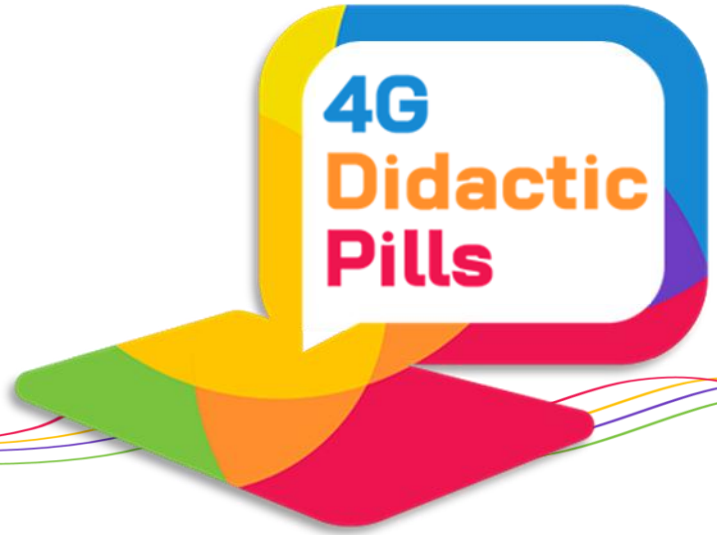
Co-funded by the Erasmus+ Programme of the European Union



4G DIDACTIC PILLS - ERASMUS+ PROGRAMME. KA2 Cooperation for innovation and the exchange of good practices. Strategic Partnerships for school education
AGREEMENT n°: 2020-1-CZ01-KA201-078434.

Co-funded by the Erasmus+ Programme of the European Union

SURVEY ANALYSIS

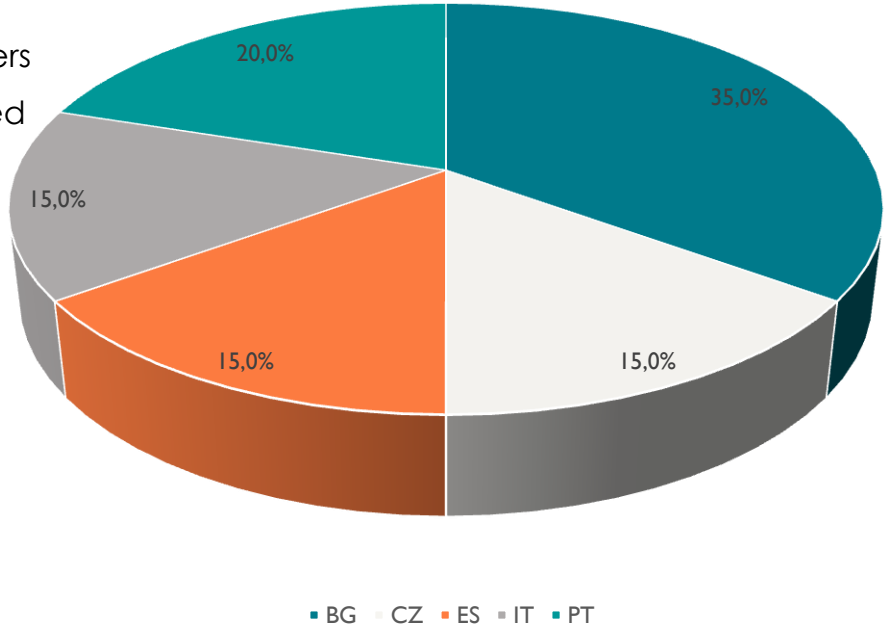
Intellectual Output n. 1
Artes srl
Transnational meeting
May 18, 2021

www.4gdp.eu

4G DIDACTIC PILLS - ERASMUS+ PROGRAMME. KA2 Cooperation for innovation and the exchange of good practices. Strategic Partnerships for school education
AGREEMENT n°: 2020-1-CZ01-KA201-078434. The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

PANEL DESCRIPTION

Overall, 20 interviews were conducted in the 5 partners Countries of 4G Project. The interviews were distributed as in the graphic

