

## LTA Final Event: Digital EDvolution

### Empowering school educators in the digital age

6-8 March 2024

The Hague, the Netherlands

Event Report

#### Part 1: Event information

##### Organisers

The TCA Digital EDvolution Empowering School Educators in the Digital Age was organised by the **National Agency Erasmus+ Education & Training**, the Netherlands, coordinated by **Virginia van der Ster**, Policy Advisor and Erasmus+ coordinator, and **Judith Dayus**, TCA Officer Erasmus+ E&T Coordinator Erasmus+ School Education, and the **SALTO E&T TCA Resource Centre**, Hungary and coordinated by **Marianna Szűcs**, Digitalisation LTA Coordinator.

##### Facilitators

The event was facilitated by **Virginia van der Ster** and **Arjana Blazic**, a teacher trainer and instructional designer with experience in facilitating and designing teacher training events.

##### LTA quality assurance expert

The event was supported by **Sara Southam**, LTA quality assurance expert with experience in designing long-term capacity building projects, networks and training to enhance Erasmus+ projects.

##### Participants

41 participants from 19 countries, 5 keynote speakers, 4 panellists, 12 TCA Officers from 6 countries and 2 facilitators participated in the event. Most participants were KA2 projects holders in school education, some with experience in virtual implementation within their projects, and

some were newcomers to the E+ Programme (eTwinning project owners, for instance). Some of the participants previously participated in other TCAs within the Digitalisation LTA.

## Venue

The thematic event was held at the Marriott Hotel in the Hague, the Netherlands from 6 – 8 March 2024.

## The aims of the thematic event

- To summarise the results of TCAs and research carried out within the LTA to boost digitalisation in the SE sector;
- To showcase good practices of project holders;
- To identify potentials and challenges of emerging trends in school education;
- To empower educators to effectively embrace and integrate digital technologies in the classroom and future projects.



NA staff (LTA Coordinator and Partners with SALTO and NA Colleagues) supporting the event

Link to the event on the SALTO Platform: [https://salto-et.net/events/show/NL01\\_0531\\_THO\\_2024](https://salto-et.net/events/show/NL01_0531_THO_2024)

**PADLET boards:**

Information Package [TCA Digital EdVolution](#)

Board for [Participants](#)



Participants of the TCA

## Part 2: Description of activities

### Day 1

The TCA facilitator, **Virginia van der Steer**, Policy Advisor and Erasmus+ coordinator of the National Agency Erasmus+ Education & Training from the Netherlands, welcomed participants to The Hague. **Marianna Szűcs**, Digitalisation LTA coordinator briefly introduced the LTA and gave an overview of the activities that took place since the launch of the LTA. **Lem van Eupen**, Director of the National Agency Erasmus+ Education & Training from the Netherlands addressed the audience and officially opened the event. She introduced the work of the National Agency, too. **Arjana Blazic**, the event facilitator, shared the objectives of the TCA as well as the practicalities of the event which included information on keynote speeches, event sessions, study visits, the Padlet boards as well as breaks and meals.



Lem van Eupen, Director of the NL01 opening the event

**Remco Pijpers** of Kennisnet delivered the first keynote speech entitled ***Shaping the digital classroom: the role of youth in future and present education***. In his speech he focused on young people's habits on the use of the internet and artificial intelligence and how they

perceive their future in an internet-shaped and AI-powered world. Prior to the event, he had recorded several interviews with students from the international school in The Hague, which he presented in the form of a quiz, urging participants to predict students' responses. Participants' answers oftentimes varied from those of the students', showing that the students are more aware and more cautious about responsible and safe use of the internet than anticipated by educators. The students also emphasised the importance of human interaction and stated they did not believe that AI would ever replace human teachers. After the keynote speech, in the Q&A session, participants asked questions mainly related to how educators are dealing with technology-related issues, in particular about the banning of mobile phones (which had happened recently in the Netherlands).



After the keynote speech, participants took part in warm-up activities led by Arjana Blazic. In the beginning, they had to form a human map of Europe, then, they participated in two rounds of silent introductions. They had three minutes to answer three questions about themselves without speaking, but they were allowed to use gestures and body language. After three silent

minutes, they had a chance to talk to one another to check if they had understood or misunderstood their silent interview partners. The warm-up activity ended with a human selfie bingo, in which participants had to take a picture with the person that matched the required description.

