iTEC in Italy: The response of teachers and learners

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3 objectives:
• Introduce ICT as part of the daily tools of classroom activities
• Experiment new models of school organisation and of teaching
• Support the development of new products (resource and devices)

4 programmes:
• Piano LIM, cl@sse 2.0, scuol@ 2.0, Editoria digitale scolastica
2.0 Classrooms

cl@sse 2.0
Selected schools pilot their project of ICT-rich learning environment in one class over 2-3 years.
start date: 2009 in lower secondary schools, 2010 in primary and upper secondary schools
budget: EUR 8.8m (30k for each lower secondary class, 15k for primary and upper secondary class). Only equipment purchases are eligible; schools are encouraged to raise additional resources

scuol@ 2.0
Same as cl@sse 2.0, but the project and funding are not restricted to a single class.
start date: 2012
budget: EUR 3.5m (250k for each school). Only equipment purchases are eligible; schools are encouraged to raise additional resources

Purchased ICT equipment

<table>
<thead>
<tr>
<th>Equipment Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tablets/notebooks</td>
<td>87,2%</td>
</tr>
<tr>
<td>IWBs</td>
<td>73,8%</td>
</tr>
<tr>
<td>Videocameras</td>
<td>41,8%</td>
</tr>
<tr>
<td>Beamers</td>
<td>39,0%</td>
</tr>
<tr>
<td>Video/photo equipment</td>
<td>35,5%</td>
</tr>
<tr>
<td>Broadband connection</td>
<td>34%</td>
</tr>
</tbody>
</table>
Use of ICT and Internet in teaching activity

- Use ICT to communicate with other teachers,…
- Use ICT during school time
- Read educational CD-ROMs
- Use the Internet to gather information
- Use the Internet to prepare lessons
- Use ICT to prepare docs to be provided to students as…

IARD, 2008
The national context

- NTC
- NPC

Shell

Widgets

Scenario

- Learning Activity
- Learning Activity
- Learning Activity
- Learning Activity
- Learning Activity
- Learning Activity

Technology linked to pedagogy
OECD REVIEW OF THE ITALIAN STRATEGY FOR DIGITAL SCHOOLS

Francesco Avvisati, Sara Hennessy, Robert B. Kozma, Stéphan Vincent-Lancrin

OECD Recommendations

• Equipment by itself does not change pedagogic practices or school practices

• Need to pilot and experiment different uses of technology for pedagogic purpose

• Need to experiment new organisational practices for the better use of ICT

• Need to identify what works and what does not work
The response of students...

“...it is more interesting, it’s **fun**...you are motivated to learn something new. Even if at the beginning you're not interested in the topic, you run an application with pictures and videos that help you in getting the information...this is certainly much better and **engaging**...”

(Students of the Piero della Francesca Upper Secondary School in Arezzo)
The response of teachers...

“The use of a shell has now become a stable concept in my everyday teaching. Also some of the widgets that I have been using in the last pilot has become a permanent tool in my practice” (Caterina)

“In other technology based projects we had lots of technologies but not an appropriate methodology in order to exploit the educational potential of the tools” (Anna Maria)

“I don’t think that the iTEC methodology requires only teachers that are already innovative. It can be transferred to teachers that have not yet developed an advanced innovative pathway. It is important to have an open mindset and to be able to accept and welcome change and take a certain risk” (Raffaella)

“...it enhances an authentic learning approach. It links the learning experience to concrete tasks and elements from real life contexts. That helps the school to get in touch with the real world” (Riccardo)
Expanding innovation to all schools

Italian Digital Agenda for Education

Digital Educational Centres

One-to-one devices

Broadband connection

IWB Expansion Project

Interactive Whiteboards

New guidelines for learning environments

iTEC

iTEC schools

Schools 2.0

Classrooms 2.0

Italian schools
iTEC Italy pilot 4: School Coordinators
Learning activities

Widgets
For further information

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