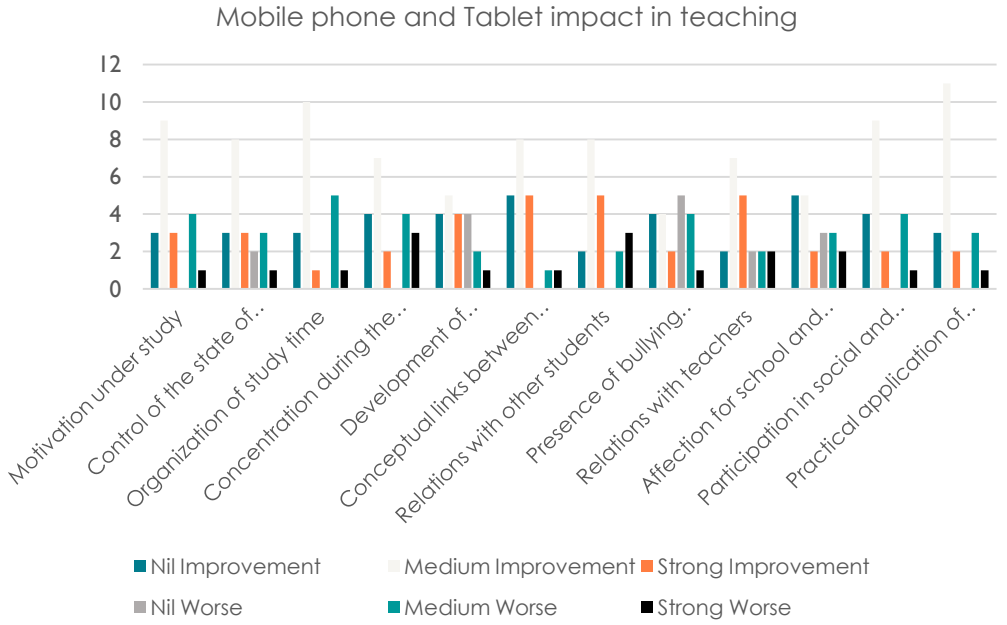


www.4gdp.eu

4G DIDACTIC PILLS - ERASMUS+ PROGRAMME. KA2 Cooperation for innovation and the exchange of good practices. Strategic Partnerships for school education
AGREEMENT nº: 2020-1-CZ01-KA201-078434. The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

IMPACT OF MOBILE TECHNOLOGIES ON DIDACTIC ACTIVITY

- A **general improvement** in motivation to study, anxiety control, organization of study time, level of concentration during the study, ability to conceptualize different topics, affection for school and participation in educational and socialization activities.
- A **strong improvement**, for about 25% of the respondents, in the areas of the relationship, both with other students and with teachers, but also on the cognitive aspects, i.e. the synergy of concepts belonging to several topics.
- For 20% of the respondents, these tools on average **worsened** the motivation to study, the ability to concentrate, the phenomenon of bullying and participation in educational and socialization activities.
- The organization of study time appears to have suffered from an **average level of deterioration** for a quarter of the respondents.



www.4gdp.eu

4G DIDACTIC PILLS - ERASMUS+ PROGRAMME. KA2 Cooperation for innovation and the exchange of good practices. Strategic Partnerships for school education
AGREEMENT n°: 2020-1-CZ01-KA201-078434. The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

TECHNOLOGIES (MOBILE PHONE) ABILITY TO IMPROVE EFFECTIVENESS OF TEACHING

- Someone has not done **anything significant in the direction of improving the efficiency of teaching through the use of the mobile phone**, because 70% of students studying in synchronous learning in an e-environment have a personal computer or tablet.
- Others **are not acquainted** with such because they are learning to.
- Teacher working with SEN students uses working methodologies that are adapted and standardized. **Mobile phones are rarely used and only when the student wants to show or do something of their own free will**.
- Exceptionally, there are **Action Plan where schools take part**. The schools have worked with students to implement cooperative learning, using tools and digital resources

4G DIDACTIC PILLS - ERASMUS+ PROGRAMME. KA2 Cooperation for innovation and the exchange of good practices. Strategic Partnerships for school education AGREEMENT nº: 2020-1-CZ01-KA201-078434. The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

TOPICS OF THE EDUCATIONAL OFFER SUITABLE FOR TEACHING WITH MOBILE DEVICE

Co-funded by the Erasmus+ Programme of the European Union

- **No specific topics** but searching for information on Internet on assigned questions
- **All the subjects** and education topics to improve the learning of new contents, reorganising concepts, etc
- **Theoretical components**, such as mathematics, Natural sciences, English and French; all these subjects can benefit from the use of playful games or playful software. The practical components should be face-to-face and in person, i.e. in class with explanation

Someone else points to a **combination of disciplines with mode of teaching**:

- audio recordings of literary works; videos of practical classes for professional disciplines; a film based on a literary work that is studied in class; musical works; photos for art classes; videos for sports exercises

Other suggestions:

