ePRI4ALL

Grouping of Learning Outcomes into Learning Units Report

Result 2 – T1

EKKE

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1. Introduction

This document details the proposal of the Learning Units (LU) after the results obtained in the R1-T3 activity from "The Learning Outcomes Report", delivered by UAL and comprising all national qualitative data as regards the skills needs analysis in the four partner countries. The drafting of the R2-T1 deliverable and the elaboration of the Learning Units are led by EKKE after an in-depth discussion on the structure of the ePRI4ALL course that took place during the 2nd transnational meeting in Athens, in which all partners agreed on the general grouping and content of the ePRI4ALL Learning Outcomes and course.

The aim of this report is to emphasize the innovation of the ePRI4ALL course introducing a course structure, which presents a clear and distinct description of the role of the primary school principal in the digital era. Based on this objective, the aim of the ePRI4ALL course is to develop up-to-date, innovative training material, which is going to work synergistically and complimentarily to extant courses and training material relevant to digital education for Primary School principals.

A total of ninety-nine in-depth semi-structured interviews were conducted by UAL, EKKE, Danmar and UNIMORE based on the translated versions of two semi-structured questionnaires prepared and shared for that purpose by UAL.

A total of thirty-eight experts including scholars, researchers, ICT trainers, teachers, and national and regional programme coordinators and sixty-one primary school principals were interviewed by the project partners.

After the analysis of the qualitative data obtained from the fieldwork conducted in each partner country regarding the professional and training needs of the primary school principals, partners agreed on the structure of the ePRI4ALL course grouping the defined ePRI4All Learning Units (elaborated in the context of Intellectual Output 1) in four (4) Learning Units designed to address the identified knowledge, skills and competences gaps.

Section 1 presents the outline of the content and structure of the ePRI4ALL course. The topics of the proposed course are based on the fieldwork (qualitative research and skills needs analysis) conducted in Greece, Spain, Italy and Poland. The results of the skills and needs research activity and the elaboration of the ePRI4ALL Learning Outcomes based on this fieldwork have been summarised in the Learning Outcomes Report (R1-T3).

In section 2, a list pertaining the correspondence between the ePRI4ALL Learning Outcomes to each ePRI4ALL Learning Unit is presented.

Section 3 features the specifications of the Learning Units.

1. The ePRI4ALL course content and characteristics

With the aim of providing learning-centred and original course content, the ePRI4ALL partnership intends to have learning outcomes that will be relevant and specific to the primary school principals' real and emerging needs, roles, and responsibilities.

After analysing the results of all four National Reports summarised in this Global Report, and considering the proposal for learning outcomes made by each of the partners, as well as other already available MOOCs on the subject matter and the EU Frameworks (European Framework for Digitally-Competent Educational Organisations: DigCompOrg & European Framework for the Digital Competence of Educators: DigCompEdu), this proposal for learning outcomes takes into account the following points:

- There seems to be much training available dedicated to the use of digital technology but a lack of training regarding the pedagogical implications of its use.

- The pandemic has generally boosted educators' digital awareness and competence but there seems to be a lack of reflective practices on how digital technology can improve learning.

- School realities and contexts are different not only between countries but also within the same country and the implementation of digital education is at different stages in each school.

- The pandemic has highlighted the need for principals to be educational leaders and not only administrators and their leadership is essential in involving and supporting the school community in the use of digital technology to improve learning.

As highlighted in the R1-T3 deliverable, the ePRI4ALL training course should cover the abovementioned thematic areas of knowledge, skills and competences, presenting the following characteristics:

- Training should be useful, practical and applicable.

- Information from online courses should stay open or be downloadable so that the trainee can access as many times as needed after completing the course.

- Opportunities to create a community of trainers should be included: peer-to-peer discussion, support and mentoring.

- The course should alternate theoretical explanations with exchange and discussion opportunities and promote group work on practical activities and exercises.

- It should include real case scenarios for discussion and problem-solving tasks.

- It should also allow for opportunities to link the theoretical framework to practice, not only on a personal level, but finding a collective synthesis.

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Based on the input provided by the interviewed experts and principals in the four partner countries, the ePRI4ALL course should be designed to address the following skills needs and thematic areas:

Using digital technology

- Using ICT tools and resources in education.
- Healthy habits in the use of technology
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Educational leadership

- Defining together with the educating community the identity of the school institution.
- Guiding innovation and promoting a culture of change.
- Understanding the added value of digital technology.
- Different types of leadership.
- Managing teams.
- Crisis and conflict management
- Assessing the implementation of changes to make improvements.
- Carrying out a functional diagnosis.
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Supporting teachers

- Supporting teachers to adapt their courses to the digital open education needs e.g., develop digital content, motivate students, adapt assessment.
- Assisting teachers in finding and accessing the training they need.
- Helping teachers in creating OERs to support their courses.

Community involvement

- Community management to involve the entire school community in the process.
- Developing a digital open education culture involving all agents of the school community (students, parents, teachers, personnel).
- Communication within the school community.

Inclusivity

- Supporting open access, inclusiveness, and equal involvement of all students.
- Targeting the effectiveness of lessons and the needs of all students.
- Challenges associated with diversity in the educational context.
- Inclusive assessment strategies and instruments.
- Designing open educative materials and resources based on Universal Design for Learning (UDL).
- UDL as a lens through which to view and implement digital education in schools.
- Inclusive teaching through digital technology.
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Laws and regulations

- Knowledge of national and European regulations regarding digital education.