The physical warm-up activity was followed by a digital baseline survey in which participants were asked to respond to several questions, and which was conducted on the Wooclap app. They were asked to share their experience level with the Erasmus+ Programme.

- 36% of responding participants stated that they were newcomers to Erasmus+ projects;
- 18% had some experience as project partners in KA1 mobility projects;
- 17% had some experience in KA2 strategic projects;
- 29% described themselves as being more experienced in KA1;
- 17% of them were experienced in KA2.

On a scale of 1 – 5, they rated their level of their **overall digital awareness, skills and competences at 4.0**. They rated their **confidence in delivering quality digital education transformation within their institution at 3.7**. A high rating of **4.3** indicated their **strong motivation to apply for E+ funding or use the eTwinning platform**. Their **confidence in using the new eTwinning (ESEP) platform was rather low, at only 3.1**. They rated the **support offered by the European Commission and Erasmus+ for quality in digital education at 3.8**.

Participants were also asked about the number of times they had participated in TCAs:

- For the majority (53%) this was the first TCA take took part in.
- 43% participated in 2 TCAs.
- Only two participants participated in three and more than three TCAs.

TCAs with recurring participants were indicated as TCAs in Budapest, Malta, Tallinn, Bratislava, Prague, and Luxembourg.

When asked about TCA organised outside the Digitalisation LTA, 63% responded negatively and 37% responded that they had participated in other TCAs. Interestingly, the majority of participants were not sure about the meaning of the abbreviations TCA, LTA and SALTO but were

knowledgeable about the meaning of E&T. More than half of the participants (**55%**) stated they were members of the **Digitally Empowered Teachers group on eTwinning**, while only 25% responded positively. 15% did not know about the group and 2% did not know how to access it. When asked to name teacher networks that they are members of, eTwinning was the most relevant teacher network.

## Day 2

Participants were welcomed to Day 2 with information about Day 2 events, which comprised keynote speeches, Teachmeet sessions, study visits and dinner.

**Pasi Silander**, Head of SALTO Digital from Finland delivered a keynote speech entitled ***New perspectives on media literacy in the age of AI***. He talked about the use of AI in education and the implications of its use for teaching and learning. He spoke about potentials and benefits of AI in the classroom. In the Q&A part at the end of his speech, participants asked questions about responsible use of AI.

When having registered for this TCA, participants were asked to apply to deliver a presentation about their project and its outcomes, lessons learnt, challenges they faced and how they solved them in 7 – 9-minute presentations as part of Teachmeet sessions. Three parallel **Teachmeet** sessions were organised with different themes in focus:

**Teachmeet session 1:** Focus on primary schools – speakers: Lenka Otáhalová, Czech Republic, Gregor Skumavc, Slovenia, and Karel Adamuška, Czech Republic. The moderator of this session was Joy Welbes, TCA Officer from Luxembourg.

**Teachmeet session 2:** Focus on secondary schools – speakers: Zorana Matićević, Serbia, Vivien Bielikova, Slovakia, Dalibor Todorović, Serbia and Graça Coelho, Portugal. The moderator of this session was Albrechtné Garai Katalin Márta, Head of SALTO E&T TCA RC from Hungary.

**Teachmeet session 3:** Digital skills and digital inclusion in focus – speakers: Ágnes Magnuczné Godó, Hungary, Sanna Lagerstedt, Finland and Louis Vella, Malta. The moderator of this session was Lisanne Verwer, TCA Officer from the Netherlands.

The Teachmeet sessions were followed by two keynote speeches:

**Tibor Prieara**, school teacher from Hungary, gave a speech entitled ***Empowering all to thrive in the digital age***. He shared his expertise and experience of working in underprivileged schools and using digital technology and artificial intelligence in teaching.

**Éva Tóth**, educator from Hungary, gave a speech entitled ***Guide to Meaningful PBL Initiatives and Redefining***. In her talk, she shared a multitude of projects that she has conducted with her secondary school students in project-based learning format, including digital thematic weeks, EU Code Week activities and eTwinning projects.