- **creation of common projects**, which could be done by individuals or by people from different parts of the world using web
- topics related with the **management of images, languages, or experiments** ...
- include parallel paths in school programs through which both parties (teachers and learners) can grow and improve their skills and their ability to use consciously and responsible for new technologies
- It's preferable use of computer for the performance it offers

4G DIDACTIC PILLS - ERASMUS+ PROGRAMME. KA2 Cooperation for innovation and the exchange of good practices. Strategic Partnerships for school education AGREEMENT n°: 2020-1-CZ01-KA201-078434. The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

HOW TO PRESENT TOPICS USING MOBILE PHONE DURING LESSON

- **"Ordinary" activities**: Video lessons, presentations, audio dictation, discussion of issues, sharing didactic materials
- **Phone as a computer**: searching for information, unknown terms in foreign languages, searching for articles on a certain issue; connecting mobile devices with projectors
- **Short video demonstration**, very useful, especially in vocational schools
- **Interview and voice recorder**: audio evidence of an event or an interview or a kind of instructions, etc
- **Broadcasting**: according to the topic of the lesson – (whether medieval history or music of XIX or XX century or sport) - the teacher can be on the spot (a fortress, a concert hall or a theatre, a museum, a stadium) and switch on the camera of his phone and emit or broadcast whatever they have to do
- **Gaming**: Teachers could include a presentation, an interactive online game.
- **Recording**: Shortly, on fieldwork, teachers (and students) can record images, video, sound, take notes, use GPS technology and mapping software to record information essential to their coursework
- **Interactive lesson**: to connect portable devices in a network and take advantage of adequate platforms applications
- **Cooperative work for problem resolutions**: a group of students that share a problem but not all of them have the same components and to reach a solution they should find all the possible solutions, share the information and negotiate the best for them
- **No smartphones**: students have to leave smartphones in a box when they enter the classroom and they are not allowed to use them during the lesson.

www.4gdp.eu

4G DIDACTIC PILLS - ERASMUS+ PROGRAMME. KA2 Cooperation for innovation and the exchange of good practices. Strategic Partnerships for school education AGREEMENT n°: 2020-1-CZ01-KA201-078434. The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

EFFECTS OF THE SPREAD OF MOBILE PHONES (AND TABLETS) IN CLASSROOM CLIMATE AND IN TEACHING ACTIVITIES

Co-funded by the Erasmus+ Programme of the European Union

- Is **very enriching for the development of classroom activities**, making them more attractive to students.
- This practice **is not common**. A suitable lesson for the use of mobile phones is foreign language teaching, where students look for appropriate materials to translate and share with others; also, mobile phones are used **to encourage students to seek up-to-date information on a specific subject or to prepare a short presentation**.
- **Less mutual personal communication** between students, isolation of some students, deepening of introverted nature, inability to solve given problems in person, false bravery (easier to write than to say in person).
- Is **negative in the teaching activity**, in the classroom context. It can be interesting if you are working from home.
- If the smartphone had already become an extension of our body, now it is, in effect, **an organ**. Even in the classroom, many students never separate from their mobile phones and use them continuously during the lesson, often chatting with each other via social networks, thus breaking down the threshold of attention and limiting the active and productive participation in lesson of the teacher.

4G DIDACTIC PILLS - ERASMUS+ PROGRAMME. KA2 Cooperation for innovation and the exchange of good practices. Strategic Partnerships for school education AGREEMENT n°: 2020-1-CZ01-KA201-078434. The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

SEN AND DIDACTIC: LIFE SKILLS "MOST IMPORTANT" FOR STUDENTS WITH SEN

Co-funded by the Erasmus+ Programme of the European Union

- **Interpersonal relationships and stress management**, as they affect social discomfort and, consequently, school dropout. Furthermore, these skills end up producing effects, albeit with different degrees of incidence, on all other life skills.
- **Effective communication and Interpersonal relations**. Promoting the importance of collaborative work and the spirit of teamwork as decisive factors for everyone's success seem to be core values to be instilled in students
- **Creativity, critical spirit, problem-solving, making decisions**. Students are motivated and gain confidence when they have created a real product.
- **Emotional intelligence,** through extracurricular and non-formal forms of learning. So self-awareness, communication and relationship with other people
- **Self-esteem,** as generally these affects not only school failure but also other life areas.