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Administration of resources

- Finding solutions regarding administrative aspects of digital education, such as dealing with bureaucracy, getting funding and crowd sourcing, responding to emergencies, communication with the public services.
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Safe use of digital technology

- Potential dangers of technology (cyberbullying, addiction, etc).
- Safety on the Internet, ethics, deontology, privacy issues, etc.
- Information management e.g., recognising fake information/news and managing online information within the school community.
- Digital literacy.
- Competences of digital citizenship: critical use and consumption of technology and media content.
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Interculturality

- Intercultural education in working with children.
- Getting teaching staff committed with diversity.
- Embracing diversity (attitudes and values rather than knowledge or skills).
- The use of digital tools and active methodologies for intercultural education.
- Promoting digital interculturality: communication and exchange programmes with schools from other countries.

2. Grouping of the ePRI4ALL learning outcomes into learning units

Learning Unit 1

Inclusive digital learning

Knowledge

- Learners will know how to select the digital tools that support the full diversity of beneficiaries, including vulnerable students or students with special needs.
- Learners will know the main theoretical aspects of dealing with the needs of vulnerable students (Universal Design for learning framework).
- Learners will know the potential and the limits of digital technology as a means to improve effective and inclusive learning in primary school.

Skills

- Learners will understand how to assess and choose the most motivational, and user-friendly digital tools for the adaptation of the courses to the digital

- environment, also taking into account the special cultural needs of the school community.
- Learners will understand the role digital technology can play in implementing UDL.
- Learners will understand how to encourage the participation of families from vulnerable and/or culturally-diverse contexts.

Competences

- Learners will be able to ensure equal participation of all students in the digital education process that takes place in their school.
- Learners will be able to implement real-time, meaningful assessments enabled by technology—whether graded, non-graded, in—class activities, or student self-assessments.
- Learners will be able to empower the teaching staff to develop a culture of digital inclusiveness within the school community and to support vulnerable students in the digital education process.

Learning Unit 2

Promoting digital intelligence in the primary school community

Knowledge

- Learners will know the basic communication methods to engage parents and families in the digital education process.
- Learners will be familiar with the European Framework for Digitally-Competent Educational Organisations and the Digital Intelligence Framework.
- Learners will be aware of skills pertaining to digital agility and digital creativity.

Skills

- Learners will understand how to effectively use social media with empathy, create a digital identity and maintain a proper e-reputation.
- Learners will understand how to avoid techno-stress and burnout through mindfulness and other tech-detoxification activities.

- Learners will be able to ensure that students remain safe online, by complying with key data privacy and security regulations at their respective partner countries.

Competences

- Learners will be able to define an action plan with the steps needed to plan for safe digital technology access and use for all and the development of Digital Intelligence among the school community.
- Learners will be able to reflect on their own training needs regarding Digital Intelligence.
- Learners will be able to provide guidance to parents on how to help the students stay attunedwith digital education process

Learning Unit 3

Digital learning leadership for the primary school community

Knowledge

- Learners will know the basic principles of leadership applicable in the digital learning context to involve all members of the school community in the development and implementation of a School Digital Plan.
- Learners will know the importance of building a long-term plan for the use of digital technology among the school community that is aligned with the school's pedagogical approach.
- Learners will familiarize themselves with different national and international models and practices of digital leadership in primary schools.
- Learners will be aware of the basic theories regarding crisis and conflict management in the school community applicable to the digital learning context.
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Skills
- Learners will understand how to develop a shared vision and goals for digital learning in their school.
- Learners will understand how to provide meaningful professional guidance to their school's teaching staff, assisting them in their ongoing acquisition of digital teaching skills.
- Learners will be able to handle crises and conflicts in the school community applicable to the digital learning context.

Competences
- Learners will be able to encourage their staff to enhance and share their skill set for the benefit of the whole school.
- Learners will be able to effectively address cases of digital resistance.
- Learners will be able to redefine their leadership role in order to promote school community's digital involvement.

Learning Unit 4

Accessing and maintaining digital infrastructure for all

Knowledge
- Learners will know the available hard and software infrastructure as regards digital education platforms and tools in primary schools.

Skills

- Learners will understand the basic principles of evaluation and management of the available educational technologies.
- Learners will understand how to use available national, European, and international tools to assess how digital technologies are being used to support teaching and learning in their school.

Competences
- Learners will be able to claim the appropriate digital infrastructure for their own school community.
- Learners will be able to observe the digital learning infrastructure in their school community.

3. Learning Units Specifications

The course to be developed in the Open and digital resources for primary school principals to support inclusive education through online learning project (ePRI4ALL) will correspond to level 4 according to the European Qualifications Framework whose specific educational objectives are[1]:

- Knowledge: Factual and theoretical knowledge in broad contexts within a field of work or study.

- Skills: A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study.

- Competences: Exercise self-management within the guidelines of work or study contexts that are usually predictable but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities.

The course will have an ECTS value, which means a total of 112 hours of learners' independent study. This course is designed as a modular sequence that must be followed and completed to obtain the accreditation. The course is accredited with 4 ECTS.

The next table summarizes the Learning Units structure in relation to the respective hours and ECTSs:

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[1] European Union (2018). The European Qualifications Framework: supporting learning, work and cross-border mobility.http://www.ehea.info/Upload/TPG_A_QF_RO_MK_1_EQF_Brochure.pdf

Title	ECTS/ Duration	Unit Weight
Learning Unit 1. **Inclusive digital learning**	*1,1 ECTS/ 30,8 hours*	*27,5%*
Learning Unit 2. **Promoting digital intelligence in the primary school community**	*1,1 ECTS/ 30,8 hours*	*27,5%*
Learning Unit 3. **Digital learning leadership for the primary school community**	*1,,1 ECTS/ 30,8 hours*	*27.5%*
Learning Unit 4. **Accessing and maintaining digital infrastructure for all**	*0,7 ECTS/ 19,6hours*	*17,5%*

Total: 4 ECTS/ 112 hours	Total: 100%