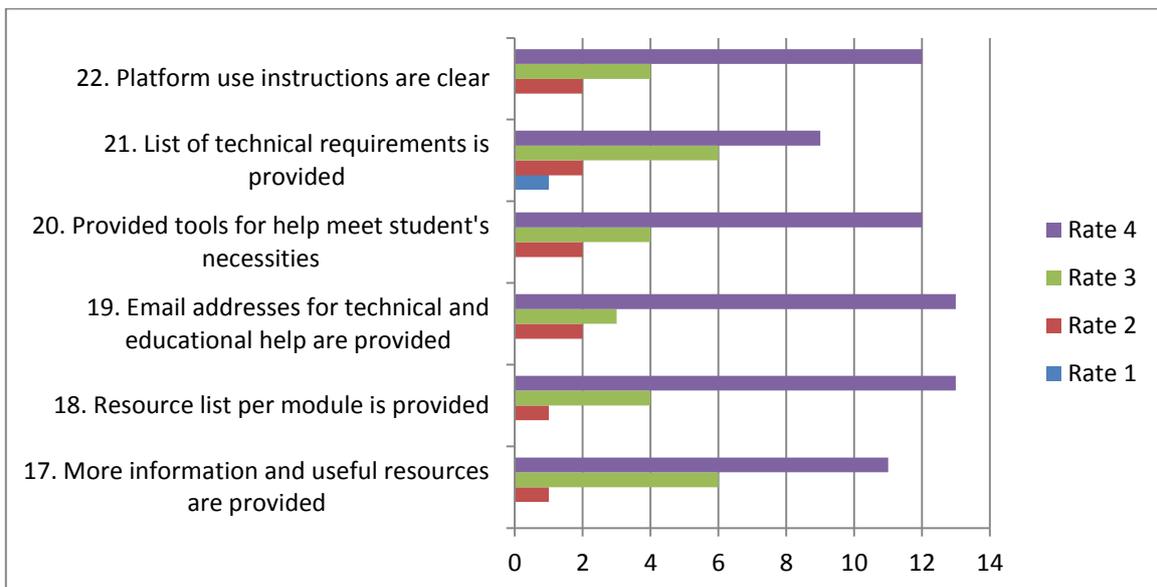


Figure 4: Students support and resources

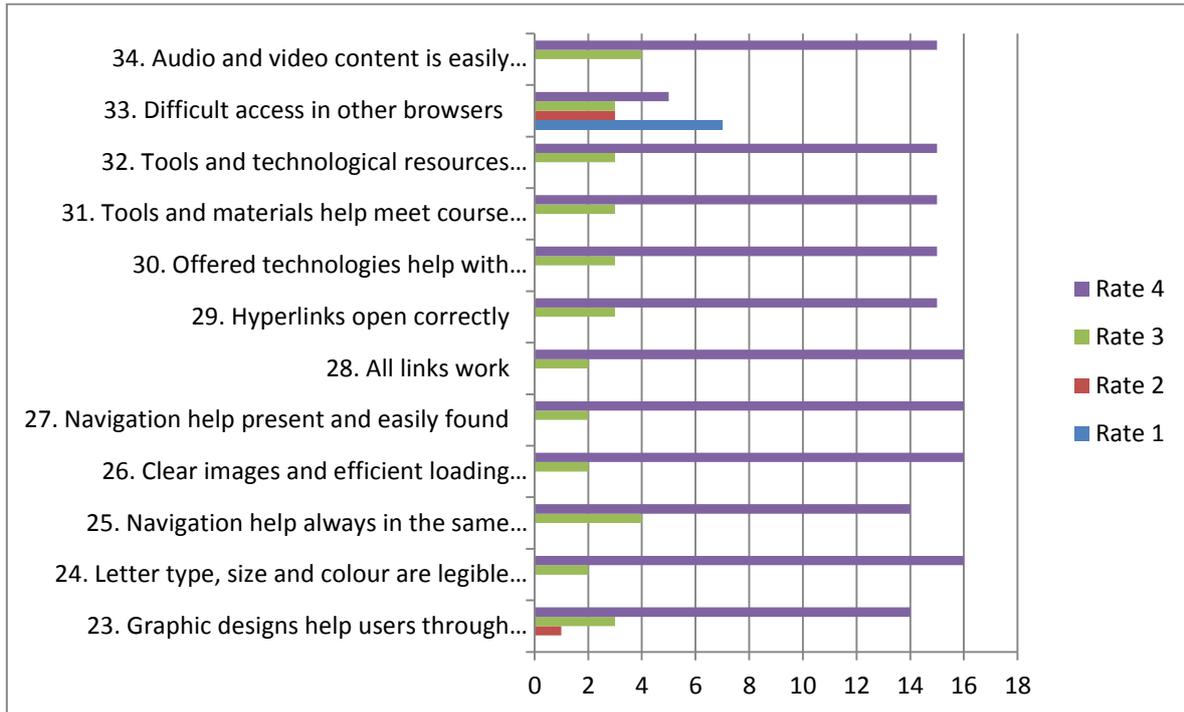


Figure 5: Platform design and characteristics

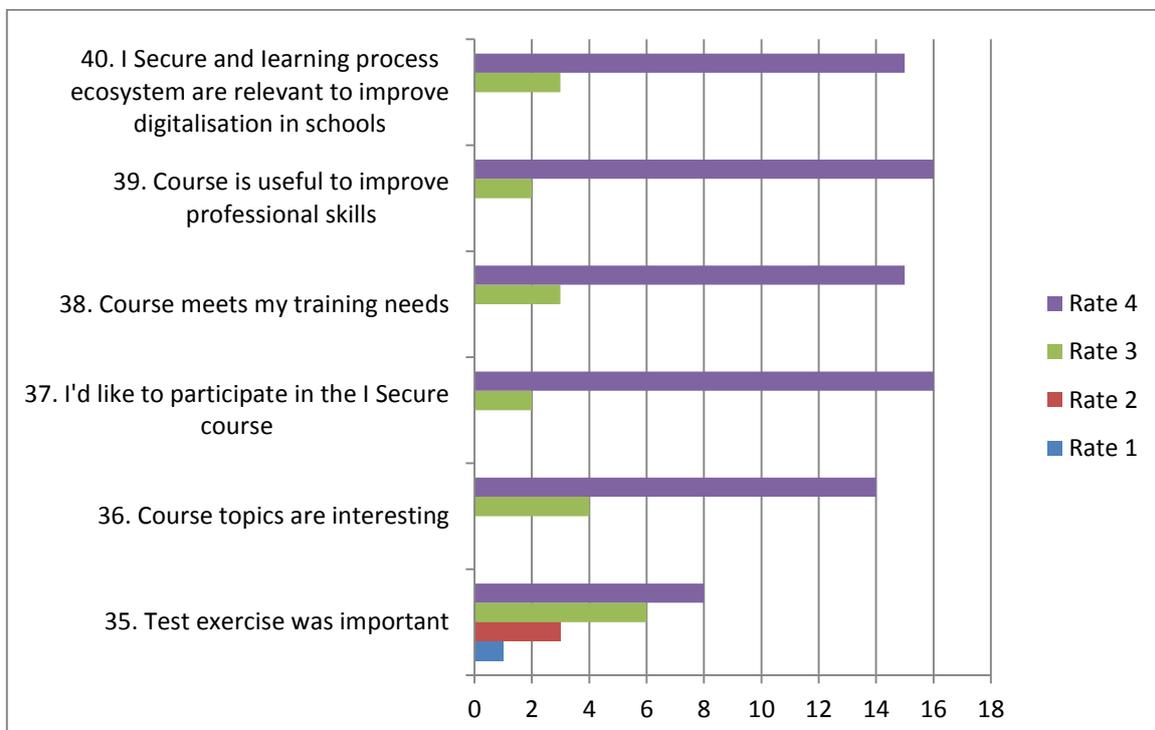


Figure 6: General satisfaction



3. National conclusion and recommendations

According to the pre-test questionnaires, our participants were familiarised with the field and marked themselves with good ICT skills. This could be the reason why mostly they found they could very much profit from this knowledge.

From the data, it seems like the evaluation is relevant to the students and that the course is well structured in terms of relating content and sections/modules.

Some participants referenced the communication tools and communication approach through the platform as not very effective.

Other participants pointed out the difficulty of accessing to the platform through different browsers.

Overall, the satisfaction of the participants was positive.