The child with SEN, living with communication limitations, who finds difficult to express himself or herself, uses technology willingly and actively.
In this way he/she communicates on an equal footing with his/her peers.
Through the new communication technologies the abilities of children with SEN are more visible than their disabilities

www.4gdp.eu

4G DIDACTIC PILLS - ERASMUS+ PROGRAMME. KA2 Cooperation for innovation and the exchange of good practices. Strategic Partnerships for school education AGREEMENT n°: 2020-1-CZ01-KA201-078434. The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

SEN AND DIDACTIC: USE OF MOBILE DEVICES IN TEACHING AND MOTIVATION TO STUDY 1

Co-funded by the Erasmus+ Programme of the European Union

- **It allows student to study in a pleasant and family environment**. This will reduce the early dropout of students from school, because students will have the opportunity to study remotely, even when they are not at home. That is, students will be constantly connected to the learning environment through mobile phones.
- **Student faces less competition**, and comparison with the other students
- **Motivation increases**, but not for everyone, because many of these students are without basic digital competencies, and if they can't this or that they are not interested.
- **In case of hardship related to dyslexia or writing** the use of technologies could help and motivate students at their school homework.
- In **students with problems of social hardship**, the use of mobile/tablet in teaching **has fostered greater motivation to study**, associating the device with which they call or send messages to a tool with which they can also study

4G DIDACTIC PILLS - ERASMUS+ PROGRAMME. KA2 Cooperation for innovation and the exchange of good practices. Strategic Partnerships for school education AGREEMENT n°: 2020-1-CZ01-KA201-078434. The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

SEN AND DIDACTIC: USE OF MOBILE DEVICES IN TEACHING AND MOTIVATION TO STUDY 2

Co-funded by the Erasmus+ Programme of the European Union

- **It's not the guarantee of motivation to study**, as this fact will depend on: studying habits, the importance that families give to study, parent's availability to care for sons, parent's educative strategies
- It can have a **small effect**, other factors are more significant.
- **Mobile phone is not the solution**. Teaching using mobile phones couldn't help to resolve possible early school leaving.
- **Mobile phone is a distraction factor**, it could be used only if you don't have computer in the classroom.
- In **students with problems of social hardship**, the use of mobile/tablet in teaching has led, those who are shy and not very participatory, to increase their shyness, and the lack of collaboration in some cases has been strengthened.

4G DIDACTIC PILLS - ERASMUS+ PROGRAMME. KA2 Cooperation for innovation and the exchange of good practices. Strategic Partnerships for school education AGREEMENT n°: 2020-1-CZ01-KA201-078434. The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

CONCLUSIONS

- The use of mobile technologies is **generally appreciated for teaching** but must also be managed through adequate training for teaching staff. While the student's familiarity with the tool is important, which makes it more attractive; on the other hand, the student is distracted especially if the mobile phone is used in classroom. It is therefore suggested **to use it for teaching, study, homework and exercises at home**
- The **topics that can be treated using technologies are the most varied**, but certainly what emerges is the indication that disciplines to be transferred have to be always preceded by face-to-face teaching in classroom
- **Modalities** to be favored are different: interactive lessons, cooperative work for solving problems, short demonstration videos (particularly useful in vocational training schools), mere transfer of activities as managed in person (presentations, video lessons, etc.)
- Their effect (technologies) depends on the **former knowledge** about the practice of these; highly affecting in a different way if they are students with special needs or if their families are involved in their academic development.

www.4gdp.eu

4G DIDACTIC PILLS - ERASMUS+ PROGRAMME. KA2 Cooperation for innovation and the exchange of good practices. Strategic Partnerships for school education AGREEMENT n°: 2020-1-CZ01-KA201-078434. The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

CONCLUSIONS

- Students with SEN show confidence and more adaptability by learning on ICT. They use technology willingly and actively. In this way they communicate on an equal footing with their peers. Through the new communication technologies the abilities of children with SEN are more visible than their disability.
- Potentially **all life skills can be transferred through the use of technologies**. The most popular life skills are **creativity and interpersonal communication**. For students with special needs, **stress management and all skills for interpersonal relationships**, as they affect social discomfort and, consequently, school dropout.
- More generally we can conclude that **the main challenge for online learning is the discipline of the student and attracting his/her full attention**. When it comes to students with SEN who suffer from attention deficit, the learning environment is of great importance. In this regard, the **learning software must be designed to engage the student's attention to the highest degree**. At the same time, the software must allow teacher to monitor student's behaviour in real time, to sense his emotions and reactions. This will ensure an effective two-way learning process.

4G DIDACTIC PILLS - ERASMUS+ PROGRAMME. KA2 Cooperation for innovation and the exchange of good practices. Strategic Partnerships for school education AGREEMENT n°: 2020-1-CZ01-KA201-078434. The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.