In the afternoon, participants were split into three groups based on the school or institution they wanted to visit:

1. **Primary school 't Palet in the Hague,**
2. **Secondary school, da Vinci College in Leiden,**
3. **Innovation lab of Thomas More in Rotterdam.**

These study-visit locations had been chosen for their advancements in technology-based education. At the 't Palet, participants engaged in an active gymnastic hall. At the da Vinci College, participants experienced the Technasium and learned about the digital skills curriculum. At the Innovation Lab, participants experimented with different emerging technology tools to enhance teaching and learning practices.



Secondary school, da Vinci College in Leiden



## Day 3

Day 3 started with a brief reflection on the study visits. Participants shared their experiences and key takeaways from different locations in discussion at their tables.

**Kornélia Lohynova**, educator and teacher trainer from Slovakia, gave a speech entitled ***Thriving in the Digital Age: Cultivating Resilience for a Balanced Life***. In her talk, she presented ways how educators can promote resilience and well-being in their classroom.

To wrap up different themes that were covered in previous TCAs within the Digitalisation LTA, a World Café discussion activity was organised. There were six tables, each covering one theme and moderated by TCA Officers (from partner NAs of the LTA) with 7 – 8 participants. Each table group had 20 minutes at their disposal to discuss the below themes:

- Media literacy, moderated by Tomáš Nevídal
- AI in education, moderated by Arjana Blazic
- Well-being, moderated by Zsuzsanna Kern-Bethleni and Benita Czirkli
- Digital inclusion, moderated by Marianna Szűcs
- Digital competences, moderated by Virginia van der Ster and Lisanne Verwer
- Post-Covid digital classroom, moderated by Joy Welbes and Valéria Mikolajová

