Kursuseprogrammi vorm

Code IFI7301.DT	International Perspectives on Digital Innovations in Schools		
ECTS 4	Contact hours: 16	Semester: Autumn	Exam/Pass/fail: Exam
Goals:	To get overview of international perspectives of using ICT in teaching and learning; To make inferences and summarizing about different ICT teaching and learning aspects across countries; To develop informed proposals of ICT transformation in schools.		
Course description:	The course aims at giving overview of international perspectives of the training models for ICT competences; ICT infrastructures in schools; types of innovative ICT activities; and the change management for digital innovation. Students are guided to analyze international reports of ICT situations in schools and making inferences how different types of innovation in training, digital infrastructure and teaching and learning could transform schools in the particular socio-technical regime settings (countries). The course highlights the factors for schools' digital divide.		

Course programme:	**Course programme:** • **Contact day: 23 september 10:00-14:00, room A402, Kai Pata**. • 2 x 45 min. Course goals and tasks (team formation for Task 1). School as a learning ecosystem in a socio-technical regime, school as an agent of digital innovation to transfer the socio-technological regimes. Interplay between externally provided and internally applied ICT components. 2x45 min. • Different components in digital innovation of schools using Estonian example. • Digital divide factors among schools and countries. **Work in elearning mode. 24.09-16.11.** **Students: individual contributions to group-work by October 15th.** **Facilitators: Providing feedback to groups how to advance in synthesis. Full group reports by November 1st. Feedback to group reports by November 16th.** Distribution of task 1: Students will be divided into 12 topical groups (4-5 members in group). Student groups have to work with the course resources about Europe (European schoolnet resources, other reports and resources). Each group has the task in analyzing in depth into one ICT aspect across countries using available country reports. Working mode in Google drive. Groups develop reports in a short-paper format. Reports will be published for course members. • Group 1: Synthesis of the areas of key educational challenges in ICT across the analysis countries. • Group 2: Synthesis of the types of initiatives to deal with challenges in ICT across the analysis countries. • Group 3: Synthesis of how ICT infrastructures and digital tools are (not)provided (centrally) to schools across analysis countries • Group 4: Synthesis of which ICT services (e.g. digital resource provision, professional communities) are provided to schools externally across analysis countries • Group 5: Synthesis of of centrally provided ICT services and digital resources across analysis countries • Group 6: Synthesis of available ICT infrastructures and learning environment types in schools across analysis countries • Group 7: Synthesis of main ICT teaching and learning approaches in ICT lessons across analysis countries. • Group 8: Synthesis of main gamified ICT teaching and learning approaches in across analysis countries. • Group 9: Synthesis of main ICT teaching and learning approaches embedded in subject lessons.

	- Group 10: Synthesis of students and teachers' ICT competence assessment approaches across analysis countries - Group 11: Synthesis of the ICT training models to professional development (pre- and in-service) across analysis countries - Group 12: Synthesis of schools' digital maturity assessment approaches and ICT tools across analysis countries Expertise developed in Task 1 will be used as an input in the Task 2. - **18.november 10:00-14:00 A402** prof. Heeok Heo, Kai Pata - 2x 45 min. Lecture ICT for learning South Korea. - 2x 45 min Workshop using experts from Task 1 to improve South Korea - what from European experience can be used in South Korea. A method chosen by prof Heo. - **2.december 10:00-14:00 A402** Eka Jeladze, Kai Pata - 2x 45 min Lecture ICT for learning in Georgia. - 2x 45 min Workshop to using experts from Task 1 improve ICT learning in Georgia. What from European, Asian experience can be used in Georgian example schools. Students should propose as experts using Delfi method the enhancement ideas for the country. - **16.december 10:00-14:00 A402** James Sunney Quaicoe, Kai Pata - 2 x 45 min Lecture ICT for learning in Ghana. - 2 x 45 min Workshop to improve ICT learning in Africa. What from European, Asian experience can be used in Ghanaian example schools. Brainstorming and idea-mapping methods. **Exam:** January, 13th, 2018 (Oral exam, A402), second exam time 19.01.2018
Learning outcomes:	Can distinguish innovative digital trends in schools based on different countries perspectives. Can identify the gaps in school's digital learning ecosystem using the pre-prepared data from the school observation and proposes means for digital transformation of the school based on international practices.
Assessment methods:	Group assignment 1: Summative report of a specified aspect in ICT country reports (e.g. training, infrastructure component, ICT-supported activity). Based on group reports making in seminars 2-4 informed suggestions how to introduce in selected countries digital changes during active learning activities at contact days 2-4. (60 % of the grade).

	Individual assignment 2: Digital transformation proposal for a school case in a specific socio-technological regime context (using selected countries' schools' data). (40 % of the grade)
	Oral exam based on reporting and defending assignments. During exam students will present their school ICT improvement projects to South Korea, Georgia, Ghana, Estonia.
Lecturer:	Senior researcher Kai Pata, other lecturers prof. Heeok He, PhD students Eka Jeladze, James Sunney Quaicoe
Course name in Estonian:	Digitaalne innovatsioon koolis – rahvusvahelised perspektiivid
Prerequisite courses:	
Compulsory literature:	European Schoolnet Country Reports http://www.eun.org/observatory/country-reports Empirical cases of school observation (provided in a course folder) Course materials (provided in eDidaktikum)
Replacement literature:	No replacement literature is provided for course materials.
Prerequirements for exam	The student has to complete Assignment 1 and Assignment 2.
Requirements for individual work	Groupwork with Assignment 1: 24.09-16.11 Student has to participate in a selected group to develop report for Assignment 1. Work in elearning mode.

Individual work with Assignment 2: 17.11-12.01 Student has to develop individually a report for Assignment 2 using the input received from seminars 2-4 and the reports from Assignment 1. Work in elearning mode. |

Exam criteria	Group assignment 1: Summative report of a specified aspect in ICT country reports (e.g. training, infrastructure component, ICT-supported activity). Based on group reports making in seminars 2-4 informed suggestions how to introduce in selected countries digital changes during active learning activities at contact days 2-4. (60 % of the grade). Individual assignment 2: Digital transformation proposal for a school case in a specific socio-technological regime context (using selected countries' schools' data). (40 % of the grade) Oral exam based on reporting and defending Assignments 1 & 2. During exam students will present their school ICT improvement projects to South Korea, Georgia, Ghana, Estonia. **Exam:** January, 13th, 2018 (Oral exam, A402), second exam time 19.01.2018
Course information	Course environment eDidaktikum Course *International perspectives on digital innovations in schools*

Õppeainet kureeriv üksus:	School of Digital Technologies
Kursuseprogrammi koostaja	Kai Pata
Allkiri:	
Kuupäev:	15.08.2017

Kursuseprogramm registreeritud akadeemilises üksuses

Kuupäev	15.08.2017
Õppespetsialisti ja –nõustaja nimi	Ingrid Sander
Allkiri	