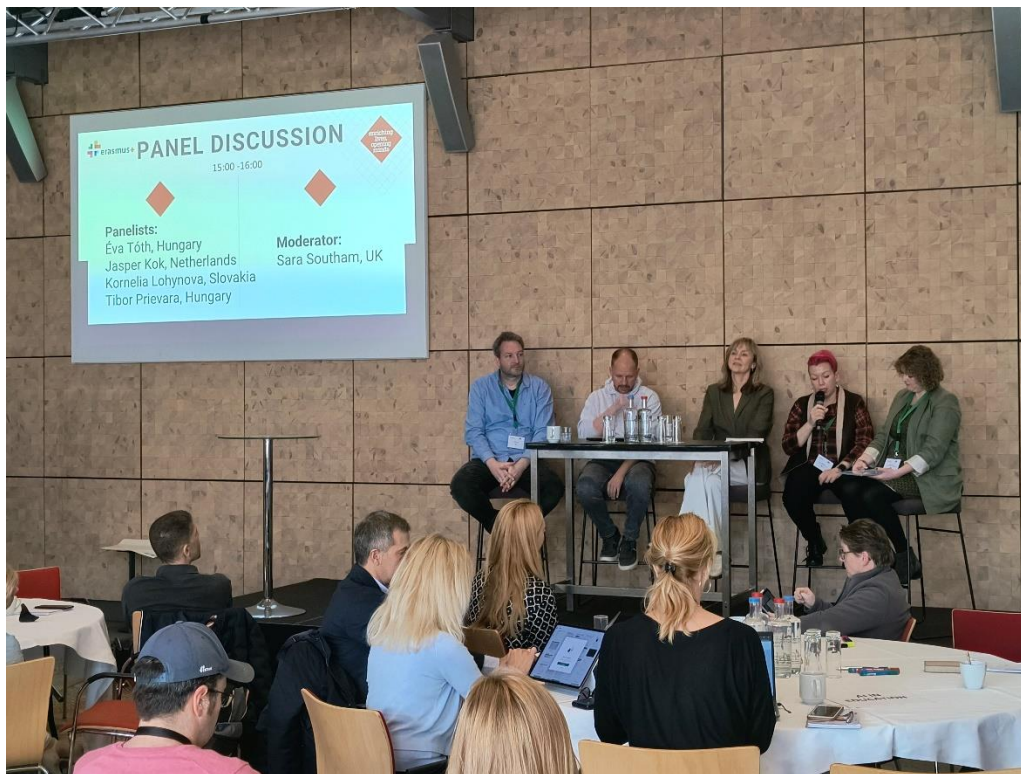


In their discussions, participants were asked to focus on topics or priorities that emerged across different discussions and keynotes during this as well as previous TCAs. They were invited to address the main challenges, risks and opportunities, successful strategies and best practices as well as provide recommendations of specific actions or initiatives to address identified needs and challenges for each of the six themes. For the **media literacy** theme, the teams identified problems such as fast pace for keeping abreast with all the challenges that arise as new technologies are introduced in all fields of our lives. The solutions addressed joint efforts and work on frameworks, professional development and support from experts. The **AI theme** findings were closely related to the findings of the media literacy theme with a particular emphasis on AI ethics. **Digital inclusion** stressed the importance of equity and equality and the constant need to provide opportunities for SEN students. **Well-being** team stressed the importance of support, training and coaching all stakeholders, and raising awareness of a balance in digital vs. non-digital life and work. **Digital competences** should be enhanced by continuous life-long learning which should include theoretical as well as practical knowledge of safe and responsible use of digital and emerging technologies. Providing support to teachers, students and parents was the most relevant outcome of the discussion of the **Post-Covid classroom table**. The overall conclusion was that all themes are closely related and intertwined, and discussions need to continue because this is an evolving field and life-long learning is crucial to keep abreast with latest developments.

The **Gallery Walk Poster Exhibition** featured 4 poster presentations by Christine Renner-Speicher from Germany, Vesna Kostić from Serbia, Lena Gappmaierl from Austria and Jasper Kok from the Netherlands. Participants circulated the exhibition space and interacted with poster owners who shared best practices in Erasmus+ projects and digitalisation.

The **panel discussion** on *The Future of International Learning Journeys* was moderated by **Sara Southam**. Panellists were **Tibor Prievara, Éva Tóth, Kornélia Lohynova** and **Jasper Kok**, keynote speakers and teachers with expertise in E+ projects, eTwinning and virtual and physical

mobilities. They gave their view on how to improve and enhance projects, project-based learning as well as the use of AI in the future classroom.



Panelists

In the **Evaluation and Closing Session**, **Sara Southam**, LTA quality assurance expert, provided participants with an overview of the outcomes of the Digitalisation LTA. There were 8 National Agencies that participated in the LTA in the course of its three and a half years, 13 TCAs were organised on different topics (some of them were the topics of the 5 keynotes and the World Café session). These TCAs altogether were attended by 451 participants from 31 countries.



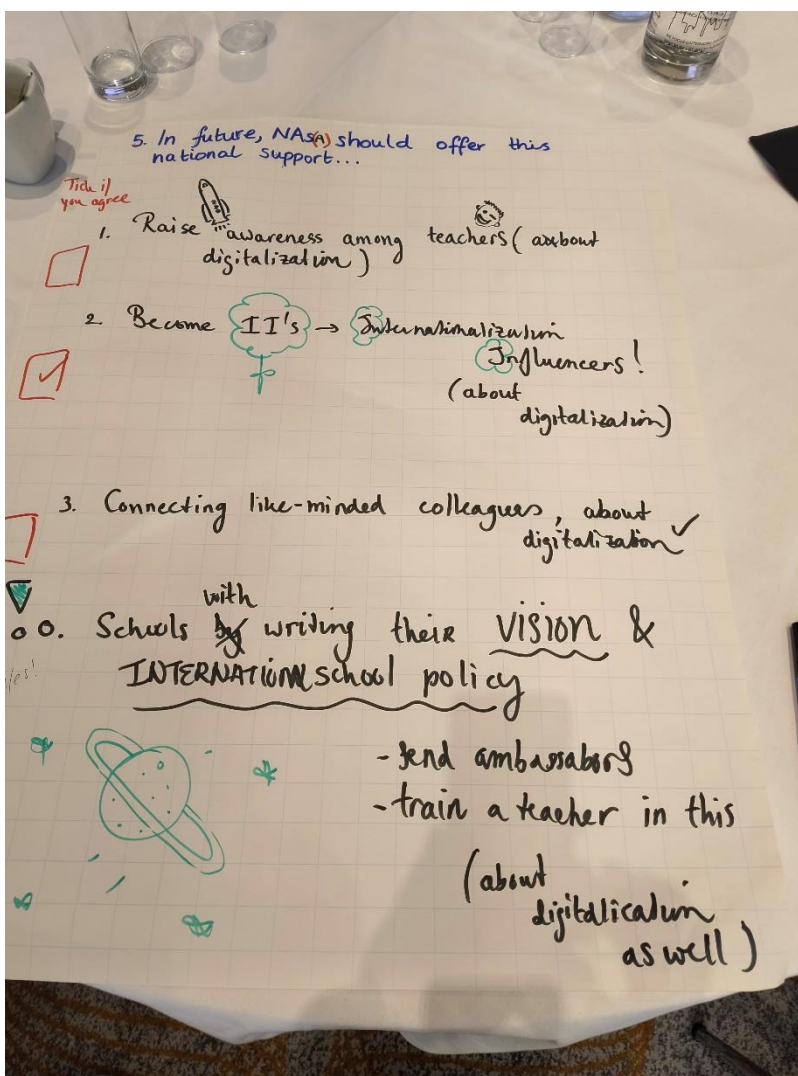
Sara Southam introducing the results of the LTA

She then introduced participants to the walking evaluation session. During the activity, participants discussed and shared their feedback on different topics as a group, upon which they walked around, read other groups' feedback and added their valuable findings to the discussions. The topics raised concerned the best aspects and outcomes from these international seminars, the impact of TCAs on different stakeholders, the future development and evolution of such international seminars, as well as the support of National Agencies. Participants emphasised the importance of connecting like-minded teachers and raising awareness about digitalisation and effective use of technology in the classroom and in projects. They expressed the need to focus on digital tools and their practical implementation which also included the need for hands-on workshops. They reflected on how to sustain the balance between digital and green approaches in project mobilities.

Participants were then asked to respond to a Mentimeter **endline survey** comprising five questions:

On a scale of 1 – 5, a rating of 4.1 indicated their satisfaction with this TCA. They rated their overall digital awareness, skills and competences at 4.3, whereas in the baseline survey on the first day they rated it at 4.0. Their confidence in delivering high quality digital education transformation within their institution increased from 3.7 in the beginning to 4.1 at the end of

the TCA. Their motivation was rated at 4.2. They rated the support offered by the European Commission and Erasmus+ for quality in digital education at 4.0.



Sara Southam then introduced participants to the wealth of resources and tools provided by the European Commission to facilitate their project planning and implementation, such as the SELFIE Tool, DigComp 2.2., European Innovative Teaching Awards, and the Project Results Platform. The eTwinning group ***Digitally empowered teachers***, which had been created for the members of the TCAs within the LTA, is organising two more webinars, one in March on digital inclusion and the last one in May, on project-based learning.

Participants then engaged in the # learning reflection (posted on their personal and professional social media platforms about this TCA to promote learning opportunities to their acquaintances). They had 5 minutes to think about their key takeaway from the event, take a photo with other participants and craft a social media post about their learning, which they posted on a social media outlet of their choice, along with the # and a photo.

**Marianna Szűcs** thanked everyone for their active participation and closed the event.



### **Part 3: Recommendations**

For future events, it is recommended to organise a guided city tour, preferably in the format of an outdoor learning activity in order to make a connection between the host city, participants and the event. It is recommended to shorten keynote speeches from 90 to 45 minutes and organise more hands-on workshops, especially regarding the use of digital tools.

It is recommended to shorten the working day. The sessions started at 9:00 AM and finished at 6 PM which proved to have an impact on participants' motivation and concentration. Even though the TCA was structured in a way that talks were offered in the morning while practical activities were conducted in the afternoon, it would still be advisable to end the working day by 5 PM at the latest.

### **Part 4: Final remarks**

Participants were very active and readily engaged in all the activities. They were highly motivated and enthusiastic about the tasks. They were provided with a variety of resources, which boosted their active participation and engagement. The atmosphere during the whole duration of the event was positive and inspirational. The overall organisation of the event was excellent, and everything ran smoothly.

### **Part 5: Partner meeting and discussions about the future of the LTA**

On the first day of the event, before the official opening of the TCA, the partnership of the LTA had a partner meeting with the participation of the LTA Coordinator, its core LTA Partners, and the QA expert of the LTA, where they discussed the last activities (including tasks around the final event) of the LTA that is closing in 2024. Also, NA Colleagues from the EE01 were present along with the Head of the SALTO Digital, Pasi Silander to discuss the possible take-over of the LTA topic in the next period, starting in 2025, in partnership with the core partners of this LTA.

**Report written by** Arjana Blazic, TCA facilitator

2 April 2024